

COURSE CATALOG

SPRING, 2017

All courses taught/facilitated by
Jane E. Jarrow Ph.D.
Disability Access Information and Support

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(PREFACE)

**ONLINE PROFESSIONAL DEVELOPMENT
FROM Jane Jarrow, at DAIS
SPRING, 2017**

What you have on your screen is a single document that includes a series of sequential courses. (with a little overlap at the beginning). Two of these classes are updates on classes offered in previous years. The other three are new. I hope you find all of them to be of interest! (IF YOU HAVE TAKEN ONE OF THESE CLASSES BEFORE AND ARE WONDERING IF IT WOULD BE APPROPRIATE TO SIGN UP AGAIN, PLEASE CONTACT ME AT JaneJarrow@aol.com). There are detailed descriptions of each of these opportunities in the pages that follow. Let me give you a general introduction.

How Do The Classes Work?

Like all recent offerings from DAIS, these classes will be conducted solely through a private class listserv. **THERE IS NO SYNCHRONOUS COMPONENT, NO OBLIGATION TO PARTICIPATE AT A CERTAIN TIME, OR FOR A GIVEN LENGTH OF TIME.** In fact, you don't have to actively participate (that is, add your comments to the discussion) if you would rather not. Lurkers are welcome here. Generally, each morning you will receive a "lesson", delivered through the class listserv, along with prompts for some discussion questions that might be of interest regarding the day's content. The lessons will provide both information/explanation and a wealth of online resources to explore at your leisure.

A Word About Tuition Costs

For most of the classes, the tuition fee works out to about \$50/week for instruction. Keep in mind that this includes the "added value" of letting everyone from your institution who wants to come along sign on with you for that one-time payment of tuition (that is, if there are two of you who want to sit in on a class with a tuition of \$200, both get to sit in for \$200. If there are 10 of you, you all get to sit in for a single \$200 payment!). In other words, the tuition is not for an individual, but for an institutional contingent, no matter how large or small.

Then, too, professional development handled in this online manner saves a great deal of money/resources for you over more traditional forms of inservice training. You never have to leave your campus (saving both travel/per diem expenses and time), and you get to fit your class participation into your schedule, instead of trying to juggle job responsibilities around your classes.

I am a staunch supporter of AHEAD. I think everyone who works in the field of disability services in higher education should be a member of AHEAD, both because the Association represents our interests to the larger world of higher education (and beyond!), and because the information, educational opportunities, and communications from AHEAD are vital to keeping abreast of important developments that impact day-to-day activities. *That is why I give a 10% discount on MY classes for anyone who is a member of AHEAD.* I want to encourage folks to start there, and then come to me for supplementary information. The 2017 AHEAD conference will be in Orlando in July. For folks who are unable to attend because of distance or expense, perhaps you will find the expanded range of professional development classes I am offering this Spring to be a good way to spend your money. For those that ARE planning to be in Orlando for the AHEAD conference (and I will be there!), I hope that what you hear, learn, and discuss in these classes will help focus your thinking so that you head out for the conference with a clear idea of what more you need to know, what sessions you wish to attend.

PLEASE NOTE: *Special pricing is offered for those signing up for more than one of the “Chapter” courses. Each of those classes will stand alone. They have discreet content, and you don’t have to take them all for any one of them to make sense. But the three courses, together, were developed in response to a perceived need for background information to support your policy/practice. I believe they make a good package!*

I hope you like what you see here, and I hope you will join me for any part of it that sparks your interest – or fulfills your needs! It is going to be a busy Spring.

Please don’t hesitate to contact me directly with questions/comments/suggestions.

