STATE OF CALIFORNIA
DEPARTMENT OF CONSUMER AFFAIRS
STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.
Board of Psychology-Executive Office
1625 North Market Boulevard Suite N-215 Sacramento, CA 95834
Phone 916-574-7220 Toll Free 866-503-3221 www.psychboard@dca.ca.gov

Board Meeting
June 20-21, 2013

Agenda Item 10 (g)

Licensing Committee

Background:

Staff was directed to explore which states allow English as a second language (ESL) as an accommodation in taking examinations. Previously, the Executive Officer presented information gathered from the ASPPB ListServ of other Boards. The following Board Meeting, The Licensing Coordinator presented a matrix regarding which other states have this policy.

Preparation:

This is Board Policy. This is not in law or regulation. Based on our information, the only other state which allows these type of requests is Oregon. All other states do not offer that option and expect those sitting for the examinations to be competent in English as an included part of licensure. Please review the extensive information from our licensing coordinator to assist in your decision making process.

Board Action needed:

Considerations:

- Motion to eliminate ESL from Board policy as an accommodation for taking the California examinations.
- Allow the current policy to remain as is.
- Allow the current policy to remain and amend the policy language.

STATE OF CALIFORNIA
DEPARTMENT OF CONSUMER AFFAIRS
BOARD OF PSYCHOLOGY

MEMORANDUM

TO: Licensing Committee **DATE: May 14, 2013**

FROM: Lavinia F. Snyder
Licensing/Registration Coordinator

SUBJECT: Consider English as a Second Language as a Basis for an Accommodation in Taking the Examination

At the last Board meeting, Dr. Cadow had requested communication with the Oregon State Board, the only other psychology licensing board that allows accommodations based on ESL, and see what their experience has been with their model. Dr. Cadow also requested that she would like to see if there are any other areas, such as advocacy groups, that may have models for assessment ESL candidates.

The Board's policy on ESL was adopted on 07/27/1991. This policy allows candidates who claim English as a second language can request extra time to take the examination upon adequate prior notice of such need provided both of the following conditions are met:

a) The candidate submits proof that original entry into the United States occurred within the last ten years and
b) Original entry into the United States did not occur prior to the candidate's beginning of university setting.

Proof will consist of copies of the candidate's entry papers.

The Oregon Board of Psychologist Examiners' requirement for ESL is as follows:

"English as a Second Language: Written request for reasonable accommodation detailing the level of proficiency in English, including, but not limited to, the number of years speaking and/or writing English, and a list of all national written or jurisprudence examination, academic coursework, and dissertation in English language; a history of special accomodations granted in similar testing circumstances, for example, interpreter or extra time granted in a jurisprudence examination process in other licensing jurisdictions or degree granting institutions; a statement documenting extent that English will or will not be the language in which professional services are provided; other information to support request for special accommodation; recommendation for accommodation."

Attachment A contains information gathered from the Oregon State Board regarding ESL accommodation.

I've also received the following information from other entities:

1. Association for State and Provincial Psychology Board (ASPPB), the Board that administers the Examination for Professional Practice in Psychology, does not consider ESL as a disability.

2. The Medical Board of California does not have any regulations/statutes relative to ESL.

3. The Board of Behavioral Science used to provide ESL until 07/01/2011. Their requirements for ESL were very similar to our Board's requirement. However, since ESL is not considered a disability BBS eliminated this accommodation for candidates taking their exams. **This was a policy change. No statute or regulations were affected.**

Attached are the following documents for your review:

- Attachment A: Oregon Board of Psychologist Examiners
- Attachment B: Listing of other States and requirements on ESL
- Attachment C: Articles from Christina Versari that support the position that English as a Second Language should not be considered a Basis of Accommodation.
- Attachment D: Wisconsin Insurance Licensing Candidate Handbook (ESL Accommodation)
- Attachment E: Graduate Record Examination Bulletin Supplement for Test Takers with Disabilities or Health Related needs.

ESL is not considered a disability by state and federal standards. The Board must determine if the policy should be eliminated.

ATTACHMENT A

*After 1/1/2013 the Out of State CE waiver will no longer be available.

*After 1/1/2013 the Approved Providers of CEU's will change to APA, CPA and CME/ACCME only.

If you renew your license after 1/1/2013 ---------DO NOT SEND CE CERTS WITH YOUR RENEWAL.

From: FELTON LaRee * BPE I
Sent: Wednesday, March 13, 2013 5:01 PM
To: Snyder, Lavinia@DCA
Subject: RE: ESL Accommodation

Hi Lavinia,

We get so few of these I'm not sure how helpful this will be. We've had some turnover and I've only been in this position for a couple years. I was able to find 2 instances of ESL accommodations- one in 2009 and one in 2001. There *may* have been some prior to this, but I'm not finding any record. I am attaching a copy of the person's request (identifying info is redacted); they were given time and a half. The other one from 2001 received double time. I have no record of us ever denying a request. If I got one of these, I don't think I'd allow separate testing room, unless the person had ADD or some other disability. Just extra time.

Sorry I can't be of more help!

LaReé Felton
Oregon Board of Psychologist Examiners
3218 Pringle Road SE, Suite 130 · Salem, OR 97302-6309
503-378-4154 Ext. 2

Data Classification: Level 2, Limited

From: Snyder, Lavinia@DCA [mailto:Lavinia.Snyder@dca.ca.gov]
Sent: Wednesday, March 13, 2013 9:06 AM
To:
Subject: ESL Accommodation

My name is Lavinia Snyder, Licensing and Registration Coordinator for the Board of Psychology. We are reviewing our policy for ESL as an accommodation and during our research we noted Oregon allows accommodation for ESL. According to your guidelines an applicant needs the following:

1. Written request
2. Level of proficiency in English including but not limited to the number of years speaking and/or writing English
3. History of special accommodations granted in similar testing circumstances
4. Other information to support request for special accommodation
5. Recommendation for accommodation

With this we would like to get some feedback on the following questions:

1. Would your Board be able to provide our Board a sample of what applicants are submitting?

2. How is this requirement working?
3. Can you gage its efficiency?
4. Do you have applicants meeting this criteria?
5. Do you have more or less people applying for this accommodation.
6. If applicant is approved what type of accommodation is normally provided (i.e. Extra Time or Double Time)?

