

# ONLINE PROFESSIONAL DEVELOPMENT FROM DAIS

## COURSE CATALOG



FALL, 2017

“EVERYTHING OLD IS NEW AGAIN!!!”

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, 2017**

Welcome to the course catalog for professional development classes from DAIS for the Fall, 2017. 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

*September 11-October 27*

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:

- \* 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 11-October 6

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 9-October 16

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

This is a first for me. I have never offered a professional development class with a prerequisite before. 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 nine times in the last 3 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 (including a new tool, like the ESA Watch List, that will provide detailed information state-by-state regarding how your law reads and how it fits into this discussion). 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!!!

**TUITION: \$100**



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## APPLYING OLD RULES TO NEW LIVING SITUATIONS:

### Sorting Out Options and Mandates

*October 23-November 17*

There was a time when the biggest concern regarding housing assignments for students with disabilities was whether the student in a wheelchair or who was medically fragile should be assigned a single (rather than a double) room, and whether to charge that student as if he/she was in a single, or to charge the double room rate. There were limited possible decisions to choose between and there was guidance available from case law to help us along the way. Ah... the good old days.

These days, decisions about housing are significantly more complicated for two reasons. First, there are significantly more options for housing on most campuses. What kind of housing accommodation is needed (e.g., single or double? Suite? New/old? At what distance from campus? Specialty dorm? ) and with what options (with or without meal plan? Air conditioned? Choice of roommates? Access for attendants?). You can probably add more to this list! There are the issues that surround service animals and ESAs in the residence hall. And who makes the decisions here – Disability Services or Residence Life? If your policies and procedures haven't been updated to reflect how such decisions will be made, it is time to do so NOW, before you start making housing assignments for the 2018- 2019 school year.

Perhaps even more urgent are the issues that surround the significantly increasing requests for single rooms or other special housing accommodations based on less straightforward need. From mental health diagnoses to students on the spectrum, to students with a variety of health issues – how do you decide what constitutes NEED (rather than preference) for a “medical single” or housing accommodation? On what basis are such decisions justified, and what are the implications of granting special accommodations through that decision-making process?

Our time together will be spent dealing with all of the following (and more!):

- Why are we having this conversation?
- Sample outreach statements – gathering information needed for decision-making
- Evaluating requests for disability-based housing accommodations
- Fostering collaboration – *who* needs to know *what, when*?
- Legal precedents – from Oakland U., to Lesley U., to UN-Kearney, and more, recent precedents are confusing and older precedents are largely useless!
- Incorporating new and expanding options in your decision-making

***Don't forget to invite your Res Life colleagues to join you for this class (at no additional charge)!!!***

**TUITION: \$150**

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

*November 27-December 15*



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

**TUITION: \$150**

### **Technical Standards -- Turning Theory to Practice**

DSS providers enrolling in this class (Nov 27-Dec 15) will be eligible to sit in on a second class (in February, 2018), created for faculty, at no additional charge. The intent is to spend these first 3 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.

*(NOTE: THIS class – Part 1 – will be repeated in January, 2018, for those who choose not to take the class during these late Fall dates.)*



# Professional Development from DAIS

## Fall, 2017

# 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 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**  
September 11 – October 27 **Tuition: \$350**
- (2) WHO LET THE DOGS OUT... IN? The Definitive Explanation of the  
SA/ESA Dichotomy**  
September 11 – October 6 **Tuition: \$200**
- (3) WHO LET THE DOGS IN... AGAIN? The Rest of the Story**  
October 9 – October 16 **Tuition: \$100**
- (4) APPLYING OLD RULES TO NEW LIVING SITUATIONS:  
Sorting Out Options and Mandates**  
October 23 – November 17 **Tuition: \$200**
- (5) DEVELOPING TECHNICAL STANDARDS AND ELIGIBILITY  
CRITERIA THAT ARE APPROPRIATE AND LEGALLY DEFENSIBLE:  
Part 1**  
November 27 – December 15 **Tuition: \$150**

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 Applying Old Rules to New Living... due: \_\_\_\_\_**
- # 5 Developing Technical Standards... 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)

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proprietorship.  
The Tax ID # associated  
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348-38-2091.