Sincerely,
Janie

Jane E. Jarrow, Ph.D.
Disability Access Information and Support

DEVELOPING TECHNICAL STANDARDS AND ELIGIBILITY CRITERIA THAT ARE APPROPRIATE AND LEGALLY DEFENSIBLE – PART 1



Disability Access Information and Support

January 9-Feb 3

This session will provide immediately practical and useful information on the most common issues, concerns, and solutions in working with faculty to develop appropriate standards/criteria for selection, inclusion, and successful completion of technical and professional programs. Moreover, it will include specific direction for engaging faculty in the kind of studied review of technical requirements that will allow them to focus their technical standards on the curriculum to be mastered, rather than some arbitrary list of physical skills and abilities that are presumed to assure competence. The development of eligibility criteria and technical standards has been a recurring topic at institutions of higher education in recent years. The ADA requires that eligibility criteria (and, by extension, technical standards) not be implemented that screen out, or tend to screen out, persons with disabilities on the basis of that disability. The law does not say that technical standards cannot be applied to persons with disabilities, even if those standards involve physical requirements that may be impossible for someone with certain disabilities to meet. It simply says that the criteria/standards applied must not focus on disability or on being/not being disabled. Developing standards/criteria that are based on appropriate evaluation of necessary skills, rather than historical precedent, is not always easy – but is very necessary.

This workshop takes disability services personnel one step beyond the traditional discussion of direct service delivery; it explores a critical element of creating a campus climate that is conducive to the involvement and participation of students with disabilities throughout the institution's educational programming. An architecturally accessible campus, with a terrific disability support service office, may still be a dismal experience for a student with a disability who encounters daunting attitudinal barriers in the form of eligibility criteria or technical standards that exclude participation on the basis of bias or stereotype, no matter how kindly meant. This workshop seeks to prepare disability services personnel to confront such attitudinal barriers with studied argument, grounded in the legal mandates for access.

Topics to be presented/discussed:

- Why are eligibility criteria/technical standards a common "battleground" in higher education, and why is it so important to get involved in this issue?
- What do "otherwise qualified" and "reasonable accommodation" mean as applied to technical standards and eligibility criteria?
- What types of college programs typically have (or should have!) standards/criteria in place and the common problems they pose? What type of college programs DON'T lend themselves to the development of such standards/criteria?
- What common mistakes are encountered in framing eligibility criteria or technical standards?
- What general arguments are made for development of criteria/standards and for insistence on questionable wording or requirement? How to combat stereotypes and bias.
- Court cases and OCR Letters of Finding dealing with issues of standards/criteria; Case-in-Point: Casey Martin -- this is what it's all about!!!
- A NEW WAY OF THINKING ABOUT (AND DEVELOPING) TECHNICAL STANDARDS:
 - Faculty driven
 - Curriculum-based
 - In keeping with OCR guidance

GROUP THINK: Trouble-shooting existing requirements, implementing new practices

Technical Standards -- Turning Theory to Practice

DSS providers enrolling in this class (Jan 9-Feb 3) will be eligible to sit in on a second class, created for faculty, at no additional charge. The intent is to spend the first 4 weeks preparing DSS providers to guide faculty from their institutions to develop more appropriate and inclusive technical standards. The class will be useful for DSS providers even if they cannot convince faculty to sit in on Part 2, but will be particularly helpful in setting the stage for future efforts. Read on...

DEVELOPING TECHNICAL STANDARDS AND ELIGIBILITY CRITERIA THAT ARE APPROPRIATE AND LEGALLY DEFENSIBLE – PART 2

February 6 – February 17



DSS providers who participate in Part 1 of this class are encouraged to invite faculty from key departments to sit in on Part 2 of this class. Faculty will be led through a modified version of Part 1, emphasizing the positive use of technical standards and encouraging them to develop technical requirements that reflect the critical elements of the curriculum they teach. The purpose is to prepare faculty to go through an interactive process, led by the DSS provider, to create or reshape their technical standards during the Spring of 2017, to be ready for implementation by Fall, 2017.

BACK TO PART 1!

Like all recent offerings from DAIS, these classes will be conducted solely through a private class listserv. There is no synchronous component, no obligation to participate at a certain time or for a given length of time. In fact, you don't have to actively participate (that is, add your comments to the discussion) if you would rather not. Lurkers are welcome here. Each morning, you will receive a "lesson", delivered through the class listserv, along with prompts for some discussion questions that might be of interest regarding the day's content. The lessons will provide both information/explanation and a wealth of online resources to explore at your leisure.

