



2011 Post-Licensure Examinations Test Accommodations

Special Purposes Examination for Chiropractic

Ethics and Boundaries Examination

Includes:

- **Test Accommodation Request Form**
- **Guidelines for Acceptable Documentation**

**Forms available online at
www.nbce.org**

Send request form and other documentation to:

**NBCE – Test Accommodations
901 54th Ave
Greeley CO 80634**

Completing the Test Accommodation Request Form

Read and follow these instructions carefully. Avoid unnecessary delays by completing all sections. If you have any questions regarding this form or the disability report, contact the Examinee Relations Specialist at 800-964-6223, ext. 145.

You must complete a Test Accommodation Request Form **each time** you apply for an NBCE examination, even if you have received test accommodations for previous written or practical examinations.

Instructions

- Read the "Guidelines for Acceptable Documentation" on Pages 9-11 of this form.
- If this is the first time you are requesting test accommodations for an NBCE post-licensure examination, submit a current, comprehensive disability report and Evaluator Review form with the Test Accommodation Request form by the appropriate deadline. (See the enclosed "Guidelines for Acceptable Documentation" regarding disability reports.)
- Incomplete request forms will be returned and may be denied if not resubmitted before the published application deadline.
- Late request forms or disability reports will not be accepted. Test accommodation request deadlines are the same as examination application deadlines.
- The NBCE will notify examinees of test accommodation approval by letter prior to the examination.
- When approved by the NBCE, the applicant must contact the testing agency regarding space availability.
- A qualified/licensed evaluator who diagnosed your disorder/condition must complete the evaluator review found in Section VII of this form. The evaluator should be familiar with the impact that your diagnosis has on a major life activity that affects your ability to perform on the NBCE post-licensure examinations.

Special note: Check the appropriate box on the examination application to indicate that you are requesting test accommodations.

The published postmark deadlines to submit all forms, reports and pertinent information for the 2011 post-licensure test accommodations are:

Examination Date	Test Accommodation Request Form Receipt Deadline * (no exceptions)
February 17, 2011	01/20/11
April 21, 2011	03/24/11
June 16, 2011	05/19/11
August 18, 2011	07/21/11
October 20, 2011	09/22/11
December 15, 2011	11/17/11

* Test accommodation deadlines are the same as examination application deadlines.

Mail the completed request form and disability report by the appropriate deadline to:

NBCE – Test Accommodations
901 54th Ave
Greeley CO 80634

Test Accommodation Request

Post-Licensure Examinations

For NBCE use only

Date Received: _____

Subjects: _____

Complete the request form (Pages 3-6) **every time** you apply for an examination for which you would like to request accommodation(s). Attach a disability report and the evaluator review if you are applying for the **first time** or are applying for **additional accommodation(s)**. Mail this request form by the deadline found on front cover. To request a temporary courtesy, complete Section I, Section II, and the Authorization/Notarization on Page 6. Mail by the deadline found on front cover.

Section I: Examinee Information

Name: _____ NBCE reference #: _____
(Last) (First) (Middle)

Current mailing address: _____

City: _____ State: _____ Zip code: _____

Phone number: _____ (home) _____ (cell)

E-mail address: _____

Date of birth: _____ / _____ / _____ Gender (check one): Male Female
(Month) (Day) (Year)

What examination are you applying for? SPEC Ethics and Boundaries

What examination administration are you applying for? _____
(Month/Year)

Section II: Courtesy Requested

What are the circumstances requiring you to request a courtesy? (Complete only if applicable. Attach supporting documentation.)

Nursing mother

Broken limb, please specify injury: _____

Other: _____

Specify courtesy requested: _____

Section III: Diagnosed Disability

What type of disability do you have? *Please indicate your specific diagnosis from your disability report.*

Section IV: Accommodation(s) Requested

What accommodations are you requesting during the examination?

An additional 30 minutes per examination session

Other _____

What accommodations have you received in the past for the following exams?

NBCE examination dates: _____

Accommodations received: _____

Chiropractic school dates: _____

Accommodations received: _____

Undergraduate college dates: _____

Accommodations received: _____

Standardized examinations (e.g., SAT, GRE) dates: _____

Accommodations received: _____

Section IV: Personal Statement

The personal statement is **very important!** Please describe, in detail, how your disability affects your daily life. Write legibly or attach a typed statement.

My disability affects my daily life in the following ways:

My disability affects my ability to take standardized computerized examinations in the following ways:

Section VI: Authorization / Notarization.

A. Authorization

If clarification or additional information is needed to process my request for accommodations, I hereby authorize the NBCE or its independent professional consultants to contact the professional(s) who diagnosed my disability and/or those entities who have previously granted me test accommodations. I authorize such professionals and/or entities to release documentation and/or to communicate with the NBCE or its independent consultants to discuss my disability documentation. Furthermore, I understand that my application, request form and documentation may be discussed with pertinent NBCE employees or board members if required. I also understand that any documentation or information submitted in support of my request for accommodations will not be disclosed to anyone other than the above mentioned parties without my specific written consent.