Thank you for your time?

Lavinia F. Snyder
Licensing/Registration Coordinator
Board of Psychology
1625 North Market Blvd. N-215
Sacramento CA 95834
Phone: 916-574-7720
Fax: 916-5748672

The Board of Psychology is Moving:

New Address, effective on (or about) September 5, 2012: 1625 N. Market Blvd., Ste. N-215, Sacramento, CA 95834

New CE regulations effective 1/1/2013:

*If you renew your license after January 1. 2013 you will no longer be required to send copies of your continuing education certifications to MCEPAA. You're required to retain the records for a minimum of 4 years; the Board will be conducting a random audit and, if selected, will contact you for proof of completion.

*After 1/1/2013 the Out of State CE waiver will no longer be available.

*After 1/1/2013 the Approved Providers of CEU's will change to APA, CPA and CME/ACCME only.

If you renew your license after 1/1/2013 ---------DO NOT SEND CE CERTS WITH YOUR RENEWAL.

ok'd by Debra K m

RECEIVED
JUN 24 2009
By

June 24, 2009

[redacted]

Oregon State Board of Psychologist Examiners
3218 Pringle Road SE, Suite 130
Salem, OR 97302-6309

Dear Oregon Psychologist Examiners Board Members,

Please consider my written request for extended time accommodation during the Examination for Professional Practice in Psychology (EPPP) based on the fact that I am a second language learner of the English language. I took the EPPP on June 4, 2009, and obtained a score of 480. As you can see, I was very close to passing. I know that the fact that I process English written information slower when compared to Spanish written information impacted my performance on the test. I run out of time while taking the EPPP and was forced to mark an answer to the last 50 questions without having enough time to think and process the question due to the lack of time. The following paragraphs will address the information needed to support the Board's English as a Second Language requirements to request additional time:

(i) Level of proficiency in English including, but not limited to, number of years speaking and/or writing English; list all national written or jurisprudence examinations, academic coursework, and dissertations in the English language.

My English language proficiency is fluent. However, as I already mentioned above, I still need additional time to comprehend written material especially when it presents sophisticated and specialized terminology such as the information presented on the EPPP. I attended school in the United States from 9th grade to graduate school. I was

first exposed to the English language in 9th grade. In high school, I was fortunate that the school offered bilingual government, bilingual biology, and other bilingual courses that helped me learn the material while learning the English language. I was also allowed to conduct required English oral presentations in both English and Spanish to demonstrate my mastery of the material. I never requested additional time for exams as an undergraduate because I did not know the requirements or procedures to follow; however, I remember running out of time most of the time.

I have taken three national examinations including the California Basic Educational Test (CBEST), the Graduate Record Examination (GRE), and the National School Psychology Test (NSPT). I took the CBEST three times in order to pass its three components because I needed additional time; therefore, I focused on passing one area at a time. I ran out of time while taking both the GRE, and the NSPT, and similarly to what I experienced while taking the EPPP, I just circled what I thought was correct to the last 50 to 60 due to my lack of time to process the information toward the end of these examinations. My scores on the GRE were low, while my score on the NSPT was a couple of points away from the national average.

Three of my statistics professors in graduate school provided me with extra time accommodations based on the fact that they understood that second language learners need additional time to process information especially during examinations. I wrote my dissertation in English, and it took me a total of five years to finish it.

(ii) History of special accommodations granted in similar testing circumstances, for example, interpreter or extra time granted in jurisprudence examination process in other licensing jurisdictions or degree granting institutions.

As I already mentioned, I took the C-BEST three times in order to pass it. I ran out of time at the end of the GRE and NSPT examinations. My statistics professors in graduate school granted me double time for examinations.

(iii) Statement documenting extent that English will or will not be the language in which professional services will be provided.

My current position (Psychologist Resident/Multicultural Specialist) in the Education Evaluation Center [redacted] requires me to provide services to both monolingual and bilingual (Spanish/English) clients. I use both languages at work depending on the linguistic needs of the client, and I also provide consultation services to my colleagues when they are assessing culturally and linguistically diverse clients. I provide training on educational and evaluation practices in English for professionals and in Spanish for Spanish speaking students and parents.

(iv) Other information to support request for special accommodations;

I was exposed to the English language as a ninth grader when my family first relocated from México. For many years, I doubted my learning abilities when instructed in English because it took me more time to process the information and complete my assignments. Nevertheless, my strong academic performance in México, and the fact that I readily comprehended instruction presented in Spanish helped me recognize that I do not have a learning disability. My personal and professional experience has taught me that second language learners may need additional time to process information presented in their second language especially when it presents specialized language.

(v) Recommendation(s) for accommodation.

Please consider granting me additional ½ time for the EPPP examination.

I have discussed this matter with my residency supervisor, Dr. [redacted], and she fully supports my request for extended time for the EPPP. You may contact her for any additional information at [redacted]

Your attention and consideration of my request is greatly appreciated. Please feel free to contact me for additional information at [redacted] or call me at [redacted]

Sincerely,

[redacted]

Cc: Dr. [redacted]
Licensed Psychologist, Supervisor

ATTACHMENT B

STATE BOARD	STATUTE, REGULATION OR POLICY	EXAM ACCOMMODATION
Alabama		
Alaska		
Arizona	No provision	Never had a request
Arkansas		
California	Policy attached	Accommodation will be provided to candidates who have have been in this country for less than ten years. Candidates must document proof of entry into the US.
Colorado	No	Not a recognized disability
Connecticut		
Delaware		
District of Columbia		
Florida		
Georgia		
Guam	No provision	Do not allow accommodation
Hawaii	No provision	Do not allow accommodation
Idaho	No provision	Never had a request
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine	No provision	Do not allow accommodation
Maryland	No	Must be proficient in English
Massachusetts	No provision	Do not allow accommodation
Michigan	No provision	Must be proficient in English
Minnesota	No provision	Do not allow accommodation
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada	No provision	If requested Board would have to discuss and vote
New Hampshire		
New Jersey		
New Mexico		
New York	No provision	Mus be proficient in English. Do not allow accommodation
North Carolina	No provision	Do not allow accommodation
North Dakota		
Ohio	No	Not a recognized disability
Oklahoma	No provision	Never had a request

