

**MINUTES OF THE  
IUP UNIVERSITY SENATE**

---

**November 3, 2009**

Chairperson Broad called the November 3, 2009, meeting of the University Senate to order at 3:35 p.m., in Eberly Auditorium.

The following Senators informed the Senate Leadership that they could not attend: Baum, Brzycki, Carranza, Chiarulli, Farnsworth, Greenwalt, Hood, Phaneuf, Ritchey, Rivera, Rivosecchi, Rosenberger, Scott

The following Senators were absent from the meeting: Appolonia, Barger, Beck, Camp, Cekada, Clutter, Deckert, Gart, Johnson, Kuipers, Lewis, Mocek, Norris, Numan, Sullivan, Tickell, Turner, Wilson, Williams, Zorich

The minutes of the October 6, 2009 meeting were **APPROVED**.

Agenda items for the November 3, 2009, meeting were **APPROVED** following a vote held to allow for the switching of the order in which the reports were to given.

## **REPORTS AND ANNOUNCEMENTS**

### **President's Report**

Good afternoon. I am pleased to report to you on several university developments. First, Dr. Linda Norris, a member of the English education faculty, has been selected as the 2009 Pennsylvania Teacher Educator of the Year by the Pennsylvania Association of Colleges and Teacher Educators. The association is dedicated to providing strong advocacy for teacher education within the commonwealth by promoting quality programs of teacher education.

Dr. Norris is the second IUP faculty member to be chosen for this prestigious honor. Dr. Valeri Heltebran, a member of the Professional Studies in Education department, was selected for this award in 2005. These types of recognitions further amplify IUP's outstanding reputation for faculty excellence in teaching. Please join me in congratulating Dr. Linda Norris.

As we talk about excellence, I am pleased to recognize that the IUP Department of Nursing and Allied Health was recently informed of continued superior scores for its nursing graduates. From July to September, IUP's students had a first-time NCLEX exam (National Council Licensure Examination for Registered Nurses) passing rate of 94.4 percent. This compares to a state passing average of 86 percent, and national first-time passing average of 88 percent. The NCLEX is a most important indicator of the skills and knowledge of our graduates, and demonstrates the preparedness of students for this crucially important career. This is the second year in a row that IUP students have significantly surpassed commonwealth and national "pass rate" averages. Congratulations to all faculty and staff in the nursing and allied health department on this continued, significant achievement.

Lastly, I encourage you, as your schedules permit, to attend tomorrow evening's second annual First Commonwealth Endowed Lecture presentation with award-winning journalist Mr. Bob Woodward. This program will be presented at 7:30 p.m. in Fisher Auditorium. It is presented free of charge, thanks to the generosity of our friends at First Commonwealth, but free tickets are required and can be obtained at the HUB ticket office.

Thank you for your time and attention.

## **Provost's Report**

### **1. Academic Strategic Planning**

Academic Affairs continues to move forward this semester with its strategic planning efforts. Working groups (composed of faculty, staff, students, and administrators) have been working on seven broad goals with the aim of developing a set of sub-goals or objectives along with strategies for achieving these objectives and a set of metrics to measure progress in achieving those objectives. These groups will be posting their work periodically on our strategic planning website to illicit input from the greater academic community. The plan is to have these working groups submit their final report to the Screening Committee by February and for the Screening Committee to provide to the university community a draft of an academic strategic plan by March 2010. There will be ample opportunity for a thorough vetting of the draft by the university community so that feedback can be obtained before a final draft is submitted to the Provost and the Council of Deans by May 2010. It is expected that the five-year strategic plan will be in place by the beginning of the fall 2010 semester.

### **2. Review of Low Enrolled Programs**

As you may know, PASSHE has initiated a review of all low-enrolled academic programs at the 14 state universities. The target enrollment numbers associated with the review are 30 completions in the past 5 years for baccalaureate programs; 25 completions in the past 5 years for associate programs; 20 completions in the past 5 years for graduate programs; 10 completions in the past 5 years for certificate programs. . These threshold numbers were chosen based on a review of several other states' policies. These numbers are not automatic triggers for program elimination. These target numbers are intended to create discussions on the PASSHE campuses about the future directions of these programs. We are complying with the PASSHE directive and are in the process of working closely with the college deans in preparing our initial responses for those low-enrolled programs at IUP. However, as you know, IUP does not yet have an academic strategic plan, and it is clear that we need to engage in a serious and comprehensive academic strategic planning effort. That planning effort is now underway. When the plan is completed next spring, we will be able to establish academic priorities and make a number of mission-critical decisions, especially in the area of curriculum reform, including program revisions, collaborations, and possible program eliminations. It is essential that this planning process go forward a strategic plan be created before any final and irrevocable decisions are made on low enrolled programs. And please rest assure

that those decisions will be not be made without input from those departments who would be affected.

### **3. Faculty Sabbaticals for 2010-2011**

I am pleased to announce that the University has granted 34 faculty sabbaticals to be taken during the 2010-2011 academic year. This is a record number and reflects our continuing commitment to providing opportunities for faculty to pursue scholarly work as well as other forms of professional development.

### **4. Moodle Showcase**

Tuesday, November 10, 2009

Location: Crimson Event Center, Folger Hall

Start: 5:00 p.m.

End: 7:00 p.m.

This inaugural Faculty Showcase is designed to highlight creative usage of Moodle. Our two guest presenters, Drs. Karen Cercone and Dennis Giever, will:

- Demonstrate the pedagogy and techniques of how they are using Moodle for their classes
- Reflect on what they have learned along the way and address what they would do differently if just starting
- Participate in a question/answer session for your participation.

### Curriculum Revisions

In response to the Senate recommendations from the September 15, 2009 meeting, I accept the following:

From the University-Wide Undergraduate Curriculum Committee:

- A. The following courses are approved by me and may be offered immediately:

HRIM 212 – Club Operations Management

- B. Program revisions from the Human Development and Environmental Studies Department for the Bachelor of Science in Education K-12 Family and Consumer Sciences Education program

### **Chairperson's Report**

Because of recent events, I think it would be helpful to remind the Senate of the stipulation in our Constitution regarding policies: "The President and the Council of Trustees ... shall provide the University Senate an opportunity to review all policies and make recommendations prior to their implementation." I'm not sure that this wording makes allowances for those responsible to come up with their own definitions of "policy." If it walks like a duck, quacks like a duck, swims like a duck... well, you know the rest. But it's not my call, and that's not what I want to talk about today.

I have two things to report on this month, both of which occurred yesterday. First, I was asked to go to Harrisburg to meet with the Human Resources committee of the Board of Governors. They

are re-thinking the process for evaluating university presidents, and they were meeting with representatives of various constituencies. Before when I have gone to these consultations I have been the only one from western Pennsylvania there, but yesterday I was surprised to find my colleagues from both Edinboro and Clarion in attendance. I thought I was crazy to drive over three hours each way for the meeting, but the senate chair at Edinboro had actually flown down for the day, for a one hour meeting. This says something about how important people seem to think this process is. It will be interesting to see what comes of it. In any case, I learned that on some campuses the whole faculty, and sometimes other constituencies, such as students, are polled when the president is evaluated. On other campuses very few people know the evaluation is taking place. IUP might do well to think about how we approach things.

The other meeting I attended yesterday as your representative was a group that will serve as one of the bodies, along with another group from the community, and some others, providing input to the process of developing a long-range facilities development plan for the university. A consulting firm has been hired to help with the process, and they are on campus now. They will be holding open house meetings for anyone who is interested to provide them their perspective while they are getting to know what our campus is currently like prior to suggesting avenues for growth. I encourage everyone to look for these – there was one today – and give them your input. I just hope that the resulting plan doesn't lead to any more creative financing schemes.

### Vice-Chairperson's Report

No Report

### Rules Committee (Senator Korns)

The committee will meet on Tuesday November 10 in Eberly Conference Room

### University-Wide Undergraduate Curriculum Committee (Senator Sechrist)

#### **FOR INFORMATION:**

The following courses were approved by UWUCC to be offered as distance education courses:

HRIM 150 Principles of Hospitality Management  
NURS 143 Healthy People  
DVST 170 Career Exploration  
LBST 499 The Global Village  
PLSC 354 Metropolitan Problems

#### **FOR ACTION:**

### **1 University-wide Undergraduate Curriculum Committee—Changes to Distance Education Policies and the UWUCC Handbook**

- a Change the date when new proposals are due in the spring**

**APPROVED**

**Current Page 147 paragraph 1**

Prior to development of a distance education course, the faculty member must consult with the dean of his/her college to verify the source of funding for the preparation stipend and to verify the availability of the technology needed. Proposals for courses to be first offered in the summer or fall should be received by the committees by February 25th, while proposals for courses for the winter or spring should be received by September 25th.

**Proposed Page 147 paragraph 1**

Prior to development of a distance education course, the faculty member must consult with the dean of his/her college to verify the source of funding for the preparation stipend and to verify the availability of the technology needed. Proposals for courses to be first offered in the summer or fall should be received by the committees by February 1st, while proposals for courses for the winter or spring should be received by September 25th.

**Rationale:** The University-wide Curriculum Committee has found that there has not been enough time to review the Distance Education course proposals in the spring semester when they are received by Feb. 25th. Moving the due date to Feb. 1st should give the committee more time to approve the proposals in time so that students can register in the courses.

