

# ONLINE PROFESSIONAL DEVELOPMENT FROM DAIS

## COURSE CATALOG

# DAIS

Disability Access Information and Support

FALL, 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 FALL, 2019**

Welcome to the course catalog for professional development classes from DAIS for the Fall, 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. These classes are targeted toward folks who have responsibilities for/to/with students with disabilities in higher education – either directly or indirectly! Because of the format in which the classes are offered (described below), any and all are welcome to participate. So whether folks are looking to actively participate or just to lurk and listen in on our discussions, all institutional personnel can be included. First, let's talk about the basics – *WHAT, HOW, and HOW MUCH!!!*

### **How Do The Classes Work?**

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

### **A Word About Tuition Costs**

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

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

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

I hope you like what you see here, and I hope you will join me for any part of it that sparks your interest – or fulfills your needs! It is going to be a busy Fall.

Sincerely,  
Janie

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



Disability Access Information and Support

## WHAT'S IT ALL ABOUT?

### A Beginner's Introduction to DSS

*August 26-October 11*

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

#### ***DO YOU TRUST ME???***

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

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

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

I have pulled out a number of supplementary readings to accompany the training -- and I continue to sort 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)

*August 26-September 20*

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. We'll include a review of the latest guidance from DOJ and HUD and of new guidance/interpretation from NACUA and the ACA.
- 3) Terminology – from the problematic "assistance animal" to varying definitions of the term "service animal."
- 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 *not* 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 templates to work from in the development of policies, and 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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## THE *STATE* OF THE ART: ANIMALS ON CAMPUS, 2019

September 23-October 4

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

The “Who Let the Dogs Out... *IN!?!?*” class has been offered 15 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.

Four 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. 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 altered 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 before, **you need to take this class NOW!!!**

**TUITION: \$100**



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## HOW SHOULD WE PROVIDE ACCESS TO STUDENTS WITH DISABILITIES? Higher Education, 2019

October 7-November 1

In 1977, the Section 504 regulations were released, ushering in the promise of equal access to federally funded programs and services for people with disabilities. More specific, in our case, was the promise of equal opportunity in education. Postsecondary institutions received a clear mandate, and very clear directions (Subpart E) to take necessary steps to ensure that students with disabilities would not “be excluded from participation in, be denied the benefits of, or be subjected to discrimination under...” While there were certainly some road blocks to be faced along the way, our obligations under the law seemed pretty straightforward, in part because the Feds were so very explicit in detailing what they had in mind.

In the more than 40 years since, our mandate to serve under the Section 504 regulations has not changed appreciably. The coming of the ADA may have enhanced our legal obligations, but it did not curtail them in any way. The law hasn’t changed... *but everything else has!*

The population of students with disabilities who are enrolled in higher education has certainly changed. As a result, what it means to provide equal access (“Appropriate Academic Adjustments”) has needed to change, as well. *Except...* Subpart E has never been updated or expanded, so how do we know how to apply its protections to new populations of students with disabilities? Higher education has changed. Almost everything we do (from the classroom to the service delivery mechanisms) relies on technology, but the technology we are using didn’t exist in 1977. We have no detailed instructions on what it means to provide equal access to the technology – much less the functions and activities performed with that technology! Even our institutions have changed, taking on new roles in everything from expanding international education opportunities, to early outreach to learners, to the operation of museums and institutes, and more. How does our ongoing obligation for equal access play out when the things we are asked to provide equal access *to* seem to morph on a continuing basis?

In many ways, current practices have emerged haphazardly. As we identified a new concern (be it the emergence of a new population of students with disabilities, or the availability of new technology that created new options/opportunities), we decided on a strategy to meet the spirit of the law and moved forward. But we have rarely taken the time to think about whether we are developing a cohesive program of action/support that might provide the kind of blueprint given to us when Subpart E was released all those years ago. It is time that we did.

The DSS community is encouraged to invite colleagues from throughout the campus community (from faculty to administrators, from librarians to IT folks, from Res Life personnel to Counseling Center staff, and more) to join in on a frank discussion of life in higher education today, and what it means – TODAY -- to provide equal access for students with disabilities. Those folks are all stakeholders in this endeavor. Perhaps it is time that we talked *with* them about what can and should be done, instead of talking *to* them!

**TUITION: \$200**



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## WHO IS OTHERWISE QUALIFIED?

*November 4-November 22*

“No *otherwise qualified* individual with a disability in the United States... shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance...”

The Department of Education has been telling us that same thing since the Section 504 regulations were released, more than 40 years ago. We recognize that opening phrase immediately (“No *otherwise qualified* individual with a disability...”). But when was the last time you thought about what it meant, or how it was meant to be applied, or how one determines who is – or isn’t – otherwise qualified?

Somewhere along the line, we seem to have forgotten that those two words – *otherwise qualified* -- are there, and that they are there for a reason. Discussion about documentation of disability at professional meetings and on our listservs always seems to focus on IF the student has a disability. If this is a student with a disability, then it is our responsibility to find accommodations that will work, right? Wrong. In the K-12 system, students are eligible for support simply because they have a diagnosed disability. At the postsecondary level, we should be looking for more.

