

**MINUTES OF THE UNIVERSITY SENATE
September 3, 2002**

Chairperson Smith called the September 3, 2002, meeting of the University Senate to order at 3:16 p.m. in the Alumni Auditorium of the Eberly College of Business.

The following Senators informed the Senate leadership that they could not attend:

Carranza, Lamberski, Mukasa, Perdue.

The following Senators were absent from the meeting:

Barker, Camp, Diaz-Martin, Fisher, Gasbarro, Green, Hanrahan, Hartman, Horton, Patrick, Rivosecchi, Robertson, Weiner.

The minutes of the May 7, 2002, meeting were **ACCEPTED**.

Agenda items for the September 3, 2002, meeting were **ACCEPTED**.

At this time it was announced that Justin Aion had won the election for Vice Chair, and took his seat at the table with the Chair.

REPORTS AND ANNOUNCEMENTS

President's Report (Dr. Pettit)

Recently I reached a decision on a matter about which I had been thinking for a number of months, and am preparing to retire from the university presidency on August 1, 2004. Even though the trustees have moved to recommend extension of my contract beyond that date, I will ask the chancellor not to act on the extension.

On May 2, 2004, I will be 67, and I am eager to get on with the next phase of my life while I am still blessed with good health and energy.

I love this university, and shall always remain fully committed to it. The primary reasons have to do with the thousands of engaging students I have been privileged to know; the dedicated and hard-working staff and faculty who have shared in the excitement of our new initiatives and helped to sustain the university's forward momentum; a group of outstanding trustees who have supported me through all the difficult decisions and who have provided wise counsel and sound leadership; the overwhelming support of townspeople, alumni and donors; and the endless acts of kindness from all quarters of this extended university community. Together we have made enormous progress in the past decade.

Now I look forward with renewed energy to the final two years of my presidency. We have much to do, and I want to assure you that my time and energy will be focused on addressing our immediate problems while securing the university's future and the fulfillment of its rightful destiny as a university of high academic achievement, and one that is committed to improving the quality of life throughout Western Pennsylvania. As we struggle during these next two years to confront the immediate budget crisis, we need also to work together to plan and implement whatever restructuring

and new approaches are necessary to protect quality and strengthen the university in a rapidly changing environment. I look forward to leading that effort.

Provost's Report (Dr. Staszkiwicz)

It is a pleasure to add my welcome to the Senators as we begin another year. While I know summers appear to be getting shorter, I hope you had the opportunity for some R and R away from campus.

This year we will be challenged. We will need to work together in unprecedented ways. Since not all the Senators were able to attend the opening convocation, let me briefly address some of the challenges we face – in particular, those that impact your role as senators. Clearly, the most significant challenge is to develop a spending plan consistent with the resources available to us. For several years we have had to utilize one-time savings and to draw upon our reserves in order to manage our budget. No organization can survive if it continues to do so and IUP must make more tough decisions this year. I say “more” because we’ve already been making painful choices: we keep operating budgets at levels established ten years ago; we have reduced the number of faculty by over 35 positions; we have closed entire units within the university; and we have reduced administrative costs by over \$1,000,000. These are examples of some of the choices we’ve had to make as a University. The continuing erosion of State appropriations and the decreasing allocation of those appropriations to IUP leave us with the very definite possibility of a \$5.5 million shortfall by 2003-04 and have placed us in a position where even more difficult choices will need to be made. I will be sharing with the Academic Council and the President will be sharing with the University Planning Council more information on this so we can work together to develop appropriate strategies. The University Senate is well represented on both of these groups.

This year we must implement new policies established by the Board of Governors. We must revise EVERY major to be in compliance with the new directive that all baccalaureate programs be limited to 120 credits unless otherwise approved by the Chancellor and the Board of Governors. We are still awaiting more directions but have spent time over the summer developing approaches to this task. I want to thank John Henry Steelman, Mary Ann Rafoth, J.B. Smith, Gail Sechrist, Muhammad Numan and Mary Sadler for their leadership. These curriculum changes must be and will be made following our internal model of shared governance. Another new System-wide initiative that IUP must address is the need to establish a common academic calendar across the State System. The Board of Governors has established guidelines that each university must follow to insure commonality among our campuses with regard to such dates as: start of classes, end of classes and/or final exams, spring break, etc. We have some latitude for 2003-04, but we must be in full compliance for the 2004-05 academic year. Obviously, these decisions will need to be made this year if we are to be in compliance on schedule.

This year we have the opportunity to implement our new IUP Research Institute, an independent non-profit organization to help facilitate grant and contract work at IUP. At the same time that we will be implementing this new model to streamline our externally funded grant and contract work, we will be engaged in discussions of possible reorganization involving the Graduate School and Research and the School of Continuing Education.

As always, I'll be pleased to answer any questions about these or any other initiatives underway.

CHAIRPERSON'S REPORT (Dr. Smith)

Good afternoon and welcome to our first senate meeting this year.

It goes without saying that the next few months will be a most interesting venture for all of us. As you all know, with the 120 credit graduation requirement that must be instituted during the next year, we have all been handed a monumental task. I hope that we can all work together to do this in a most efficient, quick and least painful fashion, and maximizing the positives of this process that may exist. To enhance communication, I have asked John Henry Steelman, the Chair of APSCUF to attempt to come to our fall senate meetings. If anyone has any further suggestions to help facilitate the process, please let us know. I would like to extend my sincere thanks to Mary Sadler for her current efforts as she starts the process within the Liberal Studies Committee. I hope that as this process goes forward, that everyone can think outside of the box, but at the same time, keep your eyes on the ball.

For new senators, a long time senator who retired last December, Dr. Diane Duntley suggested that I take a moment to clarify role of representatives:

Departmental senators: you have a special responsibility as a liaison for your department, scanning for potential issues and items of concern. You are not tied to "voting for department" -- vote is independent -- but role of liaison is critical.