**b Add new approval dates**

**Current Page 145, under title:**

**Implementation of Distance Education Article 42**

Approved by APSCUF Representative Council December 14, 2000

Approved by Meet and Discuss February 22, 2001

Modified by APSCUF Representative Council April 7, 2005  
and Meet and Discuss April 27, 2005

Modified by APSCUF Representative Council September 4, 2008  
and Senate Sept. 9, 2008 due to changes in 2007 APSCUF contract

**Proposed Page 145, under title:**

**Implementation of Distance Education Article 42**

Approved by APSCUF Representative Council December 14, 2000

Approved by Meet and Discuss February 22, 2001

Modified by APSCUF Representative Council April 7, 2005  
and Meet and Discuss April 27, 2005

Modified by APSCUF Representative Council September 4, 2008  
and Senate Sept. 9, 2008 due to changes in 2007 APSCUF contract

**Modified by APSCUF Representative Council October 8, 2009  
and University Senate November 3, 2009?**

**c Add phrase about where to place responses**

On page 149 revise the line right under Step One

**Undergraduate Distance Education Review Form**

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

**Existing and Special Topics Course**

**Course:** \_\_\_\_

**Instructor(s) of Record:** \_\_\_\_

**Phone:** \_\_\_\_

**Email:** \_\_\_\_

---

**Step One: Proposer**

**Current:** A. Provide a brief narrative rationale for each of the items, A1- A5.

**Proposed:** A. Provide a brief narrative rationale for each of the items, A1- A5 **after the signature pages.**

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?
  2. How will each objective in the course be met using distance education technologies?
  3. How will instructor-student and student-student, if applicable, interaction take place?
  4. How will student achievement be evaluated?
  5. How will academic honesty for tests and assignments be addressed?
- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

---

**Step Two: Departmental/Dean Approval**



**Minor Modification Approved by IUP Senate November 3, 2009**

**A. Policy**

The purpose of this policy is to ensure that proposed new distance education programs are consistent both in quality and content with their original programs. A proposal must be submitted to the UWUCC when 50% or more of the program **credit** requirements (excluding liberal studies and free electives outside of the major) are available through distance education technologies. . . .

**Rationale:** The committee has been asked to clarify whether this statement meant course requirements or credit requirements.

**2 Liberal Studies Committee**

**APPROVED**

Approved LBST 499 Consumer Culture, Drs. Lisa Sciulli, Varinder Sharma, and Rajendar Garg, Department of Marketing

**3 Department of Employment and Labor Relations – Prefix Changes, Catalog Description Change, and Course Title Change**

**APPROVED**

**a Course Prefix Change:**

**Current Course Title: ILR 281 Special Topics**

**Proposed Course Title: ELR 281 Special Topics**

**b Prefix, Catalog Description, and Course Title Changes:**

**Current Catalog Description:**

**ILR 426 Case Studies in Labor-Management Relations** **3c-01-3cr**

An in-depth study of daily labor-management relationships in a variety of organizational settings through utilization of case study technique. Focuses on a problem-solving approach to the legal and contract administration components of the labor-management relationship.

**Proposed Catalog Description:**

**ELR 426 Case Studies in Employment Relations** **3c-01-3cr**

An in-depth study of daily employment relationships in a variety of organizational settings through utilization of case study technique. Focuses on a problem-solving approach to the legal and contract administration components of the employment relationship



**c Course Prefix Change:**

**Current Course Title: ILR 480 Principles and Practices of Collective Bargaining**

**Proposed Course Title: ELR 480 Principles and Practices of Collective Bargaining**

**d Course Prefix Change:**

**Current Course Title: ILR 481 Special Topics in Industrial and Labor Relations**

**Proposed Course Title: ELR 481 Special Topics in Employment Relations**

**e Course Prefix Change:**

**Current Course Title: ILR 482 Independent Study**

**Proposed Course Title: ELR 482 Independent Study**

**f Course Prefix Change:**

**Current Course Title: ILR 499 Independent Study**

**Proposed Course Title: ELR 499 Independent Study**

**Rationale:** The changes proposed herein are offered for the purpose of achieving conformity between the undergraduate course offerings of the Employment and Labor Relations (ELR) Department and the significant changes to the graduate-level ELR program already approved by the University-Wide Graduate Committee and University Senate.

The Department of Employment and Labor Relations is an exclusively graduate-level department within the College of Health and Human Services. The department was created in 1978 as the Department of Labor Relations and the degree conferred to graduates was the Master of Arts in Labor Relations. In 1983, the designations of the department and the degree were changed to “Industrial and Labor Relations.” Developments in the economy and employment since 1983, including the pervasive decline of the industrial sector and the significant growth in the service sector, make the continued use of the term “industrial” anachronistic.

Accordingly, the ELR Department proposed that, as of the start of the Fall Semester, 2009, the word “employment” be substituted for the word “industrial” to result in the “Department of Employment and Labor Relations.” The acronym “ILR” would thereafter be “ELR.” Implementation of the aforesaid changes will also bring the titles associated with the ELR

program into conformity with trends noted in competing academic programs as well as relevant professional organizations.

**University-Wide Graduate Curriculum Committee (Senator Piper)**

**FOR INFORMATION**

**PLSC 554 Metropolitan Problems, Distance Education Approval**

**COUN 628 Management of a Professional School Counseling Program, Distance Education Approval**

**SOC 781/881 Advanced Qualitative Methods, Distance Education Approval**

**FOR ACTION**

**1 Department of Counseling - New Course**

**APPROVED**

**COUN 677 Crisis Counseling**

**3c-01-3sh**

This course provides an opportunity to develop an understanding of counseling clients during crisis, disaster, and other trauma causing events. The course examines theories, models, assessment techniques, and intervention strategies of crisis counseling. The counselor's collaborative role in crisis preparedness and response is discussed, including self-care strategies appropriate during crisis counseling. Student competencies are enhanced by participation in activities addressing theoretical as well as practical knowledge of crisis counseling.

**Prerequisite:** COUN 617 Basic Counseling Skills

**Rationale:** This course is being proposed in response to (1) crisis counseling being a significant issue often presented by clients to counselors in all settings, (2) the recommendation by our accrediting body, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to provide students with in-depth understanding of the impact of crises, disasters, and other trauma-causing events on people, and (3) the need for electives to provide students (especially at Penn Center Location) with sufficient credits to qualify for a license as a professional counselor in Pennsylvania.

**2 Program Revision for: Administration & Leadership Studies, Nonprofit & Public Sectors, Ph.D. Program**

**APPROVED**

**Sponsoring Department:** Department of Sociology

**Catalog Start Term:** Summer 2010

**Brief Summary of the Rationale for the Minor Program Revision**

The proposed changes are intended to strengthen the curriculum for students in this

doctoral program. Splitting the current social and organizational theory course into two courses, classical and contemporary, will permit a more in depth examination of theoretical perspectives, their development, and their uses in research, which are necessary for preparation for the dissertation and other independent scholarship. Based on the experiences of three doctoral cohorts, the one semester course currently in the curriculum does not provide adequate time to expose students to the range of material at the level appropriate to doctoral studies. This is particularly the case with the student population in this interdisciplinary program that attracts individuals from a wide variety of disciplines, predominantly with applied Master's degrees, and often with little or no background in social theory. In our experience, it simply is not possible in a single semester to provide students with a foundation in theory that adequately prepares them for the dissertation and other advanced scholarly research.

The addition of a Dissertation Seminar is intended to foster advanced skills in scholarship, provide ongoing feedback and guidance in the development of a literature review, and facilitate the process of developing a major research project that may serve as the basis for the dissertation. In the past, we have attempted to accomplish these goals through the use of an individualized comprehensive examination in the student's area of research specialization. Although successful in some ways, having students work in isolation and without feedback until the end of the process often results in the need for them to "revise and resubmit" after an initial review by and detailed feedback from faculty readers. A pilot test of the proposed dissertation seminar indicates that these curricular goals are more effectively accomplished by having students engage in the literature search, review, and synthesis process within the context of ongoing faculty feedback and peer review. The students in the pilot seminar, having already taken the individualized specialization comprehensive exam, reported that the dissertation seminar was more productive in moving them toward developing skills to prepare them for their dissertation proposal. Additionally, peer writing groups spontaneously developed and outlived the course, with students engaging in ongoing peer review and producing work on a regular basis. One result of the addition of a Dissertation Seminar may be a higher proportion of students completing a dissertation proposal and doing so more quickly, which potentially may improve rates of, and time to, graduation.

The elimination of six credits of electives corresponds with the addition of six credits of required courses, and maintains the overall number of credits required for graduation. This leaves students with nine hours of electives for course work within their area of research interest. Our experience has been that students had difficulty finding 15 credits of electives that make a meaningful contribution to their preparation for the dissertation. The new (required) courses will contribute to their preparation for the dissertation while still providing students with the flexibility to take elective course work in their areas of research interest.

Changing the start term of the program from Fall to Summer more accurately reflects the expectation that students will begin the program during Summer II with the one credit LDRS 800, Proseminar, which serves as an orientation and socialization to the program prior to beginning substantive coursework in the Fall semester.

## Summary of Proposed Changes:

### Current Program

The Ph.D. program in Administration and Leadership Studies, Nonprofit and Public Sectors, is designed to educate leaders in human services, health care, state and local government agencies, higher education, and other public and nonprofit organizations. This program is offered by the Sociology Department in collaboration with the department of Economics. The ALS program's goals are to provide leadership development and enhanced administrative capacity through application of theory and research in the public and nonprofit services context. Student learning is constituted by the following objectives:

- Thorough knowledge of the scholarship and research on leadership and the ability to utilize this knowledge in an applied, professional context.
- Knowledge and skills in nonprofit and public sector program planning and administration that reflect a sociological perspective.
- The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study.

As the majority of students are midcareer professionals with full-time positions, required courses are offered evenings and/or Saturdays, two courses a semester. Courses are offered in fall, spring, and an eleven week summer session.

Students are admitted in cohorts. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vita or résumé), a goal statement in which the applicant explains why

### Proposed Program

The Ph.D. program in Administration and Leadership Studies, Nonprofit and Public Sectors, is designed to educate leaders in human services, health care, state and local government agencies, higher education, and other public and nonprofit organizations. This program is offered by the Sociology Department in collaboration with the department of Economics. The ALS program's goals are to provide leadership development and enhanced administrative capacity through application of theory and research in the public and nonprofit services context. Student learning is constituted by the following objectives:

- Thorough knowledge of the scholarship and research on leadership and the ability to utilize this knowledge in an applied, professional context.
- Knowledge and skills in nonprofit and public sector program planning and administration that reflect a **social science** perspective.
- The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study.

