

Washburn Institute of Technology  
2010 -2011  
**PRE-ADMISSIONS TEST SCHEDULE**

**How to Register for the GENERAL ENTRANCE EXAM**

- Call Student Services for available Test Day/Times: 785-228-6325
- **Pre-Pay the \$20.00 fee for General Entrance test.** (Must register & pay fee in advance. The fee is non-refundable.)
- You are Required to have a Photo ID & know your Social Security Number on your scheduled Test Day.
- Calculators and No.2 pencils are provided.
- **NO CELL PHONES, pagers, wrist watches with alarm, etc. are allowed.** Examinees will be asked to leave, their test voided, and they must reschedule and pay again to test another time, if these devices go off during the assessment. Testing fee will not be refunded.
- **NO FOOD OR DRINK** may be brought into the testing center.
- Allow 3 – 3½ hours for testing.
- **DOORS LOCK 30 MINUTES AFTER REPORT TIME.**

DATE	Check In Begins At:	Test Starts At:	Report To The:
August 10, 2010	11:45 am	12:15 pm	Basement Testing Center
September 14, 2010	11:45 am	12:15 pm	Basement Testing Center
September 28, 2010	11:45 am	12:15 pm	Basement Testing Center
October 12, 2010	11:45 am	12:15 pm	Basement Testing Center
October 16, 2010	8:30 am	9:00 am	Basement Testing Center
October 26, 2010	11:45 am	12:15 pm	Basement Testing Center
November 9, 2010	11:45 am	12:15 pm	Basement Testing Center
November 30, 2010	11:45 am	12:15 pm	Basement Testing Center
December 14, 2010	11:45 am	12:15 pm	Basement Testing Center

Washburn Tech uses the ACT WorkKeys as its entrance assessment for measuring skills related to success in the workplace. The administration of all assessments must be in accordance with WorkKeys' administration policies.

Preparation booklets are available in Student Services at \$5.00 each for Applied Math and Reading for Information.

Contact Testing Coordinator for accommodation Testing Dates and Procedures

(See accommodation guidelines on back)

**How to Register for the General Entrance Exam RE -TEST**

- \$5.00 fee for each section of the test to be taken.
- **Must register & pay in advance to Student Services: 785-228-6325**
- Allow 1 ½ hours per test.
- Examinee must wait 30 days if no intervention/training has occurred.
- Re-testing is not recommended without tutoring.
- **DOORS LOCK 30 MINUTES AFTER REPORT TIME.**
- **Reading start time may vary from the posted time.**

DATE	Math Check In Time	Reading Check In Time	Report To The:
September 21, 2010	8:10	9:30	Basement Testing Center
October 19, 2010	11:45	1:15	Basement Testing Center
November 16, 2010	8:10	9:30	Basement Testing Center
January 25, 2011	11:45	1:15	Basement Testing Center
February 15, 2011	8:10	9:30	Basement Testing Center
March 15, 2011	11:45	1:15	Basement Testing Center
April 19, 2011	8:10	9:30	Basement Testing Center
May 17, 2011	11:45	1:15	Basement Testing Center
June 15, 2011	11:45	1:15	Basement Testing Center
July 13, 2011	11:45	1:15	Basement Testing Center

**DISABILITY DOCUMENTATION -- ACT Guidelines for Testing Accommodations --** All documentation is kept confidential  
\*\*Must register in advance with the WASHBURN TECH Testing Coordinator and provide documentation as describe below to receive accommodations on the WorkKeys Assessment. Depending on the accommodation, **3 to 8 weeks lead time** may be needed, allowing time to make arrangements and **schedule** appropriate testing dates for necessary accommodations.

**WASHBURN TECH** is committed to providing equal opportunities in higher education to qualified students. In these regards, guidelines for responding to request from examinees for test accommodations have been adopted by WASHBURN TECH following the ACT guiding principles. 1) Requirements for test accommodations must ensure fairness for all candidates, both those seeking accommodations and those testing under standard conditions. 2) Accommodations must be consistent with ADA requirements and appropriate and reasonable for the documented disability. 3) Accommodations must not result in an undue burden, as that term is used under the ADA, or fundamentally alter that which the test is designed to measure. 4) Documentation of the disability must meet guidelines that are considered to be appropriate by qualified professionals and must provide evidence that the disability substantially limits one or more major life activity. Applicants must also provide information about prior accommodations made in a similar setting, such as academic classes and test taking. A diagnosis of a disorder/condition /syndrome in and of itself does not automatically qualify an individual for accommodations under the law.