At-Large Senators: you need to think especially of the Senate as a whole and the University as an institution. You are not another vote "for the department".

Student Senators: you need to think for a broad range of student constituencies. Their votes are "real" votes and they too need to keep an institution-wide perspective in their participation.

Finally, serving as a Senator is for SERVICE not for power or glory or promotion.

As this year proceeds, we are going to strive to make some significant changes in the operation of the senate. Over the past two years, we have had significant change and improvement with regard to electronic communication and the senate web site. Over the past two years the web site has been rebuilt two times, first going from html language to Microsoft FrontPage during the 2000-'01 academic year, and then last year using the new university templates along with saying good-bye to the VAX. Now that the web page is on firm ground and WebCT is a significant part of our campus life, it is now time to take a significant next step.

During May and June of this past year, Gwen Torges, our new secretary, and I met numerous times as we oriented her to the job of secretary. During the time we worked together, we devised a plan. I will continue editing the web page, so Gwen will then have the opportunity to really push the WebCT portion of the senate. Steve Jackson built the framework last year and as you will remember, gave a brief introduction during the May meeting. Gwen will undoubtedly raise the bar with regard to its use. Please, each senator should be prepared to move forward with regard to senate WebCT use, and committee chairs, please "go for it" with regard to the WebCT portion of the senate. This will be Gwen's project and we all need to be on board with this. All senators need to be prepared for major changes during this academic year. Thank you Steve for getting the ball rolling, and thank you Gwen for your efforts so far. In the technology/WebCT/ senate operations & communications arena, it looks like we will have a great year ahead.

I would like to thank the co-chairs of the undergraduate and graduate curriculum committees for your roles and send my appreciation in advance and thank you Senator Peter Broad for serving as chair of the Rules committee. Those three committees are crucial to the senate operation and those leaders have very challenging tasks. Your continued chairing of those committees will help significantly in the months ahead. I would like to especially thank Will Radell for his fine leadership of the Rules Committee over the past two years. Thank you Will on behalf of all of us.

Also, I was able to meet with Dr. Pettit and Dr. Staszkiwicz in July, and they felt it might be useful to have all committee chairs meet for lunch on two or three different occasions to try to improve senate operations and communications. Details will follow as the semester progresses, but for those who are committee chairs, keep that on your senate to do list.

Finally, I would like to address the students. I have always considered it a privilege to serve you, and I hope that your voices are heard during this academic year. I look forward to working with Justin, Ira and all of the IUP senators and student leadership. I think you should know that I too was at one time an IUP undergrad; in 1982 I received my B.S. degree from this institution.... no, my nickname is not Mr. Kotter, but I can still remember the first class I attended on this campus. It was a World Politics 101 class and it met on the first floor of Keith Hall. My goal in working here is not to re-live my college days, but rather is to serve you in a way that I would have felt as an undergraduate was correct, proper, appropriate, professional, and most important, in the best interests of the IUP student body. That will be my number one goal during this 2002-'03 academic year.

Thank you, and let's have a good year!

Vice Chairperson's Report (Senator Aion)

I don't really have a speech prepared. I just wanted to thank everyone for being here. It reminds that there are some people who actually care. It is certainly a breath of fresh air. I'm excited to be working with all of you in order to build a better IUP community.

OLD BUSINESS

A draft of a proposed sexual harassment policy for IUP was presented by Senator Kennedy (see Appendix A, page 6).

During discussion of the policy, Senator Radell commented that there were issues that he found problematic, such as: (1) the policy does not factor in the treatment of contractors or other auxiliary personnel; (2) the statement in the third paragraph of the draft policy, "Nor will the university tolerate intentionally false charges of sexual harassment," could be read to imply that *unintentional* false charges would be acceptable; (3) that the policy doesn't adequately address issues surrounding sexual harassment of faculty by students; (4) some parts of the policy seem to *presume* guilt (e.g., "The informal investigator has the discretion to determine whether investigation of the complaint requires interviewing other persons who may have witnessed *the behavior*," emphasis added); (5) the policy seems to lack checks and balances and appears to consolidate all aspects of the process in the President's office (i.e., members of the President's office act as investigators, judges, jury and executioner); (6) the accused have no way to challenge the charges; and (7) there does not appear to be a method of appeal when the charges are brought between two faculty members.

Senator Kennedy welcomed these and other comments, and invited Senators to submit their comments to the Assistant to the President for Social Equity, G-2A Sutton Hall, 724-357-4874. She reiterated that the policy is still in draft form, and noted that the policy had been under development since 1990.

STANDING COMMITTEE REPORTS

Rules Committee (Chairperson Broad)

Announced a Committee meeting for Tuesday, Sept. 10, 3:15 p.m., place to be determined. It was announced that Rules Chairperson Broad would set up a meeting time with new Student Senators, if

they were interested, to go over parliamentary procedure. Chairperson Broad also announced that he was seeking a student worker to assist with the administrative duties of the Rules Committee.

Awards Committee (Chairperson Jackson)

Announced that a Committee meeting would be held Tuesday, Sept. 10, 3:15 p.m., in Stouffer 109.

Student Affairs Committee (Chairperson Hall)

Announced that the first meeting of the new semester would be Sept. 17, 3:30-5:00 p.m., place to be determined. Scheduled for the meeting were Committee elections, as well as the development of an agenda for the year.

Univ. Development and Finance Committee (Chairperson Domeracki)

Announced that a Committee meeting would be held Tuesday, Sept. 10, 3:15 p.m., in the conference room of the University Towers.

Academic Committee (Chairperson Andrew)

Announced that a Committee meeting would be held Tuesday, Sept. 10, 3:15 p.m., in Sutton 218.