As the majority of students are midcareer professionals with full-time positions, required courses are offered evenings and/or Saturdays, two courses a semester. Courses are offered in fall, spring, and an eleven week summer session.

Students are admitted in cohorts. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vita or résumé), a goal statement in which the applicant explains why

she/he wishes to be admitted to the program, and a major writing sample such as a master's thesis, course paper, policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A master's degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology and Economics; therefore, some background in the social sciences is helpful.

Each student admitted to a doctoral program receives doctoral candidacy after completing at least eighteen graduate credits beyond the master's degree, with a GPA of 3.0, and passing both core and research methods area comprehensive examinations. To be eligible for graduation, students must complete the 61 credit hours specified in the curriculum, successfully pass all comprehensive examinations, and successfully defend a dissertation proposal and completed dissertation. Program curriculum requirements are as follows:

Core 22 cr.  
LDRS 800 Proseminar  
LDRS 801 Leadership Theories  
LDRS 802 Leadership Applications  
LDRS 810 Nonprofit Management  
LDRS 811 Administration in the Public Sector

SOC 803 Social and Organizational Theory

SOC 804 Social Policy  
ECON 720 Managerial Economics for Decision Making and Leadership

Research 24 cr.  
SOC 862 Analysis of Social Data  
SOC 863 Quantitative Research Methods I  
SOC 864 Quantitative Research Methods II  
SOC 865 Qualitative Research Methods  
LDRS 861 Program Evaluation

she/he wishes to be admitted to the program, and a major writing sample such as a **Master's** thesis, course paper, policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A **Master's** degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology and Economics; therefore, some background in the social sciences is helpful, **but not required**.

Each student admitted to **the** doctoral program receives doctoral candidacy after completing at least eighteen graduate credits beyond the **Master's** degree with a GPA of 3.0 and passing both core and research methods area comprehensive examinations. To be eligible for graduation, students must complete the 61 credit hours specified in the curriculum, successfully pass all comprehensive examinations, and successfully defend a dissertation proposal and **a** completed dissertation. Program curriculum requirements are as follows:

Core **28** cr.  
LDRS 800 Proseminar  
LDRS 801 Leadership Theories  
LDRS 802 Leadership Applications  
LDRS 810 Nonprofit Management  
LDRS 811 Administration in the Public Sector

**SOC 802 Classical Social and Organizational Theories**

**SOC 803 Contemporary Social and Organizational Theories**

SOC 804 Social Policy  
ECON **820** Managerial Economics for Decision Making and Leadership

**LDRS 900 Dissertation Seminar**

Research 24 cr.  
SOC 862 Analysis of Social Data  
SOC 863 Quantitative Research Methods I  
SOC 864 Quantitative Research Methods II  
SOC 865 Qualitative Research Methods  
LDRS 861 Program Evaluation

LDRS 995 Dissertation

Electives 15 cr.  
Nine credits from among any graduate-level SOC, ECON, or LDRS courses.  
Six credits from among any other relevant graduate courses.

For detailed information about the program, you may contact the program coordinator at 724-357-2956 or ALS-PHD@iup.edu. The program's website may be viewed at [www.iup.edu/als](http://www.iup.edu/als).

LDRS 995 Dissertation

Electives 9 cr.  
Nine credits from among any **relevant** graduate **level** courses **with permission of the doctoral coordinator.**

For detailed information about the program, you may contact the program coordinator at 724-357-2956 or ALS-PHD@iup.edu. The program's website may be viewed at [www.iup.edu/als](http://www.iup.edu/als).

**Catalog Description**

The Ph.D. program in Administration and Leadership Studies, Nonprofit and Public Sectors, is designed to educate leaders in human services, health care, state and local government agencies, higher education, and other public and nonprofit organizations. This program is offered by the Sociology Department in collaboration with the department of Economics. The ALS program's goals are to provide leadership development and enhanced administrative capacity through application of theory and research in the public and nonprofit services context. Student learning is constituted by the following objectives:

- Thorough knowledge of the scholarship and research on leadership and the ability to utilize this knowledge in an applied, professional context.
- Knowledge and skills in nonprofit and public sector program planning and administration that reflect a social science perspective.
- The capacity to locate and critique research and evaluation studies and to successfully design, conduct, and defend an original research study.

As the majority of students are mid-career professionals with full-time positions, required courses are offered evenings and/or Saturdays, two courses a semester. Courses are offered in fall, spring, and an eleven week summer session.

Students are admitted in cohorts. The admissions process involves a review of an assortment of materials, including an application for admission form, transcripts, GRE test scores, three letters of recommendation from academic or professional references, a work experience statement (either a vita or résumé), a goal statement in which the applicant explains why she/he wishes to be admitted to the program, and a major writing sample such as a Master's thesis, course paper, policy document, or program report. A personal interview may be required at the option of the Admissions Committee. A Master's degree is required. Prospective students should be aware that this is a social science program, with most courses taught by professors of Sociology and Economics; therefore, some background in the social sciences is helpful, but not required.

Each student admitted to a doctoral program receives doctoral candidacy after completing at least eighteen graduate credits beyond the Master's degree, with a GPA of 3.0, and passing both core and research methods area comprehensive examinations. To be eligible for graduation, students must complete the 61 credit hours specified in the curriculum, successfully pass all

comprehensive examinations, and successfully defend a dissertation proposal and a completed dissertation. Program curriculum requirements are as follows:

*Core* 28 cr.

LDRS 800 Proseminar

LDRS 801 Leadership Theories

LDRS 802 Leadership Applications

LDRS 810 Nonprofit Management

LDRS 811 Administration in the Public Sector

SOC 802 Classical Social & Organizational Theories

SOC 803 Contemporary Social & Organizational Theories

SOC 804 Social Policy

ECON 820 Managerial Economics for Decision Making and Leadership

LDRS 900 Dissertation Seminar

*Research* 24 cr.

SOC 862 Analysis of Social Data

SOC 863 Quantitative Research Methods I

SOC 864 Quantitative Research Methods II

SOC 865 Qualitative Research Methods

LDRS 861 Program Evaluation

LDRS 995 Dissertation

*Electives* 9 cr.

Nine credits from among any relevant graduate level courses with permission of the doctoral coordinator.

For detailed information about the program, you may contact the program coordinator at 724-357-2956 or ALS-PHD@iup.edu. The program's website may be viewed at [www.iup.edu/als](http://www.iup.edu/als).

### **Brief Summary of Each Major Change in the Program**

The proposed changes pertain to graduation requirements of the Ph.D. program in Administration and Leadership Studies, Nonprofit and Public Sectors. They are:

- The revision of the currently required three credit SOC 803, Social and Organizational Theory, course into two required, sequenced three credit courses: *Classical* Social and Organizational Theories and *Contemporary* Social and Organizational Theories; this change involves (a) a course revision and (b) a course addition.
- The addition of a required three credit Dissertation Seminar course as a capstone experience in the program.
- The elimination of six of 15 credits of electives, corresponding to the addition of two new three credit courses.
- Changing the start term of the program from fall to summer, as students will begin the program during Summer II with the one credit LDRS 800, Proseminar, as an orientation and socialization to the program, prior to beginning substantive coursework in the Fall semester.

**NEW COURSES:**

**SOC 802 Classical Social and Organizational Theories**

**3c-01-3sh**

**Course Description**

This course examines the use of classical social and organizational theories for understanding social relations and phenomena, the role of theory in the social sciences, and the historical roots and the development of both classical social theories and foundational applied organizational theories. The emphasis is on understanding the contributions and limitations of these theories, how they inform current understanding of societal relations, and critically analyzing these theoretical perspectives.

**Rationale**

This course will be the first of two sequenced courses that will comprise the social and organizational theory sequence in the interdisciplinary social science ALS Ph.D. program. Currently, only one course in this area is offered, SOC 803, Social and Organizational Theories. Based on experience with three cohorts of students in the ALS Ph.D. program for whom this is a required course, one semester does not provide adequate time to expose students to the range of material at the level appropriate to doctoral studies.

**SOC 803 Contemporary Social and Organization Theories**

**3c-01-3sh**

**Course Description**

This course examines the use of contemporary and developing social and organizational theories for understanding social phenomena, the role of contemporary theories in the social sciences, and their relationship with classical social and organizational theories. The emphasis is on understanding the contributions and limitations of these theories, how they inform current understanding of societal relationships, their use in research, and critically analyzing these theoretical perspectives. **Prerequisite:** SOC 802 Classical Social and Organizational Theories

**Rationale**

This course will serve as the second of two sequenced courses that will comprise the social and organizational theory sequence in the ALS Ph.D. program and may be taken by advanced graduate students from other programs, as well. Currently, only one course in this area is offered for students in this doctoral program. Based on experience with three cohorts of students in the program, one semester does not provide adequate time to expose students to the range of material at the level appropriate to doctoral studies.

**LDRS 900 Dissertation Seminar**

**3c-01-3sh**

**Course Description**

In this course students critically examine research and theory relevant to their prospective dissertation research. Students search for and review literature related to their area of scholarship, identify and make contact with key scholars in their fields of interest, complete a synthesis of the literature, engage in peer review, and develop a major paper that may serve as a basis for the dissertation proposal. Students will advance their skills in the processes required



for effective development of a significant research project and the presentation of a literature review centered on a specific research issue, problem, or question. **Prerequisite:** Limited to ALS Ph.D. students who have completed core and research comprehensive examinations.

### **Rationale**

This course is intended to foster advanced skills in scholarship, provide ongoing feedback and guidance in the development of literature review, and facilitate the process of developing a major research project. In the past, we have attempted to accomplish these goals through the use of an individualized comprehensive examination in the student's area of research specialization. Although successful in some ways, students working in isolation without feedback until the end of the process often resulted in the need for them to 'revise and resubmit' after an initial review by faculty readers. A spring 2008 pilot test of the proposed Dissertation Seminar indicates that these curricular goals are more effectively accomplished by having students engage in the process within the context of ongoing faculty feedback and peer review. The students in the pilot course, having already taken the specialization comprehensive exam, reported that the dissertation seminar process was more productive in moving them toward a comprehensive literature review and development of an independent research project.

