



# Exam/Assessment Accommodations

**Please read these Guidelines carefully. If you do not follow these Guidelines carefully, you might receive a letter indicating that your request is incomplete or not approved, and you may not have enough time to rectify your request before the deadline expires.**

The **AMERICAN REGISTRY OF RADIOLOGIC TECHNOLOGISTS** (ARRT®) is a not-for-profit organization dedicated to the credentialing of radiologic technologists and serving the professional needs of our registrants. Our mission is to promote high standards of patient care by recognizing qualified individuals in medical imaging, interventional procedures, and radiation therapy.

ARRT is committed to providing access to its programs and services to individuals with documented disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities, compared to most people in the general population. At the same time, ARRT is committed to ensuring that the security, integrity, and validity of its examinations are not compromised.

The following information is provided for candidates, evaluators, educators, and others involved in the process of documenting a request for exam/assessment accommodations. We strongly recommend candidates requesting exam/assessment accommodations share this information with anyone who is providing documentation to support accommodations requests so that the appropriate documentation can be assembled.

Candidates may also be approved for exam/assessment accommodations for conditions that may be temporary, such as pregnancy, injury, or impairment following surgery. Common exam/assessment accommodations include extended time for testing, unscheduled or additional time for breaks, adjustable workstation, or a separate testing room. Approved accommodations are provided at no cost to the candidate.

## What are exam/assessment accommodations?

Accommodations are adaptations that can help ensure that the exam/assessment measures what it is designed to measure. The purpose of exam/assessment accommodations is to provide candidates with full access to the exam/assessment. The purpose is not to assure improved performance, a passing score, exam/assessment completion, or other specific outcome(s).

Exam/assessment accommodations are individualized and considered on a case-by-case basis. Individuals seeking disability-related accommodations must provide evidence that their condition rises to the level of a disability and provide information about functional limitations. Having a diagnosis or demonstrating that an individual meets diagnostic criteria for a particular disorder does not automatically mean that the person is disabled or is entitled automatically to exam/assessment accommodations. **ARRT does not require a diagnosis.** It does, however, require evidence that an individual's disability may have a significant impact on their ability to access an exam/assessment.

Individuals with a disability usually can demonstrate a significant impact in a variety of different settings, such as school, the workplace, and other daily life activities. If you are working in a job, it is helpful for us to see verification of workplace accommodations that you require due to your disability.

\*Note: Exams or assessments, where accommodations are approved, must be completed at a Pearson VUE Professional Testing Center.

# Requesting accommodations: Two tracks

Each request is reviewed on a case-by-case basis, in the order in which they are received.

Many candidates with disabilities need only modest accommodations to meet their access needs, and these can be reviewed and approved more quickly and easily. The emphasis in the **Short Process** is to gather documentation from other organizations and/or professionals who know you well, that demonstrate your ongoing, continued need for accommodations to reduce common barriers to equal access.

Other candidates with disabilities have more extensive accommodations needs; these individuals may have a larger volume of documentation to review, and there may be complex accommodations implementation considerations. These candidates will need to go through the **Standard Process** and provide sufficient documentation to allow us to fully understand their access needs.

## Short process guidelines

### Candidate can request any combination of these accommodations:

- Extra 30 minutes (can be used for additional breaks)
- Extra 60 minutes (can be used for additional breaks)
- Diabetes testing and management supplies
- Other requests that **do not** involve timing modification or use of electronic devices or software

This **Short Process** allows for more *flexibility* in terms of the types and sources of documentation that can be provided. Supporting documentation can come from organizations who have previously granted you test accommodations or can come from professionals *who know you well*. Rather than focusing on your *diagnosis* per se or the self-reported symptoms that led to the diagnosis, this documentation should speak to your **current functional limitations and challenges** in major life activities or activities of daily living (not just test-taking), how these limitations interact with specific barriers, and what types of accommodations have been helpful to improve access and reduce barriers. Again, this documentation of a disability should come from a professional who knows you well on a regular basis.

Note that a specific diagnosis is not required, and accommodations decisions are not made on the basis of any particular diagnosis. Likewise, a formal diagnostic evaluation is not required for the Short Process.

The goal of this **Short Process** is to streamline and simplify the accommodations request and approval process for applicants who only need modest accommodations to ensure access.

