ONLINE PROFESSIONAL DEVELOPMENT FROM DAIS

COURSE CATALOG

SPRING, 2022

All courses taught/facilitated by
Jane E. Jarrow Ph.D.
Disability Access Information and Support

(PREFACE)
ONLINE PROFESSIONAL DEVELOPMENT
FROM Jane Jarrow, at DAIS
SPRING, 2022

Welcome to the course catalog for professional development classes from DAIS for the Spring, 2022. 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 generally be conducted 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 2022 AHEAD conference will be in Cleveland, OH, in July. For folks who are unable to attend because of distance or expense, or because travel approval is still limited, 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 Cleveland 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: *There are some new options included in this Spring's catalog. The first three classes (How to "Just Say NO!," "When (and WHY) to "Just Say NO!," and "Assigning Housing Accommodations for Students with Disabilities are a coordinated set of classes. Each class stands along (that is, their content does not overlap), but they build on each other so that taking the first better prepares you for the second and third. The Technical Standards class has a traditional segment for disability service providers, but the faculty portion of the class will be offered through a remote webinar series. Finally, the last formal class offered (The Precedents That Shape Our Practice) will provide the same information in both online and podcast formats – YOU choose what works for you!*

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

DAIS

Disability Access Information and Support

How to "Just Say NO!"
January 17th - February 11th

I have heard it said that when it comes to accommodation requests, you should *"say 'yes' when you can, and 'no' when you must."* I don't think I agree. My version would be, *"say 'yes' when you can, and 'no' when you should."*

If your focus is on saying "yes" whenever possible, it seems to me you will say "yes" a whole lot of the time. Saying "yes" is easy. Nobody (except MAYBE faculty) grumbles when you say "yes" to an accommodation request. Not the student, not the parent, not the administrators. But "yes" isn't always the appropriate answer. There are times when you SHOULD say "no."

No matter what philosophy underlies your practice in disability services (Social Justice? Civil Rights? Universal Design? Whatever!), there will come a time when you need/want/must say "no." That's not always easy. Over time, we've shared lots of advice with one another about whether or not to grant an accommodation – not so much on how to politely, gracefully, and *firmly* say "no" when the answer should be "no."

This class is all about how to say "no" (when you should/must). We will talk about:
     * WHY it is important to say "no" at times
     * WHY it is hard to say "no" (from not wanting to disappoint, to wanting to avoid confrontation, to lack of administrative support, and more)
     * HOW to say "no" in different circumstances (explaining the same "no" answer to students, faculty, and administrators)
     * WHAT is/isn't relevant in deciding to say "no"
     * WHAT problems are created when you say too much or too little in your refusal
     And more…

We will take the time to review some case studies along the way, discussing what was said (and why), how it was received, and what happened as a result.

Whether you are a newcomer to the field or an old-timer at this game, it is good to remember that saying "no" doesn't make you a bad person – and, at times, it may make you a better service provider. Perhaps being reminded of that in the company of colleagues who share your struggle and hesitation will help to fortify you to say "no" when you should.

TUITION: $200

When (and *WHY*) to "Just Say NO!"
February 14th – 25th

When I offered the "How to 'Just Say NO!'" class in the Fall, we had a very productive discussion of the topic. As stated in the description

> Over time, we've shared lots of advice with one another about whether or not to grant an accommodation – not so much on how to politely, gracefully, and *firmly* say "no" when the answer should be "no."

But we went into that class with the idea that folks already <u>knew</u> that they wanted to say "no" to a given request. As the conversation progressed, it became clear that was MOSTLY true… but not always. Sometimes the problem in saying "no" begins with uncertainty as to whether that is the right thing to say. That is particularly true, these days, with the dramatic increase in the number of students presenting with mental health difficulties.

Suddenly, saying "no" has taken on a whole new dimension. When we turned down a request for extended time for a student who presented "iffy" documentation of ADHD, no one suggested that we were going to scar the kid for life in the process. When we refused a course substitution for math for the student who was blind, no one told us that his eyesight would get worse because of that decision. But service providers who turn down a request from a student with a mental health diagnosis for a single room, or to be allowed to turn off the camera in a remote class, or for attendance leniency, are suddenly being presented with documentation that suggests (sometimes subtly and sometimes directly!) that if you don't grant the accommodation the student's mental health problems will worsen <u>and it'll be your fault</u>!

