

GUIDELINES FOR REQUESTING

January 2007

RELIGIOUS AND ADA ACCOMMODATIONS

SECTION I. RELIGIOUS ACCOMMODATIONS

Candidates whose religious convictions prohibit them from testing on the regularly scheduled examination date may qualify to take the exam on an alternate date. Requests for accommodations based on religious faith must meet the following guidelines.

- You must notify NCEES in writing *each* time you apply to take an NCEES exam with accommodations based on religious faith.
- To register for an alternate test date for religious reasons, a candidate must submit the Religious Accommodations Request Form and a letter of explanation confirming his or her affiliation with a recognized religious body that observes its Sabbath on the scheduled day of the exam. The letter must be signed by a rabbi, minister, or other cleric and be on the cleric's letterhead. The request form and letter must be submitted directly to:

NCEES
Attn: Human Resources
P.O. Box 1686
Clemson, SC 29633-1686

- The deadline for submitting requests for accommodations is the same as the deadline for applying to take the exam in your jurisdiction. Contact your licensing board or testing agent for the registration dates in your jurisdiction. NCEES encourages you to submit your request and documentation well in advance of the exam registration deadline in case questions arise regarding the request or the documentation submitted in support of that request. Be sure your request contains all supporting documentation. Incomplete requests and requests received after the applicable deadline will not be considered.



Religious Accommodations Request Form

If you are requesting an alternate date for religious reasons, submit this form along with supporting documentation to NCEES by the registration deadline of the exam you wish to take. Any requests received after this date will not be considered. This form and supporting documentation must be submitted each time the candidate requests to take the exam and receive an accommodation for religious convictions. The exam for approved candidates will be held *after* the regularly scheduled exam.

1. Name: _____
Last First Middle Initial

2. Mailing address: _____
Street

_____ City State/Province Zip Code

_____ Country Daytime Telephone Number

3. E-mail address: _____ 4. Fax number: _____

5. Social Security number: _____

6. Exam name and location: _____
Exam Name Exam Location (City, State)

7. Exam date: _____
Month and Year

8. Have you taken this exam previously? Yes No
 If yes, were you provided with special accommodations? Yes No

Supporting documentation must be on *official letterhead* from your religious organization and be *signed and dated by the cleric within the last year*. Supporting documentation must be included with your request form.

Candidate's Signature Date

Return this form, appropriate fees, and supporting documentation by the deadline to:

NCEES
 Attn: Human Resources
 P.O. Box 1686
 Clemson, SC 29633-1686

SECTION II. ADA ACCOMMODATIONS

NCEES provides reasonable accommodations for individuals who have one or more documented disabilities within the meaning of the Americans with Disabilities Act (ADA) of 1990. If you have a documented disability covered under the ADA and require test accommodations, you must notify NCEES in writing each time you apply to take an NCEES exam. The guidelines in the following sections will help ensure that you complete your request form correctly:

- General Guidelines for Accommodations
- Guidelines for Accommodations Based on Learning Disabilities
- Guidelines for Accommodations Based on Attention-Deficit/Hyperactivity Disorder

A. General Guidelines for Accommodations

NCEES will provide accommodations for candidates who provide appropriate and timely documentation from a qualified professional of their disability and its effect on their ability to take the exam under standard conditions. The following information should help you in completing your request for accommodations:

- Definition of Disability
- Accommodations Available
- Documentation Required

Definition of Disability

The ADA defines *disability* as a physical or mental impairment that substantially limits one or more major life activities, such as walking, seeing, hearing, or learning. Having a diagnosed impairment does not necessarily mean that an individual is disabled within the meaning of the ADA, and not all disabilities require test accommodations.

Accommodations Available

Under the ADA, entities that administer standardized examinations must offer the examinations in a place and manner that are accessible to persons with disabilities. This may require reasonable modifications to the manner in which the test is administered. Available accommodations include but are not limited to the following:

- Reader
- Scribe
- Extended testing time
- Auxiliary aids and services, such as large-print type
- Extra breaks

The goal of test accommodations is to ensure that the test results of an individual with documented disabilities “accurately reflect the individual’s aptitude or achievement level or whatever other factor the examination purports to measure, rather than reflecting the individual’s impaired sensory, manual or speaking skills (except where those skills are the factors that the test purports to measure).” (ADA Regulations)

The goal of NCEES is to provide all qualified candidates access to the testing program. This includes disabled candidates who demonstrate functional limitations that affect their ability to take the exam.

