

# **COURSE CATALOG**

**SPRING, 2019**

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, 2019**

Welcome to the course catalog for professional development classes from DAIS for the Spring, 2019. 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, counseling center staff, institutional counsel, housing/residence life personnel, and more. 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 2019 AHEAD conference will be in Boston 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 Boston 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:** *A special offer is in place for the “Dogs” classes offered in this catalog. If someone from your institution has taken the first class – “Who Let the Dogs Out...er... IN?!?” in the past 3 years, you may sign up for the SECOND class “Who Let the Dogs In... AGAIN?!?” for a payment of \$100 and sit in on the first class as my guest. In other words – if your institution already paid for the first class, you don’t have to pay again. But you DO need the information in the first class to understand the second!*

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 14 - Feb 8*

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 14-Feb 8) 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 11 – February 22*

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 2019, to be ready for implementation by Fall, 2019.

## **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 worry about beginning the class so early. But experience suggests that 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.

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

## The Definitive Explanation of the SA/ESA Dichotomy

January 21 –February 15

# 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 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/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. 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**



# WHO LET THE DOGS IN... *AGAIN!!!* The Rest of the Story February 18-March 8



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

This is the only professional development class I offer that has a prerequisite. While I have offered some classes as a sequence, each has always been stand-alone for those who care to join in just for one topic. Not so this class.

The “Who Let the Dogs Out... *IN!?!?*” class has been offered 13 times in the last 4 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 don’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. We’ll talk about the emerging issue of puppy raisers on campus – how they impact on your policies and procedures, how to manage such requests, and what to do when the puppies show up in spite of your best judgment/counsel. And we’ll equip you with both the information AND the confidence to do your own, in-house decision making.

If you have taken Who Let the Dogs Out... *IN!?!?*, you need to take this class NOW!!! IF YOU HAVE TAKEN THAT FIRST CLASS BEFORE NOW, contact me about sitting in on it again, NOW, as my guest. No additional cost. NOTE: The tuition for this class is established for a two week class. But we have yet to finish in less than 3 weeks. So I am admitting, up front, that it will require a greater time commitment, but the tuition remains low.

**TUITION: \$100**

# **THE INTAKE INTERVIEW REVISITED:**

## **What You Need To Know, and How to Get It**

*March 11-March 30*



The intake interview has always been an integral part of our work in disability services. No matter what philosophy guides our program of support/service for students with disabilities, we all agree that we should begin by talking to the student with a disability – that the student has valuable information to share. But we aren't all agreed on what information we should be searching for, what questions should be asked, or how to ask those questions. All is complicated by the fact that both the population of students with disabilities and the integration of technology into our everyday world have impact on our interviews and how we can/should respond.

This class will focus on a different aspect of the interview each week, with time to list all the issues and discuss the ramifications of each:

**Week 1** – WHY do you want/need an intake interview with each student? What are you trying to learn? How does the information you glean from the initial interview influence your future support for the student?

**Week 2** – What is new under the sun? What questions should we be asking, and what information should we be seeking that weren't issues in the past? What do we need to know about student's technology use, their educational goals, and their past educational experiences?

**Week 3** – The logistics of intake interviews in this age of technology. Should the interview be in person, or are there electronic options that can/should be explored? Should you ask that they fill out a questionnaire? Before or after the interview? With what focus? Do you take notes as you go along or afterwards? Let's talk about the pros and cons.

The idea of doing an intake interview is not new to the field. But if you are still doing the same intake interview that you were doing ten years ago, you are almost certainly missing something important. If you are new to the field, and still trying to figure out how to gather the information you need (and what that information is!), this class would be a good place to start. And if you think you have the perfect interview protocol already in place – don't you owe it to the rest of us to share?

