



AMERICAN COLLEGE OF VETERINARY INTERNAL MEDICINE

GENERAL INSTRUCTIONS FOR REQUESTING TEST ACCOMMODATIONS

The American College of Veterinary Internal Medicine (ACVIM) encourages persons with disabilities to apply for test accommodations. Reasonable test accommodations will be made on the ACVIM examinations for qualified candidates with disabilities.

It is the policy of ACVIM to administer its examinations in accordance with the Americans with Disabilities Act, as amended (ADA). A qualified candidate with a disability who is otherwise eligible to take an ACVIM examination, but who cannot demonstrate under standard testing conditions that they possess the knowledge and skills necessary to take an examination, may request reasonable test accommodations.

ACVIM will make reasonable modifications to any policies, practices, and procedures that might otherwise prevent individuals with disabilities from taking an examination in an accessible place or manner, provided such modifications do not result in a fundamental alteration to the examination or other admission requirements, impose an undue burden, or jeopardize examination security. In order to accommodate disabled persons, ACVIM will permit additional testing time and other reasonable accommodations when necessary to ameliorate the impact of the candidate's disability on the candidate's ability to take an examination. No additional charges will be assessed to individuals with disabilities to cover the costs of reasonable accommodations.

Requests for test accommodations will be evaluated on a case-by-case basis. The candidate must submit documentation from one or more qualified professionals that provides information on the diagnosed impairment(s), the candidate's current level of impairment, and the rationale for the accommodations requested on an examination. In addition, the candidate must submit verifying documentation of their history of accommodations, if any. All documentation will be retained by ACVIM and may be submitted to one or more qualified professionals for an impartial review. Accommodations granted elsewhere do not necessarily entitle a candidate to accommodations on an examination, although ACVIM may give considerable weight to documentation relating to past accommodations received in similar testing situations or in response to an IEP or Section 504 plan.

DEFINITIONS

1. *Disability* is a physical or mental impairment that substantially limits one or more of the major life activities. In the certifying examination setting, the impairment must limit a candidate's ability to demonstrate, under standard testing conditions, that the candidate possesses the knowledge, skills, and abilities tested on the certifying examination.
2. *Physical impairment* is a physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the body's systems.



3. *Mental impairment* is any mental or psychological disorder such as intellectual disability organic brain syndrome, emotional or mental illness, ADHD, or any specific learning disability.
4. *Major life activities* include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
5. *Reasonable accommodation* is an adjustment or modification of the standard testing conditions, or an appropriate auxiliary aid or service, that ameliorates the impact of the candidate's disability without doing any of the following:
 - a. fundamentally altering the nature of the examination, including but not limited to compromising the validity or reliability of the examination; or
 - b. imposing an undue burden on ACVIM; or
 - c. jeopardizing examination security.
6. *Qualified professional* is a licensed physician, psychiatrist, psychologist, or other health care provider who has appropriate training in the field related to the candidate's disability.

FILING DEADLINE

Requests for accommodations will be considered after receipt of all required information. The *Candidate Checklist, located in Section E of Form 1 - Candidate Request for Test Accommodations* must be submitted prior to the exam registration deadline of the exam for which the candidate is applying. The applicable items specified in the Candidate Checklist must be completed and received on or before the registration deadline of the exam for which the candidate is applying.

Candidates with disabilities are subject to the same registration deadlines as individuals without disabilities. Because some of the accommodation request forms require input from third parties, the appropriate individuals should be asked to complete the forms well in advance of the deadline.

It is the candidate's responsibility to inform ACVIM of the need for accommodations at the time of exam registration. ACVIM may refuse or defer accommodations to the next test date if the candidate fails to provide notice of the need for accommodations at the time of registration. Requests for Accommodations received after the registration deadline will not be accepted.

Requests for Accommodations received after the deadline will be denied or deferred until the next scheduled examination.

ADDRESS FOR REQUESTS FOR ACCOMMODATION

Requests for test accommodations and supporting documentation may be submitted to ACVIM at:

E-mail: Certification@ACVIM.org



If you prefer to submit your information via facsimile, please email the above address to request a fax number.

REAPPLICATIONS

Candidates who find it necessary to withdraw from or retake an examination must submit *Form 1 - Candidate Request for Test Accommodations* each time they submit an Exam Application, even if accommodations were previously requested and granted by ACVIM. It is not necessary to resubmit supporting documentation that was submitted with a previous request, provided the candidate sat for an exam within the preceding three years *and*:

(1) is requesting the same accommodations that were received previously on an exam, and (2) has had no material changes in their condition. New supporting documentation is required if there is any change in the accommodations requested. An update to prior medical documentation is required assessing the candidate's *current* functional limitations and ongoing need for accommodations if the nature of the candidate's disability or disabilities is changeable. ACVIM reserves the right to request an update to prior documentation in all cases if it determines that the prior documentation is insufficient to establish the candidate's current level of impairment and need for accommodations.

