

**EAC 2025-26 ANNUAL REPORT
TO APRIL CORDERO, ASSOCIATE PROVOST
OFFICE OF EDUCATIONAL EFFECTIVENESS**

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Denise Necoechea, Interim Associate Dean

Sabrina Mathisen, Senior Manager of Student Life

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Ty Burdette, Manager of Academics

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Educational Access Center Annual Report 2024-26

Mission Statement: To promote access for all members of the PLNU community by facilitating self-advocacy, removing barriers, providing resources for learning, and creating a culture that honors each person's unique, God-given gifts (1 Corinthians 12:4-28).

PROGRESS BY MISSION

Introduction

Personnel to Support Mission

The activities of the EAC were led by Interim Associate Dean *Denise Necoechea*, Special Advisor *Pamela Harris*, three Managers, and a Coordinator. *Sabrina Mathisen* was promoted in 2024 to Senior Manager of Student Life and supervises the Accessibility Coordinator and Accessibility Assistants (student workers). She also covers the office when needed as the point person for decision making when needed.

Amber Mirko was promoted to Manager of Graduate and Accelerated Undergraduate programs in March of 2025. Amber's office is on the Balboa campus, and she supports programs at Balboa, Mission Valley, and online programs. In summer and fall of 2025, she attended several trainings to prepare her to provide Academic Coaching. Beginning in Fall 2025, she facilitated academic coaching for EAC TUG students for 10 hours per week. *Ty Burdette* transitioned from Accessibility Coordinator to Manager of Academics for TUG in March 2025. *Kaylee Ryan* joined the EAC at the end of the Spring semester in 2025 as the Accessibility Coordinator, where she oversees office operations and Accessibility Assistants.

Each member of our team created an online job manual for their position: [EAC Job Manuals](#). The manuals can easily be updated as needed and provide a summary of daily, weekly, monthly, semester, and annual tasks and responsibilities. It will serve as a training manual when new employees join our team. We can also use it for cross-training so that team members on leave (medical, maternity, etc.) or vacation can fill in for each other. These manuals are detailed to demonstrate the breadth of responsibilities for each member of the EAC team.

Table 1.

EAC Personnel

EAC Staff	Position/Role	FTE
Pamela Harris	Advisor/Consultant	< 0.5 (19 hours/week)
Denise Necoechea	Interim Associate Dean	0.5 (20 hours/week)
Sabrina Mathisen	Senior Manager of Student Life	1.0
Amber Mirko	Manager of AUG/GRAD and Coach	1.0
Ty Burdette	Manager of Academics – TUG	1.0
Kaylee Ryan	Accessibility Coordinator	1.0

Our Accessibility Assistants (student workers) served in a variety of ways including test proctoring, assisting professors in remote learning, note taking services, adapting materials, teaching students to use assistive technology, EAC cart transportation, and promoting the EAC at campus events. Additionally, the EAC provides scholarships to Peer Notetakers that provide notetaking services for students with disabilities. The number of student workers for PL and LS campuses has been stable over the past two years, while the number of student workers for Balboa/MV has increased and remote learning assistants have decreased.

Table 2.

Accessibility Assistants by Role

Number of Student Workers	Role	Campus
10	Accessibility Assistant (Receptionist, Exam Proctor and Notetaker/Scribe)	Point Loma/Liberty Station
6	Accessibility Assistant (Proctor/notetaker/scribe)	Balboa/Mission Valley
1	Classroom Assistant for Remote Learning	All Campuses
20	Peer Notetakers	Point Loma/Liberty Station
1	Peer Notetaker	Balboa/Mission Valley

Mission Part A: Self-Advocacy for Students with Disabilities

As we work alongside faculty in a major academic reorganization for TUG programs, several university changes are reflected in the EAC student distribution. Of those with long-term disabilities, 430 students were registered in the Spring of 2024 and the number increased to 610 by the Spring of 2025 (see Table 3). We do accommodate students with temporary conditions by working unofficially with their professors for conditions that are less than two weeks rather than completing a full registration process (concussions, sprained limbs, etc.). If any of these students with temporary conditions need more than two weeks, the Wellness Center or their private provider sends the EAC the proper documentation and students request an official temporary accommodation (up to a year). This policy change has streamlined the process for students that are ill or injured but do not necessarily have a disability. Across all programs, the EAC processed 100 temporary accommodations in addition to the 610 registered for long-term accommodations exclusive of students with conditions lasting fewer than two weeks.