University-Wide Undergraduate Curriculum Committee (Chairpersons Sechrist and Numan)

See Appendix B, page 10, for this committee's report.

Graduate Committee (Chairpersons Kondo And Chambers)

See Appendix C, page 12, for this committee's report.

Library and Educational Services Committee (formerly Chairperson Pagnucci)

As Mr. Pagnucci is no longer a Senator, Senator Fowler announced that there would be a committee meeting Sept. 10, 3:15 p.m., in Stapleton 101, when Committee elections would be held.

Non-Credit Committee (formerly Chairperson Barton)

As Ms. Barton is no longer a Senator, Senator Kolb announced that there would be a committee meeting Sept. 24, 3:15 p.m., in the conference room of the School of Continuing Education.

Research Committee (Chairperson Guth)

Announced that the Committee would meet on Sept. 10, 3:15 p.m., in 317 Clarke, at which time Committee elections would be held and proposals to revise the guidelines for applications would be considered.

ADJOURNMENT

With no further business, the meeting was adjourned at 4:46 p.m.
Respectfully Submitted,
Gwendolyn Torges, Ph.D.
Secretary-IUP Senate

APPENDIX A
Indiana University of Pennsylvania
Sexual Harassment Policy

The following was submitted to the Senate for information.

POLICY

Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment. Acts of sexual harassment seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment is legally prohibited and will not be tolerated. Sexual harassment is a form of sex discrimination that is prohibited under Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and the Pennsylvania Human Relations Act. It is the purpose of this policy to define prohibited conduct and provide guidance on the procedures for addressing complaints.

All students, *managers, administrators*, faculty and staff have a responsibility to be aware of the contents of this policy and to abide by its terms. Members of the university community are encouraged to report complaints of sexual harassment promptly in accordance with the Sexual Harassment Complaint Procedures set forth below. Any persons found to be in violation of this policy will be subject to disciplinary action up to and including expulsion for students and termination for employees.

IUP prohibits retaliatory action against persons filing an informal or formal complaint of sexual harassment or any person cooperating in the investigation of such a charge, as a complainant, respondent, witness or other participant. Nor will the university tolerate intentionally false charges of sexual harassment. Acts of retaliation or intentionally false charges shall constitute misconduct subject to disciplinary action up to and including expulsion for students and termination for employees.

To the extent possible, all complaints of sexual harassment shall be considered confidential and only those persons who are necessary for the investigation and resolution of the complaints will be given information regarding the matter. As much as possible consistent with the University's legal obligations to protect the rights and security of its employees and students, the university will respect the confidentiality of both the complainant and the accused.

Questions about the Sexual Harassment Policy should be referred to the Assistant to the President for Social Equity, G-2A Sutton Hall at 724-357-4874.

DEFINITION

Sexual harassment consists of:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is either explicitly or implicitly a term or condition of an individual's employment or education; or

when submission to, or rejection of that conduct is used as the basis for an employment or academic decision affecting such individuals; or

such conduct that is sufficiently severe or pervasive as to have the effect of creating an intimidating, hostile, or offensive work or educational environment that substantially interferes with work or educational performance, or negatively affects an individual's employment or educational opportunities.

Sexually harassing conduct may include but is not limited to verbal, physical, written, graphic or pictorial incidents. Not every act that may be offensive to an individual or group constitutes sexual harassment. In determining whether sexual harassment has occurred, the totality of the circumstances surrounding the incident must be carefully reviewed and due consideration must be given to the protection of individuals' rights, freedom of speech, academic freedom and advocacy.

SEXUAL HARASSMENT COMPLAINT PROCEDURES

Sexual harassment concerns can often be resolved by the person who feels he or she is being harassed by informing the person accused of such harassment that the conduct is unwelcome and must stop. The complainant should do so as soon as possible after the incident occurs. As time passes, it may become more difficult to investigate and resolve complaints. In addition, because there are time limitations for filing external complaints with state and federal agencies, prompt action by the complainant is important.

In some circumstances, however, this course of action may not be feasible, may be unsuccessful, or the complainant may be uncomfortable dealing with the matter in this manner. To encourage persons experiencing alleged sexual harassment to come forward, the University provides both informal and formal complaint resolution procedures. ***Questions about the Sexual Harassment complaint procedures should be referred to the Assistant to the President for Social Equity, G-2A Sutton Hall at 724-357-4874.***

The procedures for processing a sexual harassment complaint against a student are described in and governed by the IUP Student Handbook, Student Behavior section. ***To report a sexual harassment complaint against a student and discuss options contact the Office of Student Conduct, 401 Sutton Hall, at 724-357-1264.***

Reports of sexual assault and other crimes should be directed to the University's Director of Public Safety regardless of whether the matter is also reported as sexual harassment.

Informal Complaint Resolution Procedure

If the complainant is uncomfortable informing the alleged harasser that the behavior is unwelcome, the informal complaint resolution procedure requires the complainant to report the complaint, either verbally

or in writing, to the supervisor, academic dean, director or manager (hereafter referred to collectively as “informal investigator”) who has supervisory responsibilities for the person against whom the complaint is directed. The informal investigator receiving the complaint must report it immediately to the Assistant to the President for Social Equity (APSE) who will work with the informal investigator to facilitate a resolution of the sexual harassment complaint. ***A complaint against the APSE must be reported to the Associate Vice President for Human Resources, G-1 Sutton Hall at 724-357-2431.*** The informal complaint resolution process provides an opportunity for the sexual harassment complaint to be resolved by mutual agreement between the complainant and the person accused of sexual harassment. The implementation of this informal process is the responsibility of the informal investigator. To ensure compliance with the University’s legal obligations, and/or as otherwise determined to be appropriate by the APSE, the APSE may move a complaint from Informal Complaint Resolution to Formal Complaint Resolution at any time depending upon the circumstances involved.