### The Short Process requires:

1. **TWO documents from Section A, or**
2. **ONE document from Section A + ONE document from Section B.**

## Standard process guidelines

**Applicant can request any combination of these accommodations:**

- (50% ET)
- Private room
- Other unique requests such as other timing modifications, adaptive devices, or assistive technology or software

**The Standard Process is for** candidates with disabilities who have more extensive access needs, and therefore who will need to provide additional evidence so we can more fully understand their access needs.

Note that a specific diagnosis is not required, and accommodations decisions are not made on the basis of any particular diagnosis. Likewise, a formal diagnostic evaluation is not required, and we do not require extensive medical or psychological documentation. However, if such documentation is provided (Section C), it must meet our guidelines as described below.

**The Standard Process requires any combination of the following:**

1. **TWO documents from Section A** or
2. **ONE document from Section A + ONE document from Section C** or
3. **ONE document from Section B + ONE document from Section C** or
4. **ONE document from Section A + ONE document from Section B + ONE document from Section D**

## Section A

### Documentation from a professional **who knows you well**

A. A letter or report from any of these sources who know you well:

- ☐ Employer or internship supervisor
- ☐ Medical or psychological professional
- ☐ Therapist or related mental health professional
- ☐ Vocational counsellor
- ☐ Psychologist
- ☐ Rehab counsellor
- ☐ Physical therapist
- ☐ Faculty advisor
- ☐ Disability Services staff person
- ☐ Educational therapist
- ☐ Nurse Practitioner, Physician Assistant, or other medical or mental health professional involved in your ongoing treatment, therapy, or assistance programming
- ☐ Other

B. Currency and relevance:

- The documentation is dated no more than 12 months prior to your anticipated exam date
- The evaluator must be a neutral, unbiased professional. Documentation from friends or family members will not be accepted, regardless of their professional qualifications.

C. The letter or report must meet standard format guidelines:

- Be legible and printed in English
- Signed and dated
- Printed on the professional's (or their institution's) letterhead

D. The documentation should address the following:

- 1) **How the professional knows you well:** The professional's relationship to you, how often this person has interacted with you over the past 12 months, and detailed information that demonstrates that they know you well (i.e., your employer who interacts with you in the workplace every day)
- 2) **Your current levels of functioning** in the setting in which the professional knows you well
- 3) **Current functional limitations** and challenges in the setting in which the professional knows you
- 4) **Current barriers to access** in the setting in which the professional knows you
- 5) **Accommodations or modifications** in the setting in which the professional knows you
- 6) **Anticipated barriers to access** on the ARRT exam, and how the requested accommodations will mitigate those barriers

E. NOTES

- Documentation that focuses mainly on your medical or mental health *diagnosis* will not be helpful. The focus should be on a discussion of your functioning, as outlined in D above.
- The **Short Process** does not require a formal psychoeducational or neuropsychological evaluation, or other comprehensive *diagnostic* evaluation, although if one is provided to us, it should conform to the terms noted in A-D above.
- A letter from an evaluator, such as a doctor or psychologist, who only knows you from the context of a *diagnostic* evaluation, and that only describes your *diagnosis*, will not be helpful.
- Computer-generated reports or printouts of medical records are neither required nor helpful.

**Section B: Other high stakes testing approval**

- **Official verification of approval for accommodations on a prior high-stakes, standardized exam, such as the ACT, SAT, LSAT, GMAT, MCAT, or GRE, that was administered within the past five (5) years.**

**Section C: Individualized evaluation report** from any of these sources:

- Medical or psychological professional
- Nurse Practitioner, Physician Assistant, Physical Therapist, or other medical or mental health professional involved in your ongoing treatment, therapy, or assistance

**A. Format:**

- Be legible and printed in English
- Signed and dated
- Printed on the professional's letterhead
- If objective tests were administered, all scores and test-scores should be provided, using age-based norms unless unavailable

**B. Qualifications of the evaluator:** The evaluator must be a neutral, unbiased professional. Your supporting documentation should be from a qualified professional who has appropriate training and expertise. Documentation from friends or family members, even if otherwise qualified, will not be accepted. The qualified professional's documentation must be objective. Typically, a qualified evaluator has a master's degree or higher in a relevant field, and licensure or other credentials in an appropriate discipline.

