



Documentation Must be Current

To determine eligibility for accommodations, students with visual impairments must provide current, comprehensive documentation from a qualified medical professional.

The evaluation must have been completed **within the last six (6) months**. Documentation must reflect the current impact of the visual impairment on academic functioning. If the documentation is outdated or not reflective of the student's current condition or needs, an updated evaluation may be required.

Evaluator Qualifications

The evaluation must be conducted by a licensed ophthalmologist, optometrist, or similarly qualified medical professional experienced in the diagnosis and treatment of visual impairments.

Required Elements of Documentation

1. **Primary Diagnosis and Visual Function** - A comprehensive vision evaluation from an ophthalmologist or optometrist
 - a. Primary diagnosis
 - b. Relevant pathology
 - c. Visual acuities (with and without correction) and visual field limitations
2. **Low-Vision Functional Assessment**
 - a. Evaluation of residual vision
 - b. Description of how the student utilizes remaining vision for reading, mobility, and academic tasks
3. **Medical and Functional Impact Information**
 - a. Information on whether the condition is static, progressive, or fluctuating
 - b. Description of how the visual impairment affects academic performance (e.g., reading print, accessing electronic materials, navigating campus)
4. **Assistive Technology and Adaptive Equipment**
 - a. A list of any assistive devices currently being used
 - b. Include device descriptions, brand names, and model numbers
 - c. Explanation of how the devices support the student's academic needs
5. **Provider Information**
 - a. Documentation should be on provider's letterhead, signed and dated
 - b. Must include the name, title, and credentials of the evaluator
 - c. License number and state of licensure
 - d. Area of specialization relevant to the diagnosis

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.

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