

ONLINE PROFESSIONAL DEVELOPMENT FROM DAIS

COURSE CATALOG



Disability Access Information and Support



FALL, 2024

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, 2024

Welcome to the course catalog for professional development classes from DAIS for the Fall, 2024. 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. *AN ADDED OPTION/BENEFIT!* 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 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 an interesting Fall.

Sincerely,
Janie

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

How to “Just Say NO!” September 3 – September 27

DAIS

Disability Access Information and Support



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.”

It seems even harder these days. 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!

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”
 - * HOW to say “no” in different circumstances (explaining the same “no” answer to students, faculty, and administrators)
 - * WHAT problems are created when you say too much or too little in your refusal
 - * WHAT is/isn’t relevant in deciding to say “no”
- And more...*

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

FANTASTIC BEASTS AND WHERE NOT TO FIND THEM!

September 30 – November 1

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. 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 a comprehensive and (in some cases, new) 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 are 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 most recent guidance from DOJ/HUD, guidance from professional organizations (for example, NACUA and the ACA), and related

happenings (such as changes 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) Incorporating into practice a new protocol for gathering documentation in support of ESA requests that provides more and better information to help you in decision-making (hopefully, with less frustration!).
- 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

HOW THE LAW SUPPORTS ACCOMMODATION: THE WHY OF WHAT WE DO

September 30 – October 25

DAIS

Disability Access Information and Support



Most disability service providers believe (hope?) that they have a pretty good grasp of the legal mandates that underlie the work we do with students with disabilities. They know about Section 504, Subpart E, and about the ADA, and (more recently) about the FHA. They know about some of the major court cases and agency decisions of the recent past, and how they shape our understanding and practice.

But knowing what is in the laws and legal precedents, and knowing how those words translate into the accommodations we assign are two different things. Very few of the accommodations we assign regularly are directly mentioned in Section 504 (and I am not sure *any* of them are directly mentioned in the ADA!). Nowhere in the statutes will you find the words “extended time in testing,” or “notetakers,” or “single room housing assignments,” or most of the other accommodations we read about on our professional listservs. So how do we know they are appropriate?

When we add to that the number of folks coming into our profession relatively recently, the problem is greatly compounded. Many are being introduced to the existing policies/procedures without a clear understanding of why they exist. They go to conferences and hear about the latest case precedents, but without the background that lets them assess their own process in comparison, or to determine the applicability of the outcome.

It isn't just about having a ready answer for the faculty or administrator who stamps his foot and says, “show me in the law where it says I have to do that!” (although it certainly won't hurt your confidence level to know that you can justify the assignment of accommodations when you must). It is important that disability service providers be mindful of how the accommodations we provide are tied to the mandate that we serve. If you can't find something within the statutes or guidance that supports an accommodation, then maybe it is time to rethink the assignment of that accommodation – or, at least, the manner in which it is assigned!

This class provides an opportunity for disability service providers, both new and experienced, to be more confident in their role. For many, being responsible for making the call for an *entire institution* as to what must be done to support access for a student with a disability is a little intimidating. Hopefully, it will be less so when you have a firm understanding of both the historical context and practical reasons that back your pronouncements.

TUITION: \$200

THE PRECEDENTS THAT SHAPE OUR PRACTICE: MILESTONES FOR OUR FIELD

October 28 – November 22

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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 adrenaline rush from a new school year fades, 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 once a week, during the four-week class, participants will also be invited to sit in on a live Zoom session where we can talk about what we've been discussing. (NOTE: I am hoping to be able to record those sessions, so they'll be available for folks who can't conveniently attend.

TUITION: \$200

Never At a Loss For (The Last) Words

Just for Fun! (Freebie!!!)

December 2 – December 13

DAIS

Disability Access Information and Support

Consider the humblebrag, a seemingly modest utterance that's actually a boast. The British have excelled in this charming self-deprecation for centuries: "Oh, I don't suppose many people were in the running this year," for instance, to explain why you won the London marathon

Here is MY version of a "humblebrag."

The Last Word #572, 2000+ readers, and counting. Does that make me erudite, or wordy?

The month of December is always an awkward time to hold a class. Folks are generally in the throes of closing out the semester and overseeing finals. Some find that a busy time, while others have a lot of time on their hands as they sit and proctor exams – but it isn't time conducive to classes and new information. So instead of trying to mount a short class, I thought I would give you something to amuse yourself with during that time, instead.

I have been publishing my *Last Word* posts every Friday for 11 years (in fact, the first post in the series was published on December 6, 2013). That means that by the first week of December, I'll have 572 posts to draw from. I am going to spend time this fall, browsing through my "archives," and pulling out some themed posts to offer up in "pamphlet" form every morning. In other words, I'll find three or four posts on a given topic, from across the years, and put them together (each day) in a single document for your reading enjoyment. (I'll even take requests, if there is a "theme" you would like me to explore.). You can browse through over a cup of coffee, or read them while you are tied down, proctoring tests – or you can print 'em out and sleep with them under your pillow! Read them on your own time, whenever you need a little distraction.

The best part is – it'll be **free**. Since there is no subscription fee for *The Last Word*, I can't very well ask for you to pay for those posts now! This will be my treat – my way of saying *Happy Holidays!* If you take at least one other class throughout the Fall, you can put your name on the list to receive these December "extras."

Professional Development from DAIS - Fall, 2024



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, scan, 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 <i>NO!</i> ”
September 3 – September 27 | Tuition \$200 |
| (2) Fantastic Beasts and Where <i>NOT</i> to Find Them
September 30 – November 1 | Tuition \$250 |
| (3) How the Law Supports Accommodation:
The <i>WHY</i> of What We Do
September 30 – October 25 | Tuition \$200 |
| (4) The Precedents That Shape Our Practice:
Milestones For Our Field
October 28 – November 22 | Tuition \$200 |
| (5) Never At a Loss For (The Last) Words:
<i>Just For Fun!</i>
December 2 – December 13 | 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 Fall)

- | | | |
|-----|--|------------|
| # 1 | How to “Just Say <i>NO!</i> ” | due: _____ |
| # 2 | Fantastic Beasts and Where <i>NOT</i> to Find Them | due: _____ |
| # 3 | How the Law Supports Accommodation... | due: _____ |
| # 4 | The Precedents That Shape Our Practice... | due: _____ |
| # 5 | Never At a Loss For (The Last) Words (<i>sign me up!</i>): | _____ |

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.