The informal investigator is expected to review the complaint and explore avenues for informal resolution with the complainant. The university recognizes that it must balance the complainant’s right of privacy and the need to be fair to the alleged offender by notifying the alleged offender of the allegation. The informal investigator has the discretion to determine whether the situation warrants a meeting(s), either jointly with the complainant and the alleged offender or separately. The complainant may not be required to meet with the alleged offender. The informal investigator has the discretion to determine whether investigation of the complaint requires interviewing other persons who may have witnessed the behavior.

Informal investigators should attempt to resolve sexual harassment complaints expeditiously, but in a manner that is consistent with the severity or complexity of the matter. To the extent possible, it is expected that the informal resolution process will be completed in a timely manner. If informal resolution fails to resolve the matter to the complainant’s satisfaction, the complainant may file a formal complaint with the APSE.

At the conclusion of the informal investigation, all records from the informal resolution process will be forwarded to the APSE to be maintained in a confidential file for seven years as advised by legal counsel.

Formal Complaint Resolution Procedures

If the complainant is not satisfied with the outcome of the informal resolution or if the complainant prefers to file his or her complaint directly at the formal complaint level, he or she may do so by filing a written complaint with the APSE. ***If the complaint is against the APSE, the formal complaint must be filed with the Associate Vice President for Human Resources.*** A complaint against the president or a member of the council of trustees must be reported to the APSE who will refer the complaint to the Office of the Chancellor. The written complaint describes the incident or incidents as completely as possible. The complainant may seek guidance regarding the formal submission of the complaint from the APSE. The APSE will investigate the complaint. The APSE will notify the person against whom the complaint is directed, conduct interviews with the complainant and the alleged harasser, and with anyone who might have information that would be helpful. The APSE will conduct the investigation expeditiously, but in a manner consistent with the complexity and severity of the matter. At the conclusion of the investigation, the APSE will prepare a report of findings and submit the report to the president or his or her designee. The president or designee will determine what appropriate action, if any, will be taken. A pre-disciplinary conference will be held if sufficient evidence is found in the report of findings. If disciplinary action is taken as a result of the pre-disciplinary meeting, the alleged harasser may appeal the decision as provided in the grievance procedures of their respective collective bargaining agreement or the Merit Principles Policy, whichever is applicable.

Once the president or designee has rendered a decision, the APSE shall notify the complainant in writing of the results of the investigation and the action taken by the university to resolve the complaint. At the conclusion of the formal investigation, all records will be maintained by the APSE in a confidential file for seven years as advised by legal counsel.

Records of investigations will not be maintained in personnel files unless formal corrective action is taken. Upon filing of a complaint outside the University, information gathered in the course of the investigation may be disclosed to the investigation agency.

Responsible Parties

While it is the responsibility of the University to disseminate this Policy, it is the responsibility of each member of the University community to read the Policy and to become familiar with its provisions. Failure to follow the procedures set forth in this Policy may inhibit or prevent the University from properly investigating an instance of alleged sexual harassment, or from taking appropriate remedial action. Any administrator, supervisor, faculty member, staff member, or student having knowledge of conduct involving sexual harassment or receiving a complaint of sexual harassment that involves a member of the university community is urged to take immediate steps to deal with the matter appropriately. These steps are outlined in the Sexual Harassment Complaint Procedures section.

It is imperative to maintain an environment free from sexual harassment. To provide such an environment, the following actions should be taken:

Deans, directors, departments heads and supervisors should inform all employees that sexual harassment is prohibited. The Sexual Harassment Policy should be emphasized by the deans at college meetings and explained by department chairs to academic staff and classified employees. Managers and directors should discuss the issue in staff meetings. Those who have questions about the policy should be referred to the APSE immediately.

The APSE shall distribute and disseminate pamphlets and educational materials for display in every department and college office.

All resident directors and resident assistants will display posters, distribute pamphlets and discuss the information with residents in their residence halls.

Deans, department chairs, directors, managers, and resident directors should be encouraged to invite the APSE to talk to others concerning IUP's Sexual Harassment Policy.

APPENDIX B
University Wide Undergraduate Curriculum Committee
Co-Chairs Sechrist and Numan

The following was submitted to the Senate **FOR INFORMATION**:

1. The new UWUCC Handbooks have been delivered to all departments. It is also available on the web at www.iup.edu/liberal/uwucc/
2. The Software Development Center has completed work on the first phase of the Automated Curriculum Approval Process System. This first phase is for new course proposals only. There will be workshops held this month on how to use the system for those who will be developing new course proposals this year or who are interested in seeing how the system operates.
3. The following courses were approved to be offered in a distance education format:
 - PLSC 358 Judicial Process
 - HRIM 481 Hospitality, Sanitation and Security
 - MKTG 430 International Marketing

The following items were submitted to the Senate **FOR ACTION**:

1. Department of Music

MOTION CARRIED (1 nay vote)

A. Course Revision and Credit Change

Current Catalog Description:

MUSC 225 Jazz Improvisation Techniques II 3c-0l-3sh

Prerequisite: MUSC 224 or permission

A continuation of the basic materials and practices for improvising or extemporaneous playing. Makes use of more complicated and involved harmonic progressions utilizing extended chordal harmonies.

Proposed Catalog Description:

MUSC 225 Jazz Improvisation Techniques II 1c-0.5l-1sh

Prerequisite: MUSC 224 or permission

A continuation of the basic materials and practices for improvising or extemporaneous playing. Makes use of more complicated and involved harmonic progressions utilizing extended chordal harmonies.

Rationale: This is an elective course, which hasn't been offered in several years. Currently it is not offered because professors cannot fit it into their load as a 3-credit course. The reduction of credits will help make this possible and also make it a much more practical elective course for students with a very full program of required courses. A survey was taken of 176 music students and 151 preferred that this course be offered for less than 3 credits.

