

# ONLINE PROFESSIONAL DEVELOPMENT FROM DAIS

## COURSE CATALOG



Disability Access Information and Support



FALL, 2022

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, 2022

Welcome to the course catalog for professional development classes from DAIS for the Fall, 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. 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. *NEW THIS FALL!* The main lessons each morning will be accompanied by an mp3 file that you can use to supplement or complement your reading of the information. Some folks prefer to read, some prefer to listen, some prefer to do both at once. The choice is yours!

### 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

# DAIS

Disability Access Information and Support



## WHAT'S IT ALL ABOUT?

A Beginner's Guide to DSS

*August 22 – October 7*

Do you have one or more new hires 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 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
  - \* how the pandemic and the social upheaval of the last year have changed our perspective and practice
  - \* 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

# FANTASTIC BEASTS AND WHERE NOT TO FIND THEM!

September 12 – October 21



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*(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**



Disability Access Information and Support

## How (and When and Why) to “Just Say NO!”

*October 17<sup>th</sup> – December 2*

This class is a combination of two classes given last Spring. The first part of the class – HOW to say “no,” was predicated on the idea that folks already knew they wanted to say “no,” but were having trouble figuring out how to say it politely and make it stick. But as the first offering of the class 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 *and it’ll be your fault!*

So the class has been expanded. We DO talk in some depth about HOW to say “no” in the first part of the class (as I still maintain that is the hardest part in practice for many service providers). But we’ll also spend some time talking about how to feel comfortable with taking those steps, and saying “no.”

### Part 1:

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 first part of this class is all about how to say “no” (when you should/must):

- \* 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.

## Part 2:

Let’s talk about the pressure to say “yes!” When, and why, is it necessary and appropriate to stick to your decisions in the face of anxious students, angry parents, and gun-shy administrators? This is a chance to spend a few 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 programs – and themselves! – in this face of such demands.

**TUITION: \$300**

# DISABILITY SERVICES IN A POST-PANDEMIC WORLD: WHAT STAYS, WHAT GOES, WHAT HAVE WE LEARNED?

October 24<sup>th</sup> – November 11<sup>th</sup>

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## ***What does it mean to go on a RETREAT?***

Retreat is **the act of giving up and withdrawing, or a time away in a quiet and secluded place where you can relax.** An example of a retreat is a weekend at a spa where you go to rest and relax.

This class will be less of a class, and more of a retreat for disability service providers who were already in their positions in February of 2020, and are still there today -- in other words, disability services providers who went through the pandemic and lived (professionally) to tell the tale! This is for the survivors amongst us – a chance to step back, take a deep breath, and – yes – commiserate with colleagues about the good, the bad, and the ugly of the last 30 months!

**Where Did We Start?** Here’s a chance to think back to what was happening in your office up to the time it all went sideways, what happened during those first few chaotic weeks, and where things stood at the end of Spring term, 2020.

**What Did We Start That We Don't Want to Stop?** There were certainly practices developed out of necessity during the pandemic that we have determined actually work pretty well. There were make-shift accommodations that we created on the fly that worked so well we have now incorporated them as a regularly available option. It wasn't only the things being done for students, but the way DSS work was accomplished that shifted on a dime... and we've decided some of it is darn good!

**What Has to Go?** There were lots of things that we HAD to do to get through the pandemic that we don't want to continue. We'll talk about the elephant in the room -- remote participation as an accommodation for face-to-face classes. We'll talk about loosening up on documentation requirements out of necessity, and being more open to accommodation requests for anxiety and depression. Do we want to step back? How can we do that? We'll talk about the new mentality among students (and parents of students!) that suggests that anything that was available during the pandemic MUST be continued into the future, even though the situations that necessitated that availability no longer exist.

**What Have We Learned?** This is a chance to wax philosophical about how the pandemic changed how we do business -- and why. It will also be a chance to speculate on how those changes will play out for our field, and our students, in the future. Think of this as a facilitated “swap meet.” It’s a chance to exchange not goods, but stories, with others who share your experiences (and your pain!).

We are told that COVID-19 is moving into an endemic stage. That means that the pandemic will not end with the disease disappearing. Rather, enough people will gain immunity through vaccination and from natural infection that there will be less transmission of the disease and much less negative impact on our population, even as the virus continues to circulate. Perhaps that would make a good subtitle for this class – “The COVID-19 Endemic Comes to DSS Work!” Come join us for this important escape – uh – conversation!

**TUITION: \$150**

**(A Courtesy Course!)**

**UPDATE: Students with Long  
COVID on Campus: Today and  
Tomorrow**

*December 5<sup>th</sup> – December 16<sup>th</sup>*

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Join members of the Long COVID Task Force as we share information about what is happening on campuses across the country with/for students with Long COVID. We'll give an update on research studies ongoing within the postsecondary realm, share resources developed by the Task Force that may help you in both outreach and support efforts on your own campus, provide a forum for folks to share strategies that have proved helpful in serving this emerging population of students.

The session is timed to coincide with the end of the Fall Term – it is more about listening than interacting, so being tied up with finals and end-of-the-term responsibilities shouldn't be a problem. You can process the information on your own time, whenever. It is simply an opportunity to access the latest information, all in one place.

**AND IT IS FREE!!!** We invite the postsecondary disability community to join us.

# Professional Development from DAIS - Fall, 2022



## 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.
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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) What’s It All About? A Beginner’s Guide to DSS<br>August 22 – October 7   | Tuition \$350 |
| (2) Fantastic Beasts and Where NOT to Find Them!<br>September 12 – October 21   | Tuition \$250 |
| (3) How (and When and Why) to “Just Say NO!”<br>October 17 – December 2   | Tuition \$300 |
| (4) Disability Services in a Post-Pandemic World:<br>What Stays, What Goes, What Have We Learned?<br>October 24 – November 11             | Tuition \$150 |
| (5) Developing Technical Standards and Eligibility Criteria That<br>Are Appropriate and Legally Defensible – Part 1<br>March 21 – April 8 | Tuition \$150 |

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 Fall)

- |   |            |
|---|------------|
| # 1 What’s It All About: A Beginner’s Guide...      | due: _____ |
| # 2 Fantastic Beasts and Where NOT to...            | due: _____ |
| # 3 How (and When and Why) to “Just Say NO!”        | due: _____ |
| # 4 Disability Services in a Post-Pandemic World... | due: _____ |

# 5 UPDATE: What’s Happening For/To/With Students with Long COVID 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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