

**Professional Education Council**

**Minutes**

**March 28, 2024**

**McKee 230; 3:30-5:00 PM**

**Attendees:** Jenny Urbach, Jennifer Cherico, Jennifer Parrish, Charlie Warren, Lindsay Fulcher, Teresa Higgins, Suzette Youngs, Michelle Holmes, Jennifer Krause, Abi Paytoe-Gbayee, Jared Stallones, Nicole Petersen, Ginny Huang

**Guests**: Cristin Turner, Director of DRC

1. **Approve minutes:**
	* Jennifer Parrish motioned to approve; Jenny seconded. All approved.
2. **Disability Resource Center Discussion:**
	* Cristin Turner attended today to discuss questions/themes/issues regarding accommodations.
		1. Accommodations that may conflict with the outcomes of the course, directly.
			1. No delivery of presentations to class. All presentations are done 1-on-1 with the professor. The purpose is to develop teaching skills.
				1. If you see accommodation on a written letter that directly conflicts with course requirements, notify DRC so they can work with profession if that requires a fundamental alternation of course requirements, which DRC will not approve. DRC does not want to conflict with course requirements. Initial review may be prior to education courses. Updated letters can be made. Can be done by class.
			2. What if a student gets to leave a classroom for a set amount of time during class? This is not allowed as a teacher.
				1. The DRC office does not know they are missing longer time than is allowed. Letters are not specific in time allowed. It is more general with “reasonable” time.
				2. Instructor portal on DRC website or letter via email will provide the specific wording on the letter.
			3. Attendance policies
				1. There are specific policies in place and missing class is hard for education, as you have a limited number of sick days in a classroom. How do we set them up for success when they go beyond this?

The modified attendance policy is not unlimited absences. Instructor is asked to complete a form at the beginning of the semester. Questions are asked about telling them about the course and how many absences would the instructor allow for the semester. Answers are expected to be different. Faculty input is utilized unless you do not put in any additional details. These are course specific. Faculty should determine how much a student can reasonably miss and still complete the required information (less than 1% of students served). Students get the revision and have to sign off on it. If a student asks to go beyond the accommodation, stick to the policy. We need to follow the equitable decision determined at the beginning of the semester. It’s uncomfortable, but it needs to happen. Refer students back to the DRC office and let the DRC office know they have been referred. They can talk with the students. It may not be the course for you, which may ultimately result in it being a wrong degree choice.

If an instructor provides flexibility inequitably it could cause issues.

* + - * 1. How do students get accommodations:

Self-reported by students. Online form. Asks about students and disability. Meet one-on-one. What is diagnosis and how does this affect you in an academic environment? If they are direct from high school, they will look through that information as well. Medical documents will be used to corroborate. If it is medical, will go to a medical professional. 504, IEP for HS. Mental Health comes from Psychologist/Psychiatrist. There are best practices in higher ed. Those are used. Hard to account for every learning environment. These accommodations have been determined based on the most common academic classroom. If other situations let the DRC office as these accommodations may not apply.

* + - * 1. Seems sometimes like students can get accommodations at any time and may be able to choose from a drop down.

Students were given accommodation the day the project was due.

No retroactive requests are allowed. DRC should reach out to the instructor to see if the accommodation is reasonable.

Based on initial evaluation, if something comes up later, they can ask for more within that class.

Students asked for presentation accommodation after learning about what the class would require. Next day provided the new accommodation.

