

Guidelines for

Requesting Exam Accommodations

How to Request Exam Accommodations:

- Read these guidelines carefully.
- Complete and sign the *Accommodation Request Form*.
- Attach evidence of your disability and your need for accommodation. Send your completed *Accommodation Request Form* and supporting documentation to: [Contact Us](#) page.

Visit [PMI.org](https://www.pmi.org) for more information regarding our Certifications program.

INTRODUCTION

The Project Management Institute's (PMI) Certifications program is committed to providing full access to its credentialing products and services to individuals with documented disabilities. PMI is also committed to ensuring that the security, integrity, and validity of examinations are not compromised.

The following information is provided for candidates, evaluators, faculty, and others involved in the process of documenting a request for exam accommodations. We strongly encourage applicants requesting exam accommodations to share these guidelines with their evaluator, therapists, physicians, and/or other parties of interest so the appropriate documentation can be assembled to support a request for exam accommodations.

What are exam accommodations?

PMI provides reasonable and appropriate exam accommodations to individuals with documented disabilities who demonstrate a need for them. The purpose of exam accommodations is to provide candidates with full access to the test – not to guarantee improved performance or test completion.

Exam accommodations are individualized and considered on a case-by-case basis. Consequently, no single type of exam accommodation (e.g., extra time) would necessarily be appropriate for all individuals with disabilities. Simply demonstrating that an individual meets diagnostic criteria for a particular disorder does not mean that the person is automatically entitled to exam accommodations.

Exam accommodations may include, but are not limited to, the following:

- Large font exam
- Additional time
- Reader
- Separate testing room
- Adjustable height desk
- Additional breaks
- Scribe

Note: Most center-based testing sites are wheelchair accessible. You do not need to submit a request for accommodations if wheelchair access is the only accommodation needed. However, to assure that your preferred test center is fully accessible prior to scheduling your exam, please visit [Contact Us](#).

What exam accommodations are right for me?

Specific exam accommodations must be related to functional limitations. For example, a functional limitation might be impaired mobility due to loss of a hand, which prevents the test-taker from writing, typing, and recording answers. The appropriate exam accommodation for an individual with this limitation might be to have the assistance of technology that performs these functions. It is essential that the documentation of the disability provides a clear explanation of the current functional limitation(s) and a rationale for each requested exam accommodation. Candidates should work with an evaluator, such as a doctor or other professional familiar with their functional limitations, to determine which exam accommodations are appropriate for them.

All candidates who are requesting exam accommodations because of a disability must provide current documentation of their condition that explains how it is expected to affect their ability to take the test under standard conditions. This would include supporting documentation from the professional who diagnosed the condition.

GENERAL GUIDELINES

The following guidelines are provided to assist applicants in requesting exam accommodations based on an impairment that substantially limits one or more major life activity. Documentation submitted in support of a request may be referred to by experts in the appropriate area of the disability for a fair and impartial professional review.

The test candidate must initiate a request for exam accommodations on their own; requests initiated by a third party (such as an evaluator or school counselor) cannot be honored.

To support a request for exam accommodations, please submit a completed [Accommodation Request Form](#), along with supporting evidence (see Specific Documentation Guidelines on page 7).

Different Accommodation Request Types

1. New Request

Candidates must notify PMI that he or she has a disability and is requesting an exam accommodation before registering to take an exam. If a candidate has never received an exam accommodation from PMI, the candidate will need to submit a PMI Exam Accommodation Request form, along with supporting documentation to establish a **new request**.

Once all supporting documentation is received, PMI will make every attempt to process the accommodations request within 30 days. However, if additional information is needed to enable PMI to process the request, it is possible that the decision may be delayed. It is in the candidate's best interest to submit a request for exam accommodations as early as possible to assure they can test on their preferred date.

2. Previously Approved Exam Accommodation

If a candidate has received a exam accommodation from PMI in the past and would like to receive the same exam accommodation when sitting for another PMI exam, the individual must request this exam accommodation and provide proof of approval at the time they apply to take the new exam.

To extend a **previously approved exam accommodation** to a new examination application, submit a copy of PMI's prior accommodations approval notice. Please note that the supporting documentation for the original request must be considered current as outlined in Section 1d of the "Specific Documentation Guidelines" in this document.