Table 3.

Current EAC Student Registrations by Campus

<u>Semester</u>	Spring 2024	Spring 2026
Total Students Registered	430	602
Point Loma Campus (TUG)	364	468

Balboa/Mission Valley/Bakersfield (GRAD)	66	97
AUG online students	0	37
Temporary Accommodations	75	100
Total Students Using EAC	505	702

Over half of the students eligible for EAC accommodations had mental health diagnoses including anxiety, depressive, neurological and PTSD disorders (n = 347; see Table 4). The second most populous category was attention deficits both with and without hyperactivity, followed by learning disabilities. The “other/non-specific” category also had a large number of students. Usually, these diagnoses span the spectrum of very specific medical conditions that are not included in our other categories. The number of students with temporary accommodations due to illness or injury also jumped significantly in the past two years. Of note, there were no Covid Syndrome accommodations in the past year; whereas this category was populated in past year reflecting the aftermath of the pandemic.

Table 4.

Eligibility Categories 2025 – 26*

Primary Diagnosis	TUG	AUG	GRAD	Total
Attention (ADHD/ADD)	104	6	29	139
<i>Mental Health Total</i>				313
Anxiety Disorder*	105	19	35	159
Depressive Disorders*	58	11	17	86
Neurological Disorders	27	4	3	34
PTSD*	19	10	13	42
Psychological Disorder*	21	3	2	26
Learning Disorder/Disability	77	6	6	89
Food Related Diagnoses	74	0	5	75
Other/non-specific	80	12	22	114
Health Impairment/Medical	77	4	14	95
Physical Disorder/Disability	55	4	13	72
Hearing or Visually Impaired	5	2	2	9
Short-term Concussion or Injury Recovery	86	4	10	100

**Considered a mental health diagnosis.*

Note: Total exceeds 602 because some students have more than one diagnosis used for eligibility.

Self-Advocacy Activities

Student self-advocacy was central to all our efforts. After a year of staff training on ***Simplicity Accommodate***, the EAC launched a management platform that is more student friendly than the previously used Workday configuration. This system allows students to complete their accommodation requests independently through a series of questions that our staff reviews prior to meeting with the student to create an Accommodation Plan (AP). It also allows them to see their records whenever they log in and they can request supplemental accommodations on their schedule.

Enrollment in the ***STS 2070 course titled, "Self-Advocacy in Higher Education"*** dipped over the past two fall semesters. This one-credit course was designed to promote retention of PLNU students with disabilities and is primarily populated with freshmen and transfer students. Taught by Associate Dean Pamela Harris, and Mentee Luis Barretto, topics included rights/responsibilities, how to self-advocate for accommodations, a student panel and a faculty panel who shared their successes, self-care and executive functioning strategies for organization and self-regulation, and career readiness. Our team will be implementing a more systematic approach to recruitment with the hope of enrolling 10 – 15 students each fall.

Dr. Necoechea expanded the ***Peer Mentoring Program*** for students with disabilities with financial support from the Office of Educational Effectiveness and the EAC. Dr. Necoechea taught two 1-credit courses for mentors of students with disabilities titled ***STS 2071 "Peer Mentoring Program 1 and Peer Mentoring Program 2."*** These mentors were trained to support students with disabilities who requested mentoring in academic and social support. Peer Mentors can take an initial course and a continuing course for credit (N=4) to support mentees with disabilities. This growth is documented in Table 5. Mentors receive a nationally recognized certificate for completing the training.

Table 5.

Peer Mentoring Participation by Year

Year	Mentee Participants	Mentor Participants	Certificates Awarded
2022 - 23	11	11	0
2023 - 24	28	28	28
2024 - 25	36	36	24
2025 - 26	42	42	29

Mission Part B: Removing Barriers for People with Disabilities

Educational Access Committee: Members include both faculty and staff to advise on accessibility issues across all campuses and programs. As a Faculty Council Committee, the members of this team rotate on a predetermined basis. The committee met three to four times per year as a whole group and additional times as sub-groups working on campus issues that will be described in the body of this report.

