



To ensure appropriate academic accommodations, documentation of a learning disability must be recent (within the past 3 years), typed on professional letterhead, dated, and signed by a qualified evaluator. Acceptable documentation typically includes a comprehensive psychoeducational or neuropsychological evaluation.

Required Components of Documentation:

- 1) **Diagnostic Interview** - should include a thorough clinical interview that addresses:
 - a) The student's presenting concerns
 - b) Relevant developmental, academic, medical, psychological, and family history
 - c) Any history of interventions (e.g., tutoring, therapy)

- 2) **Assessment of Cognitive Ability (Aptitude)**
 - a) A complete aptitude assessment is required (e.g., WAIS-IV, WISC-V)
 - b) All subtest scores and standard scores must be included

- 3) **Assessment of Academic Achievement**
 - a) A comprehensive academic achievement battery (e.g., WIAT-4, Woodcock-Johnson IV) must be administered.
 - b) Subtest and standard scores must be reported for the following areas as appropriate:
 - i) Reading (decoding, fluency, comprehension)
 - ii) Written language (spelling, composition)
 - iii) Mathematics (calculation, reasoning)

- 4) **Assessment of Information Processing**
 - a) Evaluation should address specific cognitive processes related to learning, such as:
 - i) Short-term and long-term memory
 - ii) Sequential and working memory
 - iii) Auditory and visual perception/processing
 - iv) Processing speed
 - v) Executive functioning (e.g., planning, organization)
 - vi) Fine motor or graphomotor skills (if relevant)
 - b) Standard scores or percentiles must be reported for each measure

- 5) **Specific diagnosis:**
 - a) A specific diagnosis of a learning disability must be stated using current DSM criteria.
 - b) Vague terms such as "learning differences," "academic difficulties," and "test anxiety" are not sufficient.

- 6) **Clinical Summary and Recommendations** – the summary should include:
 - a) A clear statement that a learning disability is present
 - b) An explanation of how the disability substantially limits one or more major life activities, particularly learning
 - c) A description of how cognitive and academic profiles demonstrate the presence and functional impact of the disability
 - d) Evidence of prior use of accommodations (e.g., extended time, reduced-distraction setting), including context
 - e) Specific, individually tailored accommodation recommendations with rationale based on the evaluation findings

- 7) **Evaluator Credentials**
 - a) Name, title, license/certification, and credentials of the professional conducting the evaluation must be clearly stated.
 - b) Evaluators must have appropriate training and experience in diagnosing learning disabilities (e.g., licensed psychologist, school psychologist, neuropsychologist)

Note: An **IEP (Individualized Education Program) or 504 Plan** alone is **not sufficient** as the sole documentation for determining accommodations at the postsecondary level, although it may provide helpful context.

Submit Documentation to: Belmont University
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