Recognizing that most DSS providers are in the throes of starting a new term during the early weeks of January, I have waited as long as possible to begin the class. But experience suggests that the beginning of February may be the best time to grab faculty attention (no holidays disrupting things, a little bit of cabin fever setting in for folks in cold climes, and classes up and running). In order to grab faculty then, we need to prepare DSS providers first. REMEMBER... if you are worried about January being a busy time in your office, you will be receiving the posts as they come along, but you can choose to process them later. ***I do not foresee offering this class again for AT LEAST a year.*** If you think it is information you need, **now** is the time to commit.

READ CAREFULLY!!!

As noted, the plan for this workshop (Part 1) is to prepare disability service providers to work with faculty (who will hopefully have representation from the department/unit participating in Part 2. Part 1 is *specifically* meant for disability service providers. It would not be appropriate to have faculty sit in on Part 1 – but you can bring as many friends from your DSS office as you please (that is, one tuition cost covers as many participants as you choose).

I am well aware that you may not have time before the class begins to round up academic programs that are interested in committing to Part 2 and the review of their technical standards in the Spring. But we won't be needing them to commit for another few weeks, and I will provide plenty of outreach materials for folks enrolled in Part 1 to try and garner participation from your colleagues.

TOTAL COST FOR DSS PROVIDERS FROM YOUR INSTITUTION -\$200

I am tentatively planning to charge just \$50 from each academic unit that chooses to have folks sit in on Part 2. I want to charge SOMETHING because I think it helps to make them feel they have made a commitment. But I am open to suggestions. If the participants in Part 1 have a better suggestion for how to charge for faculty participation, *I am willing to hear it*. I do not want “I couldn't get them to pay” to be a reason that folks can't garner faculty participation for this workshop. We'll work it out together.

Just fill out the enclosed paperwork and get it back to me in the next few days, if possible (before you forget the urgency you are feeling now, and before you get distracted with finals and holidays!).

WHO LET THE DOGS OUT... IN???

The Definitive Explanation of the SA/ESA Dichotomy

January 9 -January 31

DAIS

Disability Access Information and Support

(BACK BY POPULAR DEMAND!!!)

You know the difference between a service animal (SA) and an Emotional Support Animal (ESA)... in theory. You know about the two questions you can ask (actually, you probably have them wrong, but we'll get to that!). You know that the ADA applies only to SA and that the FHA governs the rules for ESA's in the residence hall. But you still aren't always sure whether this is a SA or an ESA, what verification you can ask for, how to make a decision to allow/not allow the animal, or what kind of policies you should have in place. You NEED to take this class. EVERYONE needs to take this class. All will be explained!

The issues surrounding SA's and ESA's seem to be consuming our listservs and professional development interactions. No matter how often we remind each other of the rules, the next case seems just a little different (different animal, different housing options, different campus interpretation) and we end up going back at square one. Perhaps the problem is that we are too concerned with "case-by-case" consideration in these instances, instead of developing a **PROCESS** to follow in making those case-by-case decisions. So let's talk about PROCESS!

The discussion will include:

- 1) A review of the definitions of SA and ESA (including the stated exclusions under those definitions).
- 2) A parsing out of the legal parameters provided by the Department of Justice and the Fair Housing Amendments Act. (Hint: The ADA rules for service animals *never* apply to ESA's, and the FHAA should *never* be applied to SA's; you know that, but you don't always remember it when going through the process.)
- 3) Why you should never use the term "assistance animal" on campus or in any of your stated policies or procedures.
- 4) A process to handle the outliers – requests from puppy raisers, dogs in training, requests for multiple ESA's or strange species, bogus requests, and more.
- 5) What *should* and *should NOT* be included in an ESA policy, what to include in your policy regarding SA's (if you have one)... and why they should *never* be combined. We'll use the UNK settlement and approved policies as templates to develop your own.
- 6) Why (and how) to consider the presence of an emotional support animal outside of the residence hall, as an accommodation.