Since this is a continuation course it would be best also to add completion of Jazz Improvisation Techniques I (MUSC 224) as a prerequisite for Jazz Improvisation Techniques II (MUSC 225). The instructor could grant permission if the student demonstrates the knowledge required.

B. New Course**MOTION CARRIED****MUSC 300 Black Music in America and Diaspora**

3c-0l-3sh

Provides a survey of the body (roots) of music known as “black music” through a topical examination of selected styles, genres, and musicians. Through lecture, reading, discussion, videography and discography, its historical, socio-political, philosophical, religious influences and musical developments will also be explored. Students will examine the origins of African music as well as music created in cultures of the Black Diaspora.

Rationale: This course is designed as an elective offering for music majors and as a controlled elective for Pan African Studies minors.

2. Department of Nursing and Allied Health Professions—New Course**MOTION CARRIED****NURS 306 Problem Solving in Nursing**

3c-01-3sh

Provides opportunities for students to recognize and develop intervention strategies for problem solving in clinical nursing situations. Emphasis is placed on developing application and analysis skills required for success in the nursing program.

Rationale: This course will fit into the junior year of the BS in Nursing program. It is an elective course for students in the major.

3. Department of Communications Media—Course Revision**MOTION CARRIED****Current Catalog Description:****COMM 351 Advanced Video Production**

3c-0l-3sh

Prerequisite: COMM 251 and COMM 303 or 403

A production course that emphasizes advanced field production techniques. Some topics covered will include field lighting, video post-production editing with A-B roll, on-line editing and nonlinear editing. Students will gain hands-on experience through projects and field trips.

Proposed Catalog Description:**COMM 351 Advanced Video Production**

3c-0l-3sh

Prerequisite: COMM 251

A production course that emphasizes advanced field production techniques. Some topics covered will include field lighting, video post-production editing with A-B roll, on-line editing and nonlinear editing. Students will gain hands-on experience through projects and field trips.

Rationale: The prerequisite knowledge gained in COMM 303 or 403 is no longer necessary for COMM 351, and that which is, is offered in COMM 251.

APPENDIX C
University-Wide Graduate Committee
Chairpersons Kondo and Chambers

FOR ACTION:**1. Minor Course Revisions:****MOTION CARRIED****a) From**

XXX* 590 and XXX* 591 Improving Professional Practice in Instructional Settings 1 – 3 sh

*(ACE, ALS, COMM, COUN, CURR, ECED, EDAD, EDIR, EDSP, EDUC, ELED, EDHL, EXED, FDED, LTCY, MEDU, RHAB, SAHE, SPLP)

To

XXX* 590 and XXX* 591 Improving Professional Practice in Instructional Settings: ----- 1 – 3 sh

*(ACE, ALS, COMM, COUN, CURR, ECED, EDAD, EDIR, EDSP, EDUC, ELED, EDHL, EXED, FDED, LTCY, MEDU, RHAB, SAHE, SPLP)

Rationale: Although the original proposal stated that the course content was to be reflected in the title each time the course was offered, that was not made clear when submitted to Senate.

b) From

BTST 600, 601, 602, 603, 604, 605, 693, 694, 695

To

BTED 600, 601, 602, 603, 604, 605, 693, 694, 695

Rationale: The prefix for all graduate courses in the Department of Technology Support and Training is currently BTST. After careful consideration it was decided to change the prefix of the graduate courses that reflect an education content to BTED. The remainder of the graduate courses in the department will continue to carry the BTST prefix.

2. New Program**MOTION CARRIED****Master of Science in Science of Disaster Response (Start Date: Fall 2002)****Rationale:**

The Department of Defense (DoD) requested that IUP develop a Master's of Science in Science of Disaster Response to provide education for soldiers serving on National Guard Bureau (NGB) Civil Support Teams (CST). The degree is to incorporate the Advanced-Level Weapons of Mass Destruction (WMD) Response Element Advanced Laboratory Integrated Training and Indoctrination (REALITI) Program courses in Chemistry, Biology and Radiology that were piloted at IUP in 2001 and 2002. This program proposal is a direct result of the DoD's request. To the best of their, and our, knowledge, this science-based master's degree in Disaster Response is unprecedented in the United States. The NGB CST personnel, also called "first responders", are responsible for attending, assessing and leading the response effort to suspected incidents involving Chemical, Biological, Radiological or Nuclear (CBRN) agents. These first responders are trained in the instrumentation available on their Mobile Analytical Laboratories (MALs), which every CST has. However, the soldiers often lack the education into the "whys" of their

equipment or the biological, chemical, or nuclear principles behind the incidents that they investigate. The proposed program will provide students with intensive education into these principles, and in detecting, identifying and safely handling CBRN agents or their precursors. For the DoD, the advantages of the degree program from an accredited institution are that: it responds to a national need for counter-terrorism training; it meets the national mandate to improve the educational levels of soldiers within the NGB; it gives their soldiers more credibility with local emergency personnel; it reduces the risk to soldiers by improving their abilities to respond to CBRN incidents; and it provides mechanisms for evaluating soldiers' learning (learning assessment is often missing from military briefings). For the soldiers, the degree program increases their knowledge, skills and abilities with respect to emergency response; provides an opportunity for earning university credits tied to their military training; and improves their employment and/or advancement prospects when they leave their CST. All these points act as incentives for soldiers to pursue formal university education. For IUP, the program provides a unique opportunity to serve a special community in a novel, practical and critical way; and it opens up a huge and revolving student base, from across the nation (inquiries have been received from other branches of the military, from the FBI, and from the CIA, all of whom operate MALs).

