"Providing Remote Access Services" flowchart

[Begin visual description. Landscape style poster depicting a large flow chart that winds down and up and down from left to right in four columns. The first column is short and the next three columns are long and take up the full height of the page. The first column is the beginning, the second column covers "STUDENT FACTORS", the third column covers "INSTITUTIONAL FACTORS", the last column covers "COURSE FACTORS", all headers are in teal. The flowchart follows two paths, one for "Yes" and one for "No." The "Yes" path have light purple arrows and lines and light blue circles with black text. The "No" path has dark purple arrows, lines, and circles with white text. Each "stop" on the flowchart is rectangular with rounded corners and in dark grey with white text.

The first grey block at upper right is the title: "Providing Remote Access Services". Small back text underneath reads:

"Use this tool to guide you through the process of providing remote access services. Answer each question with a "YES" (left) or a "NO" (right). At each answer point, write your responses, ideas, action steps, or other notes on a to-do list. Once complete, you should have a comprehensive plan for implementing services. If at any point your answer is unknown, determine whom to ask and note that on your to-do list."

Underneath, the flowchart begins. The first block is teal with white text reading "START TO-DO LIST" and a black arrow pointing down.

The first "stop" reads "Has the student been contacted?". The "Yes" path goes straight to the next stop. The "No" path goes to a circle which reads "Schedule a meeting". Then, continues to the next stop.

Next stop: "Gather information about the student and access need (location, room logistics, course logistics, teaching methods, technology)" A single arrow leads both "Yes" and "No" paths to the next stop which is the beginning of the first full column titled "STUDENT FACTORS".

Next stop (beginning of "STUDENT FACTORS"): "Will remote services meet the student's communication preference?"
Yes: straight to the next stop.

No: "Consider other options". Then move to next stop.

Next stop: Does the student have any physical limitations?
Yes: "Discuss solutions or consider alternative options". Then move to next stop.
No: straight to next stop.

Next stop: "Does the student have experience with remote services?"
Yes: straight to next stop.
No: "Introduce service to student". Then move to next stop.

Next stop: "Does the student need training?"
Yes: "Determine who provides and when". Then move to next stop.
No: Straight to next stop.

The flowchart moves onto the next column.

Next stop (beginning of "INSTITUTIONAL FACTORS"): "Does your institution have the technical capacity?"
Yes: straight to next stop.
No: "Consider other options." Then move to next stop.

Next stop: "Do you have technical infrastructure and support?"
Yes: "Contact IT and discuss a plan". Then move to next stop.
No: "Contact IT and request support". Then move to next stop.

Next stop: "Are policies for use established?"
Yes: straight to next stop.
No: "Create and share". Then move to next stop.

Next stop: "Are other institutional resources available?"
Yes: "Who are your department allies?" Then move to next stop.
No: "Who can be contacted to navigate this challenge?" Then move to next stop.

Both move onto next stop which begins the next column.

Next stop (beginning of "COURSE FACTORS"): "Have you considered access barriers related to course type (lecture, lab, activity)?
Yes: "Document solutions and strategies". Then move to next stop.
No: "Discuss solutions or other options". Then move to next stop.

Next stop: "Have you considered access barriers relating to course configuration (classroom setup, technology/equipment use)?
Yes: "Document solutions and strategies". Then move to next stop.
No: "Discuss solutions or other options". Then move to next stop.

Next stop: "Have you considered access barriers relating to instructional strategies (group work, hands-on learning, technology use)?
Yes: "Document solutions and strategies". Then move to next stop.
No: "Discuss solutions or other options". Then move to next stop.

Next stop: "Have you considered training for faculty and staff members?"
Yes: "When will it be provided?" Then move to next stop.
No: "Seek resources and plan for training". Then move to next stop.

Both lead to the final stop in teal: "IMPLEMENT TO-DO LIST".

The bottom left corner has the NDC logo as well as three other logos surrounding it. The first reads "IDEAs that Work" with an arrow drawing a circle from "IDEAs" to "Work" and the words "U.S. Office of Special Education Programs". The second logo shows a red-and-blue star with text next to it that reads "TA&D". The third logo shows a blue circle around a tree. In the blue circle are the words "U.S. DEPARTMENT OF EDUCATION." The logos are surrounded by small black text reading: "This document was developed under a grant from the U.S. Department of Education, OSEP #HD326D160001. However, the contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government." End visual description]

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