# **CTE Dual Credit and Disability Accommodations**

## **Can students with an Individualized Education Plan (IEP) or 504 Plan participate in Community and Technical Education (CTE) Dual Credit courses?**

Yes, all students can participate in CTE Dual Credit (DC) courses, including students with disabilities.

CTE Dual Credit courses are designed to provide all students with career readiness skills and training pathways. Colleges and school districts use principles of Universal Design for Learning (UDL) to create supportive learning environments, foster success, and meet diverse needs.

IEP/504 teams and school counselors assist students in selecting CTE DC courses and determine appropriate support and accommodations. Students with IEPs or 504 plans typically have accommodations and modifications already outlined in their plans for use in the K-12 classroom setting. It is important to understand that accommodation services may differ between secondary (K-12) and post-secondary (college) levels. Refer to the section below, Understanding the Differences between K-12 and Post-Secondary Education.

If a student requires disability accommodations beyond those typically allowed in college courses, **and** the student plans to pursue college-level credit for the course, then further action is needed. The high school staff must consult with the college's Disability Services (DS) office. The high school staff are responsible for consulting with the DS office on the student's behalf.

The reason for this is because some K-12 level accommodations provided by the school district may not be suitable for a college level course if the accommodation lowers the course standards, changes the learning outcomes, compromises safety, or fundamentally alters the course.

If the student plans to pursue college-level credit for the courses being taken, the college's DS office will meet with the student and high school staff to review and discuss their current IEP or 504 plan prior to a final determination of reasonable accommodations. The DS office has the responsibility and authority to determine if accommodations would fundamentally alter or reduce the standards of a college-level course. If so, those accommodations will not be approved, and college-level accommodations will be discussed and applied to maintain the integrity of the transcripted college credit.

## **Understanding the Differences between K-12 and Post-Secondary Education**

Secondary accommodations and modifications under an IEP or 504 Plan are tailored to ensure students with disabilities can make progress in their education. However, colleges and universities operate under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), which have different goals and guidelines.

### **Key Differences Between K-12 and College Support:**

* Responsibility: In K-12, schools are proactive in identifying and supporting students with disabilities, while in college, students must self-identify and request college-level accommodations from the Disability Services office.
* Focus: K-12 accommodations focus on ensuring access *and* success in the classroom; college accommodations focus solely on providing equitable access and equal opportunity for learning.

### **K-12 Modifications Commonly Approved in Higher Education:**

* Extended time for exams and quizzes.
* Preferred classroom seating.
* Note-taking assistance.
* Communication access such as American Sign Language (ASL) interpreting, transcription, or live captioning.
* Alternative formats for required instructional materials.

### **K-12 Modifications Not Commonly Approved in Higher Education:**

* Curriculum Modification Examples: Simplifying coursework, reducing the number of assignments, or altering test standards.
* Alternate Assessment Standard Examples: Allowing a student to be graded on effort instead of achievement or using a pass/fail system.
* Substantial Changes to Course Content Examples: Replacing core assignments or projects with alternative tasks.
* Exemptions from Certain Subjects Examples: Allowing students to skip required classes (e.g., foreign language, math).
* Paraprofessional Support Examples: Providing a one-on-one aide, tutor, or shadow in the classroom.

For more information regarding postsecondary education and college-level accommodations:

* [Guide for Educators, Parents, and Students with Disabilities as they consider Postsecondary Education](https://waped.org/transition-guide/college-readiness-for-students-with-disabilities/)
* [Parent and Educator Resource: College Readiness for Students with Disabilities](https://waped.org/transition-guide/parent-educator-one-pager/)
* [Student Resource: Getting Ready for College](https://waped.org/transition-guide/college-readiness-for-students-with-disabilities/)