

ONLINE PROFESSIONAL DEVELOPMENT FROM DAIS

COURSE CATALOG



Disability Access Information and Support

FALL, 2018

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
FALL, 2018**

Welcome to the course catalog for professional development classes from DAIS for the Fall, 2018. What you have on your screen is a single document that includes the titles, dates, and descriptions of all the classes to be offered by DAIS in the coming months. All of these classes are targeted toward folks who have responsibilities for/to/with students with disabilities in higher education. In addition to the direct service providers, these classes may be of interest to administrators, compliance officers, institutional counsel, and housing/residence life personnel. Because of the format in which the classes are offered (described below), any and all are welcome to participate. So whether folks are looking to actively participate or just to lurk and listen in on our discussions, all institutional personnel can be included. First, let's talk about the basics – *WHAT*, *HOW*, and *HOW MUCH!!!*

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 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.

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 Fall.

Sincerely,
Janie

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



Disability Access Information and Support

WHAT'S IT ALL ABOUT?

A Beginner's Introduction to DSS

August 27-October 12

Do you have a new hire on staff -- or are YOU the "new kid on the block"? Whether it is someone who is new to the field of DSS, or simply new to your institution, you will want to get them up to speed as quickly as possible. You need to make sure they have a basic understanding of the laws, the population, the general responsibilities - THE JOB - so that you can build on that to teach them how you interpret/implement all those tasks in your program.

DO YOU TRUST ME???

I hope the answer is "YES!" I can provide your new staff members with an in-depth and working knowledge/understanding of what the world of disability services in higher education is all about. After all these years, all these presentations, all these thousands of listserv posts, I think I have a comprehensive understanding of what information folks need to get started. I am willing to share - but it'll cost you!

Like the other online classes from DAIS, the class will be conducted through a private listserv, so there is no special equipment and no required time frame for participation. All folks will need is a computer, an email address, and the will to get introduced to a whole lot of information in a relatively short period of time. Topics will include:

- * philosophical perspectives that shape our practice
 - * legal issues
 - * the politics of DSS work in higher education
 - * the population served (who they are, what they need)
 - * basic services (note takers, adaptive testing, interpreters, transportation, and much more)
 - * finding resources both in and outside the institution
 - * hot topics (including documentation, service animals/ESAs, online accommodations
- ...and more!!!

I have pulled out a number of supplementary readings to accompany the training -- and I am still sorting through my personal archives, looking for more. Moreover I encourage the supervisors of these new hires to "listen in" on our discussion (that is, sign on to the private listserv at no additional tuition cost), so that they have a better idea of what kind of information their new employee has been exposed to... in hopes that it will provide a starting point for bringing the discussion down to campus policies/and procedures.

TUITION: \$350



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

The Definitive Explanation of the SA/ESA Dichotomy

September 10-October 5

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 seem to start 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.) We'll include a review of the latest guidance from DOJ and HUD.
- 3) Why you should never use the term "assistance animal" on campus or in any of your stated policies or procedures.
- 4) What should – and should NOT – be included in your ESA policy, and what to include in your policy regarding SA's (if you have one)... and why they should *never* be combined.
- 5) Learning to recognize and respond to bogus certification/licensure and letters of support from questionable sources.
- 6) An introduction to how to handle the outliers – requests from puppy raisers and those training dogs, requests for multiple ESA's or strange species, tricky situations because of unusual housing configurations, and more.
- 7) 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 of what is required—for your institution and from you. How you choose to use that information is, as always, up to you!

TUITION: \$200



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WHO LET THE DOGS IN... *AGAIN!!!* The Rest of the Story

October 8-October 19

PREREQUISITE: Who Let the Dogs Out... *IN!?!?*

The “Who Let the Dogs Out... *IN!?!?*” class has been offered twelve times in the last 3 1/2 years (including the current offering). It has expanded from a two-week class to a four week class as more legal guidance has been issued, more case precedents have been established, and the need for comprehensive policy development has become more urgent in the face of the ever-increasing appearance of animals on campus. The information in that class is critical for today’s DSS provider, Residence Life personnel, and institutional administration. *And it won’t be repeated in THIS class!* You need to have that much information before you start.

The bottom line is that as the requests for ESAs increase and the confusion about service animals persists, the basics (from the first class) don’t change. But making decisions about how to interpret those requests, how to implement policies, and how to justify decisions doesn’t seem to get any easier for DSS providers and Residence Life staff. I get an average of 1-2 off-list requests every week from folks who have taken that first class, who know what questions they should be asking and who have policies in place, but aren’t sure how to process those requests, how to couch their responses, and how to explain to their administrators why they are recommending a thumbs up/thumbs down in any given situation. THAT is what this class is about. Learning to feel confident in making your own decisions because you have additional information to use in justifying your answers.

We’ll talk, in some detail, about the impact of State law on your decision-making (including new language to be included in your service animal policy regarding service animals in training). We’ll talk about the emerging issue of puppy raisers on campus and how they impact on your policies and procedures. We’ll talk about the emergence of new scams regarding both ESAs and service animals and how to insulate your campus through policy. And we’ll equip you with both the information AND the confidence to do your own, in-house decision making – and sell it to your administrators.

Whether you are taking the Who Let the Dogs Out... *IN!?!?* now, or have taken it before, **you need to take this class NOW!!!** (Remember...if you took the first class in May, 2018, you are entitled to a reduced tuition for THIS class.)

