



## Accessibility Services

### Documentation Guidelines

Virginia Christian College supports both the letter and the spirit of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. As such, Accessibility Services' documentation requirements are holistic in nature and value each individual student's unique experiences and history. Accommodations are provided based on the *impact* of a disorder, not only on the *diagnosis* of a disorder.

The types of information considered include, but are not necessarily limited to, student self-report, doctor's letters and medical reports, psycho-educational evaluations, SDS staff member observations, IEPs, 504 Plans, and other educational/teacher-generated reports.

In general, we are looking for the following information:

1. A **diagnostic statement** that identifies the student's disorder or disability.
2. This is a **detailed narrative** that describes the impact of the diagnosed disorder(s) on the student's functioning in the classroom and other environments.
3. A summary of **diagnostic procedures** used to diagnose the disorder, including but not limited to evaluations, questionnaires, and other diagnostic instruments.
4. Description of **expected prognosis or progress** of diagnosed disorder (stability, fluctuations, etc).
5. Information is recent enough to show the student's **current functioning**. Recency will be determined on a case-by-case basis depending on the individual disorder, the history of the disorder, and other factors that may be determined by Accessibility Services staff members.
6. **Student's age** at initial diagnosis.
7. **Current medication use**, if applicable, and medication's impact on student's functioning.
8. **History of accommodations** used, academic adjustments, and auxiliary aids, if applicable.
9. **Recommendations/requests** for accommodations, academic adjustments, and auxiliary aids.
10. A **clear connection** between the recommended/requested accommodation(s) and the impact of the diagnosed disorder(s).

Additional information may be required on a case-by-case basis depending on the student's diagnosis, accommodations requested, academic program, and other factors determined by Accessibility Services. The need for additional external documentation will be decided after the Accessibility Services Office completes an intake interview with the student and reviews all information initially submitted.

A qualified licensed professional must complete external medical, psychological, and psycho-

educational documentation to evaluate and diagnose the student's disorder(s). The evaluating professional's name, title, and licensure or certification number should be included. In addition,

All reports should be **typed or printed on professional letterhead, dated, and signed**. Medical and psychological testing/documentation administered by a family member will not be accepted.

### **Determination of Reasonable Accommodations**

Accommodations are approved on a case-by-case basis depending on the impact of the student's diagnosed disorder(s) and the reasonableness of the request. Reasonable accommodations are determined using the following analysis:

1. The accommodation is directly related to the impact or functional limitations caused by the diagnosed disorder.
2. The accommodation is not personal.
3. The accommodation is necessary to provide equal access to the student.
4. The accommodation does not lower academic or program standards.
5. Accommodation remains the essential element of the course, program, or activity.
6. The accommodation does not burden the college with an undue financial or administrative burden.
7. The accommodation does not threaten the student's or others' health or safety.

Examples of accommodations that may be considered unreasonable at the post-secondary level include but are not limited to transportation around campus, unlimited testing time, the ability to retake a test after it has been graded, tutoring, a decrease in the amount of work required in a class, or any fundamental alteration of material being taught.

### **Disclaimer**

Please note that more than the documentation acceptable for accommodations at Virginia Christian College may be required in other environments. The process and criteria used by Virginia Christian College to determine accommodations may be different than that needed for another university or by a testing or certification agency. Please carefully research the documentation requirements of other schools and testing/certification agencies so you know in advance what information you may be required to submit before accommodations are provided.

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