Documentation Required

The purpose of documentation is to demonstrate that the individual is covered under the ADA and has a legitimate need for accommodations. It is important, therefore, that documentation provide a clear explanation of the impairment and rationale for special accommodations.

You must submit a request form and other documentation to NCEES in writing each time you apply to take an NCEES exam with accommodations. Be sure to submit the form that applies to your situation—either a first-time request or a subsequent request for accommodations.

If you are requesting accommodations from NCEES for the first time, you must complete the Questionnaire for Candidates Requesting Test Accommodations; a personal statement describing your disability and its impact on your daily life, your educational functioning, and your ability to take the NCEES exam under standard conditions; a Certification of Prior Test Accommodations form if appropriate; and documentation from qualified professionals to support your need for accommodations. **You must submit documentation from a qualified medical or psychological professional (an evaluator) in addition to the Certification of Prior Test Accommodations from your college or university. The Certification of Prior Test Accommodations form alone is not sufficient. To prevent delays in processing your application, carefully read the criteria for documentation that is given below.**

If you have received test accommodations for an NCEES exam within the last three years and would like to request accommodations again, you must complete the Form for Requesting Subsequent Test Accommodations and supply any necessary documentation to support your request for accommodations. You must submit this form to receive accommodations again, regardless of any previous accommodations you have received from NCEES.

All documentation submitted in support of a request for accommodations must meet the following criteria.

- **State a specific diagnosis of the disability.** A professionally recognized diagnosis for the particular category of disability is required, for example, the *Diagnostic and Statistical Manual of Mental Disorders–Fourth Edition* (DSM–IV) diagnostic categories for learning disabilities.
- **Be current.** Because the provision of reasonable accommodations is based on how the candidate's disability currently affects the testing activity, it is in the individual's best interest to provide recent documentation. Since the manifestations of a disability may vary over time and in different settings, in most cases, an evaluation should have been conducted within the past three years.
- **Describe the specific diagnostic criteria and name the diagnostic tests used,** including dates of evaluation, specific test results, and a detailed interpretation of the test results. This description should include relevant educational, developmental, and medical histories. Diagnostic tests used should be appropriate to the disability and current professional practices within the field. Informal or nonstandardized evaluations should be described in enough detail that other professionals can understand their role and significance in the diagnostic process.
- **Describe in detail the limitations caused by the diagnosed disability,** particularly the impact on functioning in regard to the exam process, and explain the relationship of the diagnostic test results to the identified limitations. The current functional impact on physical, perceptual, and cognitive abilities should be fully described; for example, a candidate with macular degeneration might be described as having reduced central vision, which limits the ability to read in some specified manner.

- **Recommend specific accommodations and/or assistive devices**, including a detailed explanation of why these accommodations or devices are needed and how they will reduce the impact of the identified functional limitation. Include specific accommodations that have been granted in the past and under what conditions. If no prior accommodations have been provided in school, in jobs, or by other testing organizations, the evaluator and/or the individual requesting accommodations should explain why no accommodations were given in the past and why accommodations are needed now.
- **Establish the professional credentials of the evaluator** that qualify him or her to make the particular diagnosis, including information about his or her license or certification and specialization in the area of the diagnosis.

B. Guidelines for Accommodations Based on Learning Disabilities

The following information is provided to clarify the documentation process for candidates submitting a request for accommodations based on a learning disability or other cognitive impairment. Objective evidence of a substantial limitation in cognition or learning must be provided. At a minimum, the comprehensive evaluation should include the following:

- Diagnostic Interview
- Psycho-educational Evaluation

Diagnostic Interview

Because learning disabilities are commonly manifested during childhood, though not always formally diagnosed, relevant historical information regarding the individual's academic history and learning processes in elementary, secondary, and postsecondary education should be documented. The report should include a summary of a comprehensive diagnostic interview with relevant background information to support the diagnosis. In addition to the candidate's self-report, the report should include the following as applicable:

- A description of the presenting problem(s)
- A developmental history
- Relevant academic history, including results of prior standardized testing; reports of classroom performance and behaviors, study habits, and attitudes; and, where available, transcripts from academic institutions
- Relevant psychosocial history
- Relevant medical history, including the absence of a medical basis for the present symptoms
- Relevant employment history
- A discussion of dual diagnosis, alternative or coexisting mood, behavioral, neurological, and/or personality disorders, along with any history of relevant medication and current use that may affect the individual's learning
- Exploration of possible alternatives that might mimic a learning disability when, in fact, one is not present

Psycho-educational Evaluation

The psycho-educational evaluation must be submitted on the letterhead of a qualified professional and must provide clear and specific evidence that a learning or cognitive disability does exist. The evaluation must consist of a comprehensive battery of appropriate tests, and the diagnosis must be based on the aggregate of test results, history, and level of current functioning. It is not acceptable to base a diagnosis on only one or two subtests. Tests must be appropriately normed for the age of the patient and must be administered in the designated standardized manner.

Minimally, the domains to be addressed in the psycho-educational or neuropsychological evaluation should include the following:

- **Cognitive functioning**—A complete cognitive assessment with all subtests and standard scores reported is essential. Acceptable measures include but are not limited to the Wechsler Adult Intelligence Scale–III (WAID–III); Woodcock-Johnson Psycho-educational Battery–Revised: Tests of Cognitive Ability; and the Kaufman Adolescent and Adult Intelligence Test.
- **Achievement**—A comprehensive achievement battery with all subtests and standard scores is essential. The battery must include current levels of academic functioning in relevant areas such as reading (decoding and comprehension) and mathematics. Acceptable instruments include but are not limited to the Woodcock-Johnson Psycho-educational Battery–Revised: Tests of Achievement; the Scholastic Abilities Test for Adults (SATA); and the Woodcock Reading Mastery Tests–Revised. Specific achievement tests are useful instruments when administered under standardized conditions and when interpreted within the context of other diagnostic information. The Wide Range Achievement Test–3 (WRAT–3) and the Nelson-Denny Reading Test are not comprehensive diagnostic measures of achievement or reading speed or proficiency; therefore, neither is acceptable if used as the sole measure of achievement.
- **Information processing**—Specific areas of information processing (for example, short- and long-term memory, sequential memory, auditory and visual perception/processing, auditory and phonological awareness, processing speed, executive functioning, and motor ability) must be assessed. Acceptable measures include but are not limited to the Detroit Tests of Learning Aptitude–Adult (DTLA–A), the Wechsler Memory Scale–III (WMS–III), and information from the Woodcock-Johnson Psycho-educational Battery–Revised: Tests of Cognitive Ability.
- **Other assessment measures**—Other formal assessment measures or nonstandard measures and informal assessment procedures or observations may be integrated with the above instruments to help support a differential diagnosis or to disentangle the learning disability from coexisting neurological and/or psychiatric issues. In addition to standardized test batteries, nonstandardized measures and informal assessment procedures may be helpful in determining performance across a variety of domains.

Actual test scores must be provided (standard scores where available), and norms used to interpret the data need to be identified. It is helpful to list all test data in a score summary sheet appended to the evaluation.

A differential diagnosis must be reviewed, and various possible alternative causes for the identified problems in academic achievement should be ruled out. The evaluation should address key constructs underlying the concept of learning disabilities and provide clear and specific evidence of the information-processing deficit(s) and how these deficits currently impair the individual’s ability to learn. No single test or subtest is a sufficient basis for a diagnosis.

The differential diagnosis must demonstrate that the candidate has significant difficulties in acquiring and using listening, speaking, reading, writing, or reasoning skills and that the difficulties are not primarily caused by lack of exposure to the behaviors needed for academic learning or to an inadequate match between the individual’s ability and the instructional demands.