### **3 Policy Change**

**APPROVED**

#### **School of Graduate Studies and Research**

**By PASSHE guidelines, this policy is to be effective in January 2010.**

A change in the Course Repeat Policy was reviewed by the University Wide Graduate Committee

#### **Rationale**

Recently a series of policies and practices were approved through the Council of Presidents, PASSHE. The Universities will employ a common standard for individual course repeats.

#### **Old Policy**

No graduate credit is given for "F" grades, and graduate grading policy does not permit "D" grades. Students may repeat "C" or "F" grades according to the following policy:

Only one course may be repeated for each graduate degree program the student attempts or completes.

This one course may be repeated up to two times, for a total of three attempts (the original registration for the course plus two repeat attempts).

Semester hours for repeated courses will be counted only once for all attempts made, and the hours and grade earned when the course was last taken will be used to compute the grade point average. However, all attempts and the original grade(s) earned will continue to appear on the graduate transcript.

### **New Policy**

No graduate credit is given for “F” grades, and graduate grading policy does not permit “D” grades. Students may repeat “C” or “F” grades according to the following policy:

Only one course may be repeated for each graduate degree program the student attempts or completes.

This one course may be repeated only one time.

The most recent grade (regardless of whether it is higher or lower) will be the grade used for the GPA calculation.

However, all attempts and the original grade(s) earned will continue to appear on the graduate transcript.

## **4 Graduate Curriculum Authorization Form (Expedited Review) APPROVED**

### **Expedited Review Process**

In order to facilitate the healthy and ongoing revision of curriculum, proposals with minor changes to some existing curriculum may qualify for expedited review. Minor revisions are defined in the Graduate Curriculum Handbook. They include those changes not covered by Level I or Level II proposals. Tracks or Areas of Emphasis within Programs, CORs, Minors, and Program deletions do not qualify for expedited review. A minor course revision is submitted for changes in course name, course number, catalog description, or prerequisites.

#### *Qualifications for Expedited Review*

- The proposal is approved and signed at the department and college level.
- The proposal is limited to minor revisions in existing courses, minor\* revisions in existing programs, and course deletions.
- The proposal does not contain a request for new resources.
- The proposed curriculum does not affect offerings by other programs.
- The proposed curriculum is not cross-listed with offerings in other programs.

#### *Proposal Flow*

Proposals receiving expedited review will be reviewed by the SGSR Dean’s Associate who may seek further information from the department or may request changes in the department’s proposal. Upon recommendation of the SGSR Dean’s Associate, the SGSR Dean, the Provost, and both Chairs of the UWGC (in that order) will sign off on the

expedited review and sign to approve the proposal. If all necessary signatures are on the proposal authorization form, the UWGC will forward it on to the University Senate. If the SGSR Dean, the Provost, or the Chairs of the UWGC decline the recommendation of the SGSR Dean's Associate, the proposal will return to the SGSR Dean's Associate's office and proceed through the normal curriculum approval process. It will be the responsibility of the SGSR Dean's Associate to notify the proposer if the proposal returns to the normal curriculum approval process.

**5 Electronic Thesis and Dissertation Manual**

**APPROVED**

With consultation and support of the graduate coordinators, the thesis and dissertation guidelines were made more flexible in terms of formatting.

**Academic Committee (Senator Dugan/Novels)**

**FOR ACTION**

**APPROVED**

The Academic Committee recommends that an Honorary Degree be bestowed upon Dr. Gerald L. Zahorchak. Dr. Zahorchak is the secretary of Education for the Commonwealth of Pennsylvania. Biographical information is attached. I have provided a briefer synopsis below.

Dr. Gerald L. Zahorchak was nominated by Governor Edward G. Rendell to serve as Secretary of Education on October 5, 2005 and unanimously confirmed by the Senate of Pennsylvania on February 7, 2006.

Prior to his nomination, Dr. Zahorchak served as Deputy Secretary for Elementary and Secondary Education. As Deputy Secretary, he worked diligently on the development and implementation of support systems for public schools that are working to meet the high demands set by Pennsylvania and No Child Left Behind targets.

Dr. Zahorchak has managed an unprecedented expenditure of educational state funding that included \$200 million in Accountability Block Grants that were used for tutoring, math and literacy coaching, the expansion of full-day kindergarten and the creation of pre-kindergarten classes. He has led the development of Pennsylvania's Inspired Leadership initiative to develop and support the state's educational leaders. He has directed Pennsylvania's leading role with the Council's Center for Data Driven Reform in Education initiative. Dr. Zahorchak has also played a prominent role in the Mid Atlantic States Laboratory for Student Success that leads the way for inspired leadership in six states.

Pennsylvania was one of only nine states that failed to fund pre-K. Because of Dr. Zahorchak's work, today, Pennsylvania is a leader in early childhood education investment.

Dr. Zahorchak also has presided over progressive initiatives such as Classrooms for the Future, which will transform teaching and learning by equipping high schools with laptop computers on every student desk in English, math, science and history classrooms, and "Science: It's Elementary," a program to upgrade science education in elementary schools.

He has helped craft high school reform initiatives that are allowing an ever-growing number of high school students to take challenging courses in a small-school environment that will prepare them for post-secondary success.

As the former Superintendent of the Greater Johnstown School District, Dr. Zahorchak implemented full-day kindergarten, pre-kindergarten, high school reform, tutoring programs and hired reading and math coaches to boost student learning. His leadership and passion for helping students excel academically helped raise student achievement levels and led all schools to meet Adequate Yearly Progress during his tenure. Data from his last two years as Superintendent analyzed by Standard and Poor's listed Johnstown as one of the 47 outperforming school districts in Pennsylvania.

Dr. Zahorchak has been widely published, and is a frequent speaker at numerous national educational conferences, symposia, and other forums. He is a frequent guest on Pennsylvania public television and radio stations. Over his distinguished career as an educator and public servant, Dr. Zahorchak has received numerous awards and recognitions. In 2005, he was honored with the Pennsylvania Association of Federal Programs Distinguished Educator Award and the Pennsylvania League of Urban School Leadership Award in 2004. In 2002, he received the Distinguished Alumnus in Education President's Award from St. Francis University. Dr. Zahorchak was also awarded the Penn State School Study Council's Caldwell Award for Excellence in Administration and Supervision.

On October 25, 2005, Dr. Zahorchak received the Educational Excellence Award from the PA Association of Elementary and Secondary School Principals. He remains a national educational leader and was the principal speaker during the Council of Chief State School Officials School Improvement Conference in 2005.

Dr. Zahorchak was also named Pennsylvania's Outstanding Young Citizen by the Pennsylvania Jaycees twice within a five-year span (1996 and 1991) and as a recipient of the Pennsylvania Outstanding Research and Publication Award in 1996 by the PA Association of Supervision and Curriculum Development.

Dr. Zahorchak received his doctorate from The Pennsylvania State University, holds a master's degree from Indiana University of Pennsylvania and a bachelor's degree from St. Francis University.

## **Course Repeat Policy**

**APPROVED**

### **Current**

A student may not normally repeat an academic course. Exceptions to this policy are:

1. **Repeatable courses:** Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses.
2. **D and F grades:**

- a. Repeat with replacement: Undergraduate students are permitted to replace the grades and quality points for courses in which they receive a D or F grade by repeating that course at IUP and filing a repeat form with the Registrar's Office. Only six repeat-with-replacement attempts are permitted during a student's entire undergraduate career. In calculating GPA, the new grade and quality points earned will replace the old. However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.
  - b. Repeat with averaging: In addition to the six repeat-with-replacement options, undergraduate students may repeat other courses in which they receive a D or F grade. In these other repeat attempts, the new grade is averaged with, instead of replacing, the prior D or F grade; the credit for the D repeat counts only once. The transcript continues to indicate all repeated courses.
  - c. Course transfers: Students seeking to replace or average D and F grades must repeat these courses at IUP. If an IUP course in which a student received an F is repeated at another institution, the credit will transfer to IUP, but the original F will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer.
3. **Other grades:** Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned and additional credit will not be awarded.

This policy also applies to transfer credit. Students receiving transfer credit for an IUP course may not repeat that course at IUP. Similarly, students who have already earned a passing grade in an IUP course may not subsequently receive transfer credit for that same course.

### Course Repeat Policy

#### Proposed

A student may not normally repeat an academic course. Exceptions to this policy are:

1. **Repeatable courses:** Certain courses are eligible for repeat for credit and grade. These courses are advanced art studio courses, music ensembles, special topics courses (281, 481) if the topic is different, and other specifically designated courses.
2. **D and F grades:**
  - a. Repeat with replacement: Undergraduate students are permitted to replace the grades and quality points in **the GPA calculation** for courses in which they receive a D or F grade by repeating that course at IUP and filing a repeat form with the Registrar's Office. Only six repeat-with-replacement attempts are permitted **for coursework taken through a student's first bachelor's degree. A single course can be repeated a maximum of two times. Additional course repeats are permitted with approval through the office of the dean of the student's college. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA**

- calculation.** However, the transcript continues to document all academic work, and repeated courses are not deleted from the visual record.
- b. Course transfers: Students seeking to replace or average D and F grades must repeat these courses at IUP. If an IUP course in which a student received an F is repeated at another institution, the credit will transfer to IUP, but the original F will continue to count toward the IUP GPA. If an IUP course in which a student received a D is repeated at another university, neither the grade nor the credit will transfer.
  - c. **Post Baccalaureate students (Undergraduate): A single course may be repeated only once with replacement. A maximum of two repeats with replacement are permitted for each post baccalaureate program. The most recent grade (regardless of whether it is higher or lower) will be the grade used in the GPA calculation.**
3. **Other grades:** Courses in which students earned a grade of A, B, C, or P may be repeated only on an audit basis. New grades will not be assigned and additional credit will not be awarded.

This policy also applies to transfer credit. Students receiving transfer credit for an IUP course may not repeat that course at IUP. Similarly, students who have already earned a passing grade in an IUP course may not subsequently receive transfer credit for that same course.