If the documentation for a previously approved exam accommodation is no longer current, the candidate must initiate a **new request** using the PMI Exam Accommodation Request form and include updated documentation to support the request.

3. Change in Disability or Exam Accommodations Requested

If there are any changes in the nature or extent of the candidate's disability, or if different exam accommodations from what have previously been granted by PMI are required, the candidate must submit a **new request**.

4. Appealing Denied Requests

In the event that an exam accommodation is denied in part or in full, candidates may appeal the decision by submitting an appeal request with additional documentation as well as a copy of an associated prior accommodation request. Appeals are generally more effective if they are accompanied by new supporting information that clarifies the request.

Permissible Items

PMI understands that certain personal items may be essential to a person's accessibility (i.e. wheelchairs, inhalers, eyeglasses). Likewise, some items may not require any documentation.

PMI Exam Administrations through Pearson VUE (CBT and Online Proctored Testing)

To view a list of the most current items that are permissible without documentation, candidates should visit the Pearson VUE [comfort aid\(s\) list](#).

Candidates who require certain exam accommodations are not eligible for online proctored testing and must take the exam in a test center.

Note: Pearson VUE reserves the right to inspect and approve your personal item on-site. PMI recommends that candidates review the list of permissible items.

SPECIFIC DOCUMENTATION GUIDELINES

All candidates who are requesting exam accommodations must provide appropriate documentation of their disability and show how it is expected to impact their ability to take the test under standard conditions. Documentation must include current details that describe the candidate's diagnosis and the functional limitations that justify the requested exam accommodations. All documentation should be in English.

1. The documentation from your evaluator must meet these general criteria:

- a. The report must be printed on the evaluator's letterhead.
- b. The evaluator must be qualified (see #3 below).
- c. The report must include a specific diagnosis using standard DSM-5 or ICD-9(10) criteria and the appropriate code must be included.
- d. The evaluation must provide information about your current functional limitations.

PMI will use the guidelines below to evaluate if the diagnosis is still current. These timelines may be adjusted for unique or unusual situations.

DIAGNOSIS	DOCUMENTATION CURRENT IF GENERATED WITHIN:
Learning Disabilities	5 years
Attention-deficit hyperactivity disorder (ADHD) (includes attention deficit disorder [ADD]):	3 years
Psychiatric/Psychological	1 year
Physical/chronic health conditions	Generally, 1 year or less, depending on condition and expected duration

- e. Supporting documentation must contain relevant information about the history of your condition, its impact on your current functioning, and your prognosis (how long your condition is expected to continue).
- f. Supporting documentation must include all scores, subtest scores, and index scores for any objective tests that were administered to you.
- g. Supporting documentation must indicate not only how you meet diagnostic criteria for a particular disorder, but how this condition is substantially limiting to you in a major life activity compared to most people in the general population.
- h. Supporting documentation must include specific recommendations for exam accommodations with a rationale for each recommended accommodation (see #5 below).
- i. Supporting documentation must be signed by the evaluator.



2. Relevant medical or academic records: While not specifically required, these may be helpful to us in making the accommodations decision. Because some disabilities are most commonly first apparent during childhood (such as learning disabilities and ADHD), you may be able to provide us with academic records that show difficulties in secondary and post-secondary education. These records could include grade reports, Individual Education Plans, 504 Plans, standardized test scores, and teachers' comments.

3. A qualified professional must provide the supporting evidence. An individual is deemed to be qualified to conduct a psychological, psychoeducational, or medical evaluation if he or she has had extensive graduate-level training in the area of assessment of adults. This usually includes formal education and training in the history, nature, identification, and treatment of learning, psychological, or medical disorders. In most cases, the examiner should have a doctorate in psychology, clinical psychology, or medicine. (Note: Master's-level school psychologists or equivalent-level degree may also be qualified to diagnose learning disability [LD] evaluations only).

However, simply having a particular degree or license does not automatically mean that the evaluator has had sufficient formal training and expertise in assessing adults. The name, title, contact information, and professional degree of the evaluator must be clearly stated in the documentation. PMI reserves the right to request evidence of an evaluator's professional qualifications.