**TUITION: \$150**

# VALIDATING THE CIVIL RIGHTS PHILOSOPHY IN DISABILITY SERVICES

*April 1-April 19*



I have spent the last 18 months exploring (and acknowledging) the varied philosophies that are held by disability service providers and that guide their work. My mantra, throughout this journey of exploration, has been to remind folks that there are many strategies that are viable, and none is more “right” than another. But acknowledging the utility of each of these approaches does not speak to any priority ranking of which may best serve both the spirit and the letter of the law. In the absence of such measured discussion of the options, the philosophy most discussed may take on an aura of the preferred approach. It is time to remind the disability services community that there are other options, less frequently discussed but widely followed, that deserve recognition.

I have always been a staunch proponent of a Civil Rights approach as the guiding strategy for providing support and services to students with disabilities in higher education. It is worrisome to see what others consider to be an “old school” approach being dismissed in favor of something newer without considering WHY it has been around for so long. The Civil Rights approach to our work has been practiced by many since the early days of Section 504 because -- it works! It provides a cohesive and sustainable system of support that assures equal access to students with disabilities in the existing environment, based on principles of law.

This class will review the history of the disability services movement in higher education, the legal underpinnings of the Civil Rights approach and, most importantly, the practical application of the philosophy in responding to the challenges of DSS work. From documentation, to assigning accommodations, to reviewing technical standards, to resolving questions or concerns of students, faculty, or administration, the Civil Rights approach provides a consistent framework for practice.

If you are new to the field of disability services, and still trying to determine how best to organize your professional thinking and responses, perhaps you should learn more about the Civil Rights approach. If you have been practicing a Civil Rights approach for some time, but find your faith shaken by high profile leaders discussing alternative organizing strategies, maybe it is time to take a refresher course to restore your faith in what you have always practiced (and *why*).

To paraphrase the famous quote from Winston Churchill regarding the relative merits of democracy as a form of government,

*“The Civil Rights approach to disability services is the worst way to organize services, except for all the others.”*

The focus of this class is not on why the Civil Rights approach is better than the other approaches. Rather, it is about why the Civil Rights approach is such a good fit for the work we do.

**TUITION: \$150**

# HOW THE GROWING POPULATION OF STUDENTS WITH MENTAL HEALTH DIFFICULTIES IMPACTS ON OUR PRACTICE – AND OUR INSTITUTIONS!

*April 22 – May 11*



There is no question but that we are seeing an increasing number of students with significant mental health disabilities at the college level. Whether the rapidly growing number is a function of more students experiencing difficulties, or a function of an atmosphere that encourages more students to ask for help when they need it (or some combination thereof!) isn't really important to our discussion. The fact is, there are a lot more students requesting support/service in response to their mental health diagnosis.

Routinely, disability service providers are tasked with accepting documentation of mental health difficulties and assigning appropriate accommodations, as we do with/for other students with disabilities. The problem is not just that there are so many more students coming forward with mental health diagnoses. The problem is that there are ramifications throughout the institution of those increased numbers. Residence Life programs are increasingly frustrated and concerned with the impact on their budgets and their inventory of available spaces. The increased numbers translate to increased requests for medical withdrawals and disability-related incompletes. Campus counseling centers are stretched to the limit in their ability to meet demand for services. The establishment of a Behavioral Intervention Team (by whatever name they are called on your campus) is likely to have been in response to an increased number of students at risk.

The bottom line is that the increasing presence of students with mental health disabilities is a reality -- but it is a campus-wide reality, not just an issue for DSS programs. We need to take active steps to acknowledge that reality, and spread the responsibility, as appropriate. This course is a first step.

This class will serve you best if you can join in as a team. Try to recruit at least one person from (for example) the Counseling Center, Residence Life, the B.I.T., the Dean's office with authority to grant exceptions, and so on. The class will help clarify the circumstances in which this increasing population of students may need new or altered consideration. More, we will discuss the spreading nature of the problem, as more and more units find that traditional responses are no longer universally appropriate to the needs of the student body. Our class will provide focus for the discussions that must occur on your campus, among various stakeholders, to prepare the institution for a proactive response to these changing needs. Our two-fold goal is to make it clear that this is not (solely) a disability services concern, and that the needs of these disabled students are best met through the cooperative efforts of campus personnel.

