

ONLINE PROFESSIONAL DEVELOPMENT FROM DAIS

COURSE CATALOG



Fall, 2026

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, 2026

Welcome to the course catalog for professional development classes from DAIS for the Fall, 2026. 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, the 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

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 \$150, both get to sit in for \$150. If there are 10 of you, you all get to sit in for a single \$150 payment!). The tuition is not for an individual, but for an institutional contingent, no matter how large or small. 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.

NOTE: There is one activity planned for this Fall (described on p. 6) that will operate differently. Please read the information regarding, "GUIDED (SELF) STUDY: Reviewing *What and How You Do...* EVERYTHING."

Hope to "see you in class!"

Janie

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Disability Access Information and Support

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Why Do We Do What We Do?

Building On a Firm Foundation

August 31st – September 25



Lately, our professional listserv traffic is full of examples of folks who understand the theory of our work... but seem a little weak on the execution! We all know that our goal is to provide equal access to educational opportunity for students with disabilities. But some seem to be struggling with what “equal access” really means. They worry that in order to have equal access, students with disabilities should find those opportunities equally convenient, despite the realities of their disability. Instead of working to minimize the impact of the disability on opportunity, they find themselves trying to lessen the disadvantages created by the disability in the student’s life. That’s not our job!

This class will focus on WHY we provide accommodations for students with disabilities, and HOW we determine whether the requested accommodation is truly providing access for the student with a disability... or something else. Along the way, we will take time to discuss the (legendary!) interactive process – what it is, and what it ISN’T. Too many folks believe that the purpose of the interactive process is to negotiate an appropriate (and mutually agreeable) solution. *That isn’t true.* Your obligation is to listen to what the student has to say/suggest on the subject, not to meet them in the middle.

Our role is to determine if this is a student with a disability (a physical or mental impairment that *substantially limits* one or more major life activities); determine what *functional limitations* are created by the student’s disability (a term that is too often misapplied!); determine what, IF ANY, accommodation is needed to mitigate the impact of those functional limitations; and, determine if the accommodation identified to mitigate the impact of the functional limitation is reasonable.

We do our institutions, our students, and our credibility real damage when we trivialize the status of being a person with a disability by looking for ways to bring everyone who asks under the umbrella of protection, or assume that every difficulty experienced by a student with a disability is related to their disability (and not just related to being a student), or assign accommodations simply because we want to help the student, or because we don’t think the rules are really important

Disabled students are as capable as their nondisabled peers, and can and should be treated as students at the institution who happen to have disabilities, instead of as a separate category of participants in institutional programming. We create a second-class citizenry when we choose to focus and respond to the disabled students’ weaknesses, instead of their strengths. Let’s stop doing that.

We all believe that all students should have equal opportunity. The problem is, we haven’t been treating all students equally. Let’s take some time to revisit the mission of disability services and discuss how to use that continuing mission to guide our programs and practices.

TUITION: \$200

FANTASTIC BEASTS AND WHERE NOT TO FIND THEM! **UPDATE!**

September 8th – October 23rd

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. **Then, last September, HUD withdrew their guidance on ESAs and left us (largely) to our own devices! In May, HUD followed up by declaring that they would no longer respond to complaints/concerns regarding ESAs.**

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. That makes the shifting landscape especially tricky, since we have more requests and less guidance to help us determine how best to serve students in need while maintaining programmatic integrity. There is an urgent need to review and, as necessary, retool our policies and procedures to account for everything from the withdrawal of the HUD guidance and support, to the confusion caused by overlap of state laws and federal statutes.

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, psychiatric service animals, 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, and they haven’t been updated in the last 12 months, chances are it is past time for their review. 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!

NOTE: In January, I spent two full weeks with folks who were wanting to revamp their ESA policies and procedures in light of the HUD guidance withdrawn. What we determined appropriate in that class (tuition \$100!) largely will be incorporated in this class, as will a newly revised protocol for gathering documentation and making decisions regarding the approval (or not!) of ESA requests and a review of legal issues with the shift in HUD priorities.

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. We'll talk about what is left of legal guidance for ESAs with the withdrawal of the HUD guidance and shifting priorities. There will be a review of more recent guidance from DOJ/HUD, guidance from professional organizations, 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 and if/how they have altered in the last year.
- 3) How the term "assistance animals" came to be – and why it is time to drop that term from your policies and 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!

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. While the class will be significantly updated from previous offerings, I recognize, 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

GUIDED (SELF) STUDY: Reviewing *What* and *How* You Do... **EVERYTHING!!!** *October 5th – November 20th*



This past spring, I worked with folks looking to review and revise their ESA policy/procedures in light of the withdrawal of the HUD guidance. We created an interesting approach to the review process. I would provide background information on each element under discussion, then offer up what *I* would say/do in that case. Then participants were presented with a worksheet that asked them to think about – **really** think about – what they wanted to do with that issue:

- (1) What is your current policy/procedure?
- (2) What do you want it to be, going forward?
- (3) Why?

The “Why,” in this case, wasn’t about the legal reason for making the decision. It was about the reason that they decided to include/continue/change their policy/procedure. It was about considering options and making a conscious choice. It was about taking deliberate action and moving forward with intention.