A well-written clinical summary based on a comprehensive evaluative process is a necessary component of the report. Assessment instruments and the data they provide do not diagnose; rather,

they provide important data that should be integrated with background information, historical information, and current functioning. The following elements must be included in the clinical summary:

- Demonstration of the evaluator's having ruled out alternative explanations for the identified academic problems as a result of poor education, poor motivation and/or study skills, emotional problems, attention problems, and cultural or language differences
- Indication of how patterns in cognitive ability, achievement, and information processing are used to determine the presence of a learning disability
- Indication of the substantial limitation to learning presented by the learning disability and the degree to which it affects the individual in the context of the exam
- Indication as to why specific accommodations are needed and how the effects of the specific disability are mediated by the recommended accommodation(s)

Problems such as test anxiety, English as a second language (in and of itself), slow reading without an identified underlying cognitive deficit, or failure to achieve a desired academic outcome are not learning disabilities and therefore are not covered under the ADA.

The evaluator must describe the impact that the diagnosed learning disability has on a specific major life activity, as well as the degree of significance of this impact on the individual. The diagnostic report must include specific recommendations for accommodations and a detailed explanation as to why each accommodation is recommended. Recommendations should be tied to specific test results or clinical observations. The documentation should include any record of prior accommodations or auxiliary aids, including any information about specific conditions under which the accommodations were used and whether they were effective. However, a prior history of accommodation, particularly in a context other than taking a standardized test, without demonstration of a current need, does not in and of itself warrant the provision of a like accommodation. If no prior accommodations have been provided, the evaluator should include a detailed explanation as to why accommodations were not used in the past and why accommodations are needed at this time.

C. Guidelines for Accommodations Based on Attention-Deficit/Hyperactivity Disorder

Evaluations for accommodations based on Attention-Deficit/Hyperactivity Disorder (ADHD) must include the following:

- Assessment by a Qualified Evaluator
- Current Testing/Assessment
- Comprehensive Documentation
- Relevant Assessment Batteries
- Review of DSM–IV Criteria
- Specific Diagnosis
- Clinical Summary
- Rationale for Accommodations

Assessment by a Qualified Evaluator

As with other disabilities, the evaluation must be conducted by a qualified evaluator. Professionals conducting assessments and rendering diagnoses of ADHD must be qualified to do so. Comprehensive training in the differential diagnosis of ADHD and other psychiatric disorders and direct experience in diagnosing and treating adults is necessary. The evaluator's name, title, and professional credentials, including information about his or her license or certification as well as the area of specialization, employment, and state in which the individual practices should be clearly stated in the documentation.

Current Testing/Assessment

Testing/assessment must be current. The determination of whether an individual is significantly limited in functioning is based on how the impairment currently affects the individual's ability to take an exam (see Section II A, General Guidelines for Accommodations).

Comprehensive Documentation

Documentation substantiating the ADHD must be comprehensive. Because ADHD is, by definition, first exhibited in childhood (although it may not have been formally diagnosed) and in more than one setting, objective, relevant, historical information is essential. Information verifying a chronic course of ADHD symptoms from childhood through adolescence to adulthood—such as educational transcripts, report cards, teacher comments, tutoring evaluations, job assessments, and the like—are necessary.

- The evaluator is expected to review and discuss DSM–IV diagnostic criteria for ADHD and describe the extent to which the candidate meets these criteria. The report must include information about the specific symptoms exhibited and document that the candidate meets criteria for long-standing history, impairment, and pervasiveness.
- A history of the individual's presenting symptoms must be provided, including evidence of ongoing impulsive/hyperactive or inattentive behaviors (as specified in DSM–IV) that significantly impair functioning in two or more settings.
- The information collected by the evaluator must consist of more than a self-report. Information from third-party sources is critical in the diagnosis of ADHD. Information gathered in the diagnostic interview and reported in the evaluation should include, but not necessarily be limited to, the following:
 - History of presenting attention symptoms, including evidence of ongoing impulsive/hyperactive or inattentive behavior that has significantly impaired functioning over time
 - Developmental history
 - Family history for presence of ADHD and other educational, learning, physical, or psychological difficulties deemed relevant by the evaluator
 - Relevant medical and medication history, including the absence of a medical basis for the symptoms being evaluated
 - Relevant psychosocial history and any relevant interventions
 - A thorough academic history of elementary, secondary, and postsecondary education
 - A review of psycho-educational test reports to determine if a pattern of strengths or weaknesses is supportive of attention or learning problems
 - Evidence of impairment in several life settings (such as home, school, work) and evidence that the disorder significantly restricts one or more major life activities
 - Relevant employment history