Let's talk about it. This is a chance to spend two weeks discussing how to reconcile our continued focus on access to opportunity with the suggestion that we should be doing more. How do you make a decision to say "yes" OR "no" when being told that supporting the student with a disability isn't enough. You should be actively involved in the treatment of that student's disability (by arranging circumstances to lessen anxiety or avoid difficult situations).

Here is a chance to be reminded that you are not alone in feeling the pressure, as well as hearing from colleagues how they are setting boundaries and protecting their progams – and themselves! – in this face of such demands.

TUITION: $100

DAIS
Disability Access Information and Support

Assigning Housing Accommodations
for Students with Disabilities
February 28th – March 11th

I thought about expanding the title for this class to read, "Assigning Housing Accommodations for Students with Disabilities: It's Never Been Easy, but THIS is Ridiculous!" I didn't know how that would look on the invoice you turned in for tuition payment, so I decided to play it straight. But this HAS gotten ridiculous – and ridiculously hard!!!

Part of what makes assigning housing accommodations difficult these days is the significant increase in the number of requests coming from students with identified mental health difficulties. We never had to question whether the student in a wheelchair needed a wheelchair accessible room to live in the dorm. But does that student with anxiety NEED a single room, or does she just want it? Does that student with food allergies NEED to be exempted from his meal plan and given a room with a kitchen, or could he be accommodated perfectly well working with the folks in Dining Services? Is Fido really serving as an ESA, or is he a pet that makes the student feel more at home? It seems like nothing is ever easy these days…

Whether or not a student gets a notetaker only impacts that student. Whether or not the student is allowed an ESA impacts on the roommates, as well. Then, again, the decision to assign a notetaker can be made at any time without it impacting on anyone other than the disabled student. The decision to assign a single room has a time-dependent element – do you hold some single rooms out in case they are needed for students with disabilities, or do you turn down the student who really needs it when all the singles have been assigned? What if the student needs access to a kitchen, but there are only kitchens available in a housing configuration for upper classmen and the student is a freshman? The rule says you should not ask the student to pay for a single if it is assigned as an accommodation – but what if ALL students in the dorm the student wants are in singles (and they pay for them)? Our decisions are impacted by the type of disability, the dizzying array of housing options, and the (sometimes) less than satisfactory documentation submitted in support of requests.

We'll take two weeks before you get into the push for housing assignments for returning students in Fall, 2022, to discuss the purpose of housing (and, thus, the focus on equal access to housing opportunities on your campus) as well as detailing a series of questions to be asked when considering accommodation requests. (Why not ask your Res Life colleagues to join you for this one!?!)

TUITION: $100

FANTASTIC BEASTS AND WHERE *NOT* TO FIND THEM!

March 21st – April 29th

(A NEW class on an OLD topic!)

For several years, I offered a course called *Who Let the Dogs Out…* **IN?!?** It started out as a two-week class. Then three weeks. Then four weeks. Three years ago, we added a follow up class (*The STATE of the Art: Animals on Campus*) that dealt with a range of issues regarding state laws, puppy raisers on campus, and more. There has been a steady progression of new guidance documents, notable case precedents, and hard-won experience that helped to inform changes to the content along the way. Then came COVID-19.

The disruption to campus life continues, and we don't know how much of what has changed temporarily will be permanent. But we DO know that there seems an urgent need to review and, as necessary, retool our policies and procedures to account for everything from new HUD guidance and changes to other federal rules/policies, to the normalized use of telehealth services (something we have been rejecting routinely in the documentation process until now!).

It is time to revamp policies and procedures to reflect new realities. This is not just an update to the "Dogs" class, but a significantly different approach to animals on campus that incorporates what we know of service animals, ESAs, service-animals-in-training, puppy raisers, documentation mills, legal guidance and interpretation – and our "lived" experience into a single course. (Note: A new course needs a new name, and *Fantastic Beasts and Where NOT to Find Them* seemed apropos!)

If you do not have formal policies and procedures in place for managing the issues of animals on campus, you should take this class. If you DO have policies and procedures in place, chances are they need to be updated. You should take this class. And if you are relatively new to your institution, and cannot figure out why some of the things are in the policies/procedures you inherited when you took this job – you REALLY need to take this class!

The issues surrounding animals on campus 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. There will be a review of the latest guidance from DOJ/HUD,

guidance from professional organizations (for example, NACUA and the ACA), and related happenings (such as the recent change to the Air Carrier Access Act). In each case, we will discuss if/how these legal precedents and interpretations impact on your policies/procedures and on your daily decision-making.