Requirements:

The MS in Science of Disaster Response is a 30-credit non-thesis degree that has been developed specifically for active-duty first responders. The core consists of 12 credits of intensive lecture and laboratory sessions in biology, chemistry and radiology, and a six credit Advanced Field Experience. Students earn the remaining 12 credits through selected electives, with up to six of those credits being eligible for transfer from another institution in compliance with Graduate School and Research policy.

The delivery format of the program has been designed to accommodate the active status of the soldiers. CST personnel spend one third of their time on high alert, with the requirement that they be within three minutes of their MALs. A CST consists of 22 members: it is impossible for the NGB to release active soldiers for one to two years to complete this degree program. Thus, the lecture-laboratory science courses contain an intensive on-campus residency period of 22 days (these may be consecutive, but more ideally will be divided into two 11 day sessions with an "absorption period" in between). Students receive course material and learning goals at least one month before the residency period begins. For the typical student, this form of intensive learning, particularly at the graduate level, would be academically unsound and hence unacceptable. However, the MALs operators are not typical students. For example, they come with a wealth of training that must be completed before they become first responders. The soldiers are accustomed to intensive education because that is the delivery format of their emergency response training from the DoD and FEMA. IUP faculty and the NGB CSTs have worked cooperatively to find a balance between the academic rigor of the program and the release time available to the soldiers. Both entities want a degree program that will be highly respected in the Emergency Response community.

Students admitted to the degree program must meet all IUP standards for graduate admission and degree candidacy. In addition, students must have government recommendation prior to admission to this degree. This requirement ensures the completion of the DoD and FEMA emergency response training prior to admission. In addition, it ensures that a sufficient level of security clearance has been granted to these students because the type of information gained in the Advanced Level courses is considered to be sensitive. To graduate, students must satisfactorily complete the required courses and 12 credits of electives.

Resources:

All faculty teaching in the MS in SDR program will have their replacement costs paid for by the Proof of Concept contract. Because replacement costs are covered, the departmental faculty workloads are not affected. The cost of equipment, supplies, and facilities will be covered by the Proof of Concept contract, either through direct or indirect costs. Students will have access to the IUP library while on-campus.

The offering will be for one-year only during which all associated departmental, college and university curriculum committees will review the course and program proposals more extensively.

<u>Required Courses:</u>	<u>18 s.h.</u>
SDR 600 Advanced Biology for Disaster Response	6 s.h.
SDR 601 Advanced Chemistry for Disaster Response	6 s.h.
SDR 602 Advanced Radiology for Disaster Response	2 s.h.
SDR 603 Advanced Field Placement in Disaster Response	6 s.h.

<u>Electives:</u>	<u>12 s.h.</u>
BIOL 603 Advanced Techniques	3 s.h.
CHEM 630 Organic Chemistry	3 s.h.
SAFE 562 Radiological Health	3 s.h.
SAFE 673 Disaster Response	3 s.h.
Transfer Credits	6 s.h.

Program Description:

This unique program will provide experienced emergency first responders with intensive education into chemical, biological, radiological and nuclear (CBRN) principles, and in detecting, identifying and safely handling CBRN agents or their precursors. The degree program responds to a national need for counter-terrorism training and it meets the national mandate to improve the educational levels of emergency first responders. For emergency first responders, the degree program increases their knowledge, skills and abilities with respect to emergency response; provides an opportunity for earning university credits tied to their (military) training; and improves their employment and/or advancement prospects when they leave active service. The degree gives emergency first responders more credibility with local emergency personnel; it reduces the risk to emergency first responders by improving their abilities to respond to CBRN incidents; and it provides mechanisms for evaluating learning. Admission to the program is restricted to students with government recommendation.

Comment [RME1]: I deleted "learning assessment is often missing from military briefings".

New Courses (Start Date—Fall 2002):

SDR 600 Advanced Biology for Disaster Response 3c-3l-5sh

Investigates and analyses the current status of bioterrorism as it relates to different microbes and potential bioterrorism agents. It integrates advanced safety techniques in handling microbes with basic principles and facts of microbiology, microscopy and microbe identification using molecular, biological and immunological techniques. The course features in-depth discussions of principles and applications of Polymerase chain reactions. Hands-on training is complemented by formal lectures. **Prerequisites:** BIOL 111, 112 and 250, CHEM 232 and BIOC 301/311, or instructor permission, and government recommendation.

SDR 601 Advanced Chemistry for Disaster Response 3c-3l-5sh

Focuses on the detection and identification of Chemical Warfare Agents (CWA) and weaponized industrial agents and precursors. Additionally, the course focuses on actions required in the event of an attack, accident, or incident involving chemical Weapons of Mass Destruction (WMD). **Prerequisites:** CHEM 111, 112, 231, 232 or equivalent, or permission of instructor, and government recommendation.

SDR 602 Advanced Radiology for Disaster Response 2c-1.5l-2sh

Designed for experienced first responders with significant prior knowledge in general physics concepts, this course is an advanced level course in radiation detection and radiology. The course provides effective training on radioactive materials, radiation detection, identification of isotopes, quantifying materials (activities of the sources) dispersed in an area, and radiation dosimetry to estimate exposure and radiological consequences. This advanced level course requires the understanding and application of the theoretical concepts using the

scientific methods, analysis, synthesis, and complex problem solving skills in radiation and radiological physics. **Prerequisites:** PHYS 111, 112, 121 and 122 or equivalent or permission of instructor, and government recommendation.

SDR 603 Advanced Field Experience in Disaster Response

1-6c-01-6sh

Designed for experienced first responders with significant prior government training in disaster preparedness and disaster response. This course allows students to apply prior training and education in response to chemical, biological, radiological or nuclear (CBRN) incidents. Students construct a portfolio documenting and analyzing a mock CBRN incident and their response. **Prerequisites:** SDR 600, 601 and 602, and government recommendation.