* + - * 1. Attendance policy for students, but never received a request for details. Students are not communicating either. Modified attendance of a few students did not receive questionnaire.
				2. DRC will re-evaluate the language in the letter. Will start with how the accommodations are funded and to reach out if this will cause an issue.
				3. Can we send a list to DRC of courses that will always have the same accommodation. It would need to be semester to semester. Rather than responding to individual accommodation.
				4. Are students encouraged to talk with their professors about accommodation? Yes, they are.
				5. System currently does not allow for “holding” accommodation restrictions.
				6. Accommodation to have students “not present” this poses a philosophical issue with students as future teachers. We have a form related to expected behaviors candidates need to exhibit. This begins in on campus courses. Presenting, working with peers, etc. are requirements.
			1. School districts – they can provide accommodation, but the student is required to request the accommodation, they are not automatically given. They have set time allowed, once per class period. If violated, accommodation is revoked.
			2. Are accommodations re-evaluated periodically? If not, can education courses provide specific accommodations that are not allowed?
				1. DRC is happy to collaborate with PEC to determine the best way to proceed for specific accommodations that would not allow students to be successful in education.
				2. Could DRC speak with Teacher Prep coordinators to come up with a plan that would help with providing accommodations that will not impact a student’s success in a teacher preparation program.
			3. We can continue this conversation. We can work with DRC if accommodations are not going to work.
			4. DRC will be contacted by Associate Dean, Dr. Huang, with whom to speak with to move forward.
			5. Law does not allow for “generalization,” needs to be more specific.
				1. Can we provide information on things that this program would require, think about it, work with your advisor to determine if this program is a good fit.
			6. The complexity of student needs has really changed over the last 10 years. Social/Emotional needs, mental health diagnoses, volume of students advocating for themselves and asking for accommodations.
		1. PEC can discuss what we would like to see happen.
		2. PEC can reach out to Cristin directly; she is happy to talk through any issues.
1. **Feedback/Input from Partner School Representatives:**
	* Nicole Petersen: coursework, how do you implement the curriculum you are given. Students may think they can teach whatever they want. Most schools will provide you with a specific curriculum.
		1. EPPART can look at the assessments to provide how to apply what they are learning with curriculum they are provided. How to adapt.
2. **Curriculum:**
	* There is no curriculum up for approval.
3. **Old Business:**
	* Reauthorization update – Ginny; self-study report has been reviewed and programs no longer have access to add any more details. SLL data from Fall 2023 will be provided by tomorrow. Data will be provided to programs. Program specific data from EPP is available and has been sent to programs. It is prepared with data through 2021 with graphs. Comparison data with UNC and the state.
	* Certified/non-certified service animals:
		1. [UNC Policy](https://www.unco.edu/institutional-equity-compliance/pdf/OIEC_Service_Animal_SOP.pdf) – you can ask 2 questions. Is the animal necessary for you to perform your tasks? What role can it perform?
		2. Greeley-Evans District #6 – [service animal](https://go.boarddocs.com/co/wcsd6/Board.nsf/goto?open&id=CGNLRN577914) – [nonservice animal waiver](https://drive.google.com/file/d/1DkddvPmvSo7qRcyKYyEqHRaAW7nRZlFB/view?usp=sharing) – [liability form](https://drive.google.com/file/d/1JZXJmyDSYgaGOWAvinWk-eJIRkBGvEFs/view?usp=sharing)
		3. [St Vrain School District](https://uncoedu.sharepoint.com/%3Ab%3A/r/sites/ProfessionalEducationCouncilPEC/Shared%20Documents/General/2023-2024/SVVSD%20Policy%20EJ%20-%20Service%20Animals.pdf?csf=1&web=1&e=YqwG4A)
		4. Poudre School District
		5. Non-service animals that are used as service animals may have consequences based on law. The other districts have requirements, and the documents are linked above.
4. **Reports:**
	* Reports from membership
		1. Charlie Warren – nothing new. 60 students ready to get licensure. Many have not completed the forms.
		2. Ginny Huang – nothing to report.
		3. Jared Stallones – tomorrow is Destination UNC, if you can say hi to visitors, please do so. There is still a delay with FAFSA. NFEC was successful last week. Hoping to keep this going. Fall conference for Rocky Mountain Association for Teacher Education. Looking for anyone interested in participating. Belize principals are coming next week. Looking to develop partnerships with schools in Belize.
		4. Jennifer Atterbury-Cherico – new hire for curriculum will start next week.
5. **New Business**:
	* 2nd Annual National Active Schools Conference – national organization was originally Michelle Obama’s organization. The mission is to increase physical activity in classrooms, during the day, etc. Please invite K-12 teachers, leaders, etc. please come. Least expensive conference.
	* Would you like us to add something to the agenda or otherwise on conferences? Yes.
6. **Adjournment**