Faculty Appointees

Mary Beth McCabe	Fermanian School of Business (3-yr term)
Jose Manjarres	School of Physics and Engineering (2- yr term)
Lauren Miller and Sarah Mayer	Physician's Assistant Graduate Program (1-yr term each)

Ricardo Ramos and Ray Posey School of Education (1-yr term each)

Staff standing members

Amanda Bolton	Dean of Students for GPS
Melanie Wolf	Dean of Student Care for TUG
Bethany Denney	Director of Residential Life
Leo Santiago	General Council
Jeff Bolster	Vice President for University Services

Recommendations

Priority #1: Streamlining and clarifying processes

- Visit individual department meetings to present any changes/clarifications in policies annually
- Consistent and frequent information/training offered across multiple platforms
- Gchat in real time with professor on a regular basis for exams
- Offer monthly Q & A session for all interested faculty

Priority #2: Improve physical and structural accessibility

- Balboa accessible parking spots need to be closer to classrooms and elevator
- Updated process so students can request and get timeline that is realistic
- Automatic doors for all buildings “Access begins at the front door”
- Campus shuttle / transportation, concerns coming after business hours
- Retrofitting existing buildings with realistic expectations

Priority #3: Align accommodations with professional realities

- Create rubric for professionalism for external experiences by area with links to specific program websites.
- Executive functioning workshops or ideas advertised on My PLNU and website.
- Checklist for students to explain what accommodations look like in a specific field. Put in program book or on dept site.
- Chatbot to answer student questions
- Partner for grants to broaden accessibility in all campus programs

Campus-Wide Accessibility: Physical barriers continue to be challenging for students whose mobility-related disabilities present barriers to educational and campus life access. In the previous two years, the EAC team coordinated a quarterly meeting with Eric Remley and relevant facilities and transportation staff. Denise Neceochea has spearheaded the effort, but we hope it will eventually be housed and led by the ADA office.

University Physical Access Committee

Heather McClary	ADA and Compliance Coordinator
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Danielle Brown-Friberg
 Jeff Bolster
 Denise Necoechea
 Sabrina Mathisen

Director of University Compliance
 Vice President for University Services
 Interim Associate Dean of EAC
 Senior Manager of Student Life

Outcomes of this Campus Accessibility committee include:

- Accessibility Support Intake Survey
- Expansion of doors with accessible push buttons
- Expansion of kitchen access for students with dietary restrictions in residence halls
- Expansion of accessible rooms in residence halls other than Goodwin (where most are currently housed)
- The Records office works collaboratively to reassign rooms so that students with mobility and/or temperature issues were in appropriately accessible classrooms
- Equipping classrooms for graduate students with disabilities to effectively teach undergraduates (podium, seating, white board at wheelchair level).

Academic & Student Life Access

The most common accommodations for removing barriers at PLNU were academic in nature, but student life accommodations have increased as the number of eligible students has increased.

Table 6.

Types of Accommodations

Academic Accommodation	Count	Student Life Accommodation	Count
Testing/Separation w/ 1.5x extension	299	Transportation/Freshman vehicle pass	83
Writing/Note-taking software	177	Housing/Minimal roommates	37
Assignment deadline extension (48 hours)	174	Transportation/EAC cart	32
Copy of Instructor Notes/Outlines	116	Housing/Off-campus exception	28
Permission to leave class as needed	106	Chapel/Chapel modality change	27
Academic/Absence Exception	97	Housing/Other	25
Audio/Record lectures	89	Housing/Additional kitchen appliances	22
Reading/Audiobooks	84	Dietary/Meal plan reduction	18
Academic/Priority class registration	65	Housing/Access to kitchen	18
Other Academic	57	Transportation/parking pass level change	18
Classroom/Priority seating	39	Dietary/Meal plan waiver	17
Testing/Separation w/ 2.0x extension	39	Chapel/Chapel reduction	16
Classroom/Movement breaks in class	38	Housing/Larger mini-fridge	15
Reading/Screen reader	32	Allowed to remove food from dining hall	12
Testing/Scribe and/or reader	24	Housing/Reduced distance to facilities	12
Classroom/Remote learning exception	23	Housing/Increased airflow	4
Classroom/Allowed to eat/drink in class	18	Audio/Closed captioning	4

