

ONLINE PROFESSIONAL DEVELOPMENT FROM DAIS

COURSE CATALOG



Disability Access Information and Support



Spring, 2023

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, 2023

Welcome to the course catalog for professional development classes from DAIS for the Spring, 2023. 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 YEAR!* 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 \$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 Spring

Sincerely,
Janie

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

TECHNICAL STANDARDS AND ELIGIBILITY CRITERIA THAT ARE APPROPRIATE AND LEGALLY DEFENSIBLE

January 9 – February 3

DAIS

Disability Access Information and Support



The listing of technical standards and eligibility criteria are important documents for programs of study that include largely hands-on/practical training. Eligibility criteria help faculty sort through candidates for selective enrollment programs, to determine which students are best qualified to participate in training and may be in the best position to successfully complete a program of study. Technical standards are meant to be objective listings of the skills and knowledge that students must demonstrate in order to successfully graduate from a program.

Such listings are appropriate and useful tools, both for the programs and for the students interested in pursuing them. But poorly drawn or worded technical standards and eligibility criteria can unfairly limit the opportunities available to students with disabilities. Moreover, such statements may violate federal law and create legal problems for the program and the institution.

Like the rest of the world, higher education institutions have endured an unprecedented few years of upheaval in everything we are and do. The pandemic has forced dramatic changes in instruction, and nowhere are those changes likely to be more evident than in programs traditionally taught with significant hands-on components that may have had to create new protocols and practices to function effectively in a more cautious, socially-distant world.

We can't know, yet, how many of these changes will stay with us, and for how long. Faculty may find that new technology identified to teach remotely has real utility for instruction going forward. Practitioners may choose to adopt some of the newly defined operating protocols for reasons that have nothing to do with COVID-19, but rather because they seem safer or more efficient than traditional practices. For whatever reason, the way things are taught and the way things are done may have changed... and so the technical standards and eligibility criteria need to be reviewed, and changed if necessary, as well.

This class 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.

COVID-19 and the change it has forced on higher education has created an opening we have never had – a chance to be proactive in reaching out to those who teach in such hands-on programs and work collaboratively to define new technical standards and eligibility criteria that work for everyone. Let's make the most of the opportunity!

This class 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 class 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:

- A new way of thinking about and developing technical standards and eligibility criteria that is faculty driven and curriculum based; helping faculty reconsider their technical standards in response to the changes brought about by the pandemic.
- 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.

Technical Standards -- Turning Theory to Practice

DSS providers enrolling in this class (January 9 – February 3) will then 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...

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

February 6 – February 17.

Throughout Part 1 of the class, we will work to find healthy and inviting ways to market the idea of revising technical standards to faculty from one or more key departments on your campus. In Part 2 of the class, faculty will be led through a modified version of Part 1, emphasizing the positive use of technical standards and encouraging them to rethink what is necessary and appropriate in successful practice in their field, and turning those necessary elements into a new listing of technical standards and eligibility requirements. The purpose is to prepare faculty to go through an interactive process, facilitated by the DSS provider, to create or reshape their technical standards during the Spring/Summer of 2023, to be ready for implementation by Fall, 2023.

TOTAL COST FOR DSS PROVIDERS (AND FACULTY!) FROM YOUR INSTITUTION -\$200

I have been hesitant, in the past, to offer Part 2 of the class to faculty without charging them SOMETHING, because I think it helps to make them feel they have made a commitment if they believe that there was money paid for their participation in the class. But I don't want to have faculty opt NOT to participate because no one wants to come up with the money, no matter how small the amount. So, we are going to try something new this year. The cost for participation in Part 1 of the class, for disability service providers, is \$200. We are going to make this a "buy one, get one free" deal! Faculty cannot participate in Part 2 of the class unless their disability service provider has enrolled in Part 1, but if you enrolled in Part 1, they get to enroll in Part 2 at no additional cost. You are doing them a real favor here! (Come on, you can sell it!)

Remember, too, that the single tuition payment covers as many folks from your institution as choose to participate. Whether you have one person following along or 10 (or more!), the cost to the institution is just \$200.

TUITION: \$200

ACCESS VERSUS SUCCESS: How That Dichotomy Guides Our Practice

January 9 – January 27

DAIS

Disability Access Information and Support



The distinction between *access* and *success* is not a new concept in our field. We all know the mantra. The purpose of accommodations is to assure *access* for students with disabilities. While we HOPE that all students will be successful, we do not provide accommodations to facilitate *success*. We provide accommodations if, and only if, without the accommodation the student would not have access, and thus be subject to discrimination. If that is such a long-established belief and understanding, then why do we continue to struggle with it so?

Is the request for leniency in attendance about *access*, or *success*? If the test is only a one-hour test, and the faculty member gives everyone in the class two hours, why isn't that appropriate *access* for the student with a disability who has been assigned double-time? How does priority registration fit into the dichotomy? Why is tutoring considered a *success* strategy if the student with a disability cannot understand the material, as presented in class, without additional help? How do you tell whether the requested room assignment for the residence hall is about *access* or *success*?