B. Notarization

By signing this form, I certify that I have read and understand the test accommodations guidelines, the instructions in this request form, and the authorization stated above. I also certify that the information I have provided on this form is true and accurate.

Being first duly sworn, on her/his oath, the applicant whose signature appears below states that she/he is the examinee who is named in and who signed the foregoing Test Accommodation Request form.

Signature of applicant: _____ Date: _____
(Signed in presence of notary)

Subscribed and sworn before me this _____ day of _____ in the year 20 _____.

Notary public signature: _____ seal

State of _____, County of _____.

My commission expires: _____

Section VII: Evaluator Review

This form is to be completed by a qualified/licensed evaluator who diagnosed your disorder/condition and is familiar with its impact on a major life activity which effects your ability to perform on the NBCE exams. Examinees should submit this form with the Test Accommodation Request form and the disability report.

Name of evaluator (please print): _____

Title: _____

Examinee's Diagnosis

(Please include the required DSM IV or other diagnostic codes as required in the "Guidelines for Acceptable Documentation" provided by NBCE, if applicable.)

Diagnosis: _____

DSM IV Code: _____

Did you personally evaluate/treat the examinee? Y or N

If yes, on what date did you last evaluate/treat the examinee? _____

Evaluator's Recommendation

The Special Purposes Examination for Chiropractic (SPEC) and the Ethic and Boundaries (E & B) examination are computerized exams given at computerized testing centers. Both tests require the examinee to sit in a room with other examinees and look at a standard sized computer monitor. The SPEC exam consists of 200 multiple choice questions given over a four hour period, which is split into two, two hour sessions with an optional break in between sessions. The examinee uses a "mouse" to select the answer on the computer screen.

The Ethics and Boundaries Examination is a computer-based essay test requiring a written four-part response to five case scenarios. The examinee will be allowed a maximum of 40 minutes to compose a type-written response for each case scenario. Test appointments are scheduled for up to a total of four hours to allow for: a brief introductory tutorial; three hours and 20 minutes for the essay writing; two 15-minute breaks; and a post-test survey. The examinee would be required to use a computer keyboard to type answers for each response.

Based on the examinee's disorder/condition and its impact on a major life activity which affects his or her ability to take the NBCE exams under standard conditions, what accommodations would you recommend? Please note that NBCE does not offer an untimed test.

_____ An additional 30 minutes per examination in a quiet environment

_____ Other _____

Guidelines for Acceptable Documentation

In the NBCE's continuing efforts to provide examinations with integrity and validity to every examinee, we must ensure that accommodation decisions are based on appropriate documentation (disability reports and evaluator reviews) that supports your legal right to accommodations. The disability report must clearly show that the individual with a disability is substantially limited by the condition and that a need exists for accommodation. The Association on Higher Education and Disability (AHEAD) has published guidelines for acceptable documentation of disabilities to provide institutions with guidance regarding acceptable disability documentation to prove the need for accommodation. The guidelines and requirements that follow are based on AHEAD's seminal work in this area and incorporate the additional guidance of the "Disability Documentation Committee of the Consortium of Support Programs for Students with Disabilities" and the "Consortium on AD/HD documentation." (See also www.ahead.org.) Accommodation request without the necessary supporting disability reports, assessments of functioning, and/or recommendations will be rejected by the NBCE.

Please note that a prior history of accommodations does not guarantee you will be provided accommodations through NBCE. Accommodations in the past classroom or vocational environments may not be relevant for examinations such as those administered by the NBCE.

Criteria for Disability Reports

All disability reports must meet the following four qualifications to be considered for accommodations

1. The disability report must be provided by a qualified examiner. The name, title, credentials (license number), and area(s) of specialization must be clearly stated in the documentation provided by the professional who conducted the evaluation. All written reports must be on the professional's letterhead, dated and signed by the evaluator.

Examples of a qualified examiners for individuals with learning disorders, attention deficit/hyperactivity disorder (AD/HD), or psychological/psychiatric disorders include:

- Clinical, educational, or school psychologist
- Neuropsychologists
- Psychiatrists
- Learning disability specialist – for learning disorder diagnoses only
- Medical doctors trained or experienced in the differential diagnosis of AD/HD or mental disorders

For individuals with sensory and physical/orthopedic disabilities: The examinee's diagnosis must be provided by medical doctors trained or experienced in the diagnosis of the various conditions included in this category.

2. The disability report must be current. To establish the examinee's current need for accommodation, disability reports submitted for review by NBCE must be completed within the last three years.

3. The disability report must be comprehensive. All disabilities cited on the Test Accommodation Request form and the evaluator review must be included in the disability report. **Regardless of the disability reported, objective evidence of the diagnosed disability's effect on the individual's ability to take a standardized test should be documented.** Depending on the diagnosed disability, different information and testing are required. See the section "Diagnosis Specific Criteria" on the following pages.