### **Rationale**

When the PASSHE was pursuing the development of SAP common nomenclatures and policies were being developed, in order to make information sharing and transfer between the universities more efficient. Despite the demise of the SAP project, PASSHE has decided to continue to the concept of “commonalities” among procedures and some academic policies. This decision led to the review by the Academic Committee of several policies which were being included in the “commonalities” documents. The proposed changes to the Course Repeat policy, still allows for repeats but attempts to discourage injudicious use of the opportunity to repeat beyond six times. The requirement to use the latest grade should encourage serious attempts to do better on the first repeat. Each of these, more quickly move students to graduation and foster better seat availability for other students. As such, the committee proposes the changes noted above.

**The following policy, “Residency Requirements for Awarding of Degrees,” appears in two catalog locations. The language inserted in each is the same, as the rationale.**

### **Residency Requirements for Awarding of Degrees**

**APPROVED**

**Current** (Undergraduate Catalog 2009-2010, p.9)

The university requires that at least 45 credits, generally including the last 30 credits in a student’s curriculum, must be earned by enrollment in IUP courses; 15 of these 45 credits must be in the student’s major. IUP courses include all courses listed in the Undergraduate and Graduate catalogs.

It should also be noted that for community college graduates, a maximum of 60 credits is transferable to this institution for the purpose of fulfilling a specific program of study. Excess credits, if any, may be transferred but cannot be used for fulfilling the minimum requirements for the degree.

To remain in good academic standing, transfer students must meet the same GPA requirements as those specified for all other undergraduate students. See section in this catalog entitled “Criteria Governing Continuance at IUP.”

The university accepts credits associated with “D” grades only when they are part of a completed associate degree earned at a publicly owned community college in Pennsylvania. These “D” grades will be treated in the same manner as those earned at IUP. This articulation policy was adopted by the Board of State College and University Directors in 1973.

### **Proposed**

All students receiving an initial IUP baccalaureate degree are required to complete 45 credits in IUP courses. Students must complete at least 50% of required credits for an IUP major in IUP courses and a minimum of 6 credits in IUP courses for a minor. Normally, the student will complete the final 30 credits in IUP courses, unless specific approval has been secured from the dean of the student’s college. IUP courses include all courses listed in the Undergraduate and Graduate catalogs.

It should also be noted that for community college graduates, a maximum of 60 credits is transferable to this institution for the purpose of fulfilling a specific program of study. Excess credits, if any, may be transferred but cannot be used for fulfilling the minimum requirements for the degree.

To remain in good academic standing, transfer students must meet the same GPA requirements as those specified for all other undergraduate students. See section in this catalog entitled “Criteria Governing Continuance at IUP.”

The university accepts credits associated with “D” grades only when they are part of a completed associate degree earned at a publicly owned community college in Pennsylvania. These “D” grades will be treated in the same manner as those earned at IUP. This articulation policy was adopted by the Board of State College and University Directors in 1973.

### **Residency Requirement for Awarding of Degrees**

#### **Current** (Undergraduate Catalog 2009-2010, p.41)

All students receiving an initial IUP baccalaureate degree are required to complete 45 credits in IUP courses. At least 15 credits in IUP courses are required to fulfill an IUP major and a minimum of 6 credits for a minor. Normally, the student will complete the final 30 credits in IUP courses, unless specific approval has been secured from the dean of the student’s college. Exceptions to the above requirements may be granted by the college deans based upon the appropriateness and academic integrity of the courses in question. This approval is generally sought as part of the process for prior approval of off-campus coursework.



IUP courses include all courses listed in the Undergraduate and Graduate catalogs.

**Proposed**

All students receiving an initial IUP baccalaureate degree are required to complete 45 credits in IUP courses. Students must complete at least 50% of required credits for an IUP major in IUP courses and a minimum of 6 credits in IUP courses for a minor. Normally, the student will complete the final 30 credits in IUP courses, unless specific approval has been secured from the dean of the student's college. This approval is generally sought as part of the process for prior approval of off-campus coursework.

IUP courses include all courses listed in the Undergraduate and Graduate catalogs.

**Rationale**

When the PASSHE was pursuing the development of SAP common nomenclatures and policies were being developed, in order to make information sharing and transfer between the universities more efficient. Despite the demise of the SAP project, PASSHE has decided to continue to the concept of "commonalities" among procedures and some academic policies. This decision led to the review by the Academic Committee of several policies which were being included in the "commonalities" documents. The proposed changes to the Residency Requirement, in fact, lead to greater equitability among programs, specifying a percent, rather than a credit number. As such, the committee proposes the changes noted above.

**Awards Committee (Senator Ritchey)**

The committee will meet on Tuesday, Nov 13 at 3:30 pm in 203 Stabley Building

Information regarding the Senate Awards for 2009-2010 are available on the Senate website.

Meeting Minutes  
Tuesday October 13, 2009  
203 Stabley Building

**Attending:**

Richard Baginski  
Jessica Baum  
Jeff Ritchey, Chair  
Linda Sullivan

The committee made minor revisions to both the existing award statement and the publicity poster. Revisions will be distributed to the entire committee for discussion and final approval.

**Noncredit Committee (Senator O'Neil)**

The committee will meet on Tuesday, November 17 at 2:15 pm in Sutton 207a.



### **FOR INFORMATION**

The Senate non-credit committee met on Tuesday, October 27, 2009. The committee is updating the inventory of non-credit instruction and activities at IUP. Deans and program directors will be contacted to review and verify the status of programs in their respective colleges and/or programs that meet the criteria as determined by the charge of the committee.

Interviews will be scheduled from this new inventory.

### **Library and Educational Services Committee (Senator Jozefowicz)**

#### **FOR INFORMATION:**

LESC met on October 20.

Various reports regarding ACPAC, the Distance Education Planning and Work Group, library services, and technology services were discussed. See below for highlights from the ACPAC report. Construction on the front of the IUP Library is beginning, and patrons will be able to access the building through existing emergency exit doors on the side of the library across from Sutton Hall. Later this fall, look for forthcoming information about a new LibQUAL survey being conducted by all PASSHE libraries.

The next LESG meeting will be held on Tuesday, November 10, beginning at 3:40 pm in Room 203 of the Stabley Library.

The following report is provided by Beverly Chiarulli as the LESG/University Senate liaison to ACPAC. This report reflects information provided to ACPAC during an ACPAC meeting on Wednesday, October 14.

1. Another reminder that WebCT will not be available after June 30, 2010. Courses can be migrated to Moodle by contacting IT Support.
2. There will be a showcase of IUP faculty using Moodle from 5:00-7:00 pm on November 10 in the Crimson Event Center.
3. ACPAC is looking for non-ACPAC faculty members to serve on Optical Test Scoring action team. Anyone interested in serving on this action team should contact Rick McFerron.
4. ACPAC endorsed the IUP Academic Technology Operations Group (AOG) recommendations to adopt Windows 7 for Fall 2010.

ACPAC will meet again on November 11 at 3:00 pm in the Oak Room B.

### **Research Committee (Senator Sciulli)**

The committee will meet on Tuesday, November 13 in Stright G35.

The committee met on October 13, 2009.

The committee awarded \$9,925 in Small Grants to the following individuals:

- John Baker
- Julia Greenawalt
- Robert Heasley
- Nadene L'Amoreaux
- Maureen McHugh
- Kirsten Murray
- Mark Palumbo
- Timothy Runge
- Lisa Sciulli
- Joyce A. Shanty
- Michelle Sobolak
- Jana Villemain
- Marjorie Zambrano-Paff

**University Development and Finance Committee (Senator Domaracki)**

**FOR INFORMATION:**

**POLICY STATEMENT**

---

Subject: Surveillance Camera Policy

---

Date: March 12, 2009

Distribution Code:

Reference Number:

---

Addition \_\_\_\_

Originating Office:

President's Approval

Deletion \_\_\_\_\_  
New Item   x  

Office of Public Safety / Police

---

**Purpose**

This University Policy regulates the use of surveillance cameras and surveillance monitoring.

**Scope**

This policy is applicable to all University employees requesting approval to purchase, install and operate surveillance cameras on campus.

**Objective**

The objective of this policy is to regulate the use of surveillance cameras in order to protect the legal and privacy interests of the University and the University community.

**POLICY**

All surveillance cameras will only be installed with the advance approval of the Vice President for Administration and Finance and the Surveillance Review Panel (“Panel”) as defined by this policy. Only authorized personnel, as determined by the Vice President for Administration and Finance and the Panel, will be involved in, or have access to, surveillance monitoring.

Surveillance cameras will be installed and configured to prevent tampering with or unauthorized duplicating of recorded information.

For all existing systems installed prior to the issuance of this policy, supervisors must submit a Security Camera Location Document (appendix A) to Public Safety.

The conduct of surveillance monitoring or recording, and the use of surveillance cameras, must be in a manner consistent with all University administrative policies and procedures, **as requested by the Surveillance Review Panel**. The conduct of surveillance monitoring or recording, and the use of surveillance cameras at the University are limited to uses that do not violate federal or state constitutional protections against unreasonable search and seizure or other applicable laws including federal and state laws prohibiting wiretapping and electronic surveillance of aural communications.

The Surveillance Review Panel will limit camera positions. Any view will be no greater than what is available with unaided vision.

Images obtained through surveillance monitoring or recording must be retained **a minimum of 90 days by the department sponsoring the authorized surveillance cameras, unless such images have historical value, or are being used for a criminal investigation in accordance with this**

**policy**. University Police must be involved when recordings are being retrieved for criminal investigations, and those recordings must be stored in the Investigations Evidence Room of the Public Safety Office. Surveillance recordings will be stored in a secure location with access by authorized personnel only.

Any employee violating this policy may be disciplined, up to and including termination under relevant provisions of collective bargaining agreements. Employees will be provided due process consistent with the PASSHE Board of Governors policies and labor agreements.

Information inappropriately obtained in violation of this policy shall not be used in any disciplinary proceeding against any University employee or student.