**C. Currency:** The documentation must be current, such that it can reasonably reflect your current levels of functioning, current limitations, and current access needs.

**D. The documentation should demonstrate that you have a disability:** Evidence that you are substantially limited in one or more major life activities, compared to most people in the general population.

- *Major life activities* include seeing, hearing, reading, learning, walking, thinking, or major bodily functions. Narrow aspects of *learning*—such as “math fluency” or “oral reading rate” are not major life activities. Also, “test taking” is not a major life activity.
- The appropriate reference group for establishing disability is MOST PEOPLE IN THE GENERAL POPULATION-- not college seniors, your own IQ, or other high-functioning populations.
- It is important to understand that simply having a valid diagnosis of a condition does not automatically mean that you are disabled.
- Note that speaking English as a second language is not a disability and will not be accommodated.

## Section C (continued)

### E. Demonstrate that you need accommodations in order to access the exam/assessment.

- It is important for you and your evaluators to remember that unlike the school setting, accommodations under the ADA are meant to provide access to the exam/assessment, not to enhance performance, allow someone to “reach their potential,” “do better,” “finish,” “pass,” or achieve any other specific outcome. The ADA is outcome neutral.
- It is possible that current or previous academic institutions have provided you with accommodations and support services that go above and beyond what the ADA requires, in order to help you “reach your potential” or otherwise be “successful.” However, our obligation is to ensure access to the exam/assessment.

### F. Content Requirements: The report must include:

- A discussion of the current **functional impacts** of the disorder/condition—not just on test-taking.
- A discussion of the current **functional limitations** likely to affect your ability to take the ARRT exam under standard conditions.
- Specific **recommendations** for accommodations. Note that vague requests such as “extended time” or “magnification” will be returned as incomplete.
- A specific **rationale** for each requested accommodation. Simply naming your diagnosis is not an appropriate rationale. The rationale must make it clear how your requested accommodation(s) will reduce or remove specific barriers on the exam/assessment, thus allowing you access.
- Evidence that the evaluator reviewed other sources of collateral or corroborating evidence, such as educational plans, transcripts, results of prior evaluations, or employment records. That is, **the evaluator’s conclusions and recommendations should be based on a holistic review of multiple sources of information**, not just subjective impressions, subjective self-report checklists, and test scores.
- If the report includes a diagnosis, it should include evidence as to how all ICD-9(10) or DSM-5 diagnostic criteria were met.

### G. The report should include specific recommendations that are appropriate for the ARRT exam/assessment and the setting:

**The exam/assessment:** The ARRT exam and Structured Self-Assessment (SSA) are *standardized exams/assessments*. These are different than other tasks for which you have been approved for accommodations, such as a non-standardized test in school. For example, a school may have approved the accommodations of “unlimited time” or “preferential seating” in class, but these accommodations would not be appropriate for a standardized exam/assessment.

**The setting:** The ARRT exam is only administered at a Pearson VUE test center. The ARRT SSA can be administered remotely with no other candidates or at a Pearson VUE test center. Candidates are responsible for ensuring that their testing settings conform to ARRT guidelines. Within those guidelines, candidates are responsible to ensure that testing conditions are appropriate and meet any disability-related needs, such as being quiet, distraction-free, and have lighting and temperature that meet your needs.

### I. Be reasonable. Accommodations will not be provided if they could compromise the security, integrity, or validity of the exam/assessment.

## Section D

Evidence of formal accommodations or support services provided in a post-secondary academic setting within the past 18 months.

- This evidence should be printed on the institution's letterhead.
- The documentation should outline the specific accommodations or support services that have been approved.

## Specific Circumstances

**1. ADHD or learning disorders.** Psychologists and doctors may *diagnose* someone with ADHD or a learning disorder—but as explained above, this *diagnosis* itself is not required.

- Your documentation must adequately describe your current functional limitations to major life activities—not what your performance was like in elementary school or many years ago.
- If your documentation indicates that you have difficulty *sustaining your attention* over time—yet you are requesting significantly longer seat time on the exam—you and your evaluator must explain why this accommodation would be appropriate. Please note that simply providing evidence that you have been diagnosed with ADHD or a learning disorder is not sufficient to demonstrate that you are *disabled*.

**2. Temporary circumstances.** Requests based on temporary circumstances such as a broken arm, or pregnancy, will be considered on a case-by-case basis.