The question asked, all too often, is “What else can I do to help this student, because the (myriad of) accommodations I have put in place aren’t working? The student is still struggling.” The question ought to be, “Are there any reasonable accommodations I can assign that will give this student full access? If not, the student may not be otherwise qualified to participate.” Guess what? If the student is not otherwise qualified, the student is not eligible for the protections of Section 504/ADA. *That* statement is clear. But translating that to action? Not so much. Students shouldn’t feel they have to “earn” the right to reasonable accommodations, but it isn’t wrong to ask if they are eligible to receive them!

Over the course of three weeks, we will explore: (1) the legal terminology and the history of its use in case precedents and agency determinations; (2) a process for reviewing accommodation requests as “reasonable” in light of the concept of “otherwise qualified”; and (3) how to implement such a review process as a regular part of assigning accommodations. All of these topics will be illustrated with case studies offered by class participants and pulled from professional listserv activity.

**TUITION: \$150**



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## HOW CAN I HELP STUDENTS ON THE SPECTRUM?

*December 2-December 13*

This class will be a “first” for DAIS, in two ways. It is the first time that I have attempted to address issues of accommodations, support, and programming for students on the autism spectrum. I am only willing to attempt this class because of the second major milestone – the class will be team-taught!

I am pleased to welcome my co-facilitator, Bonni Alpert, EdD, who will bring to our discussion more than 30 years as a direct service provider, working with students with disabilities at UMass-Amherst, Western New England University, and currently as an Education and Disability Consultant. I can give you insight into the legal and policy issues concerning this unique (and growing!) population of students with disabilities. Bonni can share her years of direct experience, including everything from face-to-face interactions with students on the spectrum, to developing campus resources, to the creation of a mentoring program, and more. And that is what we intend to do – share two sides of the issues that challenge DSS providers because they are so different than everything (and everyone!) else you deal with!

For many, this is a difficult time period to be involved in a class – after Thanksgiving and just before finals and Winter Break. We have designed the class with that in mind. Your active involvement in the class will come earlier, so that you can simply monitor class activity during that time (or later, if you choose to collect the posts and review them at your leisure). No assignments, no expectations for your active participation (although, of course, it is welcomed). Instead, those who register for the class will be invited to submit questions, concerns, and scenarios in advance. Then you can sit back and read (or rush around doing end-of-the-term things that need to get done), while Bonni and I do all the work.

With the increase of students on the autism spectrum on our college campuses today, some of the hot button topics we are likely to cover include:

- How can we gracefully and tactfully deal with hygiene issues – a major social barrier if there ever was one! And, how can we promote others (including peers) to do the same?
- What accommodations are appropriate and reasonable for this population – where’s the access issue?
- What other supports are necessary in order to retain these students without compromising the experience of others? Which campus resources can we tap into and how do we use them for our own benefit, the students, and other campus constituents?
- Discipline – the difference between norm and policy violations. How do we navigate these differences in practice?

**TUITION: \$100**

# Professional Development from DAIS Fall, 2019

# 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)

# DAIS

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# Professional Development Opportunities from DAIS Fall, 2019

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

- (1) WHAT'S IT ALL ABOUT? A Beginner's Guide to DSS  
August 26 – October 11 **Tuition: \$350**
- (2) WHO LET THE DOGS OUT... IN? The Definitive Explanation of the  
SA/ESA Dichotomy  
August 26 – September 20 **Tuition: \$200**
- (3) THE *STATE* OF THE ART: ANIMALS ON CAMPUS, 2019  
September 23 – October 4 **Tuition: \$100**
- (4) HOW SHOULD WE PROVIDE ACCESS TO STUDENTS  
WITH DISABILITIES? Higher Education, 2019  
October 7 – November 1 **Tuition: \$200**
- (5) WHO IS "OTHERWISE QUALIFIED?"  
November 4 – November 22 **Tuition: \$150**
- (6) HOW CAN I HELP STUDENTS ON THE SPECTRUM?  
December 2 – December 13 **Tuition: \$100**

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 **The *STATE* of the Art...** due: \_\_\_\_\_
- # 4 **How Should We Provide Access...** due: \_\_\_\_\_
- # 5 **Who Is "Otherwise Qualified?"** due: \_\_\_\_\_
- # 6 **How Can I Help Students on...** due: \_\_\_\_\_

**Total before discount** \_\_\_\_\_

**(10% discount for members of AHEAD/WAPED)**

**TOTAL DUE:** \_\_\_\_\_

**(transfer this amount to Page 1 of course registration)**

## CREDIT CARD PAYMENT INFORMATION

Name of Primary Registrant \_\_\_\_\_

Institution \_\_\_\_\_

E-Mail: \_\_\_\_\_

Street Address \_\_\_\_\_

City, State/Province \_\_\_\_\_

Zip+4/Postal Code \_\_\_\_\_

Telephone \_\_\_\_\_ Text Telephone? Yes \_\_\_ No \_\_\_

**Total Amount Owed:** \_\_\_\_\_

Credit Card Type: \_\_\_ MC \_\_\_ Visa

Card Account Number: \_\_\_\_\_

Exp. Date (required) \_\_\_\_\_ 3-digit Security Code \_\_\_\_\_

Card Holder's Signature:

(required) \_\_\_\_\_

Card Holder's Name as it appears on card:

\_\_\_\_\_

**FAX (270) 477-9450**

**or**

**MAIL to:**

DAIS  
2938 Northwest Blvd.  
Columbus, OH 43221  
(270) 477-9450 (FAX)  
(614) 488-5681 (V/T)

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