Oregon	YES. OAR 858-010-0030(5) Special Accommodations. Requests for special accommodations for a disability or for English as a second language must be made at the time the written request to sit for the examination is made, or when the disability becomes known to the applicant. The request must include:	(b) English as a Second Language: Written request for reasonable accommodation detailing: (A) Level of proficiency in English including, but not limited to, number of years speaking and/or writing English; (B) History of special accommodations granted in similar testing circumstances; (C) Other information to support request for special accommodation; and (D) Recommendation(s) for accommodation
Pennsylvania	No	
Puerto Rico		
Rhode Island		
South Carolina	No	Never has a request
South Dakota		
Tennessee	No provision	Do not allow accommodation
Texas	NO	Not a recognized disability
Utah	No provision for psychologists. Provisions are avaialble for LCSW	
Vermont		
Virginia		
Virgin Islands		
Washington	No	
West Virginia		
Wisconsin		
Wyoming	Our Board allows special accommodations for disabilities recognized by the ADA and must be supported by doctor's diagnosis and evidence of accommodations being provided during schooling to match those requested for the EPPP.	To my knowledge, we do not offer special accommodations for English as a Second Language.

ATTACHMENT C

Kassis, Linda@DCA

From:	Cristina Versari <cversari@sduis.edu>
Sent:	Thursday, February 21, 2013 12:15 AM
To:	Kassis, Linda@DCA
Subject:	FW: Please forward to the Board re item c) under Examination Committee
Attachments:	BOP.pdf

Linda,
Could you please forward this information to the Board?
Thank you

Sincerely,

Cristina B. Versari, Ph.D.

Examination Committee – (Cadow – Chairperson, Harlem, Preston, Erickson)
See agenda item 10 for materials and the Board's discussion.

c) Consider English as a Second Language as a Basis for an Accommodation in Taking the Examination

To the Members of the California Board of Psychology

I am submitting three articles that support the position that English as a Second Language **should not** be considered a Basis for an Accommodation in Taking the Examination.
"The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving. "

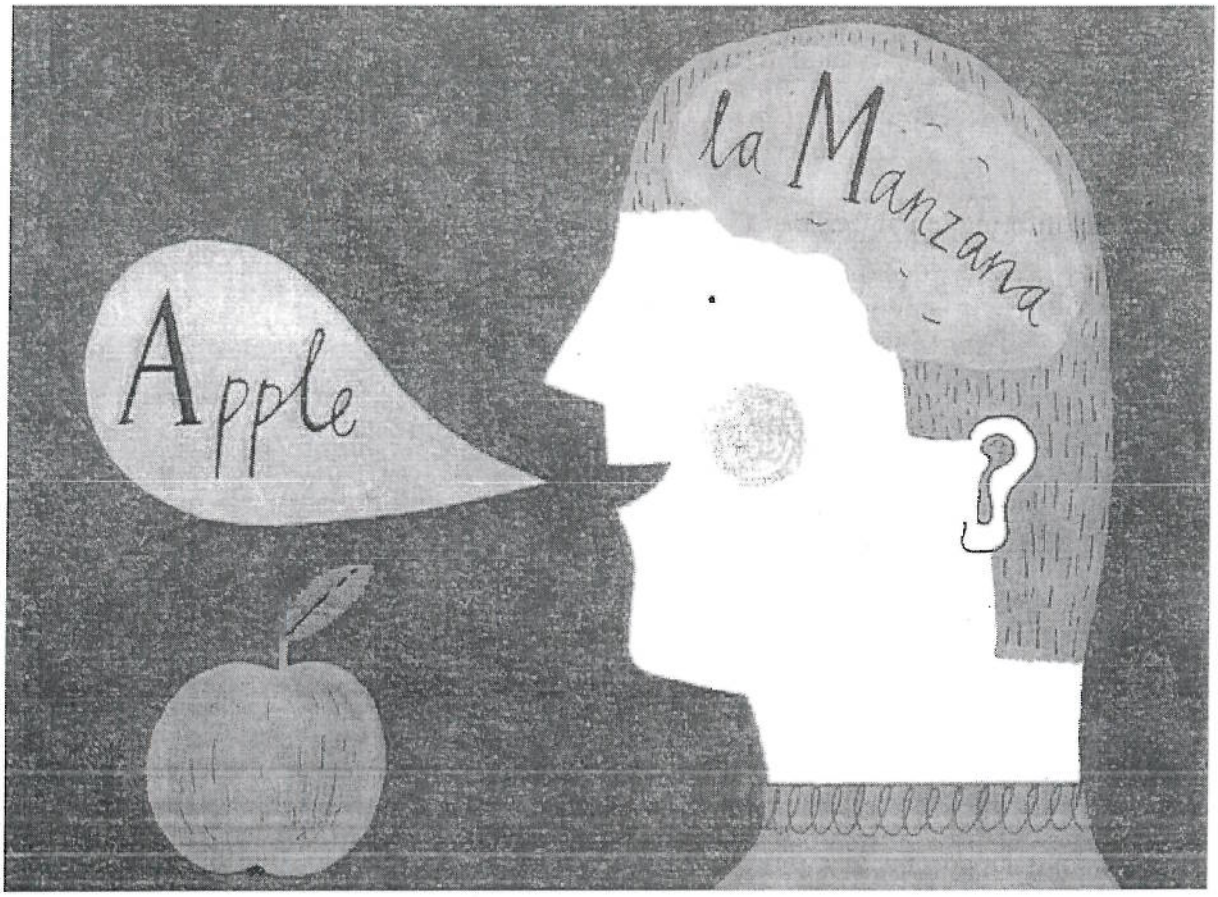
Offering candidates additional time because English is their second language is unfair to the English as a first language candidates. If the English as a second language candidates do not pass the exam, they need to study more and retake the exam.