Academic Accommodation	Count	Student Life Accommodation	Count
Testing/Short stop the clock breaks	17	Allowed non-disruptive fidget device	4
Testing/Allowed to use calculator	16	Testing/Temporary delay of exams	4
Mobility/Adaptive PE	15	Oral responses and speech to text for written work	3
Audio/Noise-cancelling headphones	13	Noise reduction headphones for in-class exams and independent classroom activities	3
Academic/Language substitution	12	Testing/Computer/tablet exams only	2
Testing/Use of Note Sheet	11	Testing/No scantron use	2
Presentation modality change	9	Housing/Accessible restroom	2
Use of laptop in class for note-taking	9	Housing/En suite restroom	2
Testing/Separation w/o extended time	9	Housing/Increased ventilation option	2
Academic/Reduced Course Load	8	Housing/Lower bunk	2
Remote learning exception granted	8	Medical/Service animal	2
Allowed to type all written responses	8	Transportation/Accessible shuttle	2
Allowed to check glucose levels as needed	7	Chapel/Chapel Lobby Seating	1
Housing/Access to larger private/locked kitchen storage	6	Housing/No animals on hall	1
Housing/Guaranteed on-campus	6	Housing/Non-courtyard facing window	1
Not allowed to be called on in class without prior notice	7	Testing/Write answers in exam book	1
Writing/Peer Note Taker	6	Classroom/Allowed to take photos of teacher's notes on board	1
Academic/Math Substitution	5	Classroom/No extended periods standing	1
Allowed to wear sunglasses in building	5	Reading/Enlarged font	1
Testing/Paper exams only	5	Testing/Single Room	1

Digital Access

By April 2026, all institutions of higher education were required to be digitally accessible. Katie Jacobson and the EAC had a jump start on this by purchasing a Canvas companion program called Panorama that allowed us to track how accessible course materials were for students and to provide training for faculty. The federal government deadline was extended a year, and all of the Course Designers and the Office for Instructional Technology have done an excellent job getting PLNU ready for fluid digital access. In the EAC, we had multiple student requests for accessible materials, so we converted them in real time while the IT worked on longer-term solutions across all campus platforms.

Mission Part C: Create a Culture Honoring God-Given Gifts & Abilities

Policies & Procedures

Creating a campus culture to honor God-given gifts and abilities takes time and intentionality. EAC policies and procedures need to be updated regularly to provide clarity to all stakeholders (students, staff, faculty and visitors). Our office works closely with Leo Santiago, General Counsel, to align our policies and procedures with ADA law and PLNU-specific language. Some of our policies were challenged through the Grievance and Appeal Process, while others needed clarity in specific settings such as clinical experiences (see Table 7).

Table 7.

2025-2026 Policies and Procedure Updates to Ensure Compliance with ADA

Document Name	Audience
Informal Appeal Decision Letter Template	Students
Informed Consent, Authorization, and Privacy Notice	Students
Provider Verification Form	Medical and Mental Health Providers
EAC Food-Related & Celiac Protocol	EAC Staff
Grade Appeal Checklist for EAC Students	Students
School of Nursing Policy Updates	SON Faculty & Students
Physician's Assistant Policy Updates	PA Faculty & Students
Conditional Accommodations Criteria	EAC Staff & Student Care

Guide Sheets

Our team created a set of more than 20 Guide Sheets (see link below) for the most-used accommodations that outline the responsibility of the student and the professor for specific accommodations. As an example, our team tightened the definition of Absence Exception to promote mutual understanding of the boundaries of the accommodation. These guide sheets have been especially helpful for faculty (regular and adjunct) as they increase confidence in implementing accommodations for registered students. It makes clearer what a student can and cannot expect when utilizing accommodations.

(https://drive.google.com/drive/folders/1LUAMO9b4wugsnZ2GzHW4phnYc4G0FEt0?usp=drive_link).

