**Objectives**

Documentation that might be sufficient for a student to receive undergraduate academic accommodations may not meet the standards for admission exams such as the GRE, LSAT, MCAT or other licensing exams.

To ensure students are able to obtain adequate documentation for professional, graduate and licensing accommodations, we developed a taskforce to review common documentation standards for these programs, created materials for providers when writing adequate documentation, and interviewed potential providers to confirm they are able to meet these standards.

Making it easier for students to find good diagnosing providers, who can write quality documentation, will give more students with disabilities a chance to attend professional programs.

**Leading Practices**

Aim to have these conversations early to support students in acquiring good documentation – before it is needed or applicable. Good documentation helps determine and leverage reasonable accommodations in all circumstances.

Stay up-to-date on resources in the community that provide good documentation. Having a system in place to uphold this information, regardless of staffing changes, will keep it sustainable.

Review documentation requirements for exams and consider current professional guidance. Requirements continue to evolve, so this process can help to stay abreast of leading practices.

**Acknowledgements**

Project Partnership:
- Barbara Blacklock, MA, LICSW
- Ally Kahn
- Lauren Lund