- A description of current functional limitations relative to the NCEES exam in particular that are presumably a direct result of the described problems with attention
- A discussion of the differential diagnosis, including alternative or coexisting mood, behavioral, neurological, and/or personality disorders that may confound the diagnosis of ADHD
- An exploration of possible alternative diagnoses that might mimic ADHD

Relevant Assessment Batteries

A neuropsychological or psycho-educational assessment may be necessary in order to determine the individual's pattern of strengths or weaknesses and to determine whether there are patterns that support attention problems. Test scores or subtest scores alone should not be used as the sole basis for the diagnostic decision. Scores from subtests on the Wechsler Adult Intelligence Scale–III (WAIS–III), memory functions tests, attention or tracking tests, or continuous-performance tests do not in and of themselves establish the presence or absence of ADHD. They may, however, be useful as one part of the diagnostic process. Checklists and/or surveys can supplement the diagnostic profile but by themselves are not adequate for the diagnosis of ADHD. When testing is used, standard scores must be provided for all normalized measures.

Review of DSM–IV Criteria

The diagnostic report must include a review of the DSM–IV criteria for ADHD both currently and retrospectively and specify which symptoms are present (see DSM–IV for specific criteria). According to DSM–IV, “the essential feature of ADHD is a persistent pattern of inattention and/or hyperactivity-impulsivity that is more frequent and severe than is typically observed in individuals at a comparable level of development.” Other criteria include the following:

- Symptoms of hyperactivity-impulsivity or inattention that cause impairments that were present in childhood
- Current symptoms that have been present for at least the past six months
- Impairment from the symptoms present in two or more settings (school, work, home)

Specific Diagnosis

The report must include a specific diagnosis of ADHD based on the DSM–IV diagnostic criteria. Individuals who report problems with organization, test anxiety, memory, and concentration only on a situational basis do not fit the prescribed diagnostic criteria for ADHD. The use of any medications, and their effectiveness, should be reported. A positive response to medication by itself is not supportive of a diagnosis, nor does the use of medication in and of itself support or negate the need for accommodation.

Clinical Summary

A well-written clinical summary based on a comprehensive evaluative process is a necessary component of the assessment. The clinical summary must be written by the qualified evaluator and must include the following:

- Demonstration that the evaluator has ruled out alternative explanations for inattentiveness, impulsivity, and/or hyperactivity as a result of psychological or medical disorders or noncognitive factors
- Indication of how patterns of inattentiveness, impulsivity, and/or hyperactivity across the life span and across settings have been used to determine the presence of ADHD

- Indication of the substantial limitation presented by ADHD and the degree to which it affects the individual in the context for which accommodations are being requested
- Indication as to why specific accommodations are needed and how the effects of ADHD symptoms, as designated by the DSM–IV, are mediated by the accommodations

Rationale for Accommodations

The evaluator must describe the impact of ADHD (if one exists) on a specific major life activity, as well as the degree of significance of this impact on the individual. The diagnostic report must include a specific, detailed explanation as to why each accommodation is recommended and should be correlated with specific identified functional limitations. Documentation should address the need for accommodations based on the individual’s current level of functioning. The documentation should include any record of prior accommodations or auxiliary aid, including information about specific conditions under which the accommodation was used (for example, standardized testing, final exams). However, a prior history of accommodation without demonstration of a current need does not in and of itself warrant the provision of a similar accommodation. If no prior accommodation has been provided, the qualified professional and/or individual being evaluated should include a detailed explanation as to why no accommodation was used in the past and why accommodation is needed at this time.

Because of the challenge of distinguishing ADHD from normal developmental patterns and behaviors of adults—including procrastination, disorganization, distractibility, restlessness, boredom, academic underachievement or failure, low self-esteem, and chronic tardiness or inattendance—a multifaceted evaluation must address the intensity and frequency of the symptoms and whether these behaviors constitute an impairment in a major life activity.