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) How to read and interpret your state law regarding service-animals-in-training, and how the state law interacts with, expands on, or is constrained by existing Federal law.

6) Learning to recognize *and respond* to bogus certification/licensure and letters of support from questionable sources.

7) 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.

8) 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!

A Word About Tuition

Typically, the tuition for my classes works out to $50/week. For a six-week class (as this one is planned), that would be $300. I recognize, however, that some of the information we cover in this class will be a refresher for those who have been doing this for a while (that is, not new information). So to acknowledge that some of what we discuss is already known to some participants, I am lowering the tuition cost to $250 – you get a free week on me, and I don't have to feel guilty about going over some old territory!

As is always true with these classes, the tuition is an institutional payment, rather than an individual payment. For the single payment of $250, you can have as many folks from your institution sit in the class as you can round up to join you. That includes staff from disability services, Res Life, campus attorneys, and more. Bring 'em along!

TUITION: $250

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

March 21st – April 8th

A New Take on an Old Topic!

This was the first class ever offered by DAIS in this online, asynchronous format (back in 1998!!!). The content has been updated over the years to fit new realities and emerging practices, but the format of the class hasn't changed – until now!

Part 1 of this class, directed to disability service providers, will still be offered in the format used in the past – a "lesson" sent out each morning, with some prompts for conversation to take place on the private class listserv throughout that day. But the class will run for three weeks, rather than four. Some of the content regarding legal precedents and influential case law will be relegated to a companion collection of supplementary readings. Moreover, the daily prompts will *invite* questions and comments, but the class will depend less on feedback and interaction from classmates than in years past. (Recent history suggests that by this time in the semester, some of you are going to be too tired and distracted to worry about being *required* to actively participate.)

The Part 1 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 best to combat such stereotypes and bias.
• Supplemental Readings: 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

SPECIAL TOPIC: COVID-19 Considerations. The pandemic and the safety protocols, quarantining, social distancing, and lock downs may have had more of a direct impact on the kind of programs that lend themselves to technical standards than the impact on classroom-based studies. The hands-on nature of many of these programs often has been significantly disrupted throughout the past 18 months. Ironically, the disruption is to the teaching of the skill-based curriculum, and to the opportunities for the students to be involved in practice sites. It really does not impact on the technical standards that define what a practitioner in the field must master for safe and effective practice. We will certainly touch on how some of the technical skills are being taught and judged in this unprecedented time of the pandemic, but the content of this class is not dramatically impacted by the chaos around us. Good practice is good practice – before, during, and after the pandemic!

NOTE:
DSS providers may enroll in this class and gather information about working with faculty on their campus in developing technical standards, even if they are unable to identify a faculty group on campus who choose to sit in on Part 2 of the class. But you MUST take Part 1 of the class before the Part 2 webinars with faculty can be scheduled.

TUITION: $150

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

A WEBINAR – IN THREE PARTS! – FOR FACULTY

DAIS
Disability Access Information and Support

From March 21st to April 8th, colleagues from the disability services office on your campus will participate in an online seminar focused on the use of technical standards to help define the critical elements of academic programs preparing students for entry into professional realms with "practice" components.

The series of presentations that make up Part 2 of the class will be scheduled at the convenience of your faculty, *three sessions of an hour each time*, with the option of a fourth session if needed. Using whatever remote technology is in place on your campus, Dr. Jane Jarrow will present the information and take your questions live (but not in person!). That will allow her to tailor her information and examples specifically to your concerns (the folks from nursing have different concerns than the folks from automotive repair!).

From the allied health professions to the machine or automotive workshop, from internship assignments to outside placements in a school or agency, any time students are being prepared for "hands-on" activities, there will be concern about the ability of graduates in the program to perform effectively and safely. Traditionally, programs have developed technical standards that define those elements of practice that all students must demonstrate successfully to complete the program.

This webinar series will focus on the use of technical standards as a tool in assuring program integrity and quality control. If the program has such a "hands-on" component, but has never created a formal set of technical standards that students should consider when choosing a major, this series of presentations will help faculty think through the next steps. If the program has technical standards already in place that have not been reviewed for some time, this series will help in reviewing those existing standards and considering a fresh start. Technology is changing the way we do almost everything. It is likely that some of your standards are tied to practices that have changed dramatically, while some of the things expected of new professionals in your field are not accounted for in your existing standards. There are also new parameters being established through legislation and significant court cases that should be considered. This presentation, spread across 3 weeks, will provide all that and more. Topics for discussion will include:

• What do "otherwise qualified" and "reasonable accommodation" mean as applied to technical standards and eligibility criteria?
• What is the best way to frame (word) technical standards and eligibility criteria, and why?