By the time we are finished, you will have a clear understanding how to sort things through for yourself. How you choose to use that information is, as always, up to you!

TUITION: \$150

Are We Going to the DOGS!?!

As noted, this class is listed as “BACK BY POPULAR DEMAND!” It seems there isn’t a week that goes by without yet another question of service animals and/or ESAs.

PLEASE NOTE: This is the 7th time in 24 months that I have offered this class. The need doesn’t seem to diminish. But that means there are quite a few folks out there who have taken the course before. The UNK settlement provides a blueprint for developing policy that we didn’t have early on, and that we will spend considerable time with during this offering. There is also a recent HUD finding that speaks to the use of the ESA documentation form that we are using – and gives some hopeful credibility to our efforts. If you took the class before and (1) have new people who should hear the information, (2) you want a refresher, or (3) want to hear the latest thinking and precedents, then by all means – sign up again.

A Word About Tuition Costs

The tuition fee works out to about \$50/week for instruction (we will take a day off for MLK’s Birthday). Keep in mind that this includes the “added value” of letting everyone from your institution who wants to come along sign on with you for that one-time payment of tuition (that is, if there are two of you who want to sit in on a class with a tuition of \$150, both get to sit in for \$150. If there are 10 of you, you all get to sit in for a single \$150 payment!). In other words, the tuition is not for an individual, but for an institutional contingent (no matter how large or small), and may be as important for your Res Life staff to hear as it is for your DSS staff.

Any questions? Please don’t hesitate to contact me at JaneJarrow@aol.com.

Introduction to a Trio of Spring Classes A ONE-TIME-ONLY (!?!) APPROACH TO PROFESSIONAL DEVELOPMENT FROM DAIS

Those who have taken classes with me through DAIS before will know that generally I offer a variety of short (usually 3-week) classes scattered throughout the Spring and Fall. For THIS Spring, I'd like to try something a little different. Besides the repeat of the "old favorites" in January (*Technical Standards* and *Who Let the Dogs Out...er...IN?*) I am going to offer just three, slightly longer (4 week) classes this Spring. Each class will stand alone, but the three are related.

Several months ago, I was lamenting the fact that we have drifted away from much of our professional grounding over time.

As I consider where we are as a field, and what kind of orientation and training we are providing to new DSS professionals, I sometimes get the feeling that there is this wonderful body of knowledge about our field, neatly organized into "The Complete Guide to Disability Services in Higher Education" ... and somebody has torn out the first three chapters. Our new service providers are picking up from the middle and are at a distinct disadvantage because of it.

(excerpted from *The Last Word*, September 30, 2016)

And who IS a "new service provider"? I would consider anyone who wasn't working in the field before the year 2001 to be "new" to all this. That may sound like a long time, but by 2001 we had more than two decades of (professional) history behind us, and much of the *why's* and *wherefore's* were beginning to be **assumed**, rather than **considered**. It appears to be time to **consider** them again! [And, by the way, those that WERE working in the field before 2001 may be due for a refresher course(s)!]

So that is what we will attempt this Spring (and what you will read about in the pages to follow). To fill in those first three chapters of our *Complete Guide* with some important reminders of WHAT we do (Chapter 1), WHY we do it (Chapter 2), and HOW we think about what we do and why (CHAPTER 3)!

Each of these courses will stand alone, and you can sign up for any one(s) you want. But there is a pricing bonus for signing up for more than one class. Check it out on the registration page!

READY? *Read on...*

Chapter 1

BACK TO BASICS:

What IS the Accommodation?

Why Am I Making It?

February 6 – March 3

DAIS

Disability Access Information and Support

If we are to return to our roots, it would seem the place to start is with the accommodations that we make for students with disabilities. Think about it this way... most of the accommodations that you assign for students with disabilities on a day-in, day-out basis were already in use before the student you are assigning them to was born and, for the most part, before you became a disability service provider. That doesn't make the accommodations any less useful or appropriate, but it does make you wonder whether the reason those accommodations were developed back then is the same reason you are assigning them, now!