This policy does not apply to the use of legally permissible wiretapping or electronic surveillance by University Police or other law enforcement agencies during criminal investigations, or in legitimate academic uses of a surveillance camera that have been approved by the University’s Institutional Review Board for the Protection of Human Subjects.

## **Definitions**

### Surveillance

**Camera** Any item, system, camera, technology device, communications device, or process, used alone or in conjunction with a network, for the purpose of gathering, monitoring, recording or storing an image or images of university facilities and/or people in university facilities. Images captured by surveillance cameras may be real-time or preserved for review at a later date. Such devices may include, but are not limited to the following: close circuit television, web cameras, real-time surveillance systems, and computerized visual monitoring.

### Surveillance

### Monitoring or

**Recording** The process of using a surveillance camera to observe, review or store visual images for purposes of deterring crime and protecting safety and security.

### University

**Facilities** All University space on University owned, leased or controlled property, both internal and external, and includes all buildings, offices, common spaces, labs, grounds, and all other spaces.

### Surveillance

**Review Panel** A group comprised of the Vice President for Administration and Finance, Director of Public Safety and Police, and one delegate each from the Office of Human Resources and Information Technology Services.

## **Responsibilities**

### *Surveillance Review Panel –*

- Reviews all requests for installation and/or placement of surveillance cameras.
- Reviews complaints regarding surveillance camera locations and determines whether the policy is being appropriately followed. Periodically reviews existing surveillance camera locations to ensure that the placement of fixed location surveillance cameras conforms to this policy.
- Provides a copy of this policy to supervisors involved in surveillance monitoring and recording.

*Supervisors of Operators Involved in Surveillance Monitoring and Recording-* Provide a copy of this policy to camera operators.

*All Operators Involved in Surveillance Monitoring and Recording-* Receive a copy of this policy and provide written acknowledgement that they have read and understood its contents and will perform their duties in accordance with this policy.

*Vendor from whom surveillance camera system is purchased –* Conduct initial training for all operators and provide certification for each person who is trained.

## **Procedures**

1. Requests for installation and/or placement of surveillance cameras in university facilities must be approved by the Vice President for Administration and Finance and the Review Panel.
  - a. The requestor must submit the Request for Surveillance Camera Form (Appendix B) to their immediate supervisor to obtain approval from the manager of the department or division.
  - b. The manager of the department or division must submit the request form electronically to the Review Panel.
2. The Review Panel will consider all requests and make a recommendation for approval or denial to the Vice President for Administration and Finance.
3. Upon approval of the Panel, the requesting supervisor should consult the Procurement Office regarding the type of equipment to be purchased. Equipment should not be ordered prior to receiving installation approval.
4. University Police will designate appropriate locations for required signage indicating surveillance cameras are in use.
5. Signs shall also be posted in areas where cameras are conspicuous, such as computer labs, indicating surveillance cameras are in use.

<b><u>Recision:</u></b>	Not applicable	
<b><u>Publications Statement:</u></b>	Will be published annually by Public Safety/Police	
<b><u>Distribution:</u></b>	Distribution Code	Description
	A	All Employees All union leaders

**Appendix A**  
**SURVELLIANCE CAMERAS**  
**CURRENTLY IN USE ON CAMPUS**

---

Department or College: \_\_\_\_\_

Department Manager or College Dean: \_\_\_\_\_

Date submitted: \_\_\_\_\_

Cameras are permanent: Yes \_\_\_ No \_\_\_

Are cameras linked to IUP's main system: Yes \_\_\_ No \_\_\_

Number of cameras in operation: \_\_\_\_\_

Location of cameras (building, floor, room or area):

- 1.
- 2.
- 3.
- 4.
- 5.

\*\*If more than five cameras give the location of each camera on a separate piece of paper.

What is the purpose of the camera(s)?

Are cameras in proper working order? Are images clear and recognizable?

Are there cameras in place that are:

Not working - Yes \_\_\_\_\_ No \_\_\_\_\_

Dummy cameras- Yes \_\_\_\_\_ No \_\_\_\_\_

**RETURN COMPLETED FORM TO IUPPUBLIC SAFETY OFFICE, UNIVERSITY TOWERS**

## Appendix B

### REQUEST FOR SURVEILLANCE CAMERA

**This form must be completed and submitted electronically by the department or division manager to the Surveillance Review Panel prior to ordering and installation/placement of any surveillance device, in accordance with the IUP Surveillance Policy.**

Requestor: \_\_\_\_\_ Date \_\_\_\_\_

Department/Division Manager: \_\_\_\_\_

Division: \_\_\_\_\_

Number and Purpose of camera(s):

Camera location(s) (building, floor, room or specific area):

[CLICK HERE TO SUBMIT TO REVIEW PANEL](#)

---

**Panel Recommendation:**

Approved \_\_\_\_\_ Denied \_\_\_\_\_

Comments and/or reason for denial:

**Vice President for Administration and Finance**

Approval \_\_\_\_\_

Denied \_\_\_\_\_ Reason for denial:

---

Signature

For distribution after decision:

cc: Department Vice President  
Requestor  
Department head or college dean

**PASSHE Board of Governor's Policy 1996-01-A  
Compliance Implementation  
Indiana University of Pennsylvania**

**Compliance to BOG Policy 1996-01-A:**

**Name of the fund:** IUP Financial Emergency Grant

These funds are to be used as a **last resort** financial aid resource for students who are finding it difficult to attend or return to Indiana University of Pennsylvania due to limited financial resources.

**Procedures:**

**A. Establishment of the Funding Pool**

The University will establish a pool of funds to be utilized in support of the IUP Financial Emergency Grant. This funding pool will meet a minimum annual funding level of

\$30,000 annually. The annual funding level may be increased as additional funds and/or funding sources become available.

The minimum funding level of \$30,000 was arrived at based on the analysis of 826 Pennsylvania-resident students who filed a 2008-2009 FAFSA and had an outstanding balance on their student account at the end of the spring 2009 term. The average balance of these 826 students was \$227.

Of these 826 students, 200 students had an outstanding balance of \$100 or more. The average balance of these 200 highest-outstanding balances was \$832.

In order to provide financial assistance to the maximum number of students that meet the utilization criteria the maximum award per student, per academic year will be \$800. Establishment of a funding pool of \$30,000 for the academic year of 2009-2010 allows IUP to assist approximately 37 to 50 students in the pilot year of this implementation of the revised BOG Policy 1996-01-A.

#### **B. Maintenance of the Funds**

Beginning in FY2009-2010, the university will utilize Educational and General fund revenues received through Installment Payment Plan fees and Late Registration Fees.

The fund center 4015281024 will be established in FY2009-2010 titled "IUP Financial Emergency Grants". The Director of Financial Aid will serve as the custodian of the fund. The annual funding allocation will be transferred from the appropriate source. Unspent funds will carry forward to the next fiscal year and will serve as a supplement to the funding pool. The annual funding allocation will not be decreased by the amount of carry forward.

#### **C. Utilization Guidelines**

IUP will maintain the philosophy of the federal government that the family has the primary responsibility to assist a student with educational costs; however, when the family's ability to assist a student becomes limited, an assessment of the use of the IUP Emergency Grant for a student will be performed.

The following utilization guidelines will apply:

1. Students must file the Free Application for Federal Student Aid (FAFSA) in order to determine financial need.
2. All financial aid, including the IUP Financial Emergency Grant, cannot exceed the student's total cost of education, as defined by the financial aid office.
3. The IUP Financial Emergency Grant may be used to replace all or part of a student's Expected Family Contribution (EFC), as calculated from the FAFSA.
4. Available to undergraduate, degree seeking students only.
5. Students must be classified by IUP as a Pennsylvania resident.



6. Students must complete application for all state and federal financial aid, including student and parent PLUS loans.
7. Students must complete and submit any and all requirements to determine a valid expected family contribution, a complete state grant application or loan record. This includes submitting all documents requested by the financial aid office, the state grant agency, lenders and/or guarantee agencies.
8. Students must complete at least one application for private/alternative loan funding. If denied for this funding by the lender, documentation must be provided to the financial aid office.
9. Students must provide proof of part time employment, either federal work study, university employment, or off campus employment. Proof of off campus employment may include a current pay stub or a signed statement from the student's employer.
10. Students must be making satisfactory academic progress, as defined by IUP for federal financial aid purposes.
11. Students must obtain junior status by successfully earning 57 credits.
12. Students must make application directly to the financial aid office for consideration for these funds.
13. Award amount per student will not exceed \$800.00.
14. Students may only receive this award one time, for one academic year, while an undergraduate at IUP.
15. This program will not be advertised to students but instead will be offered as an option after discussion with a financial aid officer who has preliminarily determined the student to be in need of funding.
16. Referrals from other administrative offices on campus will prompt the financial aid office to contact the student to discuss the student's financial situation and determine if there is a need to utilize these funds for that particular student.
17. IUP Financial Emergency Grant will be awarded until funds are exhausted each academic year.

**D. Limitations**

In order to provide financial assistance to the maximum number of students that meet the utilization criteria the maximum award per student, per academic year will be \$800. There will be no restriction on the amount of award made per semester. The semester award will be determined by the Director of Financial Aid based on the information submitted by the student on the student application.

**E. Reporting**

IUP will provide an annual report on the distribution of these funds to PASSHE.

**F. Amendments**

This implementation procedures and establishment of the funding pool will be analyzed annually and may be amended as warranted. This annual review will be conducted by a

cross-section of University departments including Financial Aid, Bursar, Financial Operations, and Budget Office.