Sincerely,
Cristina B. Versari, Ph.D.
President

San Diego University for Integrative Studies
3900 Harney Street, San Diego CA 92110
Phone: 619-297-1999, Fax: 619-542-1999

The New York Times

Why Bilinguals Are Smarter



Harriet Russell

By YUDHIJIT BHATTACHARJEE
Published: March 17, 2012

SPEAKING two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins — one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind — like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for *inhibition* that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. "Bilinguals have to switch languages quite often — you may talk to your father in one language and to your mother in another language," says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. "It requires keeping track of changes around you in the same way that we monitor our surroundings when driving." In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

The bilingual experience appears to influence the brain from infancy to old age (and there is reason to believe that it may also apply to those who learn a second language later in life).

In a 2009 study led by Agnes Kovacs of the International School for Advanced Studies in Trieste, Italy, 7-month-old babies exposed to two languages from birth were compared with peers raised with one language. In an initial set of trials, the infants were presented with an audio cue and then shown a puppet on one side of a screen. Both infant groups learned to look at that side of the screen in anticipation of the puppet. But in a later set of trials, when the puppet began appearing on the opposite side of the screen, the babies exposed to a bilingual environment quickly learned to switch their anticipatory gaze in the new direction while the other babies did not.

Bilingualism's effects also extend into the twilight years. In a recent study of 44 elderly Spanish-English bilinguals, scientists led by the neuropsychologist Tamar Gollan of the University of California, San Diego, found that individuals with a higher degree of bilingualism — measured through a comparative evaluation of proficiency in each language — were more resistant than others to the onset of dementia and other symptoms of Alzheimer's disease: the higher the degree of bilingualism, the later the age of onset.

Nobody ever doubted the power of language. But who would have imagined that the words we hear and the sentences we speak might be leaving such a deep imprint?

1. Cognitive gains in 7-month-old bilingual infants

Ágnes Melinda Kovács,[1] and
Jacques Mehler

Author Affiliations

Cognitive Neuroscience Sector, Scuola Internazionale Superiore di Studi Avanzati, Via Beirut 4, 34014 Trieste, Italy

Edited by Susan E. Carey, Harvard University, Cambridge, MA, and approved February 12, 2009 (received for review November 11, 2008)

Abstract

Children exposed to bilingual input typically learn 2 languages without obvious difficulties. However, it is unclear how preverbal infants cope with the inconsistent input and how bilingualism affects early development. In 3 eye-tracking studies we show that 7-month-old infants, raised with 2 languages from birth, display improved cognitive control abilities compared with matched monolinguals. Whereas both monolinguals and bilinguals learned to respond to a speech or visual cue to anticipate a reward on one side of a screen, only bilinguals succeeded in redirecting their anticipatory looks when the cue began signaling the reward on the opposite side. Bilingual infants rapidly suppressed their looks to the first location and learned the new response. These findings show that processing representations from 2 languages leads to a domain-general enhancement of the cognitive control system well before the onset of speech.

2. The development of two types of inhibitory control in monolingual and bilingual children (attached)

Author's background:

Dr. Ellen Bialystok

Associate Scientist Rotman Research Institute (status only)
Professor York University

Research Focus

Ellen Bialystok, Ph.D., FRSC, is Distinguished Research Professor of Psychology at York University and Associate Scientist at the Rotman Research Institute of the Baycrest Centre for Geriatric Care. She received her Ph.D. from the University of Toronto in 1976. Much of her research has focused on the effect of bilingualism on children's language and cognitive development, showing accelerated mastery of specific cognitive processes for bilingual children. This research has recently been extended to investigations of adult processing and found that lifelong bilingualism protects older adults from cognitive decline with aging. Other research includes studies of literacy acquisition in young children, models of metalinguistic awareness and second-language acquisition, and the development of spatial cognition and its relation to other cognitive abilities. She is the author of 6 books and over 100 scientific papers in journals and books. Among her awards are a Killam Research Fellowship, Walter Gordon Research Fellowship, Dean's Award for Outstanding Research, and Language Learning Distinguished Scholar in Residence. She has been invited to lecture in universities around the world, covering four continents and numerous countries.

Publications

- Journal Articles: 126
- Book Chapters: 50
- Presentations: 11
- Abstracts: 2

Title	Source	Authors/Presenters	Year	Type
Loading...				
Bilingualism interacts with domain in a working memory task: Evidence from aging	Psychology and Aging	Luo L, Craik FIM, Moreno S, Bialystok E	2012	Journal Article
Linguistic and metalinguistic outcomes of intense immersion education: how bilingual?	International Journal of Bilingual Education and Bilingualism	Hermanto N, Moreno S, Bialystok E	2012	Journal Article
Effect of Music Training on Promoting Preliteracy Skills: Preliminary Causal Evidence	Music Perception	Moreno S, Friesen D, Bialystok E	2011	Journal Article
Short-Term Music Training	Psychological Science	Moreno S, Bialystok E,	2011	Journal

ATTACHMENT D

PEARSON VUE

Quick Reference
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Wisconsin
INSURANCE LICENSING
Candidate Handbook

July 2012

SEARCH

THIS CANDIDATE HANDBOOK IS INTENDED FOR INDIVIDUALS APPLYING FOR A RESIDENT INTERMEDIARY (AGENT) LICENSE IN THE STATE OF WISCONSIN.

CONTACT INFORMATION

Candidates may contact Pearson VUE with questions about this handbook or about an examination.

