

Eliciting Quality Documentation to Create Equitable Access to Professional and Graduate Programs

Rachel Anderson, MA
Access Consultant

Brittini Kuduk, MS
Senior Access Consultant

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.



STEP #1: Identify purpose and documentation criteria for:

- Entrance exams
- Licensing exams
- Professional exams

STEP #2: Review documentation currently on file to identify potential providers

STEP #3: Develop questions for providers to determine if they can write this level of documentation

STEP #4: Connect with and interview providers

STEP #5: Build a list of providers who can meet documentation requirements

STEP #6: Create letterhead to request and provide guidance for good documentation

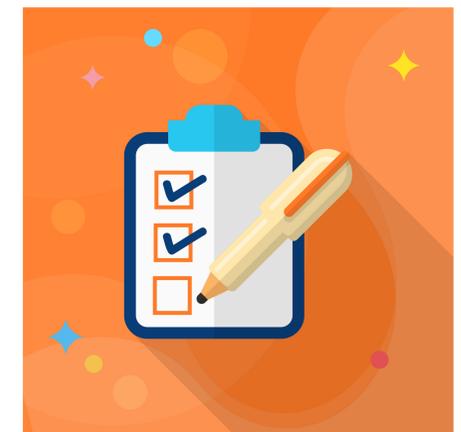
STEP #7: Repeat yearly!

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.



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