

Wake Technical Community College provides reasonable accommodations for students with documented autism spectrum disorder. Post-secondary students no longer have IEPs because the Individuals with Disabilities Education Act (IDEA) does not exist at the college level; however, an IEP may be included as part of a more comprehensive report. Wake Tech students are governed under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, specifically subpart E.

Wake Tech Disability Support Services will make the final determination of whether appropriate and reasonable accommodations are warranted and can be provided for the individual. **Students with disabilities are expected to satisfy the academic standards required by the college and perform essential course functions without substantially altering the curriculum requirements.**

## REQUIRED DOCUMENTATION

1. The following professionals are considered qualified to assess and diagnose autism spectrum disorder: psychologists, psychiatrists, developmental pediatricians, neurologists, or an interdisciplinary team. All reports should be on letterhead, dated, signed, and include the name, title, and professional credentials of the evaluator.
2. A psychoeducational report including social-behavioral testing should be current within five years. Documentation should substantiate the need for service based on the student's current functioning in an *educational* setting. If the student has been evaluated by an autism center such as TEACCH, *please* include the evaluation in the submitted documentation. **Do not submit handwritten documents.**
3. A clear diagnostic statement of the disorder, including DSM-IV, IV-R, or V diagnosis, and a summary of present symptoms must accompany the documentation. In addition, a summary of evaluation procedures, diagnostic tests used, and evaluation results should be included. A comprehensive report would include:
  - Ability testing
  - Achievement testing
  - Specific cognitive processing evaluated for strengths and weaknesses, including visual-spatial processing
  - Social-emotional status—formal assessment instruments and/or clinical interview are appropriate

*The Slosson Intelligence Test and the Kaufman Brief Intelligence Test are primarily screening devices which are **not** comprehensive enough to provide the information necessary to make accommodation decisions.*

*The Wide Range Achievement Test is **not** a comprehensive measure of achievement and, therefore, is not useful as the sole measure of achievement.*
4. The impact of the disability on the individual should be discussed with particular detail regarding academic and social requirements. If specific recommendations of accommodations are made, the rationale must relate the accommodation to the functional limitations imposed by the disability.

### Disability Support Services

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