

Remote Participation Documentation Guidance for Healthcare Providers

Institutional Context:

The Ohio State University primarily offers in-person instruction and most of the university's academic programs have essential in-person components. Remote participation can be approved for 1 semester as a reasonable accommodation if a student's disability make them temporarily unable to participate in-person.

Once the university determines a student is eligible for remote participation, full approval is contingent upon assessing feasibility in each of the student's courses in collaboration with faculty. If the course design or learning objectives make remote participation not feasible, then the accommodation will not be approved for that course.

This accommodation is not intended to be used for multiple semesters in a row, nor to convert an in-person academic program into an all-virtual experience. Long-term requests for remote participation will require an additional layer of approval to assess feasibility within the student's academic program.

Content for Letter of Support:

As a clinician we understand that you will need to adhere to your professional training, scope of practice and ethics. Use your professional judgement regarding the student's health status and related needs. Below is the information the university is looking for in evaluating an individual's accommodation request for remote participation. Please include the following in your letter of support:

1. **Describe your professional relationship with the student on which you are basing your treatment plan** (e.g. type of treatment, length/history of relationship).
2. **Confirm the student's relevant health conditions that rise to the level of disability.**¹
3. **Include a statement of support for remote participation with an estimated return date for resuming in-person participation.** If you have recommendations for parameters or accommodations to support the student's return to in-person participation, please share.
4. **Describe how being in-person creates a significant disability-related barrier to the student's full and meaningful participation in their academics.**

Questions to consider include:

- How is virtual learning necessary and essential for the student to make academic progress toward their degree (rather than preferred, beneficial or optimal)?
- Compared to their peers, what negative impacts will this student face if they are on campus?
- How would remote participation mitigate these negative impacts?

¹ The legal definition of disability is a mental or physical condition that substantially limits a major life activity compared to most people. Substantial in this context is somewhat subjective but means a notable, significant, meaningful limit/difference to the manner in which the individual engages in the activity, the conditions necessary for them to engage in the activity, the duration for which they can engage in the activity or the frequency which they engage in the activity. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and the proper functioning of major bodily systems.