TUITION: \$100



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A Legal Review for DSS Providers

October 8-November 2

It used to be so easy. We talked about our institutional responsibilities under Section 504 and the ADA. We talked about our responsibilities to students “under the law” and we glossed over the differences between statutes and guidance because it all seemed to get us to the same place as we worked toward providing equal access, in a welcoming climate, for students with disabilities in higher education.

It doesn't seem so easy these days. We still have the same responsibilities under Section 504 (from DeptED) and the ADA (Titles II and III from DOJ). But suddenly, it is important that we understand the FHA and Section 504 from HUD. The Air Carrier Access Act (ACAA) is suddenly relevant in sorting out our issues surrounding animals on campus. Service providers need to have a better understanding of Title I of the ADA (Employment) than ever before, since the folks in HR often look to us for policies/procedures. And, of course, an understanding of IDEA is important to understanding the environment that many of our students have experienced in the past. Let's not forget those pesky Title IX issues surrounding the application of the *accommodation* of absence leniency under certain circumstances – does it overlap our responsibilities, or not?

When we add to that the number of folks coming into our profession relatively recently, the problem is greatly compounded. Many are being introduced to the existing policies/procedures without a clear understanding of why they exist. They go to conferences and hear about the latest case precedents, but without the background that let's them assess their own process in comparison, or to determine the applicability of the outcome.

In the past, I offered a course called “10 Most Confusing Myths Regarding the Law ,” another class titled, “Understanding the Legal Mandates Without Being an Attorney,” and yet another called, “The Changing Legal Landscape in DSS.” This class will pull from each of those classes and add quite a bit more. ***This is a class for both newcomers and old-timers.*** The newcomers will finish with the necessary understanding of the maze of legal guidance and precedents that provide structure to our work, and learn where to look for the answers they need. Seasoned professionals will end with an eye-opening view of the increasingly more complex legal environment that impacts (and, sometimes, undercuts) our work.

The old adage tell us that “you can't tell the players without a scorecard.” For DSS providers today, you can't respond to the legal mandate until you know WHICH legal mandate applies. Let's sort it out together!

TUITION: \$200

Understanding – and Respecting – Differences of Philosophy and Practice in DSS

November 5 - December 7

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There are other opportunities for new disability service providers to learn about their responsibilities and what needs to be done to promote equal access for students with disabilities. This class isn't about what we do. It is about WHY we do it – individually and collectively.

Cultural anthropology is the study of culture and peoples' beliefs, practices, and the cognitive and social organization of human groups. Cultural anthropologists study how people who share a common cultural system organize and shape the physical and social world around them, and are in turn shaped by those ideas, behaviors, and physical environments. They rely heavily on "participant observation," a practice of living and participating within a community and gaining a deep understanding of the cultural system by active first-hand experience and participation in daily life. We are, all of us, participants. It is about time we spent some time studying how our shared experience overlaps and, in some cases, diverges.

There are disability service providers who ground their actions in a Social Justice philosophy, while others adhere to a Civil Rights approach to disability services. There are some Legal Eagles among us, and some Universal Design enthusiasts. There are those weary warriors who just want to Make-It-Work. Whichever philosophy primarily underlies one's approach to disability services will most certainly impact on the way we respond to everything from requests for accommodation, to building an inclusive campus climate, to advocating for resources in support of students with disabilities. That is why the programs at different institutions can look so different and yet be equally successful in promoting equal access. The statutes and laws tell the institution that it may not discriminate on the basis of disability, but leaves the interpretation of what that means to the institution and, by extension, to us. And interpret we do!

The problem is that as time goes on, those of us who have been around for a while seem more and more dogmatic in our views – and our rhetoric. And those who are new to all this are hearing very different (and, sometimes, strident) voices explaining what they SHOULD do (rather than what they *COULD* do). This class is intended both to **provide better understanding** of our philosophical differences and **promote tolerance** of views other than our own. The newcomers need to understand the options; the old timers need to remember that options exist!

This class will require some real work, on your part, to be useful. You need to come with an open mind and be prepared to consider things outside your comfort zone. Are you up for the challenge?

TUITION: \$200

Professional Development from DAIS

Fall, 2018

DAIS

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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 the next page, AND the Credit Card form)

Professional Development Opportunities from DAIS Fall, 2017



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

- (1) WHAT'S IT ALL ABOUT? A Beginner's Guide to DSS
August 27 – October 12 **Tuition: \$350**
- (2) WHO LET THE DOGS OUT... IN? The Definitive Explanation of the
SA/ESA Dichotomy
September 10 – October 5 **Tuition: \$200**
- (3) WHO LET THE DOGS IN... *AGAIN?* The Rest of the Story
October 8 – October 19 **Tuition: \$100**
- (4) A LEGAL REVIEW FOR DSS PROVIDERS
October 8 – November 2 **Tuition: \$200**
- (5) UNDERSTANDING – AND RESPECTING -- DIFERENCES
OF PHILOSOPHY AND PRACTICE IN DSS
November 5 – December 7 **Tuition: \$200**

Please check those classes you are registering for now:
(Note: You will be able to register for additional classes
throughout the Fall)

- # 1 **What's It All About...** due: _____
- # 2 **Who Let The Dogs Out... In?** due: _____
- # 3 **Who Let the Dogs In...*AGAIN?*** due: _____
- # 4 **A Legal Review for DSS Providers** due: _____
- # 5 **Understanding – and Respecting...** 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) _____ 3-digit Security Code _____

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)

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