• Why is it important for programs of study that incorporate a hands-on component
    to be transparent in their statement of expectations (technical standards)?
• (Supplemental Reading) What do court cases and OCR findings have to tell us about the
    development of technical standards?

All of this discussion will lead up to the most important part of the class… preparing to engage faculty from each department in developing a tightly-worded set of technical standards that are up-to-date and curriculum based.

Tuition for the webinar series -- 3 one-hour presentations with the option of a fourth – is $200. These three presentations will be exclusively for faculty at a single institution. They can be arranged for faculty from a single department (for example, culinary arts or dental hygiene), or they can be arranged for faculty groups with similar issues/concerns (for example, allied health programs or hospitality industry programs).

3-part webinar series: $200

THE PRECEDENTS THAT SHAPE OUR PRACTICE: MILESTONES FOR OUR FIELD

May 2ⁿᵈ – May 28ᵗʰ

DAIS
Disability Access Information and Support

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 reveal 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!**

SOMETHING NEW HAS BEEN ADDED: With a nod to how busy (and tired!) folks get as the Spring term progresses, and recognizing the availability and more conventional use of new technology options, we will be trying something new with this offering from DAIS. The class will be presented in the same asynchronous format, through a private mailing list, that we've been using for several years. But every Friday, during the four-week class, participants will also be sent an mp3 file with the week's lessons presented by Jane Jarrow in podcast-style. (You can choose to tap the information on screen, through the podcasts, or using each to supplement the other. That choice is up to you. I am just providing the option!!!)

TUITION: $200

GAZE INTO MY CRYSTAL BALL:
What Can We See in the Future for
Disability Services?
A FREEBIE!!!
June 6th-10th

Every year, I try to think of something fun – and stress free – to throw in at the end of the school year to help DSS providers wind down from the frenzy of the school year. Since this year seemed more frenzied than most (!), I thought it would be fun to NOT think about anything practical, but to simply play with some ideas and speculate on possibilities.

Truthfully, I haven't got a clear idea of how this class will play out. I am thinking that I may create an annotated bibliography of articles that catch my eye over the next several months that you don't have to read – I'll read 'em for you and give you the Cliff Notes version. Or we might try some "Scenes We'd Like to See" (any *MAD Magazine* fans out there?) and speculate on what a perfect world would look like, DSS style. We may talk about next Fall, or we may talk about 10 years down the road. Maybe we'll spend a day talking about new technology with unique uses for people with disabilities.

I won't commit myself now – that gives me six months the think about it! But I wanted folks to know that if they sign up for any other course this Spring, there will be this little extra to look forward to!

TUITION: NONE!!!

Professional Development from DAIS - Spring, 2022

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) How to "Just Say NO!"
January 17 – February 11   **Tuition $200**

(2) When (and WHY) to "Just Say NO!"
February 14 – 25th **Tuition $100**

(3) Assigning Housing Accommodations for Students with Disabilities
February 28 – March 11   **Tuition $100**

(4) Fantastic Beasts and Where NOT to Find Them!
March 21 – April 29   **Tuition $250**

(5) Developing Technical Standards and Eligibility Criteria That
Are Appropriate and Legally Defensible – Part 1
March 21 – April 8   **Tuition $150**

(6) WEBINAR SERIES – Developing Technical Standards and Eligibility
Criteria That Are Appropriate and Legally Defensible
To be arranged   **Tuition $200**

(7) The Precedents That Shape Our Practice: Milestones for Our Field
May 2 – May 28   **Tuition $200**

(8) Gaze Into My Crystal Ball: What Can We See in the Future
For Disability Services?
June 6-June 10   **Tuition FREE!!!**

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 How to "Just Say NO!"   **due: _____**
 # 2 When (and *WHY*) to "Just Say NO!   **due: _____**
 # 3 Assigning Housing Accommodations…   **due: _____**
 # 4 Fantastic Beasts and Where…   **due: _____**
 # 5 Developing Technical Standards (Part 1)   **due: _____**
 # 6 Webinar Series – Developing Tech…   **due: _____**
 # 7 The Precedents That Shape Our Practice   **due: _____**
 # 8 Gaze Into My Crystal Ball…   **FREE!!! _____**
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)

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