Disability Studies Certificate

Denise Necoechea continued to work with faculty from various TUG departments to expand the Disability Studies Certificate. The program is heavily recruiting through our EAC website, the PLNU app

and through word of mouth. The EAC plans to continue to support the expansion of the Certificate using all available advertising tools.

American Sign Language (ASL) Course for Faculty & Staff

The EAC staff would like to allow students to transfer in ASL credits towards the TUG foreign language requirement. For many students with disabilities in auditory processing, learning a second language, while also navigating their other courses, is not feasible or appropriate. Current PLNU practice is to do a Language Substitution for those students. In lieu of the foreign language courses, these students take approved Sociology classes. However, transfer students with auditory processing deficits often come to PLNU with ASL credits because it is accepted as a language in most institutions of higher education. Unfortunately, the credits can only transfer as electives when they start at PLNU.

During the past five years, we have requested for an ASL course to be included, but the Foreign Language Department has vetoed the idea for a number of reasons. So this year we took a new approach by offering a course in ASL to faculty and staff as a first step toward increasing awareness of the cultural and language components of ASL.

In the spring semester of 2026, the EAC hosted a faculty and staff beginning American Sign Language course (ASL 1). An initial survey yielded nearly 100 interested individuals for a course. After identifying an instructor, meeting pattern and room number, a second survey allowed people to sign up for the course. The demand was higher than the available slots, so 22 faculty and staff members were offered the initial course with the others placed on a waiting list. The course was taught by Ruth Rosas, who is herself deaf, an instructor at a local community college.

In an exit survey of participants, comments were very positive with examples like, "Just about everything" and added, Some examples: 1. "Ruth Rosas is an incredible instructor both in content and engagement." 2. "Staff/faculty involved in the course are bought in and participate well" 3. "ASL is an amazing language, and I feel strongly that this material would be beneficial for future PLNU students."

Additionally, the course expanded disability knowledge for those working in all parts of the university, providing opportunities for cross-collaboration and relationships that help strengthen PLNU's mission. "I really have loved this class. I look forward to it each week! I have met other staff/faculty that I never knew before and it has created a sense of mini-community that I hope can be fostered and further developed in the future."

Key Benefits of ASL Integration (Highlights):

- **Expands Accessibility & Inclusion:** Provides a language pathway that supports students with learning differences (e.g., dyslexia, auditory processing) and benefits visual-spatial learners.
- **Recognizes Linguistic Legitimacy:** ASL is affirmed by linguists, the Modern Language Association, and the ACTFL as a complete language, with rich cultural immersion in Deaf communities.
- **Strengthens Student Success & Career Readiness:** ASL proficiency is valuable in education, healthcare, psychology, ministry, social work, and beyond.

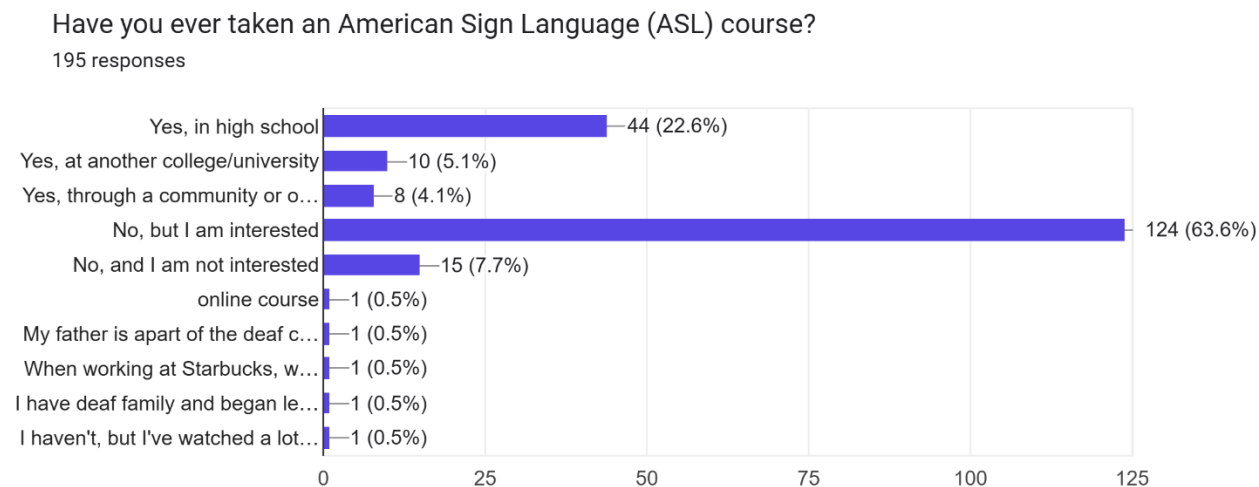
- Enhances Cultural & Spiritual Mission: Embracing ASL aligns with PLNU's Christian commitment to hospitality, inclusion, and preparing graduates to serve diverse communities with compassion and justice.
- Adds Institutional Value: Offering ASL supports enrollment, enriches existing minors and certificates, and positions PLNU as innovative, inclusive, and competitive with national trends.