**G. Associated Documents**

**Attachment #1:** April 9, 2009 Memo from Chancellor Cavanaugh and PA Board of Governors' Policy 1996-01-A

**Attachment #2:** PASSHE Use of Miscellaneous Educational and General Funding Sources for Institution Scholarships

**Attachment #3:** IUP Financial Emergency Grant Application and Financial Aid Evaluation

# IUP Financial Emergency grant application

Semester for which the grant is being requested: Fall Semester \_\_\_\_ Spring Semester \_\_\_\_ Summer Session \_\_\_\_  
Year Year Year

Name: \_\_\_\_\_

School Address: \_\_\_\_\_

School Phone #: \_\_\_\_\_

Banner ID#: \_\_\_\_\_

Expected date of graduation: \_\_\_\_\_

Requested grant amount: \$ \_\_\_\_\_

Have you applied for the IUP Financial Emergency Grant in the past?: Yes/No (please circle)

Have you submitted a *Free Application for Federal Student Aid (FAFSA)* for this current academic year? This is a requirement for consideration for this grant: Yes/No (please circle)

Have you applied for any private/alternative education loan funding and been denied for the semester in which you are requesting funds? Yes/No (please circle).

-If yes, please provide a copy of the denial letter or print out from a denial over the internet.

Are you currently employed on at least a part time basis? Yes/No (please circle)

-If employed off campus, please provide proof of current employment with this application.

What is your reason/justification for applying for the IUP Financial Emergency Grant for this particular semester?

*My signature below indicates that I understand by receiving approval for this IUP Financial Emergency Grant for the above requested semester, it exhausts my eligibility for any future semester of funding for this grant, per grant guidelines. I also understand that this award, if approved, is for the semester requested only.*

\_\_\_\_\_

*Signature of Applicant*

*Date*

Please return this form to: Director of Financial Aid, 200 Clark Hall, 1090 South Drive, Indiana, PA 15705

# IUP Financial Emergency grant application

## Financial Aid Evaluation For Office Use Only

Student's Name: \_\_\_\_\_ Student ID: @ \_\_\_\_\_

Term requesting funds: \_\_\_\_\_

Amount requested: \$ \_\_\_\_\_

Student account balance: \$ \_\_\_\_\_

Student has filed FAFSA: Y/N

Budget: \$ \_\_\_\_\_ EFC: \$ \_\_\_\_\_ Resources: \$ \_\_\_\_\_ Unmet need:  
\$ \_\_\_\_\_

Student is making Satisfactory Academic Progress: Y/N

Student is an undergraduate student: Y/N

Student is a PA resident: Y/N

Student's parent has applied for a PLUS loan (dependent students only): Y/N

Student has applied for a private/alternative loan and been denied: Y/N

Student is employed on at least a half-time basis: Y/N (FWSP or off campus with documentation)

Recommended Grant Amount: \$ \_\_\_\_\_

Added to RPAAWRD: Y/N

\_\_\_\_\_  
Financial Aid Officer Signature

\_\_\_\_\_  
Date

**Indiana University of Pennsylvania**  
Identity Theft Prevention Program  
Approved by President's Cabinet – August 25, 2009

**I. PROGRAM ADOPTION**

Indiana University (“University”) of Pennsylvania developed this Identity Theft Prevention Program (“Program”) pursuant to the Federal Trade Commission’s (“FTC”) Red Flags Rule, which implements Sections 114 and 315 of the Fair and Accurate Credit Transactions Act of 2003.

**II. DEFINITIONS AND PROGRAM**

**A. Red Flags Rule Definitions Used in this Program**

- i. “*Identity Theft*” is a “fraud committed or attempted using the identifying information of another person without authority.”
- ii. A “*Red Flag*” is a “pattern, practice, or specific activity that indicates the possible existence of Identity Theft.”
- iii. A “Covered Account” includes all student accounts or loans that are administered by the University and involve multiple payments or transactions.
- iv. “Committee” is the individual or individuals designated with primary responsibility for oversight of the program. See Section VII below.
- v. “Identifying information” is “any name or number that may be used, alone or in conjunction with any other information, to identify a specific person,” including: name, address, telephone number, social security number, date of birth, government issued driver’s license or identification number, alien registration number, government passport number, employers or taxpayer identification number, student identification number, computer’s Internet Protocol address, or routing code.

**B. Fulfilling Requirements of the Red Flags Rule**

Under the Red Flags Rule, the University is required to establish an “Identity Theft Prevention Program” tailored to its size, complexity and the nature of its operation. Each program must contain reasonable policies and procedures to:

- i. Identify relevant Red Flags for new and existing covered accounts and incorporate those Red Flags into the Program;

- ii. Detect Red Flags that have been incorporated into the Program;
- iii. Respond appropriately to any Red Flags that are detected to prevent and mitigate Identity Theft; and
- iv. Ensure the Program is updated periodically to reflect changes in risks to students and employees or to the safety and soundness of students and employees from Identity Theft.

### **III. COVERED ACCOUNTS**

The University has identified the following types of accounts, which are covered accounts administered by the University or are administered by a service provider:

#### **A. University Covered Accounts**

1. Refund of credit balances involving Student Loans
2. Refund of credit balances without Student Loans
3. Deferment of Tuition Payments
4. Emergency Loans

#### **B. Accounts Covered by a Service Provider**

1. Perkins Loan
2. Installment Payment Plan

### **IV. IDENTIFICATION OF RED FLAGS**

In order to identify relevant Red Flags, the University considers the types of accounts that it offers and maintains, methods it provides to open its accounts, methods it provides to access its accounts, and its previous experiences with Identity Theft. The University identifies the following Red Flags in each of the listed categories:

#### **A. Notifications and Warnings from Credit Reporting Agencies**

- i. Report of fraud accompanying a credit report;
- ii. Notice or report from a credit agency of a credit freeze on an applicant;
- iii. Notice or report from a credit agency of an active duty alert for an applicant;
- iv. Receipt of a notice of address discrepancy in response to a credit report request; and

- v. Indication from a credit report of activity that is inconsistent with an applicant's usual pattern or activity.

**B. Suspicious Documents**

- i. Identification document or card that appears to be forged, altered or inauthentic;
- ii. Identification document or card on which a person's photograph or physical description is not consistent with the person presenting the document;
- iii. Other document with information that is not consistent with existing student information; and
- iv. Application for service that appears to have been altered or forged.

**C. Suspicious Personal Identifying Information**

- i. Identifying information presented that is inconsistent with other information the student provides (example: inconsistent birth dates);
- ii. Identifying information presented that is inconsistent with other sources of information (for instance, an address not matching an address on a loan application);
- iii. Identifying information presented that is the same as information shown on other applications that were found to be fraudulent;
- iv. Identifying information presented that is consistent with fraudulent activity (such as an invalid phone number or fictitious billing address);
- v. Social Security number or student identification number presented that is the same as one given by another student;
- vi. An address or phone number presented that is the same as that of another person;
- vii. A person fails to provide complete personal identifying information on an application when reminded to do so; and

- viii. A person's identifying information is not consistent with the information that is on file for the student.

**D. Suspicious Covered Account Activity or Unusual Use of Account**

- i. Change of address for an account followed by a request to change the student's name;
- ii. Payments stop on an otherwise consistently up-to-date account;
- iii. Account used in a way that is not consistent with prior use;
- iv. Mail sent to the student is repeatedly returned as undeliverable;
- v. Notice to the University that a student is not receiving mail sent by the University;
- vi. Notice to the University that an account has unauthorized activity;
- vii. Breach in the University's computer system security and
- viii. Unauthorized access to or use of student account information.

**E. Alerts from Others**

Notice to the University from a student, Identity Theft victim, law enforcement or other person that the University has opened or is maintaining a fraudulent account for a person engaged in Identity Theft.

**V. DETECTING RED FLAGS**

**A. Student Enrollment**

In order to detect any of the Red Flags identified above associated with the enrollment of a student, University personnel will take the following steps to obtain and verify the identity of the person opening the account:

- i. Require certain identifying information such as name, date of birth, academic records, home address or other identification; and
- ii. Verify the student's identity at time of issuance of student identification card (review of driver's license or other government-issued photo identification).



**B. Existing Accounts**

In order to detect any of the Red Flags identified above for an existing Covered Account, University personnel will take the following steps to monitor transactions on an account:

- i. Verify the identification of students if they request information (in person, via telephone, via facsimile, via email);
- ii. Verify the validity of requests to change billing addresses by mail or email and provide the student a reasonable means of promptly reporting incorrect billing address changes; and
- iii. Verify changes in banking information given for billing and payment purposes.

**C. Consumer (“Credit”) Report Requests**

In order to detect any of the Red Flags identified above for an employment or volunteer position for which a credit or background report is sought, University personnel will take the following steps to assist in identifying address discrepancies:

- i. Require written verification from any applicant that the address provided by the applicant is accurate at the time the request for the credit report is made to the consumer reporting agency; and
- ii. In the event that notice of an address discrepancy is received, verify that the credit report pertains to the applicant for whom the requested report was made and report to the consumer reporting agency an address for the applicant that the University has reasonably confirmed is accurate.

**VI. PREVENTING AND MITIGATING IDENTITY THEFT**

In the event University personnel detect any identified Red Flags, such personnel shall take one or more of the following steps, depending on the degree of risk posed by the Red Flag:

1. Continue to monitor a Covered Account for evidence of Identity Theft;
2. Contact the student, employee or applicant (for which a credit report was run);
3. Change any passwords or other security devices that permit access to Covered Accounts;
4. Not open a new Covered Account
5. Provide the student with a new student identification number;

6. Notify the Committee for determination of the appropriate step(s) to take;
7. Notify law enforcement;
8. File or assist in filing a Suspicious Activities Report (“SAR”); or
9. Determine that no response is warranted under the particular circumstances.

### **Protect Student Identifying Information**

In order to further prevent the likelihood of Identity Theft occurring with respect to Covered Accounts, the University will take the following steps with respect to its internal operating procedures to protect student identifying information:

1. Ensure that its website is secure or provide clear notice that the website is not secure;
2. Ensure complete and secure destruction of paper documents and computer files containing student account information when a decision has been made to no longer maintain such information;
3. Ensure that office computers with access to Covered Account information are password protected;
4. Avoid use of social security numbers;
5. Ensure computer virus protection is up to date; and
6. Require and keep only the kinds of student information that are necessary for University purposes.