FOR EXAMINATIONS

Pearson VUE/Wisconsin Insurance
Attn: Regulatory Program
5601 Green Valley Dr.
Bloomington, MN 55437
(800) 274-8979
Email:pearsonvuecustomerservice@pearson.com
Website: www.pearsonvue.com

Candidates may contact Pearson VUE with questions regarding prelicensing courses/requirement
Phone: (800) 274-4679
For a list of prelicensing courses candidates can go online to Sircon at www.sircon.com/wisconsin

FOR STATE LICENSING

Wisconsin Office of the Commissioner of Insurance
PO Box 7872
Madison, WI 53707-7872
(608) 266-8699 (phone)
(800) 236-8517 (toll-free)
Website: oci.wi.gov

FOR DIGITAL FINGERPRINTS

L-1 Solutions, Inc.
Wisconsin Insurance
hours: *Monday – Friday, 8 AM – 5 PM Central Time*
Phone: (866) 416-4896 | **TDD/TTY:** (877) 219-0199
Website: http://www.l1enrollment.com/state/?st=wi

OVERVIEW OF THE LICENSURE PROCESS

Licensure is the process by which an agency of state government or other jurisdiction grants permission to individuals to engage in the practice of and prohibits all others from legally practicing a particular profession, vocation, or occupation. By ensuring a minimum level of competence, the licensure process protects the general public. The state regulatory agency is responsible for establishing the acceptable level of safe practice and for determining whether an individual meets that standard.

The public's right to quality services and the state's responsibility to assure the safety and welfare of its citizens are the basis upon which the licensing process is predicated. Most licensing agencies use examinations as one of several methods for determining a candidate's qualifications to practice. The purpose of an examination is to provide a measure of candidate's knowledge of the subject and thus allow them to demonstrate their qualification for licensing.

The state of Wisconsin has retained the services of Pearson VUE to develop and administer its insurance licensing examination program. Pearson VUE is a leading provider of assessment services to regulatory agencies and national associations.

LICENSE AUTHORITIES

Agent license authorities can be obtained for the following lines of insurance:

Major Lines

- Life
- Accident and Health
- Property
- Casualty
- Personal Lines P&C (this license limits the sale of P&C insurance to individuals and families for non-commercial purposes).
- Variable Life/Variable Annuity*

Note: To sell Auto and/or Homeowner's Insurance, an agent must obtain both Property and Casualty authorities or the Personal Lines P&C authority.

Limited Lines

- Credit
- Title
- Crop*
- Surety*
- Travel*
- Legal Expense

**The limited lines of Crop, Surety, Travel, and the major line of Variable Life/Variable Annuity do not require prelicensing education or an examination. However, individuals seeking the Variable Life/Variable Annuity authority must hold the major line Life authority and be licensed by the Department of Financial Institutions, Division of Securities and registered for Series 6, Series 7, or Series 63 through the Financial Industry Regulatory Authority (FINRA).*

Information on how to obtain these qualifications is available at oci.wi.gov.

PROCEDURES FOR OBTAINING A RESIDENT INSURANCE INTERMEDIARY (AGENT) LICENSE:

Candidates seeking the major line of Variable Life/Variable Annuity or a limited line insurance license crop, surety, or travel insurance should refer to page 5 of this Handbook.

1. Each candidate for a property, personal lines, casualty, life, or accident and health insurance license must complete at least 20 hours of prelicensing education. This requirement does not apply to candidates applying for the major line Variable Life/Variable Annuity or a limited line credit, legal expense, or title insurance license.
2. An applicant taking self-study, correspondence, or online prelicensing course must pass a certified proctored exam and obtain a Certificate of Prelicensing Education from the approved prelicensing provider **prior** to taking the licensing examination. Failure to complete all prelicensing requirements will require the candidate to re-take the licensing examination.
3. Candidates must make an examination reservation. Candidates should follow the procedures as detailed in the *Examination Reservation* section of this handbook. Pursuant to s. Ins 6.595 (5), Wis. Adm. Code, the candidate must be at least eighteen (18) years of age to obtain a license. Applicants younger than 18 will not be allowed to complete the examination process
4. Candidates must make a Fingerprint Reservation. Candidates should follow the procedures as detailed in the *Fingerprinting Reservations* section of the handbook.
5. Candidates can submit an electronic application after 5-7 business days of passing the examination on Sircon at www.sircon.com/wisconsin. Applications should be made no later than 30 calendar days after passing the examination.

6. **A $10 fee is charged for each application submitted (s. 601.31 (1) (Lg), Wis. Stat.). Candidates can submit one application for one or more lines of authority.** The fee for all applications submitted is non-refundable and non-transferable.
7. Assemble and forward documentation needed for any "yes" answers to the application questions listed on page 18 and 19 of this handbook. This documentation should be forwarded to the Office of the Commissioner of Insurance, at the time the electronic application is completed. Candidates can submit documentation through the NIPR Attachment Warehouse at www.nipr.com, send in a PDF format to ocialdocuments@wisconsin.gov, or mail to Agent Licensing Department, PO Box 7872, Madison, WI 53707-7872. **Documentation** not submitted via the NIPR Attachment Warehouse should include a completed Resident License Cover Sheet For Required Documentation form, found in the back of this handbook.
8. The Office of the Commissioner of Insurance (OCI) will issue the license upon receipt of a complete electronic application from the candidate and verification that the candidate has met all licensing requirements. Once issued, licenses are available to print online via www.sircon.com/wisconsin or oci.wi.gov. Wisconsin does not mail a hard copy of the license to the applicants.
9. Candidates must get appointed with the insurance company in order to transact insurance business in Wisconsin.

PRELICENSING EDUCATION

Prelicensing education is required for all candidates applying for a license in the major lines of life, accident & health, property, casualty, and personal lines P&C. Prelicensing education must be completed at a school approved by the Office of the Commissioner of Insurance.

Applicants completing approved self-study prelicensing courses must also pass a proctored examination and have the proctored affidavit form submitted to the approved school to receive credit. This is in addition to the licensing examination required by the state of Wisconsin and must be completed **before** taking the licensing examination.