Using the feedback from the 22 participants in the exit survey, we plan to offer ASL 1 again in Fall 2026 and ASL 2 in Spring 2026.

Additionally, we conducted a student survey for EAC registered students regarding their interest in offering ASL. Of the 468 TUG students sent the survey, 195 responses were recorded (see Figure 1) The survey was especially useful when considering future offering at PLNU in ASL. Nearly a fourth of students took a course in high school, and an additional nine percent at a community college/other institution. Therefore, we must infer that ASL is offered and well enrolled in educational settings outside of PLNU. Our hope is to offer students an undergraduate course in the next five years.

Figure 1.

TUG EAC Registered Students for ASL Interest.



TUG Student Care Team

An EAC staff member serves on the Student Care Team. Denise Neceochea and Sabrina Mathisen work closely with this team to resource students well when they concerns in both academic and student life areas. The process was streamlined this past year with an online concern form that can be completed by any faculty member or student. This team, facilitated by Melanie Wolf, decides what action steps are needed to support the student and the Student Care Team Coordinator tracks the effects of the interventions. Examples include referrals to tutoring, short-term leaves of absence, and referrals to the EAC when a disability is suspected and/or confirmed but the student has not pursued

accommodations through our office. In short, this team helps prevent students from falling through the cracks and increases student retention, a major goal of the University.

Mission Part D: Increase Resources for Learning

In addition to our services for learning for students registered with the EAC, our team strategically engaged in activities in support of building a culture of inclusion of people with disabilities by expanding our influence and offerings to faculty, staff and non-disabled students.

Balboa, Mission Valley & Bakersfield Campuses

A major focus for this year was expanding support and resources to students, faculty and staff in the AUG and GRAD programs. Manager Amber Mirko created a number of systems for exams at Balboa and Mission Valley campuses, protocols for allowable accommodations in clinical settings, and a feedback loop with key leaders in each graduate department. She also coordinated assistive technology for students to find a device or program that would allow equal access and was also user-friendly.

The EAC has an office/testing room at the Mission Valley campus, but we needed to book rooms at the Balboa campus. We worked with Dean Jeff Sullivan to identify and equip a permanent exam room for proctoring students with extended time accommodations.

STS 2070

The previous omnibus course became a permanent offering. “Self-Advocacy in Higher Education,” a 1-credit course in fall semester provided valuable lessons and practice in areas needed for college success including executive functioning skills, communication modes for successfully communicating with professors, using the Ryan Library for research, and how to apply for student life accommodations when appropriate, and how to engage in age-appropriate self-care including the Wellness and Counseling Centers on campus.

Faculty & Staff Training

The EAC hosted the **New Faculty Orientation Luncheon** in the Bond Academic Center. Each new faculty member was offered a tour of the EAC, a packet with instructions on how to access their students in the Accommodate Management System, policies for testing, and ADA policies/procedures for accessible spaces in higher education including the responsibilities of faculty to provide approved accommodations. Each table was hosted by an EAC staff member so that new faculty could ask specific questions and have a known contact in the EAC for future needs.

