

# **COURSE CATALOG**

**SPRING, 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  
SPRING, 2018**

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

**How Do The Classes Work?**

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

**A Word About Tuition Costs**

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

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

I am a staunch supporter of AHEAD. I think everyone who works in the field of disability services in higher education should be a member of AHEAD, both because the Association represents our interests to the larger world of higher education (and beyond!), and because the information, educational opportunities, and communications from AHEAD are vital to keeping abreast of important developments that impact day-to-day activities. *That is why I give a 10% discount on MY classes for anyone who is a member of AHEAD.* I want to encourage folks to start there, and then come to me for supplementary information. The 2018 AHEAD conference will be in Albuquerque 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 Albuquerque 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 you 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 8-Feb 2*

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

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

***Topics to be presented/discussed:***

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

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

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

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

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



*February 5 – February 16*

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 2018, to be ready for implementation by Fall, 2018.

## **BACK TO PART 1!**

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

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

## **READ CAREFULLY!!!**

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

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

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

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

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

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

## The Definitive Explanation of the SA/ESA Dichotomy

January 22 –February 16



### ***(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 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**



Disability Access Information and Support

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

February 19-March 2

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

This class 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 ten 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 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!!! IF YOU HAVE TAKEN THAT FIRST CLASS BEFORE NOW, contact me about sitting in on it again, NOW, as my guest. No additional cost.

**TUITION: \$100**



Disability Access Information and Support

## **MAKING OLD RULES FIT NEW REALITIES:**

### **How 504/ADA Impact Traditional Populations of SWD Today**

*March 19-April 6*

When the §504, Subpart E regs were implemented in 1977, it was expected that they would make it possible for students with disabilities to participate in higher education as never before. The regs promised equal access for students with disabilities to the same programs, services, and benefits that were available to any qualified student. They included not only the curriculum and classroom activities, but housing, counseling, financial aid, and much more. With only relatively minor changes over the years, those 504 regulations are still in place and still hold that promise. The coming of the ADA, with its Title II and III coverage of colleges and universities only served to emphasize and, in some cases, enhance that protection.

For 40 years, we have worked hard to be true to both the intent and the letter of the law. When we began this journey, students with disabilities were those with “traditional” disabilities – those who were blind, deaf, or in a wheelchair. Certainly there are a lot of variations and nuances (and better language to use!) in describing students within these disability categories. But my point is that when the 504 regs were implemented, this is who Congress and the Federal agencies had in mind... students who were blind, deaf, or in a wheelchair (with a few who had significant health impairments thrown in along the way). As new populations of students with disabilities have emerged (from LD students to those on the autism spectrum, and a whole lot in between!), our task has been to figure how best to apply old rules to new populations. Providing access to the curriculum was easier to apply when we were discussing transferring print materials to Braille for a blind student than it is when we discuss the appropriateness of attendance leniency for the student with a psych disability. In 1977, access to housing meant visual fire alarms, widened doorways, or lowered closet rods. How does the *intent* of that promise of access play out for the student on the spectrum who is requesting a private room?

At least we don't have to worry about applying old rules to OLD populations. The rules haven't changed appreciably, and we still have students who are blind, deaf, or in a wheelchair. We know what to do for them, right? Maybe.

The OPTIONS have changed. The TECHNOLOGY has changed. Our long held precedents don't necessarily work as cleanly (or apply as evenly!) for students with traditional disabilities as they used to. Then, again, the way we have worked to apply those old rules to new populations has unconsciously seeped back into our practice in subtle ways that we don't always acknowledge (but should!).

Case-in-point. We have always known that Section 504 says that faculty may not prohibit a student with a disability from using a tape recorder in the classroom if the recording is necessary for the student with a disability. That is exactly what it says – that the faculty may not prohibit the use of a tape recorder. It does NOT say that the institution should provide a tape recorder, or that recording in class is an accommodation approved along with extended time, course substitutions, and the like. Oh, and by the way – nobody uses a tape recorder any more! I am not suggesting that the rule no longer applies. I am just questioning how it should be applied, in this day and age, to the student who is blind.

As was true in 1977, providing sign language interpreters for students who are deaf doesn't come cheap. But the need for those sign language interpreters hasn't changed. Or has it? In 1977, we didn't have captioning technology, or internet-based curriculum elements that included video. We never talked about *teams* of interpreters or when they would be necessary. Remote interpreting – what's that? Same population of students, same rules regarding mandate for access, but LOTS of ways to approach assuring that access.

Perhaps it is time to think all this out again. This three week class will spend one week on each of our three “traditional” populations – those who are blind, deaf, or in a wheelchair. We'll examine what the 504 rules meant for each population “in the old days” and we'll extrapolate from both the old applications and the new options to develop new awareness of our obligations – and opportunities – in providing equal access for those students.

**TUITION: \$150**

# BAKER'S DOZEN: DEVELOPING/REVISING 13 IMPORTANT POLICIES

*April 9-May 4*

# DAIS

Disability Access Information and Support

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 with accompanying 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 discussion of policy regarding service animals and ESAs on campus
10. A policy regarding loosening of attendance 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

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 "value added" piece (do I have your attention now?). Along with the detailed discussion and review of the 13 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, talk to colleagues, etc., if you want me to look over what you have come up with, I'll be happy to do so. (Essentially, a one-week fee of \$50 for 1 year of service!) 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 2018-2019 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 some of you, it will overlap with your finals week. That likely means less meetings, but the potential for more crises. Some of you are sole practitioners who will be spending a whole lot of time proctoring exams in the coming weeks. 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, 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) I will not be offering this class again for some time. If you think you want to consider policy changes (with my help), NOW is the time to do it.

**TUITION: \$250**

# 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 8 – February 2 Tuition \$200
- (2) WHO LET THE DOGS OUT... ~~OUT~~... IN???  
January 22 – February 16 Tuition \$200
- (3) WHO LET THE DOGS IN... AGAIN???  
February 19 – March 2 Tuition \$100\*
- (4) MAKING OLD RULES FIT NEW REALITIES  
March 19-April 6 Tuition \$150
- (5) BAKER'S DOZEN: DEVELOPING/REVISING 13 IMPORTANT POLICIES  
April 9-MAY 4 Tuition \$250

\* NOTE: If you have taken the FIRST "Dogs" class before, and now wish to sign up for the second class, indicate below if you would like audit the first class (as my guest) as a "refresher".

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 Making Old Rules Fit New Realities due: \_\_\_\_\_
- # 5 Baker's Dozen: Developing/Revising... 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.