Questionnaire for Candidates Requesting Test Accommodations

If you are making a request for accommodations with NCEES for the first time, you must complete the Questionnaire for Candidates Requesting Test Accommodations. Submission of an accommodation request does not guarantee that testing accommodations will be provided. NCEES will review your request and professional recommendations to determine whether a qualifying disability has been documented.

1. Read the guidelines in Section II carefully. Share them with the professionals who will be preparing your supporting documentation. The information in the guidelines is intended for candidates, evaluators, university officials, and others involved in the process of documenting a request for test accommodations.
2. Be sure to provide all requested information on the questionnaire. The individual requesting accommodations must personally submit a written request. Requests by a third party, such as an evaluator or university official, will not be accepted.
3. In addition to the questionnaire and the personal statement from the candidate, the request for accommodation must include a detailed, comprehensive written report from a qualified medical or psychological professional describing the disability and the resulting functional limitations and explaining the need for the requested accommodations. It must also include specific recommendations for accommodations deemed appropriate. Compare your documentation with the information listed in the guidelines to ensure that your request form is complete. Incomplete documentation may delay processing of your request.
4. Have your college, university, or school complete the Certification of Prior Test Accommodations form if you have received accommodations from them previously.
5. Sign the questionnaire and personal statement where indicated.
6. The deadline for submitting requests for accommodations is the same as the deadline for applying to take the exam in your jurisdiction. Contact your licensing board or testing agent for the registration dates in your jurisdiction. NCEES encourages you to submit your request and documentation well in advance of the exam registration deadline in case questions arise regarding the request or the documentation submitted in support of that request.
7. Send your request for test accommodations and your supporting documentation to:

NCEES
Attn: Special Accommodations Coordinator
P.O. Box 541
Alpharetta, GA 30009

Incomplete requests or requests not received by the registration deadline of the requested exam may be denied. Do not include your accommodation request materials with your exam application. The address for exam applications is shown in the exam registration materials.

Questionnaire for Candidates Requesting Test Accommodations

NCEES must receive your request form by the registration deadline of the exam you wish to take.

Please type or print.

1. Accommodations are requested for the following exam: _____

Exam date (month and year): _____

Exam location (city and state): _____

2. State board where exam application is being filed: _____

3. Candidate's name: _____
Last First Middle Initial

4. Gender: Male Female

5. Date of birth: _____

6. Social Security number: _____

7. Address: _____
Street

_____ City State/Province Zip Code

_____ Country Daytime Telephone Number

8. E-mail address: _____

9. University/college or school: _____

10. Nature of the disability:

Hearing Psychiatric Learning Visual Physical Other

11. How long ago was your disability first professionally diagnosed?

Less than 1 year 1–2 years 2–4 years 5 or more years

12. What accommodation(s) are you requesting? (Accommodations must be appropriate to the disability.) _____

13. If you are requesting additional time, please indicate the amount of time as supported by your documentation:

Additional break time (specify): _____

Additional testing time (specify): _____

Other (specify): _____

14. Do you require wheelchair access at the exam facility? Yes No

If you require an adjustable-height table, please indicate the number of inches from the floor: _____

15. What other prior classroom or test accommodations have you received? _____

16. Complete the table below to indicate which of the standardized or other exams you have received accommodations for.

Exam	Month/Year	Accommodation(s) Received	Amount of Extra Time	Date Approved
SAT				
ACT				
GRE				
GMAT				
FE				
Other				

17. Have you requested accommodations on any prior standardized exams but been denied your requested accommodations? Yes No

If yes, please identify the applicable exam(s), state, whether you tested without accommodations, and your scores. _____

18. If you received accommodations at a school you attended, complete the following. If the accommodations included testing accommodations, have an appropriate official at your university, college, or school complete the **Certification of Prior Test Accommodations form**.

a. College: Yes No

If yes, accommodation(s) received: _____

b. Secondary or elementary school: Yes No

If yes, accommodation(s) received: _____

19. To document your need for accommodation as completely as possible, complete the attached **personal statement** describing your disability and its impact on your daily life, your educational functioning, and your ability to take the NCEES exam under standard conditions. While your comments should address standardized test performance, they should also address your overall functioning.

20. Include a **current evaluation** or statement from a qualified medical or psychological professional that identifies a specific diagnosis and recommendations for accommodations. Note that this evaluation is *in addition* to the Certification of Prior Test Accommodations form described in Item 18 above.