Of course, differentiating between *access* and *success* is complicated by our obligation to consider each student on a case-by-case basis (and engage in an interactive process), AND by our long-held understanding that Section 504/ADA provide a floor, and not a ceiling, for our efforts to support students with disabilities in higher education. The laws say you cannot do less than ____ in order to assure equal access. They do not prohibit the institution from choosing to do more. Many institutions may, indeed, choose to do more, in order to enhance the chance of *success* for their students. There is nothing wrong with that. But how do you sort it out from the “accommodations for access” mandate? That’s what this class is all about.

The discussion will include: 1) a review of the legal underpinnings, both the statutes and their interpretation, that provide the framework for our practice in this area. (Remember, the *access* vs *success* dichotomy is a reflection of how the field has come to define the issue, not wording directly from the law); 2) an examination of case precedents that are relevant when making decisions; 3) a delineation of steps for an organized process to guide your analysis of individual requests; 4) testing our new understanding by applying that organized process to a series of real-life examples.

This class is equally as important for the “old-timers” as for those new to our field. It doesn't help to know what to do if you cannot justify WHY you do it (or not!) to others. Here's a chance to learn – or be reminded of – what the field of disability services in higher education is all about.

TUITION: \$150

FANTASTIC BEASTS AND WHERE NOT TO FIND THEM!

January 30 – March 10

DAIS

Disability Access Information and Support



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 later, 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.

The reported increase in mental health issues for students on campus has been mirrored by a significant increase in requests for ESAs and the appearance of psychiatric service animals. 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.

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 *not* 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). 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!”

March 20 – April 28

This class is a combination of two classes given a year ago. 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).

While we are at it, let’s talk about standing up to bullying behavior, no matter who is doing the bullying. Let’s talk about how to recognize – and respond to – attacks on your credibility and competence under the guise of attacks on your decisions. Sometimes you need to say “no” to attempts to undermine what you do and who you are.

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 Access Information and Support



THE INTAKE INTERVIEW REVISITED:

What You Need to Know, and How to Get It

April 10 – April 28

The intake interview has always been an integral part of our work in disability services. No matter what philosophy guides our program of support/service for students with disabilities, we all agree that we should begin by talking to the student with a disability – that the student has valuable information to share. But we aren't all agreed on what information we should be searching for, what questions should be asked, or how to ask those questions. All is complicated by the fact that both the population of students with disabilities and the integration of technology into our everyday world have impact on our interviews and how we can/should respond.

This class will focus on a different aspect of the interview each week, with time to list all the issues and discuss the ramifications of each:

Week 1 – WHY do you want/need an intake interview with each student? What are you trying to learn? How does the information you glean from the initial interview influence your future support for the student?

Week 2 – What is new under the sun? What questions should we be asking, and what information should we be seeking that weren't issues in the past? What do we need to know about student's technology use, their educational goals, and their past educational experiences?

Week 3 – The logistics of intake interviews in this age of technology. The forced move to remote functioning during the pandemic challenged our ideas of how best to conduct intake interviews. Surprisingly, we discovered that doing intake interviews remotely may provide options and opportunities not available for face-to-face interviews – options we may choose to keep. But some of the logistics of interviewing need review no matter what the venue for that interview. Should you ask that they fill out a questionnaire? Before or after the interview? With what focus? Do you take notes as you go along or afterwards? Let's talk about the pros and cons.

The idea of doing an intake interview is not new to the field. But if you are still doing the same intake interview that you were doing ten years ago, you are almost certainly missing something important. If you are new to the field, and still trying to figure out how to gather the information you need (and what that information is!), this class would be a good place to start. And if you think you have the perfect interview protocol already in place – don't you owe it to the rest of us to share?

TUITION: \$150

Professional Development from DAIS – Spring, 2023



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) Technical Standards and Eligibility Criteria That Are
Appropriate and Legally Defensible
January 9-February 3 | Tuition \$200 |
| (2) Access VS Success: How That Dichotomy Guides
Our Practice
January 9 – January 27 | Tuition \$150 |
| (3) Fantastic Beasts and Where NOT to Find Them!
January 30 – March 10 | Tuition \$250 |
| (4) How (and When and Why) to “Just Say NO!”
March 20 – April 28 | Tuition \$300 |
| (5) The Intake Interview Revisited: What You Need
to Know and How to Get It
April 10 – April 28 | 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 | Technical Standards and Eligibility Criteria... | due: _____ |
| # 2 | Access VS Success: How That Dichotomy... | due: _____ |
| # 3 | Fantastic Beasts and Where NOT to... | due: _____ |
| # 4 | How (and When and Why) to “Just Say NO!” | due: _____ |
| # 5 | The Intake Interview Revisited: What You... | 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) 571-5681 (V/T)

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