Sabrina Mathisen trained **Alpha Leaders** on eligibility and accommodations for peers with disabilities. She also covered inclusive language use, service and emotional support animal law/policies, and when to seek EAC staff help. Denise Neceochea held a workshop for **Art and Design Faculty** on planning for students with autism. Amber Mirko and Pam Harris facilitated two workshops with PA faculty on accommodations in classrooms and clinical settings. Ty Burdette and Kaylee Ryan facilitated group and individual training for 16 **Accessibility Assistants Processes and Procedures** (student workers in office) and 21 peer notetakers.

Student Training Assistive Technology

Kaylee Ryan provided instructions and training for all EAC students with assistive technology needs. This included Bookshare for audible textbooks, Genio for notetaking and recording lectures, microphones and receivers for communication devices, in addition to teaching students how to make a public accommodation request in our electronic system called Accommodate. She provided training in person, on the phone and on Zoom to meet the needs of all students on all campuses needing assistive technology (approximately 200 students).

Academic Coaching Pilot

Amber Mirko piloted our new coaching program for EAC students called THRIVE. THRIVE is a student success coaching program that takes a holistic, person-centered approach to supporting students, with an emphasis on neurodivergence and disability. Coaching sessions provide a supportive space for students to explore academics, executive functioning, health and wellness, self-advocacy, communication, relationships, and personal growth.

Each coaching experience begins with a discovery session, where the coach learns about the student's strengths, experiences, interests, and goals. Using a strengths-based approach, coaches help students build autonomy, self-awareness, and confidence through reflection, curiosity, and meaningful conversation. Students identify the areas they want to work on, explore barriers, and develop practical strategies tailored to their needs. Sessions focus on goal setting, accountability, and sustainable skill-building, with ongoing support and check-ins as needed. THRIVE coaching is offered in six-week sessions, with opportunities throughout the process to reflect on progress, celebrate successes, and adjust goals to support continued growth and success.

Amber piloted the program with 36 referrals from faculty and staff. Of those referred, 6 students participated in individual coaching sessions. Amber is developing pre/post measures to measure impact. The program will be expanded in the next academic year to double the number of sessions offered by training an additional coach.

EAC Accessible Cart

In an ongoing effort to provide accessible transportation, the EAC upgraded to a cart that accommodates wheelchair users. Training was provided by Ty Burdette for all staff and student workers transporting EAC registered students.

The cart has been requested for use in other departments for transporting visitors/presenters with mobility needs. We are working on a request form and training module so it can be utilized by our campus partners.

Regional and National Organization Membership and Participation

PLNU continued as part of **the Southern California Disability Consortium (SCDC)** which met regularly to provide professional development, problem-solving and current practices, and legal cases in disability rights in higher educational settings. Manager Ty Burdette has joined the leadership board of this organization, increasing PLNU presence among our sister public and private institutions. Our office hosted the annual summer meeting in the EAC which included speakers, a tour, and provided lunch. Fifteen SCDC members attended the meeting.

EAC staff, the ADA team, and other campus partners participated in programming offered by the **Association for Higher Education and Disability (AHEAD)**, including webinars, live discussion boards, and two conferences. Increasing the knowledge and skill of the EAC staff was instrumental in the depth and breadth of offerings coordinated through our office. Amber Mirko also received professional coaching training throughout the fall semester to prepare her for the THRIVE pilot. Additionally, we started the practice of inviting a faculty member to the annual conference to build campus knowledge and capacity for providing classroom accommodations. In 2026, Taera Felkins attended the AHEAD Annual Conference to learn more about accommodations in health-care fields. As a member of the Physician's Assistant faculty, she worked alongside Manager Amber Mirko to assess our program accommodations to those of other like institutions across the US.

Summary

Fully staffed, the EAC was able to accomplish more than in previous years in every area of our mission, even with leaves and absences. We are happy to report that we have a stable and extremely talented set of EAC employees that work collaboratively with students, staff, faculty, parents/visitors and university leadership.

Looking toward 2026-27, we plan to expand our programs and presence in AUG and GRAD while maintaining quality services to TUG students and faculty. Our entire team considers it a blessing to serve God and people vocationally through our work in the EAC.