**3. Medical conditions (including diabetes)** requiring medical or assistive devices or equipment. If you use assistive devices (other than ordinary eyeglasses) or need to have medical equipment with you during your exam, you should submit a written request for accommodations along with appropriate documentation from your health care provider that indicates the need for such devices. Be sure to see the list of [personal medical items](#) that do NOT need pre-approval. As noted above, all devices, including personal medical items and other diabetes-related items, must be pre-approved.

**4. Anxiety.** It is perfectly normal to be anxious during your exam/assessment (“test anxiety”). However, accommodations are not provided solely for this circumstance, because “test-taking” is not a major life activity under the ADA. If the only impact of your condition is on test-taking, then it is likely that you are not a person with a disability.

**5. Lack of English language proficiency.** We do not provide disability-related accommodations to individuals based on lack of proficiency with the English language.

**6. Deaf.** If you are deaf or otherwise hard-of-hearing, a written copy of the check-in procedures and rules can be provided to you. However, since the exams/assessments are entirely written, with nothing to listen to, you should not need a sign language interpreter during the exam/assessment. We do not translate the exam/assessment into any other language, including ASL. As indicated above, accommodations must be relevant to the specific task and setting.



**7. Blind or low vision.** If you have a visual disorder that cannot be corrected with ordinary eyeglasses, there are many possible accommodations that we could provide to you, based on your specific needs. Be sure to provide information about your actual functional limitations, any assistive technology you regularly use, and what accommodations, devices, or technologies you may need in order to access the exam/assessment.

## Other things to note

**1. Communication** with ARRT regarding your request.

- **General inquiries** regarding accommodations: [If you have questions about accommodations](#), use Message Center to contact ARRT. Or call ARRT at 651.687.0048 or toll-free at 877.560.2778 (ARRT) ext. 8520.
- **Accommodations requests and supporting documentation:** All accommodations requests must be uploaded through the accommodations request portal (link below); we do not accept requests by mail or email.

**2. Confidentiality.** ARRT staff will **ONLY** communicate with the candidate per se. We do not discuss accommodations issues with ANY third party, including parents or college staff unless the candidate is on the call and has given verbal permission to discuss their file.

**3. Professionalism.** Communications should be courteous and professional. Any candidate (or an advocate of a candidate) who engages in verbal abuse, uses profanity or threatening language, or is otherwise unprofessional, will be disconnected from the call.

**4. Personal statement.** It is helpful (but not required) for you to provide your own personal statement that explains how your disability affects your functioning in major life activities or activities of daily living (work, home, school, etc.), and how you expect these limitations might impact your ability to take the ARRT exam/assessment under standard conditions.

## Procedures: How to apply

1. Candidates are encouraged to submit their request at the time of application, to ensure there is time to process the request, and to allow for sufficient time for candidates to provide ARRT with additional information if there is anything missing from or unclear about their request.
2. Decide whether you want to follow the **Short Process** or the **Standard Process**. Prepare your supporting evidence that conforms to the Guidelines for one of these two tracks.
3. Gather supporting evidence that conforms to the requirements for either the **Short Process** or the **Standard Process**.
4. Submit your completed Accommodations Request Form and supporting documentation through link found on your View Application link on your dashboard. Ensure all documentation is legibly printed. The system will automatically confirm receipt of your request.
5. Please note that accommodations requests are reviewed by an independent, external expert.
6. **Wait** for your request to be reviewed. Typically, the review process takes 10 business days unless your request is unusually complex. Accommodations requests are reviewed in the order in which they are received. To be fair to all candidates, ARRT does not “expedite” requests. All candidate decision correspondence is conducted via United States Postal Service (USPS).

7. ARRT is unable to process incomplete requests. If your request is incomplete, meaning that it does not provide us with enough information to be able to make a decision, we will notify you of the information that is missing, and you will have the opportunity to supply additional documentation or choose to complete the exam/assessment without accommodations.
8. After we have made and notified you of a decision, if you are not satisfied, you may appeal. Include a specific reason for the appeal and additional documentation beyond what was included with your original request.

## Personal Medical Items

Items listed on the [Pearson VUE Approved Comfort Aids list](#) are pre-approved for candidates and do not require submission of the Accommodations Request Form or supporting documentation. Proctors will ask to visually inspect these items on exam day.