CIP Code: 30.1801

3. Program Revision

MOTION CARRIED

Master of Science in Safety Sciences (Start Date—Fall 2002)

Rationale:

The goal of the Master's Program in Safety Sciences is to prepare graduates for their role as teachers, researchers, and top-level professionals in the field of Safety Sciences. The program is designed for individuals with relevant experience in Safety Sciences or appropriate undergraduate preparation. The graduate coursework is a natural extension of the undergraduate program in Safety Sciences, which through its success has attained a national reputation. The Safety Sciences Master's degree program is one of only six safety programs accredited by the Accreditation Board for Engineering and Technology (ABET).

To meet the above goal the following objectives have been developed for the M.S. Program in Safety Sciences. After completing the M.S. Program in Safety Sciences the student will have:

- a. Expanded their technical and managerial knowledge and skills of the Safety, Health and Environmental field.
- b. Acquired advanced research and communication skills.
- c. Enhanced their leadership skills.
- d. Developed an understanding of their professional and ethical responsibilities within the Safety, Health and Environmental field.

The revised M.S. degree program in Safety Sciences curriculum requires all students to complete a core that consists of four courses, a specialty track that consists of four courses, and 12 hours of elective courses. There are three specialty tracks from which to choose: management, technical and disaster response.

At this point, due to time constrictions related to one of the tracks, Disaster Response, only one of the three tracks is being advanced for approval and immediate implementation. The offering will be for one-year only during which all associated departmental, college and university curriculum committees will review the course and program proposals more extensively.

Evidence of the need for this program, especially the track related to "Disaster Response," is the recent request to IUP by the Department of Defense (DoD) to develop training in disaster response for soldiers serving on National Guard Bureau (NGB) Civil Support Teams (CST). The NGB CST personnel, also called "first responders", are responsible for attending, assessing and leading the response effort to suspected incidents involving Chemical, Biological, Radiological or Nuclear (CBRN) events.

For the DoD, the advantages of the degree program from an accredited institution are that it:

1. responds to a long standing need for counter-terrorism training; it meets the national mandate to improve the educational levels of soldiers within the NGB;
2. gives their soldiers more credibility with local emergency personnel; and,
3. reduces the risk to soldiers by improving their abilities to respond to CBRN incidents.

The United States currently has 36 twenty-two-member Civil Support Teams throughout the country. This number will increase to 60 CSTs within two years. Soldiers serve an average of three years on a CST. Thus, the student base is in constant renewal. In addition, other branches of the military, the FBI and the CIA have Mobile Analytical Laboratories (MALs), and have indicated their interest in the program. For this program track, the request of the DoD and its commitment to fund the Proof of Concept contract, as well as their commitment to send students to this program track, demonstrates the need for the program.

For IUP, the program provides a unique opportunity to serve a special community in a novel, practical and critical way; opens up a huge and revolving student base, from across the nation (inquires have been received from other branches of the military, from the FBI, and from the CIA, all of whom operate MALs).

Program Description:

The Department of Safety Sciences offers a program of studies leading to a Master of Science degree in Safety Sciences. A thesis or non-thesis curriculum is available. Students have the opportunity to choose from three specialty tracks; management, technical or disaster response. In addition, students may choose elective courses, with approval of adviser, in fields directly related to safety sciences. The program is designed for individuals with relevant experience in safety sciences and those with appropriate undergraduate preparation who are interested in pursuing careers in the profession.

Program Objectives:

After completing the M.S. Program in Safety Sciences, the student will have:

1. Expanded their technical and managerial knowledge and skills of the Safety, Health and Environmental field.
2. Acquired advanced research and communication skills.
3. Enhanced their leadership skills.
4. Developed an understanding of their professional and ethical responsibilities within the Safety, Health, and Environmental field.

Admission Prerequisites:

Admission into the M.S. in Safety Sciences Program will follow the same admission procedures as those established for the current degree program. For this program, admission will include a Baccalaureate Degree with a minimum 2.6 CGPA.

Department Admission Requirements:

In addition to meeting the requirements for admission to the Graduate School and Research, a student intending to work toward a Master of Science in Safety Sciences will be required to have the following prerequisite professional preparation:

Entry-level competency in Safety Management, Occupational Safety, Occupational Health, and Fire Protection through relevant education, documented work experience, certifications, or other means acceptable to the Safety Sciences Graduate Committee.

The student's undergraduate preparation should include the following:

- Sciences and Mathematics (21 hours). These are typically courses such as calculus, statistics, physics, chemistry, and human physiology and anatomy or biology.
- Engineering/Technology Courses (42 hours). Courses in the Safety Sciences, such as industrial hygiene, systems safety, safety management, fire safety, ergonomics, and environmental safety, as well as a variety of engineering and technology courses.
- Humanities, Communications, and Social Sciences (21 hours). Courses in psychology, speech, and written communications as well as a variety of other social sciences.

When the Safety Sciences Graduate Committee determines that a deficiency in work experience or relevant education exists, a student will be required to complete additional studies to eliminate the deficiency. More information on admissions requirements is available from the Safety Sciences Department.

New Courses (Start Date—Fall 2002):

a) SAFE 610 Safety, Health and Environmental Administration 3c-0l-3sh

This course examines administrative concepts and principles regarding organizing and managing the functional areas of safety, health and environment within an organization. Students will be introduced to management practices unique to SH&E programs as well as concepts related to organizational culture, labor relations, professional ethics, workers compensation and medical management.

b) SAFE 685 Advanced Field Experience in Disaster Response 1-6c-0l-6sh

Designed for experienced first responders with significant prior government training in disaster preparedness and disaster response. This course allows students to apply prior training and education in response to chemical, biological, radiological or nuclear (CBRN) incidents. Students construct a portfolio including documentation and evaluation of prior training and education in CBRN response, samples of real incident reports and an analysis and response to a mock incident. **Pre-requisites:** Admission to the MS in Safety Sciences, Disaster Response Track.