4. If the requesting candidate's native language is NOT English and the candidate will test without a language aide, the following information must be included in the diagnostic report:

- When the candidate first learned English
- The candidate's current level of proficiency with oral as well as written English
- A statement that English as a second language (ESL) factors are not primarily responsible for the candidate's current academic difficulties.
- How the learning disability impacted language development in the candidate's native language
- And the diagnostic report must be provided by a qualified professional as indicated in #3 above.

5. The evaluator's report must include **specific recommendations for accommodations**. Examples of specific recommendations for accommodations could include "allow additional 30 minutes," or "testing in a distraction-reduced room." Non-specific recommendations, such as "extra time," or "test in separate room" are not acceptable.

Note that the purpose of extra time is not to ensure that candidates finish the test, achieve a particular score, or perform "to their full potential."

6. In situations where an individual is thought to have two or more disorders, such as a learning disability and attention-deficit hyperactivity disorder (ADHD), the supporting evidence must clearly describe the unique impact of each disorder.

7. If no prior accommodations have been provided, the professional's documentation must include a detailed explanation as to why no accommodations were needed in the past and why accommodations are needed now.

Keep in mind the following critical points:

1. All documentation must be submitted together. Avoid having doctors or other professionals send documentation to PMI separately.
2. It is in the candidate's best interest to submit documentation as early as possible, to ensure sufficient time to fulfill requests for additional documentation and processing of the request before the preferred test date.
3. Requests and documentation will not be returned to the candidate. We advise all candidates to retain copies of all submitted documents.

What to do:

Please send your request and/or inquiries for exam accommodations to: [Contact Us](#).

To protect your confidentiality, you may also send your exam accommodations request inside a sealed envelope and mail it to:

Project Management Institute
18 Campus Blvd., Suite 150
Newtown Square PA, 19073-3299
Attn: Exam Delivery

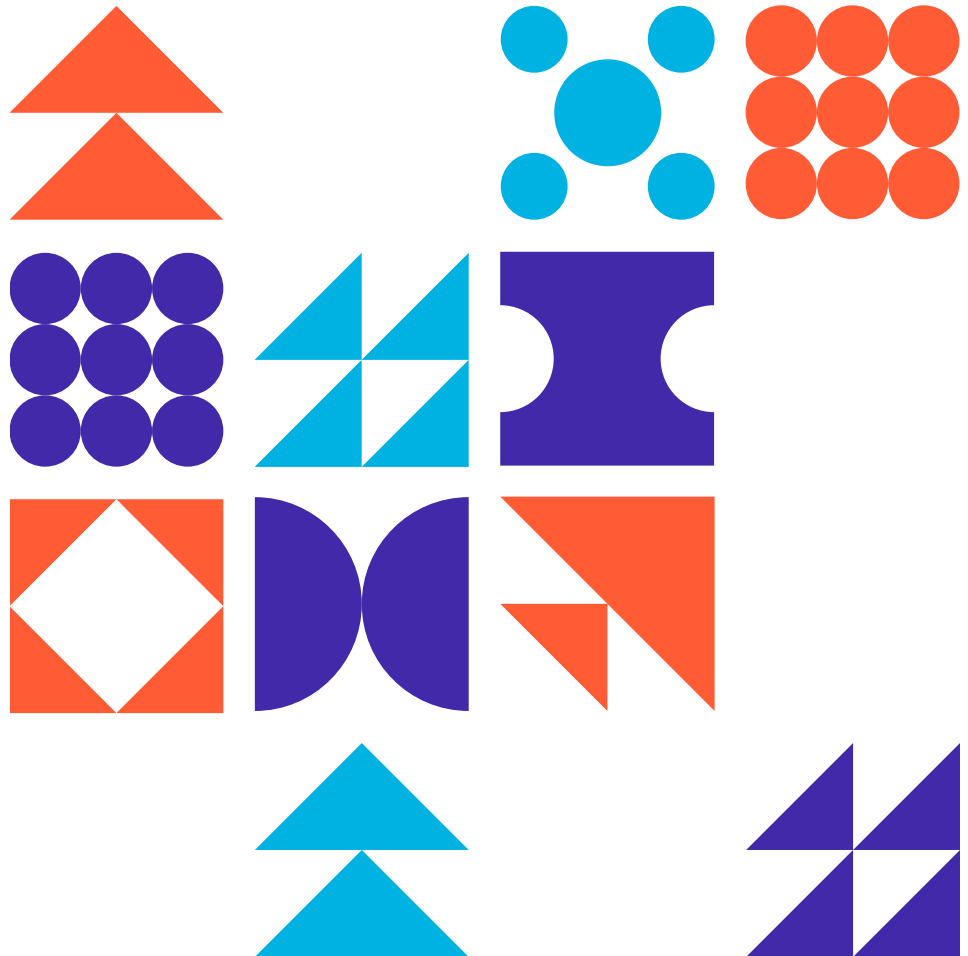
About Project Management Institute (PMI)