The prelicensing school must electronically submit course completion data for each applicant. It is required to be banked within ten (10) days of course completion and/or successful completion of the self-study examination(s). **Prelicensing education must be completed prior to taking the licensure examination, and is valid for one year from the date of completion.**

The course content provided by schools will include eight (8) hours of study of the principles of insurance, general Wisconsin insurance laws and ethics. Once these eight hours are completed, they need not be repeated for each line. Twelve (12) hours regarding policies, terms and concepts and line specific insurance law must be completed for each major line.

A list of approved prelicensing education schools is available at www.sircon.com/wisconsin.

The minimum prelicensing educational requirement do not apply to the following:

a. Any applicant applying for the Variable Life/ Variable Annuity authority or a limited lines Credit insurance, Legal Expense insurance, Title insurance, Crop, Surety, or Travel insurance license.
b. Any applicant who has completed a 2-year Wisconsin vocational school degree program in insurance.

c. Any applicant who has completed a 4-year college degree in business with an insurance emphasis.

d. Any applicant, for the applicable line of authority, who holds one of the following professional designations:

Life

- Certified Employee Benefit Specialist (CEBS)
- Chartered Financial Consultant (ChFC)
- Certified Insurance Counselor (CIC)
- Certified Financial Planner (CFP)
- Chartered Life Underwriter (CLU)
- Fellow of the Life Management Institute (FLMI)
- Life Underwriter Training Council Fellow (LUTCF)

Accident & Health

- Registered Health Underwriter (RHU)
- Certified Employee Benefit Specialist (CEBS)
- Registered Employee Benefits Counselor (REBC)
- Health Insurance Associate (HIA)

Property, Casualty, or Personal Lines P&C:

- Accredited Advisor in Insurance (AAI)
- Associate in Risk Management (ARM)
- Certified Insurance Counselor (CIC)
- Chartered Property and Casualty Underwriter (CPCU)

Candidates for a non-limited lines license seeking an exception from the prelicensing educational requirements must submit the appropriate exemption certificate and official documentation. The exemption form can be obtained at http://oci.wi.gov/agentlic/forms-apps.htm. Candidates can fax the form with other supporting documentation to OCI at (608) 267-9451, email the information in a PDF format to ocialdocuments@wisconsin.gov, or mail to:

Agent Licensing Section/OCI, P.O. Box 7872, Madison, WI 53707-7872

Agent license authorities can be obtained for the following lines of insurance:

Major Lines

- Life
- Accident and Health
- Property
- Casualty
- Personal Lines P&C (this license limits the sale of P&C insurance to individuals and families for non-commercial purposes).

Limited Lines

- Credit
- Title
- Legal Expense

Note: To sell Auto and/or Homeowner's Insurance, an agent must obtain both Property and Casualty authorities.

Additional lines of authority not requiring prelicensing education or an examination include the limited lines of Crop, Surety, Travel, and the major line of Variable Life/Variable Annuity. Information on how to obtain these qualifications is listed below or online at oci.wi.gov.

EXEMPTION FROM PRODUCT KNOWLEDGE PORTION OF EXAMINATION AND/OR PRELICENSING EDUCATION

Resident Intermediary (Agent)

1. A resident agent whose license has been expired **more** than 12 months must complete prelicensing education for the previously held line of authority, take the portion of the examination that covers state law, rules and regulations (Part 2), submit fingerprints and apply online on Sircon at www.sircon.com or NIPR at www.nipr.com. At the time of examination, the applicant must inform the test center manager that the general section of the examination (Part 1) is being waived and only the state section (Part 2) is being taken. A resident agent who wants to apply for a **new** line of authority must complete prelicensing education, take both parts of the examination, submit fingerprints and apply for the license online.
2. A resident agent whose license has been canceled for **less** than 12 months can apply for reinstatement for the same line of authority without completing prelicensing education or passing a written examination. A resident agent who is required to complete continuing education must have satisfied all previous continuing education requirements to have his or her license reinstated. The agent can apply online on Sircon at www.sircon.com or NIPR at www.nipr.com. Any resident agent whose license is revoked for failing to pay delinquent taxes or child support can obtain the Resident Reinstatement Application at http://oci.wi.gov/agentlic/forms-apps.htm and submit it to the state.

Nonresident Intermediary (Agent)

1. A nonresident agent whose license has been expired **more** than 12 months in their previous resident state or designated home state and wants to apply for a Wisconsin resident license must complete prelicensing education for the previously held line of authority, take the portion of the examination that covers state law, rules and regulation (Part 2), submit fingerprints and apply for the license online. At the time of examination, the applicant must inform the test center manager that the general section of the examination (Part 1) is being waived and only the state section (Part 2) is being taken. The agent can apply online on Sircon at www.sircon.com or NIPR at www.nipr.com.
2. A nonresident agent whose license has been expired **less** than 12 months in their previous resident or designated home state can apply for a Wisconsin resident insurance license without completing prelicensing education or passing a written examination. The agent can obtain the Resident Insurance Agent License Application without Examination at http://oci.wi.gov/agentlic/forms-apps.htm and submit it to the state.
3. A nonresident agent whose Wisconsin license has been canceled for **less** than 12 months can apply for reinstatement online on Sircon at www.sircon.com or NIPR at www.nipr.com.

APPLYING FOR A LICENSE THAT DOES NOT REQUIRE A LICENSING EXAMINATION

Candidates seeking a Variable Life/Variable Annuity, Crop, Surety, or Travel insurance can apply for the license online at on Sircon at www.sircon.com/wisconsin. See the *Apply For The License* section of the handbook for addition information.

***TELECOMMUNICATION DEVICES FOR THE DEAF**

Pearson VUE is equipped with TDD (Telecommunication Devices for the Deaf) to assist deaf and hearing-impaired candidates. TDD calling is available 8:00 am to 5:00 pm (EST) Monday through Friday, toll-free at (866) 274-4777. This TDD phone option is for individuals equipped with compatible TDD machinery.

EXAMINATION RESERVATIONS

Telephone Reservations

Candidates may call (800) 274-8979* to make an examination reservation. Candidates wishing to make a telephone reservation should do at least twenty-four (24) hours prior to the desired examination date.