Revised Courses (Start Date—Fall 2002):

a) From:

SAFE 606 Hazardous Materials Management 3c-0l-3sh

This course offers the student a logical approach to the problem of hazardous materials management. Emphasis is on legislative controls with which industry must comply in shipping, storing, using, and disposing of hazardous materials. Program development in hazardous materials is covered in detail. Prerequisites: CH 101, CH 102, SA 311 or permission of instructor

To:

SAFE 606 Hazardous Materials Management 3c-0l-3sh

Examines the technical and management aspects of handling hazardous materials, including hazardous waste. Definitions and the procedures for determining hazard properties are reviewed. The student is introduced to the various regulations that pertain to hazardous materials. Responsibilities for creating/receiving, storing, handling/using, shipping and ultimately disposing of hazardous materials are discussed in detail. Examination of current trends and future directions is included. Prerequisites: CH 101, CH 102, SA 311 or permission of instructor.

Rationale: This course is a major revision to the existing graduate course SAFE 606 Hazardous Materials Management. This revised course will be a required course in the "Disaster Response track" of the Masters of Science in Safety Sciences. The course has prerequisites of CHEM 101, CHEM 102, SAFE 311 or permission of the instructor. In summary, the major revisions include:

- Update of course description and course objectives
- Revision in course content, course text and course bibliography
- Proposal to offer this course via distance education

c) From:

SAFE 602 Quantitative Methods in Safety Management

3c-01-3sh

Prepares individuals for the conduct of research in safety and its numerous subspecialties. Research paradigms, experimental design, data sources and collection, and statistical methods are covered in detail. The emphasis throughout is on quantitative approaches likely to produce valid new knowledge in the discipline of safety management. **Prerequisites:** SAFE 345 and MATH 217 or permission of the instructor.

To:

SAFE 602 Research Methods in Safety Management

3c-01-3sh

Prepares individuals for the conduct of research in safety and its numerous subspecialties. Research paradigms, experimental design, data sources and collection, and statistical methods are covered in detail. The emphasis throughout is on quantitative approaches likely to produce valid new knowledge in the discipline of safety management. **Prerequisites:** SAFE 345 and MATH 217 or permission of the instructor.

Rationale: This proposal is a request to teach the existing graduate course SAFE 602 Quantitative Methods via distance education and to make minor revisions in the types and numbers of work assignments, the course objectives and the course title. This revised course is a required core course in the M.S. degree in Safety Sciences.

CIP Code: 150701

Current M.S. Program**Proposed M.S. Program, Disaster Response Track Only**

Required Core Courses	18cr.	Required Core Courses	12cr.
SAFE 601 Concepts of Risk Assessment	3 cr.	SAFE 610 Environmental Safety and Health Administration (New Course)	3 cr.
SAFE 602 Quantitative Methods in Safety Management	3 cr.	SAFE 602 Research Methods in Safety Management (Revised Course)	3 cr.
SAFE 603 Human Relations in Safety Management	3 cr.	SAFE 603 Human Relations in Safety Management	3 cr.
SAFE 604 Industrial Toxicology	3 cr.	SAFE 644 Preventing Unsafe Acts	3 cr.
SAFE 605 Advanced Principles of Safety Engineering	3 cr.	Disaster Response Track	12cr.
SAFE 606 Hazardous Materials Management	3 cr.	SAFE 562 Radiological Health	3 cr.
		SAFE 606 Hazardous Materials Management (Revised Course)	3 cr.
Elective Courses (Choose six)	18cr.	SAFE 673 Disaster Preparedness	3 cr.
SAFE 541 Accident Investigation	3 cr.	SAFE 672 Process Safety in the Chemical Industry	3 cr.
SAFE 561 Air Pollution	3 cr.	Controlled Electives (Choose a minimum of 12 credit hours)*	12cr.
SAFE 562 Radiological Health	3 cr.	SAFE 520 Law and Ethics	3 cr.
SAFE 565 Right-to-Know Legislation	3 cr.	SAFE 541 Accident Investigation	3 cr.
SAFE 581 Special Topics	3 cr.	SAFE 542 Current Issues in Safety	3 cr.
SAFE 620 Safety Data Management	3 cr.	SAFE 561 Air Pollution	3 cr.
SAFE 623 Advanced Safety Administration	3 cr.	SAFE 562 Radiological Health	12cr.
SAFE 630 Pollution Control	3 cr.	SAFE 565 Right-to-Know Legislation	3 cr.
SAFE 644 Preventing Unsafe Acts	3 cr.	SAFE 581 Special Topics	3 cr.
SAFE 663 Industrial Hygiene Laboratory Methods	3 cr.	SAFE 604 Industrial Toxicology	3 cr.
SAFE 664 Industrial Noise Control	3 cr.	SAFE 606 Hazardous Materials	3 cr.

		Management (Revised Course)	
SAFE 672 Process Safety in the Chemical Industry	3 cr.	SAFE 620 Safety Data Management	3 cr.
SAFE 673 Disaster Preparedness	3 cr.	SAFE 623 Advanced Safety Administration	3 cr.
SAFE 674 Fire Safety in Building Design	3 cr.	SAFE 672 Process Safety in the Chemical Industry	3 cr.
SAFE 681 Special Topics	3 cr.	SAFE 673 Disaster Preparedness	3 cr.
SAFE 699 Individualized Instruction	3 cr.	SAFE 674 Fire Safety in Building Design	3 cr.
SAFE 850 Thesis	1-6 cr.	SAFE 681 Special Topics	3 cr.
		SAFE 699 Individualized Instruction	3 cr.
		SAFE 850 Thesis	3 cr.
		SAFE 685 Advanced Field Experience in Disaster Response (New Course)	6 cr.