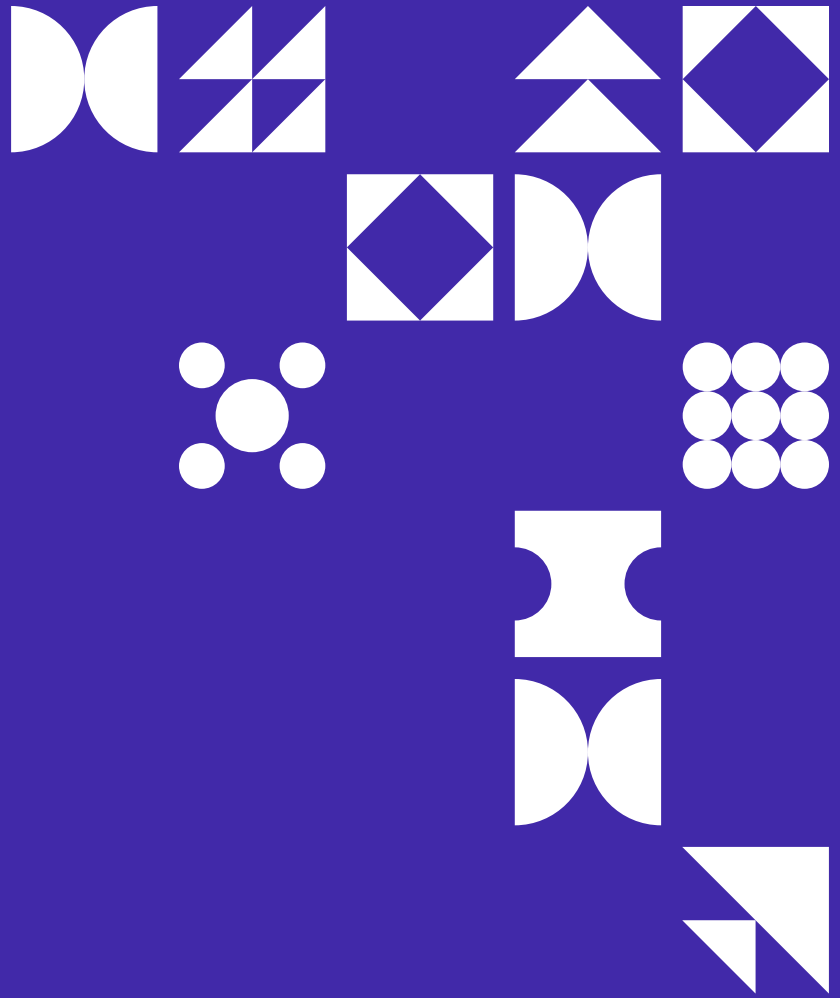
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Through global advocacy, collaboration, education and research, we work to prepare more than three million professionals around the world for the Project Economy: the coming economy in which work, and individuals, are organized around projects.

Celebrating our 50th anniversary in 2019, we work in nearly every country around the world to advance careers, improve organizational success and further mature the project management profession through globally-recognized standards, certifications, communities, resources, tools, academic research, publications, professional development courses and networking opportunities.

As part of the PMI family, ProjectManagement.com creates online global communities that deliver more resources, better tools, larger networks and broader perspectives.





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