# The Process for Navigating Remote Access Accommodation

*Disability Service Providers are increasingly navigating requests from students to study remotely. The process below outlines what a DSO might do if they determine that this is an appropriate accommodation. Notice the second layer of diligence with the larger committee. We encourage you to use this as a model on your campuses.*

1. The DSO will do an in-take and determine if it is an appropriate reasonable accommodation.
2. The DSO team member connects with the instructor for each of the student’s classes. Questions to ask are:
   1. What is the purpose of the course?
   2. What are the learning objectives and outcomes of the course?
   3. How are the course outcomes assessed?
   4. Is the course a prerequisite for other courses?
   5. How much person-to-person interactive takes place?
   6. To what extent is in-class attendance and participation required to master the content?
   7. Are there physical requirements?
   8. Are there experiential learning components?
   9. To what extent does peer-to-peer learning occur?
   10. How would the in-person experience be impacted if a student(s) was remote?
   11. Does remote learning impact the fundamental objectives of your course? How?
   12. Could a partial remote accommodation be possible? I.e., the student participates in lectures remotely, but attends labs or recitations in-person.
3. The DSO team member asks the instructor for a copy of the syllabi.
4. If the instructor agrees that it is an appropriate reasonable accommodation for their disability, The DSO works with the instructor, ed tech, and the student to outline if (from a tech perspective) and how the remote access will work and what the expectations are. *See form below.*
5. If the instructor says no, they must include an explanation with details about their decision.
   1. The DSO should ask for the syllabus from the instructor.
   2. The DSP will convene the Remote Access Committee (*the instructor, someone from Ed Tech, the Department Chair and others as needed*).
   3. The committee will endeavor meet within 3 business days of the instructor’s response.
6. The committee will meet to:
   1. Determine *if* the approved remote access reasonable accommodation can be provided without fundamentally altering the specific course. This includes partial remote accommodations, with specifics discussed in detail (i.e., student may attend the lecture remotely but is required to attend the lab/ recitation in-person).
   2. Data to consider includes:
      1. The course syllabi.
      2. The answers from the instructor to the questions posed by the DSO.
      3. The instructor’s explanation for why it fundamentally alters the course.
      4. Any technological options that might make it possible.

*\*Note: The committee may not determine if the reasonable accommodation is appropriate for the individual student. The DSO has already made that determination. At the DSO’s discretion, the name of and identifying information of the student may also be omitted from the committee discussion.*

1. The decision:
   1. The committee must explain why they came to the decision that they did, including any research or other resources that they relied upon in reaching that determination.
   2. The decision letter will be issued by the DSO and will include the formal grievance process for the student.
2. Follow-up:
   1. Students must request this accommodation each semester that they may need it.
   2. The DSO will also endeavor to refer students to appropriate resources as needed throughout the process.

\*Instructors should not deviate from the accommodations approved by the DSO without consultation from the DSO.