

# **COURSE CATALOG**

**SPRING, 2020**

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, 2020**

Welcome to the course catalog for professional development classes from DAIS for the Spring, 2020. 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 2020 AHEAD conference will be in Palm Desert, CA, 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 Palm Desert 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 12 months, you may sign up for the SECOND class “STATE of the Art: Animals on Campus, 2020,” 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 recently, 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**

*January 13 - February 7*

**DAIS**

Disability Access Information and Support

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 what are 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 13-Feb 7) 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 10 – February 21*



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 2020, to be ready for implementation by Fall, 2020.

## **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 14*



***(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, 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**



# THE *STATE* OF THE ART: ANIMALS ON CAMPUS, 2020

February 17-February 28



## **URGENT UPDATE!!!** (Prerequisite: Who Let the Dogs Out... *IN!?!?*)

The “Who Let the Dogs Out... *IN!?!?*” class has been offered 16 times in the last five 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.

Five years ago, discussion of STATE laws (and their impact on issues of animals on campus) was a two-paragraph discussion during a lesson on “other” things to be aware of when considering the issues of animals on campus. In the intervening time, what is – or is not! – included in your STATE law has taken on potentially significant importance in how (*and why!*) you frame your policies regarding both service animals and ESAs. As questionable service animal training organizations proliferate, knowing what is in your STATE law can be useful in limiting institutional liability. The intricacies of how your STATE speaks to service dogs in training can become an issue in a number of ways, from providing access to campus, to excluding animals not truly “in training,” to responding to the newest trend – animals that have been refused as ESAs that suddenly become service dogs in training, claiming full rights of access on campus.

The urgency for this update is, in part, a consequence of movement by forces outside of higher education that is impacting on those of us on the inside. Publicity about peacocks on airplanes and alligators as ESAs has raised public awareness of *some* of the issues. Both NACUA (National Association of College and University Attorneys), and a subgroup within the ACA (American Counseling Association) have issued opinions about animals on campus that should be considered. Some state licensing boards have started to take action to sanction those who provide bogus documentation. More to the point, more than half of the US states have fiddled with STATE statutes regarding the presence of animals within the last few years. Except... the STATE is as likely to *add* rules as to replace them. That means you have to be aware of both what has been added and how it works (or doesn’t) with rules already on the books!

This class represents an **URGENT UPDATE** for those working on college campuses today. It replaces a follow up class, offered several times in the last few years, called “Who Let the Dogs In... AGAIN?” There is significantly more (and newer) content. *Even if you took that “Part 2” class, you **NEED** to take this class.*

This class does NOT replace or overlap with the (original) “Who Let the Dogs ~~Out~~... *IN???*” class. The content in that class has changed much less significantly as a result of outside influences. If you took that class before, and only need this update now, you can sign up for the *this* class and audit the first class as my guest (NOTE: One person can audit that first class from the institution. If you have new folks at your institution who need the information for the first class, they should sign up for it directly.) Whether you are taking the Who Let the Dogs Out... *IN!?!?* now, or have taken it within the last year, **you need to take this class NOW!!!**

**TUITION: \$100**

# STUDY ABROAD FOR STUDENTS WITH DISABILITIES: RULES AND REALITIES

February 10 – February 21

# DAIS

Disability Access Information and Support

Lately, it seems our professional listservs have been filled with questions about students with disabilities in Study Abroad activities. Some of those questions have to do with legal responsibilities. Some focus on what CAN be done for students when they are outside our borders. Still others focus on determining whether it is appropriate for the student to be participating in such experiences – and how to make that determination legally and fairly. Over the course of two these two weeks, we will look at all those questions.

What do 504/ADA have to say about our obligation to provide equal access to Study Abroad opportunities for students with disabilities? Does it matter if it is a program led by faculty from your institution, rather than if the student is going abroad in an exchange program to a sister institution? The program *begins* in the US (with application, acceptance, preparation all happening while the student is on campus). Even if the law does not require support outside the US, how about when they are still here, sitting right in front of you?

If you have a student with a disability who IS going to be abroad, what kind of support could be provided from your office? What information about the student's disability and disability-related needs could/should be shared, with whom, and when? Are there accommodations that could/should be arranged through you before the student leaves? What resources can you tap to help make this a successful experience for the student?

That brings us to a discussion of the students themselves. It is one thing to worry about physical access for a student with a disability in a wheelchair, or academic accommodations for a student with a learning disability. It is quite another to worry about the safety of the student (and the impact on other students who are participating) when the student with a disability has shown significant need for behavioral or psychological support while at home. Can you create “technical standards” for participation in Study Abroad experiences? What would those look like and how would they be applied?

Let's talk!

**TUITION: \$100**

**BAKER'S DOZEN:  
DEVELOPING/REVISING  
13 IMPORTANT POLICIES**  
*March 2 – April 3*



This class provides an opportunity for disability service providers to take a good, hard look at the policies and procedures they have in place that guide their provision of services to students with disabilities. If you are relatively new to your position, and need to develop some policies that seem needed to keep things running smoothly, this class is for you. On the other hand, if you are relatively new to your position and are working from policies/procedures that you inherited from your predecessor, this class will give you an organized way of assessing the existing policies to make sure they are workable for you, as you infuse the position with your philosophy, your style. And for those old-timers out there who have long had policies in place – isn't it about time you reviewed them to see how workable they are in light of new legal precedents, the infusion of technology, and the changes in number of students and staffing that you have today?!? In other words, there is something here for pretty much everyone!