4. **The disability report must include recommendations that are justifiable, with a rationale for each recommendation stated.** Each accommodation that is recommended in the evaluation report must be accompanied by a rationale, based on the test results and diagnosis, demonstrating that the requested accommodation is necessary and appropriate to address the potentially confounding effects of the candidate's diagnosed disability on the candidate's examination performance. Whenever possible, accommodation requests must be supported by references to specific test results or clinical observations.

Diagnosis Specific Criteria

Depending on the diagnosed disability, different information and testing are required. Please see the guidelines below for specific criteria for each category of diagnosis.

Learning Disorders and Attention Deficit/Hyperactivity Disorders

A disability report for learning disorders and attention deficit/hyperactivity disorders (AD/HD) must include:

- **A diagnostic interview:** A summary of background information and a history of the presenting problem. Medical, psychiatric, family, school and work histories should be included in the report when relevant.
- **Assessments of academic achievement and information processing:** A complete intellectual assessment, a comprehensive academic achievement battery, and an assessment of specific areas of information processing must be administered for a learning disorder diagnosis to be made. To establish the impact of AD/HD on the individual and to determine which accommodations are appropriate, a full psychoeducational and/or psychological battery are required.

Single sub-tests, screening, abbreviated scales (i.e., Wechsler Abbreviated Scale of Intelligence (WASI), or Wide Range Achievement Testing (WRAT) or

checklists are insufficient for establishing either a diagnosis of learning disorder or AD/HD and do not adequately support the need for accommodations by themselves. Grade equivalents are not considered acceptable unless accompanied by standard scores.

The disability report must include standard or scaled scores from all test batteries.

- **A clearly stated diagnosis:** The diagnosis provided must rule out alternative diagnoses or explanations for the identified deficiencies, failures, or problems in learning. The use of terms and phrases in the diagnostic statement such as "suggests the presence of," "resembles," and "may be indicative of" will not be accepted.

For AD/HD, the diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (fourth edition or higher) must be used and the relevant diagnostic code(s) must be reported. Diagnostic codes are not necessary for learning disorder diagnoses. The diagnosis must be clearly stated and the commonly (local and/or national) accepted criteria for making the diagnosis of learning disorders must be followed.

Psychological/Psychiatric Disorders

A disability report for psychological/psychiatric disorders must include:

- **A summary of relevant background:** This summary should include medical, psychological, academic, vocation, and family histories.
- **A summary of tests administered:** This summary should include descriptions and results of test administered:
- **A clearly stated diagnosis:** The diagnosis must include DSM IV codes.
- **A discussion of the condition's impact:** The report must clearly describe the effect of the mental disorder on the individual's ability to function. The report must show evidence of substantial limitations to learning and/or other major life activities that would affect your ability to perform

on standardized tests, such as the NBCE examinations. Evidence of these limitations should show that they are significant enough to warrant the requested accommodation(s).

- **Appropriately normed achievement testing:** If academic deficiencies are cited in the report as evidence for the need for an accommodation, appropriately normed academic achievement testing should be conducted. To establish the impact of a mental disorder on the individual and to determine which accommodations are most appropriate, a full psychoeducational and/or psychological battery is required.
- **A clearly stated diagnosis:** A diagnosis that rules out alternative diagnoses or explanations for the identified deficiencies, failures, or problems must be provided. Single sub-tests or checklists are insufficient for establishing a diagnosis and do not adequately support the need for accommodations by themselves. The use of terms and phrases in the diagnostic statement such as “suggests the presence of,” “resembles,” and “may be indicative of” will not be accepted. The diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (fourth edition or higher) must be used and the relevant diagnostic code(s) must be reported.
- **An assessment of the disorder:** The assessment must include the part of the body affected, supporting data, and the estimated date of release.
- **Appropriate academic skills testing:** In the case of optometric examinations where perceptual deficiencies are diagnosed (as opposed to deficiencies in acuity), appropriate academic skills testing must be conducted to verify the impact of the condition on the examinee’s ability to take the NBCE exams.
- **Assessments of academic achievement and information processing:** Where there is a brain injury, the documentation must include a full psychoeducational battery of tests to show the extent of the loss. (See the section “Learning Disorders and AD/HD.”)

Sensory and Physical/Orthopedic Disorders

A disability report for sensory and physical/orthopedic disorders must include:

- **A discussion of the condition’s impact:** The report must clearly cite how the disabling condition affects the individual’s ability to function on a standardized test: Accommodations that are recommended in the documentation must be clearly linked to the examiner’s impressions of the examinee. The disability report may be provided in the examiner’s letterhead, but must clearly identify both the limitations imposed on the examinee as well as the accommodations that are suggested.
- **A history of the disorder:** The report must include the date of onset and how the injury/illness occurred.

NATIONAL BOARD OF CHIROPRACTIC EXAMINERS

901 54th Avenue • Greeley, CO 80634

For more information contact:

Examinee Relations Specialist

800-964-6223, ext. 145

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