"...But how will those newcomers know how to judge a request for paid vs volunteer notetakers for that deaf or LD student if they don't really understand the purpose behind assigning a notetaker in the first place – they just know that is one of the accommodations on the list they need to consider. How will they know whether to assign time-and-a-half or double-time on a test if they don't have the philosophical underpinnings as to why extended time is assigned in the first place (and that the why is different for LD kids, and deaf kids, and quadriplegic students)?" (excerpted from *The Last Word*, September 30, 2016)

Within this class, we will review each accommodation in the context of:

- a. What the accommodation is
- b. What functional limitation might require the accommodation for access
- c. In what way the accommodation speaks to mitigating the impact of the functional limitation
- d. The kind of information from self-report/documentation that would indicate a need for the accommodation.

In the process, we'll talk about why/when an accommodation might be needed for students with different disabilities.

Accommodations to be reviewed include (in no particular order): extended time for in-class and online testing (those are two different things!), extended deadlines and due dates, notes, interpreters, CART, classroom assistants, provision of alternate media, use of assistive technology, recording of classes, adaptive testing formats and settings, course substitutions, attendance leniency, housing accommodations, reduced courseload, ...and more! Come join us as we get *back to basics!*

TUITION: \$200

CHAPTER 2

HOW THE LAW SUPPORTS ACCOMMODATION: THE WHY OF WHAT WE DO

March 13 – April 7



Most disability service providers believe (hope?) that they have a pretty good grasp of the legal mandates that underlie the work we do with students with disabilities. They know about Section 504, Subpart E, and about the ADA, and (more recently) about the FHA. They know about some of the major court cases and agency decisions of the recent past, and how they shape our understanding and practice.

But knowing what is in the laws and legal precedents, and knowing how those words translate into the accommodations we assign are two different things. Very few of the accommodations we assign regularly are directly mentioned in Section 504 (and I am not sure *any* of them are directly mentioned in the ADA!). Nowhere in the statutes will you find the words “extended time in testing,” or “notetakers,” or “single room housing assignments,” or most of the other accommodations we will be reviewing in “Chapter 1” (the first course in the sequence). So how do we know they are appropriate?

It isn’t just about having a ready answer for the faculty or administrator who stamps his foot and says, “show me in the law where it says I have to do that!” (although it certainly won’t hurt your confidence level to know that you can justify the assignment of accommodations when you must). It is important that disability service providers be mindful of how the accommodations we provide are tied to the mandate that we serve. If you can’t find something within the statutes or guidance that supports an accommodation, then maybe it is time to rethink the assignment of that accommodation – or, at least, the manner in which it is assigned!

This class provides an opportunity for disability service providers to be more confident in their role. For many, being responsible for making the call for an *entire institution* as to what must be done to support access for a student with a disability is a little intimidating. Hopefully, it will be less so when you have a firm understanding of both the historical context and practical reasons that back your pronouncements.

TUITION: \$200

CHAPTER 3

FOCUSING ON PHILOSOPHY: HOW YOUR VIEWPOINT SHAPES YOUR SERVICE DELIVERY MODEL

April 10 – May 5



Disability service providers across the country have a common goal – to assure that students with disabilities have equal access to educational opportunity. We use, as our foundation, the same laws, statutes, and legal guidance. And yet the disability service program at School A may be organized and run *very* differently than the program at School B. How can that be? It is a matter of philosophy.

This class can probably best be described as a Comparative Religion class for DSS providers. We will examine various belief systems (such as a Civil Rights philosophy, a Social Justice philosophy, a focus on Universal Design, a Disability Rights philosophy, and more) and see how they play out and influence everything from the way accommodations are arranged, to interactions with faculty and the campus community, to the way your office is organized and your staff is trained.

Like any other Comparative Religion class, the intent is not to challenge anyone's belief system, because there is no "one right answer." Rather, it is important that disability service providers understand and acknowledge that their ~~religion~~... *belief system*... is not the only one out there, and that all are equally valid. At the same time, the class will give participants an opportunity to consider alternatives to their current approach. You don't have to convert (that is, buy the idea in its entirety), but you may want to consider a more ecumenical approach to service delivery in the future when you have considered all the relative merits!