**Eligibility for Accommodations on the Entrance Testing:** Examinees with disabilities who cannot complete the ACT WorkKeys assessments in the standard time limits, using standard materials, and under standard conditions, may, at the discretion of the test coordinator, following review of disability documentation, be tested under special conditions and/or using special testing materials available from ACT. Written documentation of evaluation and diagnosis of disability must be on file with **Testing/ADA Coordinator - Michelle Lewis 785-228-6356** to receive testing accommodations. **Documentation must include:**

**Qualified diagnostician:** Name, title and professional credentials (e.g., areas of specialization, license or certification, degrees, employment) must be clearly stated in the documentation. For physical disabilities, documentation must be provided by a qualified physician. The administration for diagnostic assessments, determination of specific diagnoses, and recommendation of appropriate accommodations must be made by a qualified professional whose credentials are appropriate to the disability. Documentation should clearly identify the disability for which the accommodation is to be given, i.e. the basis of the claim.

**Currency of Documentation** – To best assess the current impact of an examinee’s disability or functional limitations as they apply to the test-taking process, the documentation must be sufficiently current and appropriate to the particular disabling condition. For accommodation services, the disability must have been diagnosed or reconfirmed by a qualified professional, usually within 3 years prior to the date of the request. (**NOTE: a.** within the last 6 months for psychiatric disabilities. **b.** three year requirement does not apply to physical or sensory disabilities of a permanent or unchanging nature).

**Substantiation of Diagnosis** – Documentation must provide a comprehensive evaluation with objective evidence of a substantial functional limitation. Contain a clear statement of the functional limitations emanating from that disability which are known to impact the person’s ability to perform tasks in the assessment. A statement such as “Examinee has ADHD and therefore requires additional time” is not adequate. This identifies the diagnosis but fails to indicate any limitation.

**Recommendation for Accommodations** - Requests for accommodations must specifically address the functional limitation of the disability. The diagnostic report must include specific recommendations for accommodations as well as an explanation of why each accommodation is recommended and how it alleviates the impact of the impairment when taking a standardized test. The diagnostic information provided must be age-appropriate for the population of examinees taking the test. The evaluator (s) must describe the impact, if any, that the diagnosed disability has on a specific major life activity as well as the degree of significance of this impact on the individual in a testing situation. The evaluator must support recommendations consistent with specific functional limitations as determined by objective data substantiating a history of functional impairment, appropriate test results, clinical observations, and a comprehensive diagnostic interview. It is important to recognize that accommodation needs can change over time and are not always identified through the initial diagnostic process. Accommodations provided in secondary school, does not necessarily imply the same accommodations are available for standardized testing at postsecondary level. A **current** IEP prepared by appropriate psychological staff for a student will be considered in evaluating the justification for accommodation; further documentation may be needed. **Link between disability, the limitation and the tasks required** for this particular testing situation.

**List of possible accommodations:**

- **Large-print Assessment Materials** ---ACT offers large-print WorkKeys assessment booklets and answer documents -- arrangements for materials need to be made in time to obtain materials
- **Braille Assessment Materials** --- Braille assessment booklets are available for both the Reading for Information and the Applied Mathematics assessments -- arrangements for materials need to be made in time to obtain materials
- **Reader/Signer** --- arrangements need to be made in time to obtain materials. 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.
- **Assistance in Recording Responses** --- When an examinee is unable to mark responses on the regular WorkKeys answer document the examinee must schedule in advance of test date.
- **English as a Second Language** --- 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.

It is the policy of Washburn Institute of Technology 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 Ms. Carol Vogel, Equal Opportunity Director, Morgan Hall 380A, (785) 670-1509, [carol.vogel@washburn.edu](mailto:carol.vogel@washburn.edu)