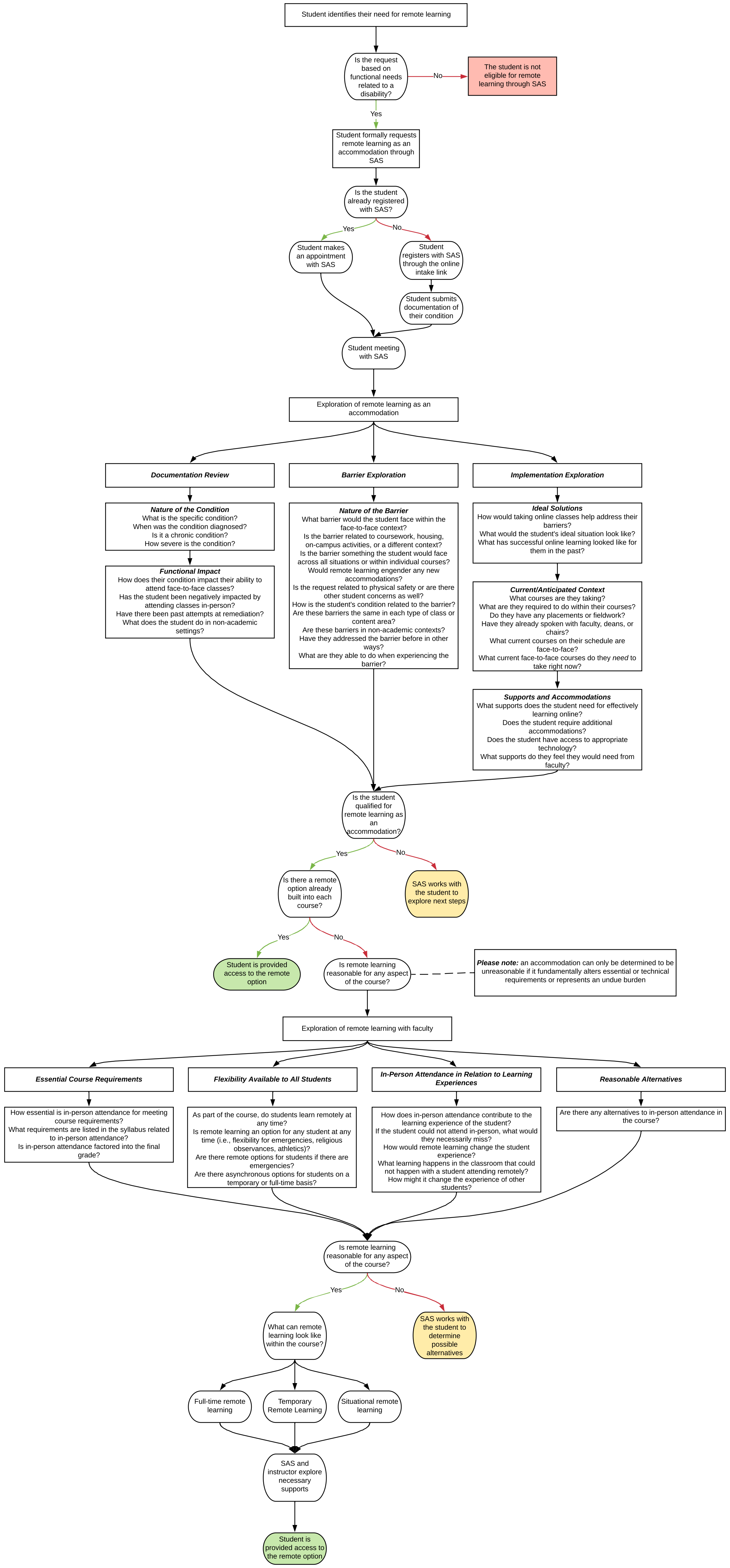
Student identifies their need for remote learning
Is the request based on functional needs related to a disability?
No
The student is not eligible for remote learning through SAS
Yes
Student formally requests remote learning as an accommodation through SAS
Is the student already registered with SAS?
Yes
No
Student makes an appointment with SAS
Student registers with SAS through the online intake link
Student submits documentation of their condition
Student meeting with SAS
Exploration of remote learning as an accommodation
Documentation Review
Barrier Exploration
Implementation Exploration
Nature of the Condition
What is the specific condition?
When was the condition diagnosed?
Is it a chronic condition?
How severe is the condition?
Functional Impact
How does their condition impact their ability to attend face-to-face classes?
Has the student been negatively impacted by attending classes in-person?
Have there been past attempts at remediation?
What does the student do in non-academic settings?
Nature of the Barrier
What barrier would the student face within the face-to-face context?
Is the barrier related to coursework, housing, on-campus activities, or a different context?
Is the barrier something the student would face across all situations or within individual courses?
Would remote learning engender any new accommodations?
Is the request related to physical safety or are there other student concerns as well?
How is the student's condition related to the barrier?
Are these barriers the same in each type of class or content area?
Are these barriers in non-academic contexts?
Have they addressed the barrier before in other ways?
What are they able to do when experiencing the barrier?
Ideal Solutions
How would taking online classes help address their barriers?
What would the student's ideal situation look like?
What has successful online learning looked like for them in the past?
Current/Anticipated Context
What courses are they taking?
What are they required to do within their courses?
Do they have any placements or fieldwork?
Have they already spoken with faculty, deans, or chairs?
What current courses on their schedule are face-to-face?
What current face-to-face courses do they need to take right now?
Supports and Accommodations
What supports does the student need for effectively learning online?
Does the student require additional accommodations?
Does the student have access to appropriate technology?
What supports do they feel they would need from faculty?
Is the student qualified for remote learning as an accommodation?
Yes
No
Is there a remote option already built into each course?
SAS works with the student to explore next steps
Yes
No
Student is provided access to the remote option
Is remote learning reasonable for any aspect of the course?
Please note: an accommodation can only be determined to be unreasonable if it fundamentally alters essential or technical requirements or represents an undue burden
Exploration of remote learning with faculty
Essential Course Requirements
Flexibility Available to All Students
In-Person Attendance in Relation to Learning Experiences
Reasonable Alternatives
How essential is in-person attendance for meeting course requirements?
What requirements are listed in the syllabus related to in-person attendance?
Is in-person attendance factored into the final grade?
As part of the course, do students learn remotely at any time?
Is remote learning an option for any student at any time (i.e., flexibility for emergencies, religious observances, athletics)?
Are there remote options for students if there are emergencies?
Are there asynchronous options for students on a temporary or full-time basis?
How does in-person attendance contribute to the learning experience of the student?
If the student could not attend in-person, what would they necessarily miss?
How would remote learning change the student experience?
What learning happens in the classroom that could not happen with a student attending remotely?
How might it change the experience of other students?
Are there any alternatives to in-person attendance in the course?
Is remote learning reasonable for any aspect of the course?
Yes
No
What can remote learning look like within the course?
SAS works with the student to determine possible alternatives
Full-time remote learning
Temporary Remote Learning
Situational remote learning
SAS and instructor explore necessary supports
Student is provided access to the remote option