

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 6-8 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 a high school IEP may provide valuable information and help in our review of the disability documentation, it cannot be used as medical documentation.

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. For your convenience, the [Student Disability and Impairment Form](#) and the [Attention-Deficit/Hyperactivity Disorder Assessment Form](#) are 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 other than ADHD: 1.) The diagnosis 2.) The date of original diagnosis 3.) Is the patient Currently under the provider's care 4.) Date the patient was last seen 5.) Is the condition/impairment temporary (less than 6 months), chronic, permanent, or progressive? 6.) What is the current treatment to minimize the impact of the impairment/condition? (medications, devices, services) 7.) What major life activities are affected as a result of the impairment? Please indicate the level of limitation: negligible, moderate, substantial. 8.) What are the functional limitations resulting from the condition's/impairment's impact on major life activities identified above? 9.) What accommodations do you recommend and how do these accommodations relate to the impact of the condition/impairment? 10.) What are acceptable alternatives to the recommended accommodations 11.) What is the level of need for the recommended accommodation? 12.) What would be the consequence of the individual not receiving the recommended accommodation? 13.) Additional comments.

For ADHD: 1.) What is your DSM-IV–TR diagnosis for the student? 2.) Date of diagnosis 3.) Date the patient was last seen 4.) How Does ADHD affect the student's ability to perform academically? 5.) What major life activities are affected as a result of the impairment? Please indicate the level of limitation: none, moderate, severe, don't know 6.) Does the student have a developmental history of ADHD and how was this determined? 7.) What external validation (record review, interviews) supports self-report of ADHD symptoms and impairment determination? 8.) Does the student have other conditions that impact ADHD? 9.) What other conditions were ruled out as an alternative explanations for the student's academic difficulties? 10.) What psychological/neuropsychological

testing was performed? Did the results support the described impairment? 11.) If testing was not done, why was it not considered? 12.) Is the applicant being treated with medication for this condition? If yes, what are the beneficial effects of treatment? 13.) What academic accommodations do you recommend?

Please submit copies of the Comprehensive Diagnostic Evaluation Report, psychological/neuropsychological test findings relevant to ADHD diagnosis, and all additional evaluations from the past that provide additional evidence regarding the applicant's history of diagnosis and treatment.

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.

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