

# AMERICAN COLLEGE OF VETERINARY DERMATOLOGY®

## GENERAL INSTRUCTIONS FOR REQUESTING TEST ACCOMMODATIONS

The American College of Veterinary Dermatology® (ACVD®) encourages persons with disabilities to apply for test accommodations. Reasonable test accommodations will be made on the ACVD® certifying examination to be a *Board Certified Veterinary Dermatologist*® for qualified candidates with disabilities.

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

ACVD® will make reasonable modifications to any policies, practices, and procedures that might otherwise prevent individuals with disabilities from taking the certifying 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, ACVD® 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 the certifying 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 the certifying examination. In addition, the candidate must submit verifying documentation of their history of accommodations, if any. All documentation will be retained by ACVD® and may be submitted to one or more qualified professionals for an impartial review. Accommodations granted elsewhere do not necessarily entitle an candidate to accommodations on the certifying examination, although ACVD® 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 an 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 ACVD®; 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 with the application to take the certifying exemption (Exam Application). The applicable items specified in the Candidate Checklist must be completed and received on or before the filing deadline of the exam for which the candidate is applying.

Candidates with disabilities are subject to the same application 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 ACVD® of the need for accommodations at the time the Exam Application is submitted is filed. ACVD® 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 an Exam Application is submitted. Requests for Accommodations received after the filing deadline will not be accepted.

Timely requests for test accommodations must be submitted at the same time an Exam Application is submitted to ACVD®. An Exam Application, the accompanying accommodation requests, and final exam fee payments must all be submitted to ACVD® no later than **September 1**.

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

#### **ADDRESS FOR REQUESTS FOR ACCOMMODATION**

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

**E-mail:** ACVD® Executive Secretary, at: [Executive\\_Sec@acvd.org](mailto:Executive_Sec@acvd.org)

**Fax:** (530) 272-8518

**Address: ACVD Executive Secretary  
11835 Forest Knolls Ct.  
Nevada City, CA 95959**

## **REAPPLICATIONS**

Candidates who find it necessary to withdraw from or retake the certifying 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 ACVD®. It is not necessary to resubmit supporting documentation that was submitted with a previous request, provided the candidate sat for the certifying exam within the preceding three years *and*:

(1) is requesting the same accommodations that were received previously on the certifying 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. ACVD® 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 on the ACVD® 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 certifying exam. If an accommodation request is denied, there is no prohibition on resubmitting a request for accommodations on a future certifying examination if new information or documentation becomes available and is submitted with a subsequent credentials application and Request for Accommodations.

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## 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 ACVD® at the following address:

**E-mail:** ACVD® Executive Secretary, at: [Executive\\_Sec@acvd.org](mailto:Executive_Sec@acvd.org)  
**Fax:** (530) 272-8518  
**Address:** ACVD Executive Secretary  
11835 Forest Knolls Ct.  
Nevada City, CA 95959

All requests must be returned no later than September 1.

1. A completed ***Candidate Request for Test Accommodations – Form 1*** (posted on ACVD website)
2. A signed ***Verification and Release - Form 2*** (posted on ACVD website)
3. A **personal statement** that includes the following. (You can use the request form above to complete your personal statement.)
  - Your name and contact information
  - Description of the specific accommodation requested
  - Description of any alternative accommodations
  - Description of the nature of your impairment, including:
    - When it was last evaluated and/or treated
    - The name of the professional who evaluated and/or treated the condition
    - How your impairment is accommodated in your daily life
  - Your education history including, as applicable to your specific accommodation request:
    - A statement describing the impact the impairment has had in academic and vocational settings
    - The name, location and dates of all schools attended from elementary school to the present
    - 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 elementary school through the present, such as the SAT or MCAT
    - A list and, where applicable, copies of approval letters for accommodations you have received for the stated impairment in the course of taking other standardized tests or examinations in an academic setting, including a description of the accommodation and the documentation submitted with that request
    - If the accommodation requested has been sought previously and denied, an explanation of the circumstances involved

- A description of any special education services provided by your school and the grades for which they were provided
  - An indication of whether or not you received an individualized education plan (IEP) and the grades for which it was in effect
  - If you have received no previous accommodations, then you should provide an explanation for why no accommodations have been received in the past and why accommodations are necessary now.
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 ACVD® Certifying Exam is an on-line, web-based exam.*

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.

***Final June 29, 2022***