We will discuss the need for, and give an outline of, these policies:

1. A policy reinforcing the institution's understanding of its responsibility to provide equal access
2. A policy/procedure on how someone with a disability declares the need for consideration or accommodation
3. A policy as to what form of documentation is required for students with various disabilities
4. A policy assigning the responsibility for determining disability-related accommodations under typical circumstances
5. A procedure for requesting/receiving accommodations
6. A policy, with appropriate procedures to support this policy, regarding confidentiality of disability-related information
7. A policy/procedure for responding to course substitution requests
8. A policy/procedure that governs how a student with a disability can be designated a full-time student with less than the traditional full-time load
9. A policy/procedure to accompany the assignment of recording of classes as an accommodation.
10. A policy regarding attendance leniency and extended deadlines/due dates as an accommodation
11. A policy (policies?) regarding changes in procedure in accessing accommodations for students in online and blended classes
12. A policy/procedure as to how anyone in the system (students/staff/faculty) may question the granting of a given accommodation

*(NOTE: We will not be discussing policies/procedures for managing animals on campus*

*– service animals or ESAs. There is an entirely separate class, in January, that deals with this hot-button issue on campus.)*

The 13th policy in our “baker’s dozen” is a policy of your choice. It is tied to the second piece of the class – the FREE piece (do I have you attention now?). Along with the detailed discussion and review of the 12 listed policies, I am prepared to offer input and advice on the development of your policies for one year following the class. The idea is that few of you will be in a position to finish rewriting your policies in the days (weeks?) immediately following the class. But I’ll still be here when you are ready. After you have had a chance to work through all the information and talk to colleagues, etc., if you want me to look over what you have come up with, I’ll be happy to do so. Free. How is THAT for a deal?!?

### **A FEW WORDS ABOUT THE TIMING OF THIS CLASS...**

This is a really good time for this class because it gives you an opportunity to consider changes in policy that you can get written and in place before the 2020-21 school year begins. Changing any of these policies DURING a school year is, in my experience, difficult to impossible. You may choose not to alter much, if anything, at all. But it should be an active choice, and you should go into a new school year in the Fall feeling confident that your program is guided by a philosophy, not just a set of rules. A philosophy that you CHOSE.

This is also a really bad time for the class. For many of you, Spring Break may occur some time during the class period. I would encourage you to remember two things:

- 1) The class is conducted through a listserv, so you can participate at your own time; you can read the posts as they come through, or wait until you have time to sit down and read a whole lot of posts together, or you can create a file for the posts, set them aside and read them all later. Remember, lurkers are welcome here. You may not get a chance to throw your thoughts out to the class while it is happening if you are busy on a given day or out on break, but you will still have a chance to read what everyone else said (on your own schedule), and you will have access to ME (to ask your questions) for as long as you need it.
- 2) It is unlikely that I will offer this class for at least 18 months. If you think you want to consider policy changes (with my help), NOW is the time to do it.

**TUITION: \$250**

# THE PRECEDENTS THAT SHAPE OUR PRACTICE: MILESTONES FOR OUR FIELD

*April 6 – May 1*



Every year, at the AHEAD conference, there are sessions that review recent legal happenings in our field – what happened and what was decided. But knowing what happened and who violated (or defended) which rules this past year doesn't really tell you much you didn't know. It may give us examples of things to avoid or adopt, but what happened this year doesn't necessarily create a seismic shift in our practice. The "year in review" cases tend to be about how existing precedents are applied. They rarely create new precedents to guide our work.

Patrick Henry once said, “I know of no way of judging the future, but by the past.” This class is all about our collective, professional past.

Together, we will take a look back at more than a dozen milestones in the development of our practice. Some of these cases were tried in court. Some were tried in the media. Some of these milestones are the result of OCR Letters of Finding or “Dear Colleague” letters from Federal Agencies. But all of them had an impact on how we understand our responsibilities to students with disabilities in higher education, and their lessons resonate in your daily practice – you just don’t know it!

We will talk about some cases whose names you might know, including Davis, Bartlett, the Kindle lawsuit, and UN-Kearney. We will talk about some precedents that come from outside higher education, but spill over into our work every day, including the Casey Martin case and the issuance of the HIPAA regulations. Some of the cases you may never have heard of (like Jones v. IIT and the LOF in the St. Catherine case). And some of our review will center around “paired” decisions that started us off one way, then changed the direction of our practice.

For each milestone, we will discuss the “climate” at the time the situation presented, talk about the particulars of the decision/happening, and what was decided in that situation. We will finish by reviewing a few practical examples of how those precedents still guide our practice today. You know WHAT to do. Here’s a chance to learn WHY you do it!

**TUITION: \$200**

# Professional Development from DAIS - Spring, 2020

**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 13 – February 7 Tuition \$200
- (2) WHO LET THE DOGS OUT... *IN???*  
January 21 – February 14 Tuition \$200
- (3) *STATE OF THE ART: ANIMALS ON CAMPUS, 2020*  
February 17 – February 28 Tuition \$100
- (4) STUDY ABROAD AND STUDENTS WITH DISABILITIES:  
RULES AND REALITIES  
February 10 – February 21 Tuition \$100
- (5) BAKER'S DOZEN: DEVELOPING/REVISING  
13 IMPORTANT POLICIES  
March 2 – April 3 Tuition \$250
- (6) THE PRECEDENTS THAT SHAPE OUR PRACTICE:  
MILESTONES FOR OUR FIELD  
April 6 - May 1 Tuition \$200

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 | <i>STATE of the Art: Animals...</i>     | due: _____ |
| # 4 | Study Abroad and Students...            | due: _____ |
| # 5 | Baker's Dozen: Developing/Revising...   | due: _____ |
| # 6 | The Precedents That Shape...            | 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) 571-5681 (V/T)

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