PEARSON VUE HOURS	
Monday – Friday	7 am – 10 pm
Saturday	7 am – 4 pm
Sunday	9 am – 3 pm

Central Standard Time

Before calling, candidates should have the following information available:

- Full Legal Name
- Address
- Social Security Number
- Daytime Telephone Number
- Date of birth
- The name of the examination(s)
- The preferred examination date and test center location
- A failing score report (if retaking an examination)

Candidates are responsible for knowing what examination he or she needs to take. A Pearson VUE representative will help candidate select a convenient examination date and location, and will answer questions. The reservation will be made based on the next available examination date.

ONLINE RESERVATIONS

Candidates may make a reservation online by visiting Pearson VUE at www.pearsonvue.com. First-time users will be required to obtain a check-in code and will be asked to provide their name, email address, phone number, and a personal password. Candidates will receive a check-in code immediately upon submitting the requested information.

Candidates will be prompted with step-by-step instructions on completing the online *Reservation Request Form*. Once the online request has been submitted, Pearson VUE will send - via email - a confirmation of the examination date, time and location. Pearson VUE will contact candidates whose examination choices are not available. Candidates may also review, change or cancel an existing reservation after the Reservation Request Form has been submitted by following the instructions provided.

Candidates wishing to make an online reservation should do so at least four (4) calendar days before the desired examination date.

FEDERAL BUREAU OF INVESTIGATION CRIMINAL HISTORY CHECK - INS 6.59 (4)(A)

Candidates for a new resident intermediary license are required to submit fingerprints so that a Federal Bureau of Investigation (FBI) criminal history check can be conducted as part of the application process. Fingerprinting is also required of

existing resident agents looking to add new lines of authority to their existing license that have not been fingerprinted in the last 180 days.

Fingerprints will be scanned at the test center at the time of examination and sent to the FBI electronically. The completed reports will be valid for a period of 180 days. OCI will continue to require a separate electronic Wisconsin Crime Information Bureau (CIB) check. The total cost of $48.50 will be collected at the time the fingerprint reservation is made.

FINGERPRINTING RESERVATIONS

Candidates must have a reservation for the licensing examination prior to making a reservation to be fingerprinted. After making an examination reservation, candidate must contact L1-Solutions to make a fingerprinting reservation.

Candidates may call (866) 416-4896 (hours – Monday – Friday, 8 AM – 5 PM Central Time) to make fingerprint reservation or by going online to http://www.l1enrollment.com/state/?st=wi.

Walk-in digital fingerprints are not available.

Before calling or going online, candidates need to be prepared to provide the following information as required by the Federal Bureau of Investigation (FBI):

- Full Legal Name
- Reason for Fingerprints (WI Insurance License)
- Candidate ID
- Full Current Address
- Date of Birth
- Gender
- Height
- Weight
- Hair Color
- Eye Color
- Ethnicity
- Place of Birth
- Citizenship
- Social Security Number

Candidates are provided a Candidate ID at the time he or she makes an examination reservation. An individual who cannot provide the Candidate ID number will not be permitted to make a fingerprinting reservation.

After providing the Candidate ID, candidates will be presented available locations, days and times to choose from. Candidates will be required to pay $48.50 for the fingerprinting at the time the reservation is made. This fee is non-refundable and non-transferable and must be paid by credit, debit card, or electronic check. **No fees will be accepted at the fingerprint location.**

Telephone or online fingerprint reservations must be made at least twenty-four (24) hours prior to the desired date.

ALLOWABLE EXAM COMBINATIONS

With the exception of the Personal Lines examination, candidates will be allowed to register for up to two examinations. Candidates wishing to take more than two examinations must schedule additional examination sessions.

EXAM FEES

Examination fees for exams taken in a single session are $75.00 for one examination, or $150.00 for two examinations. The examination fee must be paid at the time of reservation by credit card, debit card, voucher, or electronic check. **Fees will not be accepted at the test center.** Examination fees are non-refundable and non-transferable except as detailed in the *Change/Cancel Policy*.

Electronic Checks

Candidates choosing to pay the examination fee by electronic check must have a personal checking account, and at the time the reservation is made, must be prepared to provide to Pearson VUE with the following information:

- Bank name
- Account number
- Routing number
- Social Security number, state ID number or driver's license number
- Name and address on the account

Using this information, Pearson VUE can request payment from the candidate's bank account just as if the candidate had submitted an actual paper check.

Candidates paying by electronic check must register at least five (5) days before the examination date in order for their check to be processed.

Vouchers

Candidates may pre-pay examination fees and receive a voucher. The number listed on the voucher will be accepted by Pearson VUE as payment for the examination fee. Vouchers may be purchased for one or more examination fees; therefore, companies may buy vouchers in bulk and distribute them to candidates as desired.

Those who wish to purchase a voucher should send a *Voucher Request Form* (found in the back of this handbook), along with proper payment. Pearson VUE will process voucher requests within one (1) week of receipt. Vouchers are valid for one (1) year from the issue date.

CHANGE/CANCEL POLICY

To cancel or change an examination reservation, candidates should call (800) 274-8979.

To cancel or change a fingerprint reservation, candidates should call (866) 416-4896.

Reservations must be changed or cancelled at least forty-eight (48) hours before the scheduled date and time.

Candidates who change or cancel a reservation with proper notice may transfer the examination fee to a new reservation, or may request a refund. **Candidates who change or cancel the reservation without proper notice will forfeit the**

examination fee(s). Refunds for credit or debit cards are immediate, while refunds for electronic checks and vouchers will be processed in 2-3 weeks.

Candidates are liable for the full amount of the examination fee once a reservation has been made, whether paid individually or by a third party.

