

LEARNING DISABILITY DOCUMENTATION GUIDELINES

Wake Technical Community College provides reasonable accommodations for students with documented learning disabilities. 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 learning disabilities: appropriately licensed/certified clinical psychologists, school psychologists, and neuropsychologists. The professional must have expertise in evaluating the impact of the learning disability on the student's educational performance. All reports should be on letterhead, dated, signed, and include the name, title, and professional credentials of the evaluator.
2. A psychoeducational report should be current within five years. Documentation should substantiate the need for service based on the student's current functioning in an *educational* setting.
3. A psychoeducational evaluation should include a clinical interview. The student's developmental, academic, mental, and social history should be investigated and reported. This evaluation must include a comprehensive assessment battery including aptitude, achievement, and **processing** instruments.
The following aptitude tests are considered appropriate in the substantiation of a learning disability:
 - Wechsler Adult Intelligence Scale-IV (WAIS-IV); Wechsler Intelligence Scale for Children-IV (WISC-IV)
 - Woodcock-Johnson Test Psychoeducational Battery-III: Test of Cognitive Ability
 - Kaufman Adolescent and Adult Intelligence Test (KAIT)

*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 following achievement tests are considered appropriate in the substantiation of a learning disability:

 - Woodcock-Johnson Psychoeducational Battery-III: Tests of Achievement
 - Wechsler Individual Achievement Test-II (WIAT-III)
 - Scholastic Abilities Test for Adults (SATA)

*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 should be discussed with particular detail regarding academic 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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