

# BOOK CLUB QUESTIONS

## Chapter 6: The Process of Requesting Accommodations on Certification, Licensing, and Board Exams: Assisting Students Through the Application

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1. Each exam agency has its own application process for exam accommodations. Within the programs offered at your institution, what is the process for each agency? Be sure to outline the timeline, documentation required (including any specific direction regarding what medical or neuropsychological tests/results are acceptable), requirements of recentness of documentation, personal statement instructions, directions for how to schedule an exam date, and the appeals process.
2. When students apply for accommodations on certification, licensing, and board examinations, some of the exam agencies ask the school to provide information about the educational accommodations that were received by the student there. What, if any, additional role does the DRP currently play in supporting students who are applying for accommodations? Are there additional things the office could do?
3. When working with students to prepare for certification, licensing and board examinations, it is critical to understand the details of how the exam is administered. Where would you find the relevant information about each exam format, rules governing what students may or may not bring into the exam, length of the exam, break schedule, and the nature of any practical component(s)? How does your institution work with students in advance to prepare them? Is there more you could do?
4. When updated or new testing/medical documentation is necessary to support an exam agency accommodation request, how can the DRP help the student find a local evaluator or health care provider and work with financial aid, if necessary, to help fund the testing? Once an evaluator has been identified, with the student's permission, how might the DRP assist the provider in fully understanding the nature of the documentation required by the respective exam agency (e.g., certain tests that are not considered valid, the need to enumerate as many diagnostic details as possible to justify the diagnosis, etc.)?
5. An institutional letter of support for a student's application for accommodation on a board exam can help by highlighting all the pieces of documentation that support the student's need for accommodations. What are some of the key points that should be included in an institution's letter of support?

6. An application timeline/checklist can be created for each certification, licensing and board examination relevant to the programs offered at your institution. How might such a document assist students in meeting deadlines and putting their best application forward? How might such a document also assist staff in your office in supporting students achieve their goals?
7. What are the most common pitfalls that may prevent a student's approval of accommodations, as discussed in the chapter? How might a DRP set up a system to assist students in avoiding these mistakes?
8. Generally, in order to win an appeal after an accommodations request was denied, students must address the concerns raised in the denial letter by providing additional documentation. Although each appeal is individualized, what types of additional documentation may provide such support during an appeal? How might students obtain this support?