ABSENCE/LATENESS POLICY

Candidates who are late to or absent from an examination or fingerprint may be excused for the following reasons:

- Illness of the candidate or of the candidate's immediate family member
- Death in the immediate family
- Disabling traffic accident
- Court appearance or jury duty
- Military duty
- Weather emergency

Candidates who are absent from or late to an examination or fingerprint appointment and have not changed or canceled the reservation according to the *Change/Cancel Policy* will not be admitted to the examination or fingerprint appointment and will forfeit the fees paid.

Written verification and supporting documentation for excused absences must be submitted as follows:

- For examination reservations, submit to Pearson VUE within fourteen (14) days of the original examination date.
- For fingerprint reservations, submit to L-1Solution within fourteen (14) days of the original appointment date.

WEATHER DELAYS AND CANCELLATIONS

If severe weather or a natural disaster makes the test center inaccessible or unsafe, the examination may be delayed or canceled. Candidates may call (800) 274-2615 for details on cancellations during severe weather.

SPECIAL EXAM REQUESTS & SERVICES

Pearson VUE complies with the provisions of the Americans with Disabilities Act (42 U.S.C. 12101 *et seq.*) and Title VII of the Civil Rights Act, as amended (42 U.S.C. 2000e *et seq.*), in accommodating disabled candidates who need special arrangements to take an examination.

Candidates who require special arrangements due to impaired sensory, manual or speaking skills, or other disability, should fax the *Special Accommodations Request Form* (found in the back of this handbook) to Pearson VUE at (610) 617-9397.

The form must be accompanied by supporting documentation from a physician or other qualified professional reflecting a diagnosis of the candidate's condition and an explanation of examination aids or modifications. Pearson VUE will provide auxiliary aids and services, except where such may fundamentally alter the examination or results, or result in an undue burden. The examination will be scheduled upon receipt of all required information by Pearson VUE.

Candidates who have additional questions concerning ADA arrangements may contact the ADA Coordinator at (800) 466-0450. However, the *Special Accommodations Request Form*, along with the required supporting documentation, **must** be submitted to Pearson VUE before any special arrangements can be finalized.

Pearson VUE will determine the time and place of specially arranged examinations and will confirm these arrangements directly with the candidate. Candidates who need to reschedule or need to retest should notify Pearson VUE Special Accommodations that special arrangements were used for the previous examination.

Due to the unique nature of each special request, Pearson VUE recommends that candidates request special services as early as possible. Pearson VUE will make a concerted effort to provide reasonable accommodations as permitted by state licensing agencies and individual Pearson VUE test center capabilities.

ENGLISH AS A SECOND LANGUAGE (ESL)

Effective April 1, 2011, Spanish examinations are no longer administered.
Candidates for whom English is a second language (ESL) may request additional time for the examination by sending *Special Accommodations Request Form* (found in the back of this Candidate Handbook) to Pearson VUE. Candidates MUST include a letter from either his/her English instructor or sponsoring company (on official letterhead if from a company) stating that English is not the candidate's primary language.

Candidates should not attempt to make a reservation until after they have been notified by Pearson VUE via email that their request for additional time has been approved. The length of the examination will be equal to $1\text{-}^1/_2$ times the length of the examination. For example, a 2 hour examination will be extended to 3 hours. NOTE: NO OTHER accommodations will be granted for ESL, i.e. separate testing room, reader, marker, etc. These accommodations are for individuals who qualify under the American's with Disability Act (ADA) only.

Candidates who have additional questions about ESL examinations should contact the Special Examination Coordinator at (800) 466-0450.

NON-SATURDAY EXAMS

Candidates who for religious reasons cannot take an examination offered only on Saturdays may request a non-Saturday examination date. Such a request must be put in writing on official stationery by the candidate's religious advisor and faxed to (610) 617-9397 or mailed to:

Pearson VUE Special Accommodations
5715 W. Old Shakopee Rd.
Bloomington, MN 55437

ATTACHMENT E

ETS

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2012–13

GRE® PARAPRO ASSESSMENT
THE PRAXIS SERIES™
SCHOOL LEADERSHIP SERIES TOEFL®

BULLETIN SUPPLEMENT

for Test Takers with Disabilities or Health-Related Needs

This publication contains procedures and forms for requesting testing accommodations for **GRE®, PARAPRO ASSESSMENT, THE PRAXIS SERIES™, SCHOOL LEADERSHIP SERIES** and **TOEFL®** tests. It should be used in conjunction with the information and registration form(s) provided in the appropriate 2012–13 *Information and Registration Bulletin*.

Visit the ETS website at **www.ets.org/disabilities** for the most up-to-date information.

TESTING ACCOMMODATIONS REQUEST FORM
Part I — Applicant Information

Instructions: Complete this page and sign the Applicant's Verification Statement on the next page.

Today's Date: _____ /_____ /_____
Month Day Year

Applicant's Name (please print — leave one blank box between names)

Last **First** **M.I.**

Mailing Address

Gender **Date of Birth** **Social Security Number**

Male ☐ Female ☐ Month ☐☐ Day ☐☐ Year ☐☐ ☐☐☐ – ☐☐ – ☐☐☐☐

Day Phone Number **Evening Phone Number**

Fax Number **Email Address**

I would prefer that ETS communicate with me via: ☐ Email ☐ Mail ☐ Phone ☐ Fax

Test(s) I am applying for: ☐ GRE® ☐ ParaPro Assessment ☐ *The Praxis Series*™
☐ School Leadership Series ☐ TOEFL® PBT ☐ TOEFL iBT®

Nature of your disability (check all that apply):

☐ ADD/ADHD
☐ Blind/Legally blind or low vision
☐ Deaf/Hard-of-hearing
☐ Learning disability
☐ Physical disability (describe; must submit documentation)
_____
☐ Psychiatric condition (describe; must submit documentation)
_____
☐ Other (e.g., traumatic brain injury, autism spectrum disorder or health-related need; describe; must submit documentation)
_____

When was your disability first diagnosed? _____ /_____ Date of professional's most recent evaluation: _____/_____
Month Year Month Year

Other than testing accommodations, describe what strategies, devices or medications you ordinarily use to manage your condition:

_____

_____

_____

(continued on next page)