



Remote Access Questions for Clinician(s)

To help establish students' academic accommodations related to remote access, please respond to the following questions on your facility's printed letterhead and mail/fax/email to the UWSP DRC. Thank you.

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, frequency/duration of current treatment, treatment happening remotely or in-person).
2. Confirm the student's relevant medical or mental health diagnoses that you feel rise to the level of disability. ***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.*
3. Describe how the student's disability creates a significant barrier(s) to their full and meaningful participation in in-person classes or an on-campus experience. Questions to consider include: Compared to their peers, what significant negative impacts will this student face if they go to classes in-person or are on campus? How would accommodations or alternatives to in-person participation mitigate these negative impacts in ways that go beyond the typical benefits any individual receives from having online classes?
4. For students with CDC-recognized COVID-high-risk conditions (e.g., diabetes): The description should include a holistic assessment of the student's health risks for being in classrooms or on campus, considering: their unique medical profile, the latest information on vaccine efficacy, and the university's safety practices.
5. For students without CDC-recognized high-risk conditions (e.g., mental health conditions): The description should include an explanation of how being on campus will disproportionately affect them compared to their peers such that remote participation is the only viable option. This impact must go beyond the typical stress or nervousness that most people are expected to feel in readjusting to an in-person experience.
6. Do you believe that remote participation is essential and the only viable option for the student to effectively participate in and benefit from their academic work? Would measures like additional PPE, adjusted seating arrangements (i.e., having a seat specifically for the student socially distanced from any classmates or moving classrooms to a larger space to allow for sufficient distancing), or any other preventative steps be appropriate?
7. When do you estimate (e.g., an end date) the student should be able to resume in-person participation? If you have recommendations on parameters or accommodations to support their return to in-person participation, please share.