21. If clarification or further information regarding the documentation provided is needed, I authorize NCEES to contact the professional(s) who diagnosed the disability and/or those entities that have previously provided me with accommodations. I authorize such professional(s) and entities to communicate with NCEES in this regard and to provide NCEES with copies of relevant documents. I also authorize NCEES to provide information and documents relating to my request, at its discretion, to third-party consultants who have expertise that is relevant to the disability which prompted my request for accommodations.

Signature: _____

Date: _____

Mail your completed questionnaire, your personal statement, and supporting documentation from the appropriate qualified professional(s) to:

NCEES
Attn: Special Accommodations Coordinator
P.O. Box 541
Alpharetta, GA 30009

Certification of Prior Test Accommodations

To be completed by a school official responsible for student disability services.

Please type or print.

Candidate's Name: _____

1. I, _____, hold the position _____.
Name of School Official Title

2. I certify that _____
Name of Institution
officially approved and provided the following test accommodations for the above candidate
beginning _____
Date (Month/Year)

3. Accommodation(s) provided: _____

4. Reason for providing accommodation(s): _____

Signature: _____ Date: _____

Daytime Telephone Number

Candidates:

Mail this form to the following address:

NCEES
Attn: Special Accommodations Coordinator
P.O. Box 541
Alpharetta, GA 30009

Form for Requesting Subsequent Test Accommodations

If you have received test accommodations for an NCEES exam within the last three years and would like to request accommodations again, you must complete the Form for Requesting Subsequent Test Accommodations. This form constitutes your official notification to NCEES of a request for test accommodations. You must submit this form to receive accommodations again, regardless of any previous accommodations you have received from NCEES; that is, if you have a documented disability covered under the ADA and require test accommodations, you must notify NCEES in writing *each* time you apply to take an NCEES exam.

If you are requesting the same accommodations as previously requested, you need only complete this form. If you are requesting different accommodations, this form must be accompanied by documentation from a qualified medical or psychological professional explaining any changes in your disability and recommending appropriate accommodations based on these changes.

The deadline for submitting requests for accommodations is the same as the deadline for applying to take the exam in your jurisdiction. Contact your licensing board or testing agent for the registration dates in your jurisdiction. NCEES encourages you to submit your request and documentation well in advance of the exam registration deadline in case questions arise regarding the request or the documentation submitted in support of that request. Be sure your request contains all supporting documentation. Incomplete requests and requests received after the applicable deadline will not be considered.

Send your request for test accommodations and your supporting documentation to:

NCEES
Attn: Special Accommodations Coordinator
P.O. Box 541
Alpharetta, GA 30009

Incomplete requests or requests not received by the registration date of the requested exam may be denied. Do not include your accommodation request materials with your exam application. The address for exam applications is shown in the exam registration materials.

Form for Requesting Subsequent Test Accommodations

NCEES must receive your request form and supporting documentation by the registration deadline of the exam you wish to take.

Please type or print.

_____ I have received test accommodations for a previous board/NCEES exam, and I am requesting the previously provided accommodations for the exam noted below.

Submitting this form constitutes your official notification to NCEES of a request for test accommodations. Arrangements will be made once the prior accommodations have been confirmed and your request is processed.

_____ I require different accommodations from those previously provided because of a change in the nature and extent of my disability.

Submitting this form constitutes your official notification to NCEES of a request for test accommodations. NCEES will review your request and advise the state board to which you applied in writing of the decision.

The state in which previous accommodation was provided: _____

Date of accommodation: _____

NCEES examination for which accommodation was provided: _____

If you are requesting different accommodations, briefly describe the change in the nature or extent of your disability and attach **documentation from a qualified medical or psychological professional** supporting the need for a change in accommodations: _____

Candidate's name: _____

Current mailing address: _____

Daytime telephone number: _____ E-mail address: _____

Social Security number: _____

Requested exam: _____ Month and year: _____

Exam location (city and state): _____

Signature: _____ Date: _____

Mail this form to:

NCEES
Attn: Special Accommodations Coordinator
P.O. Box 541
Alpharetta, GA 30009