## **TUITION: \$150**

*(Remember – you can bring along as many participants as you choose from the institution for this single tuition payment.)*

# RECHARGE YOUR PROFESSIONAL BATTERIES IN *THE LAST WORD BOOK CLUB!*

*May 14 - May 25*



For the last few years, I have been offering a class at the end of the school year that is meant to help disability service providers gain some perspective – and some distance – from the year just ending. The idea is to have a chance to decompress among friends, and to work up some enthusiasm for the challenges of a new school year. This year, I thought we might try a Book Club – DSS style!

For more than five years, I have been writing essays in *The Last Word* series (a Friday afternoon blog), targeted to disability service providers in higher education. With more than 250 posts in the series, there are certainly some recurring themes (from how to “spin” a story, to the access *vs* success dichotomy, to all manner of critters on campus, and many more). I thought it might be fun for disability service providers to take a little “me” time at the end of the school year, to exchange ideas and share experiences surrounding some of these topics.

Every day, a reading (chapter?) will be sent out for folks to look over in preparation for the next day’s conversation. The readings will be a collection of 3-5 *The Last Word* posts surrounding a common theme. The following day, a set of questions will be suggested for discussion, and we’ll talk. Then do it all over again the next day!

Just to make things a little more interesting (and to encourage folks to be a little more invested), I will be organizing the readings and the questions, but I am hoping to entice some of you to lead the discussions. As we get closer to the time of the class, I’ll offer up a list of topics and invite folks who are signed up for the class to raise their hand (virtually) and volunteer to be the discussion leader for a topic of their choosing. It’s just for fun, no hidden agendas or lofty aspirations. Simply an opportunity to interact with colleagues with no strings, and no stress, attached.

As an extra incentive, I am compiling an anthology of some of my favorite “just for fun” *The Last Word* posts. Most deal with the juncture of DSS and popular culture (from Star Trek, to Harry Potter, to Charlie Brown), or current events (the Olympics, the Academy Awards, holiday celebrations). Those who sign up for the Book Club will receive a copy of that anthology as a “thank you.”

Come on... let’s talk!

**TUITION: \$100**

# Professional Development from DAIS - Spring, 2018

**DAIS**

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 14 – February 8

Tuition \$200

(2) WHO LET THE DOGS OUT... *IN*???

January 21 – February 15

Tuition \$200

(3) WHO LET THE DOGS IN... *AGAIN*???

February 18 – March 8

Tuition \$100

(4) THE INTAKE INTERVIEW REVISITED:

What You Need to Know, and How to Get It

March 11-March 30

Tuition \$150

(5) VALIDATING THE CIVIL RIGHTS PHILOSOPHY  
IN DISABILITY SERVICES

April 1-April 19

Tuition \$150

(6) HOW THE GROWING POPULATION OF STUDENTS  
WITH MENTAL HEALTH DIFFCULTIES IMPACTS ON  
OUR PROGRAMS – AND OUR INSTITUTIONS

April 22-May 11

Tuition \$150

(7) RECHARGE YOUR PROFESSIONAL BATTERIES  
IN *THE LAST WORD* BOOK CLUB

May 14 – May 25

Tuition \$100

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... *In*?** due: \_\_\_\_\_

# 3 **Who Let the Dogs In... *AGAIN*!?!?** due: \_\_\_\_\_ (Part 1: \_\_\_\_\_)

# 4 **The Intake Interview Revisited...** due: \_\_\_\_\_

# 5 **Validating the Civil Rights Philosophy...** due: \_\_\_\_\_

# 6 **How the Growing Population...** due: \_\_\_\_\_

# 7 **Recharge Your Professional Batteries...** 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.