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To Evaluator: To qualify for support services from the Accessible Education Center at San José State University, an individual must have their disability verified by an appropriate licensed professional. Documentation necessary to substantiate the diagnosis must be comprehensive and be based on a comprehensive diagnostic/clinical evaluation.

SJSU offers courses in various modes of instruction: in-person, hybrid, and online. In-person/hybrid courses have essential in-person components. Remote participation for an in-person course is not the equivalent experience of a course designed to be delivered online. A change to remote participation may be approved for 1 semester as a reasonable accommodation if a student's disability makes them temporarily unable to participate in-person. However, 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. If remote participation is approved, there may still be aspects of a course's design which are not ideal for remote participants.

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.

The documentation must include the following information and any other information that will assist the AEC in determining the student's request:

1. Brief summary of professional's relationship to the student, including duration of time providing care.
2. Date of the initial diagnosis and/or date of the most recent visit with the student for this diagnosis.
3. A diagnosis or identification of the nature of the disability¹.
4. 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.
5. 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:
 - a. How is virtual learning necessary and essential for the student to make academic progress toward their degree (rather than preferred, beneficial or optimal)?
 - b. Compared to their peers, what negative impacts will this student face if they are on campus?
 - c. How would remote participation mitigate these negative impacts?
6. For CDC-recognized COVID-high-risk conditions: The letter should include a holistic assessment of the student's significant (not speculative) health risks for being on campus. Your assessment should factor in the student's vaccine status as well as the university's vaccine mandate (with >90% vaccinated campus population).

¹ The legal definition of disability is a mental or physical condition that 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.