This fall, you are invited to do that same kind of healthy review of what you do with/for students with disabilities in your office. We aren’t going to talk about different philosophies, and we aren’t going to spend a lot of time reviewing legal statutes or precedents. This review will be about **WHAT** you do for students, and **HOW** you do it, on a day-in, day-out basis. You’ll look at the processes/procedures you have in place, your decision-making protocols, and how you assign accommodations. We’ll also look at the accommodations you assign, from extended time and adaptive testing to the use of technology and requests for alternate media. We’ll take a look at how you are involved in developing technical standards and what your role is when students are studying abroad. We won’t be talking about what you **SHOULD** do in each case. You’ll be examining what you **ARE** doing in each case, and talking about what you want to do next week, next month, next year.

Who is this activity meant for? **EVERYONE**. Usually, at this time of year, I offer a class called “What’s It All About? A Beginner’s Guide to DSS.” Much of the information that would typically be shared with newcomers in that class will be offered as background reading during this exercise. It will be there for folks who need it, but it won’t be necessary reading for the more experienced service providers who have been at this job for a while. This activity will be critically important for those newcomers in understanding the full scope of their new responsibilities, provided they have enough background information to assess the status quo in their program.

Those who have been at this for a while already know, for instance, why we provide extended time in testing for some students. But they still need to think about how their adaptive testing function is established. Do you need more space for testing, or more/different staffing, or more equipment? How do you monitor the appropriate provision of testing accommodations when someone else is proctoring the test (be it a testing center or the faculty member)? Is there anything you do – or should be doing – differently for students who are taking face-to-face classes that are now testing students online? When you finish your review of that area you may not be doing anything differently than you currently do – or you may be ready to make some significant changes. Either way, you will be acting with intent!

If we are to thoroughly review EVERYTHING you do for/with students, it is going to take a long time, and a *lot* of time on your part. You aren't going to finish this exercise during the seven weeks established for this class. I can give you all your assignments and, hopefully, all the insight you need to do your self-reflection, but I recognize your review will likely stretch out through the fall – maybe even into the winter months. That's OK. First, I'll still be around to offer opinions or answer any questions, if you need more. More importantly, this activity isn't time dependent. You don't need to finish it by a certain time – but I would urge you to take (make!?) the time to finish it. I promise you'll be more confident in facing students and administrators when you know exactly what you are doing – and why you are doing it!

Each morning I'll send out my review of a given element of programming (sometimes with extensive background reading for those who need it), and a worksheet for folks to use in reviewing that element themselves. While some elements of programming deserve more than one day's attention, here is a *partial* list of things we will examine:

Policies and Procedures

Intake Interviews

Documentation Requirements

Assigning Accommodations

Confidentiality/LOAs

Services/Support for Various Student Populations:

Blind/low vision

Deaf/hard of hearing

Learning Disabilities

ADHD

Mobility Limitations

ASD

Mental Health Issues

Health Issues

Providing Alternate Media

Assistive Technology

Online Accommodations

Remote Learning

Technical Standards

Housing Accommodations

Study Abroad

Clinical Assignments/Practicum Experiences

Animals on Campus

Make no mistake – this exercise will require a LOT of work on your part. It will also be the most *useful* and *practical* activity you have participated in for a long time.

You'll thank me later.

Tuition: \$350

HOW TO “Just Say NO!”

October 26th – November 20th



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

FREE CLASS!!!

**THE PRECEDENTS THAT
SHAPE OUR PRACTICE:
MILESTONES FOR OUR FIELD**

November 30th – December 18th



“Loss leader – a product sold below cost to stimulate other, more profitable sales.”

Consider this my “loss leader” professional development opportunity for the Fall.

In the past, I have offered a 4-week class titled “The Precedents That Shape Our Practice: Milestones for Our Field (description below). *This time around, I am giving it away to anyone who has participated in one of the DAIS classes during the Fall of 2026.* Actually, it will be less of a class than... a trip down memory lane? ... an historical review? I know that the few weeks between Thanksgiving and Winter Break are busy for all of you. I am not expecting participation and I won’t be asking any tough questions, philosophical or otherwise. I’ll just be sharing some background information with you that I think you’ll find useful. AND... it is a “loss leader” because I am hoping you will be so intrigued with what you read that you will choose to sign up for a pair of classes planned for Spring entitled, “How the Law Supports Accommodation: THIS is Why We Do That!” and “The Next Step: Picking Apart the Terminology.” It is all part of my push to encourage folks to think... REALLY think... about the roots of our field. *So...*

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 review 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, you will hear about 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 started doing it in the first place!**

TUITION: FREE!!!

Professional Development from DAIS – Fall, 2026



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 (or scan and send to JaneJarrow@aol.com).

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 the next page, 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 first page of registration form.)

Why Do We Do What We Do? Building on a Firm Foundation
 August 31 – September 5 Tuition \$200

Fantastic Beasts and Where NOT to Find Them
 September 8 – October 23 Tuition \$250

Guided (Self) Study: Reviewing *What* and *How*
 You Do... EVERYTHING!
 October 5 – November 20 Tuition \$350

How to “Just Say NO!”
 October 26 – November 20 Tuition \$200

FREEBIE! The Precedents That Shape Our Practice: Milestones for Our Field
 November 30 – December 18

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	Why Do We Do What We Do? Building on ...	due: _____
# 2	Fantastic Beasts and Where <i>NOT</i> to Find Them	due: _____
# 3	Guided (Self) Study: Review <i>What</i> and <i>How</i> You...	due: _____
# 4	How to “Just Say NO!”	due: _____
# 5	The Precedents That Shape Our Practice: Milestones...	FREEBIE!!! _____

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: _____

(If you wish to call in the CC number instead of sending it by FAX/SCAN/MAIL, please fill out the top of this form then call 614-571-5681.)

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.