This class is less about practical application than it is about quiet contemplation. We will already have discussed what to do, and why we do it. Now it is time to think about how you choose to frame those actions in a cohesive philosophy that makes logical (and comfortable!) sense to you.

TUITION: \$200

Professional Development from DAIS - Spring, 2017



Disability Access Information and Support

REGISTRATION INFORMATION:

Primary Contact: _____

Address: _____

Telephone Number: _____

Email Address: _____

Institution: _____

Payment by: Institutional check _____ Institutional credit card _____

Personal check/credit card _____

**Please calculate tuition costs on page 2
and then transfer Total Due to this line _____**

Checks should be made payable to:
DAIS
(Disability Access Information and Support)

and mailed to:
**2938 Northwest Blvd.
Columbus, OH 43221-0192**

DAIS is a sole proprietorship.
The Tax ID # associated with any registration/payment is 348-38-2091.

If you wish to FAX a copy of the order to DAIS in order to assure your place in the class(es), to be followed by institutional payment, the FAX number is **270-477-9450**.

CREDIT CARD OPTION

You can now pay for your purchase/tuition by credit card, using Mastercard or Visa (Print out, fill out, then FAX or mail the registration information above, the list of courses on page 2, AND the Credit Card form)

Professional Development Opportunities from DAIS

Please calculate the tuition to be paid at this time and transfer
"TOTAL DUE" to page 1 of registration form.)

(1) DEVELOPING TECHNICAL STANDARDS AND ELIGIBILITY CRITERIA THAT
ARE APPROPRIATE AND LEGALLY DEFENSIBLE – Part 1 (Pay for Part 2 later!)
January 9 – February 3 Tuition \$200

(2) WHO LET THE DOGS OUT... *IN???*
January 9 – January 31 Tuition \$150

(3) BACK TO BASICS: What IS the Accommodation?
Why Am I Making It?
February 6 – March 3 Tuition \$200*

(4) HOW THE LAW SUPPORTS ACCOMMODATION:
The WHY of What We Do
March 13 – April 7 Tuition \$200*

(5) FOCUSING ON PHILOSOPHY: How Your Viewpoint
Shapes Your Service Delivery Model
April 10 – May 5 Tuition \$200*

* NOTE: Classes 3, 4, and 5 are related. Tuition for one of these classes is \$200.
If you take a second class, the tuition cost is only \$100 for that class; if you take
all three classes, tuition for the third class is only \$100, as well).

YOUR cost for tuition: Please indicate the cost for those classes you are
registering for now. (Note: You will be able to register for additional classes
throughout the Spring)

# 1	Developing Technical Standards (Part 1)	due: _____
# 2	Who Let The Dogs Out... <i>In?</i>	due: _____
# 3	Back to Basics	due: _____
# 4	How the Law Supports Accommodation	due: _____
# 5	Focusing on Philosophy	due: _____

Total before discount _____
(10% discount for members of AHEAD/WAPED)

TOTAL DUE: _____

(transfer this amount to Page 1 of course registration)

CREDIT CARD PAYMENT INFORMATION

Name of Primary Registrant _____

Institution _____

E-Mail: _____

Street Address _____

City, State/Province _____

Zip+4/Postal Code _____

Telephone _____ Text Telephone? Yes ____ No ____

Total Amount Owed: _____

Credit Card Type: ____ MC ____ Visa

Card Account Number: _____

Exp. Date (required) _____

Card Holder's Signature:

(required) _____

Card Holder's Name as it appears on card:

FAX (270) 477-9450

or

MAIL to:

DAIS
2938 Northwest Blvd.
Columbus, OH 43221
(270) 477-9450 (FAX)
(614) 488-5681 (V/T)

DAIS is a sole proprietorship.
The Tax ID # associated with any registration/payment is 348-38-2091.