APPEALS

Requests for Accommodations for any ACVIM exam **must be complete when submitted**. Accommodation requests and supporting materials will be referred to an expert in the field of the candidate's disability for evaluation and recommendations. Once a decision is made to deny a request for accommodations that decision is final for the current exam. If an accommodation request is denied, there is no prohibition on resubmitting a request for accommodations on a future examination if new information or documentation becomes available and is submitted during a subsequent exam registration window and with the Request for Accommodations.



CANDIDATE INSTRUCTIONS FOR TEST ACCOMMODATION

All requests for test accommodation under the Americans with Disabilities Act, as amended (ADA), must, return the following, completed information to ACVIM at the following address:

All requests for accommodation must be submitted on or before the registration deadline of the exam for which the candidate is applying. Forms are located on the ACVIM website.

Email submissions to: **Certification@ACVIM.org**

1. A completed **Candidate Request for Test Accommodations – Form 1**
2. A signed **Verification and Release - Form 2**
3. Documentation of your **educational history** - including, as applicable to your specific accommodation request, copies of all available grade reports, including your GPA from college and any post-graduate programs completed, and all available test scores on standardized testing from at least undergraduate school through the present, such as the SAT or MCAT
4. A **professional report** confirming the presence, nature and extent of your impairment and the need for specific accommodation. Professional reports should be by a qualified and licensed/certified professional with specific and appropriate expertise evaluating adults with the impairment that you have. See the "For Evaluators" section below for details of what the report should contain.

FOR EVALUATORS

**Please be aware that the ACVIM exams are on-line, web-based exams.*

Your **professional report** should include:

- Your name, address, and phone number
- Your area of specialty/expertise
- Description of the specific functional limitations caused by your impairment that require accommodation
- Description of the accommodations recommended by you
- Description of the history of treatment and/or rehabilitation efforts that the test taker has received for their impairment
- Objective evidence of functional limitations:
 - A list of all standardized test instruments and assessment procedures used to diagnose and evaluate the functional impact of the test taker's impairment
 - Date(s) of assessments and/or treatment contacts upon which your report and opinions are based



If you are claiming a mental impairment (defined as any mental or psychological disorder such as intellectual disability organic brain syndrome, emotional or mental illness, ADHD, or any specific learning disability), you must submit a **comprehensive neuropsychological and/or psychoeducational evaluation** which should include:

- A diagnostic interview including a report of the test taker's current symptoms and complaints, history of when symptoms began, how they have been treated and the effects of treatment. This history should address co-morbid and co-occurring psychological and neuropsychological conditions that might impact differential diagnosis. It should also address the test taker's educational history and linguistic history, including first language spoken. In cases in which English was not the test taker's first language, the predominant language spoken in the test taker's childhood home, when English was first learned, and what language or languages were used in the course of the test taker's education should be addressed.
- A comprehensive and complete assessment of aptitude. The recommended evaluation procedure is the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) because abbreviated measures such as the Wechsler Abbreviated Scale of Intelligence-Second Edition (WASI-II) do not provide a complete picture of an individual's relative strengths and weaknesses in order to assess functional impairment.
- Assessments of sustained attention such as the TOVA or Continuous Performance Test and assessments of information processing including but not limited to tests of executive mental functions such as subtests from the Delis-Kaplan Executive Function System, and measures of learning and memory such as the Wechsler Memory Scale-Fourth Edition and/or California Verbal Learning Test-II.
- A comprehensive assessment of academic skills and achievement appropriate to the test taker's age. At minimum, achievement testing should include a complete assessment of reading skills. In addition, the achievement testing should include a timed, standardized reading comprehension test, such as the Nelson-Denny Reading Test. The Nelson-Denny Reading Test, however, does not include age norms, and therefore, scores should be provided based on the test taker's current grade level as well as for first year college norms.
- Comprehensive, psychometric assessment of personality and emotional functioning that contains built-in validity measures, including quantitative measures of emotional functioning, such as the Beck Depression Inventory II (BDI-II) and Beck Anxiety Inventory (BAI). Where appropriate and indicated based on the history, more comprehensive assessment of personality and emotional functioning such as the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) or Personality Assessment Inventory (PAI) are suggested.
- Quantitative symptom rating scales appropriate to the test taker's age. Explicit, cognitive symptom validity measures, including raw scores for the symptom validity test(s) used.
- Test scores, in the form of standard scores and percentiles. All scores should be based on appropriate age norms, except in the case of a test for which no age norms are available. For tests that only have grade-based norms, scores should be provided for first year college norms, as well as the norms based on the test taker's current grade.
- A specific diagnosis based on standard, accepted diagnostic nomenclature and supported by the history and objective test data.