

General Entrance Testing Accommodations Information

Examinees with documented physical or mental disabilities may apply for special testing accommodations before scheduling the test. The accommodation process usually takes 4-6 weeks.

In order to provide accommodations, we need to establish that an individual has a permanent disability which would have an impact on the person's ability to pursue an academic program.

A disability is defined as an impairment substantially limiting a major life activity.

The Examinee must self-identify as a person with a disability (complete an application) and must provide current medical documentation from a licensed medical professional within the past 3 years (within 6 months for psychiatric disabilities). Please note that a diagnosis of a disorder, condition, or syndrome, does not automatically qualify an individual for accommodations under the law. In addition, while an Individual Education Program (IEP) may be used for High School Students for the WorkKeys Entrance Testing (extra time only), it will not be the only document accepted for classroom accommodations once a student starts a program. Medical documentation must be provided.

After submitting the application and medical assessment/disability documentation, the Testing/ADA Coordinator will contact you to schedule an accommodations interview and review disability documentation. Using the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, WorkKeys, and ACT provisions, the coordinator will determine if accommodations are necessary and, if so, what accommodations will be provided.

Current, written medical documentation is required for all accommodation requests, except high school students on IEPs (For testing only). For your convenience, the [Student Disability and Impairment Form](#) is online and can be completed by your medical provider.

If you prefer, your medical provider may provide documentation in a signed and dated letter on professional letterhead which gives the following information:

For physical and/or mental impairments including ADHD: 1.) The diagnosis (e.g., medical, DSM-5, etc.) list all that apply. 2.) The date of original diagnosis 3.) Date of patient's last evaluation 4.) What major life activities are affected as a result of the impairment? Please indicate functional limitation on the major life activity. 5.) What limitation(s) is interfering with academic performance or accessing a benefit of education or on campus housing? 6.) What academic function(s) or benefits of education is the student having trouble performing or accessing because of the limitation(s)? 7.) How does the student's limitation(s) interfere with his/her ability to perform the academic function(s)? 8.) What accommodations do you recommend AND how will these accommodations improve the student's academic performance? 9) Additional information that will assist Washburn Tech in determining appropriate reasonable accommodations

Examples of Possible Accommodations: Testing accommodations must be scheduled in a timely manner prior to the test date to assure availability of resources and personnel to assist.

- Extended testing time
- 24 inch computer monitor with large font
- Braille assessment booklets are available for the Reading for Information and Applied Mathematics tests. Extra scheduling time is needed to obtain the booklets.
- Reader/Signer:

Readers read the assessment exactly as printed, with no interpretation. Assessments are administered in a separate room.

Sign language interpreters provide information as presented and do not supply any additional information.

Please note that the Applied Mathematics assessment contains large numbers of graphics that are difficult for someone else to describe. ACT cautions that using a reader or signer to assist visually impaired examinees with the Reading for Information assessment substantially changes the skill being measured.

Recording Responses Assistance is available when the Examinee is unable to mark responses on the regular WorkKeys answer document.

English as a Second Language is not a disability. Examinees for whom English is a second language may use a word-to-word foreign language dictionary. The examinee must supply their own foreign language dictionary and the test administrator must check the dictionary before and after testing. ESL, in and of itself, does not warrant extra time.

Contact Information:

Gloria Christian M.S. Ed.
Testing/ADA Coordinator
5724 SW Huntoon Street
Topeka, Kansas 66604
785-670-3365

gloria.christian@washburn.edu

It is the policy of Washburn Tech to assure equal educational and employment opportunity to qualified individuals without regard to race, color, sex, religion, age, national origin, ancestry, disability, marital or parental status or sexual orientation/gender identity, or other factors prohibited by law. Direct questions or concerns to the Equal Opportunity Director at Washburn University, 1700 University Avenue, Topeka, KS 66621 (785-670-1509), eodirector@washburn.edu