## **VII. PROGRAM ADMINISTRATION**

### **A. Oversight**

Responsibility for developing, implementing and updating this Program lies with the Identity Theft Committee (“Committee”) for the University. *The Committee is headed by the Associate Vice President of Finance and Administration as appointed by the Vice President of Finance and Administration. The remainder of the Committee is comprised of the Registrar (or designee), the Director of Financial Aid, the Bursar, the Senior Systems Analyst for Student Affairs, the Director of Human Resources. Coordinator of Application Development and others as deemed necessary.* The Committee or designee of the Committee will be responsible for ensuring appropriate training of the University staff on the Program. The Committee will be responsible for reviewing any staff reports regarding the detection of Red Flags and the steps for preventing and mitigating

Identity Theft, determining which steps of prevention and mitigation should be taken in particular circumstances and considering periodic changes to the Program.

**B. Staff Training and Reports**

University staff responsible for implementing the Program shall be trained either by or under the direction of the Committee in the detection of Red Flags and the responsive steps to be taken when a Red Flag is detected. University staff shall be trained, as necessary, to effectively implement the Program. University employees are expected to notify the Committee once they become aware of an incident of Identity Theft or of the University's failure to comply with this Program. At least annually or as otherwise requested by the Committee, University staff responsible for development, implementation, and administration of the Program shall report to the Committee on compliance with this Program. The report should address such issues as effectiveness of the policies and procedures in addressing the risk of identity theft in connection with the opening and maintenance of Covered Accounts, service provider arrangements, significant incidents involving identity theft and management's response, and recommendations for changes to the Program.

**C. Service Provider Arrangements**

In the event the University engages a service provider to perform an activity in connection with one or more Covered Accounts, the University will take the following steps to ensure the service provider performs its activity in accordance with reasonable policy and procedures designed to detect, prevent and mitigate the risk of Identity theft.

- i. Require, by contract, that service providers have such policies and procedures in place; and
- ii. Require, by contract, that service providers review the University's Program and report any Red Flags to the Committee or the University employee with primary oversight of the service provider relationship.

**D. Non-disclosure of Specific Practices**

For the effectiveness of this Identity Theft Prevention Program, knowledge about specific Red Flag identification, detection, mitigation and prevention practices may need to be limited to the Committee who developed this Program and to those employees with a need to know them. Any documents that may have been produced or are produced in order to develop or implement this program that list or describe such specific practices and the information those documents contain are considered "confidential" and should not be shared with other University employees or the public. The Committee shall inform those employees with a

need to know the information of those documents or specific practices which should be maintained in a confidential manner.

**E. Program Updates**

The Committee will periodically review and update this Program to reflect changes in risks to students and the soundness of the University from Identity Theft. In doing so, the Committee will consider the University's experiences with Identity Theft situations, changes in Identity Theft methods, changes in Identity Theft detection and prevention methods, and changes in the University's business arrangements with other entities. After considering these factors, the Committee will determine whether changes to the Program, including the listing of Red Flags, are warranted. If warranted, the Committee will update the Program.

**Report to Senate**

Development and Finance Committee Meeting  
September 8, 2009

Election of Officers – Joseph Domaracki was elected to serve as Committee Chairperson and Jarrod Hammond was elected to serve Vice Chairperson.

Parking Committee Report – No report

Budget Report –No Report

**Old Business**

None

**New Business For Senate Information**

IUP's Surveillance Camera Policy – The committee reviewed the IUP Surveillance Camera Policy.

Respectfully Submitted  
Joseph Domaracki  
10-15-09

**Report to Senate**

Development and Finance Committee Meeting  
October 13, 2009

Parking Committee Report – No report

Budget Report –No Report

## **Old Business**

KCAC – The project is 31% complete with a completion date of 6-06-11. Funding for the project is being provided by the state and IUP. Despite having insufficient monies on hand to completely fund the project the state has agreed to pay all invoices on the project and in turn invoice IUP. IUP will in turn pay the state invoices with available funds. Fundraising for the project continues with the expectation that the balance of funds needed to fully fund the project will be raised.

Fisher Renovation and Chiller Plant Phase II – The project, and all minor repairs and punch list items, is totally completed.

Waller Renovations - The project and all minor repairs and punch list items are totally completed

Residential Revival Phase II, III, & IV – Phase II is completed. Phase III is mostly completed with exterior projects to be finished next summer. Phase IV is under construction, on schedule and 30 % completed. Completion date for the project is August 20, 2010. McCarthy Hall is scheduled for demolition in May 2010 to “. . .put up a parking lot” (Mitchell, 1970)

Master Plan Update –J.J. & R. Smith have been awarded the project. J.J. & R. Smith will work in conjunction with Sightlines, who will conduct facilities assessments, on the Master Plan. The first planning meeting with all stakeholders will be held during the first week of November. A Senate Representative to this planning committee needs to be appointed.

Keith Leonard Classroom Improvement Project – Committee work on this project has begun pre-planning activities. The a committee has been working with the architects from RSH Architects and CFP, a firm from Ohio,

## **New Business**

### **For Information Only**

IUP's Compliance Implementation Plan-BOG1996-01-A – This is the universities plan to meet a PASAHE requirement to establish a funding pool of \$30,000.00 to provide emergency grants in aid to assist students in completing their education. Eligible students would be junior or seniors students experiencing financial distress in need of assistance to complete their degree. Grants in aid would be in the \$500.00 to \$800.00 dollar range.

Identity Theft Prevention Program (Red Flag Rule Compliance) – The Identity Theft Prevention Program is a follow-up to regulations established by Graham, Leech, Blyly Act and FERPA. The program outlines policy and procedure to provide secure handling of consumers' personal information when paying for tuition/services with credit cards or checks.

Respectfully Submitted  
Joseph Domaracki 10-15-09

## Student Affairs Committee (Senator Rieg)

The committee will meet on November 13, 2009 at 3:30 pm in the HUB Conemaugh Room

Minutes  
October 13, 2009

Chairperson Sue Rieg called the meeting to order at 3:30 p.m.

### 1. Old Business

- a. September 22 minutes approved.
- b. Bill Montgomery spoke to the committee about Pedestrian Safety on campus.
  - i. There have been so many changes in the last four-five years in the traffic patterns on campus that student traffic has increased in certain areas.
  - ii. Various streets are closed for trial periods, and then if things improve, they are closed permanently.
    1. Eleventh St. between Grant and Oakland.
    2. Pratt between Locust and Grant. Also widened Gorman and the sidewalk on Gorman to accommodate increased traffic due to the closure of Pratt.
  - iii. Added stop sign at top of Eleventh St. hill. There were no problems with cars sliding down the hill last winter, and studies show that the sign has improved the situation at that crosswalk.
  - iv. The campus cannot close or significantly alter Oakland St. between Waller Hall and Copies Now. This is a borough road. They have received permission to place a crosswalk sign at this location.
  - v. The Yearly Accident Matrix shows that there were 38 on-campus accidents last year. 24 of these were vehicle/vehicle accidents in parking lots. None of them occurred in crosswalks.
  - vi. IUP compares favorably to similar campuses when it comes to accidents.
  - vii. The question was asked if we could put elevated walkways over any campus roads. There is not enough room.
  - viii. One Senator suggested controlled gates rather than chains on the closed roads. There are no plans for such gates at this time.
  - ix. One Senator mentioned that the "Road Closed" signs are confusing. Mr. Montgomery pointed out that we must use official Pennsylvania Dept. of Transportation signs, even on campus roads.
  - x. In regards to parking, Mr. Montgomery says that "we don't have a parking problem at IUP."
    1. There is parking for faculty, staff, and commuters at the R&P lot and at Robertshaw.
    2. IndiGo vans run every few minutes. They had over 1,000 riders last year.
  - xi. The University Parking Committee is looking for student members. Would like two undergraduate and two graduate student members.
  - xii. Esch lot now has additional Handicapped parking spaces and has a ramp.
  - xiii. One of our SGA members would like stronger enforcement against jaywalking. Another member believes that only barriers will work. Mr. Montgomery agrees, and

talked about how effective the new fence at Grant St. has been at preventing pedestrians from sliding down the hill into traffic in the winter.

- xiv. Senator Luckey recommended attention to the street closings in The Penn. She requests that they run pedestrian safety articles in The Penn as well.
    - 1. Mr. Montgomery pointed out that he doesn't want to "overdo" it and get ignored, but added that he will consider incorporating pedestrian safety into the 2-3 articles that run in The Penn each year and into the emails his department sends as well.
  - xv. One Senator proposed closing down even more streets on campus. Mr. Montgomery reminds us that closing streets means losing parking. He added that the campus has been making more and more headway on closing streets in recent years, and that efforts will continue.
2. New Business
- a. Dr. Dan Burkett is here to talk to us about CART (the Crisis Assessment and Response Team)
    - i. This team was created in response to the Virginia Tech shooting.
    - ii. They focus on identifying students who need help before there is a crisis.
    - iii. The team is chaired by Terry Appolonia and includes Dean's Associates from each IUP College, as well as representatives from the health center, the counseling center, and other groups on campus. Full membership can be seen here: <http://www.iup.edu/page.aspx?id=66653>
    - iv. The team meets every other week to discuss campus climate issues, as well as any referrals they have gotten.
    - v. If a student is determined to be in crisis, an intervention team is formed and they make contact with the student.
    - vi. CART is not an emergency response team. They simply look for patterns and try to identify students who may pose a risk to themselves or others.
    - vii. The Counseling Center is still the agency on campus that helps students in need of counseling, and the experts there make mental health decisions. CART simply coordinates information.
    - viii. A SCOSA member asked why Counseling Center and/or Indiana Hospital can't release information about patients. This is because of HIPAA privacy laws.
    - ix. Another member asked student committee members if they know where to go if they are concerned about a fellow student.
      - 1. CAs and Resident Directors for those in dorms.
      - 2. What about students who don't live in dorms?
        - a. Need to educate students that they can come to CART or to a trusted faculty member for help or to report concerns.
    - x. Dr. Burkett points out that CART also lessens IUP's liability if there is an incident.
    - xi. Senator Luckey stated that there is evidence that CART has already made a difference for students.
3. Chair's Report – Senator Sue Rieg
- a. Senator Rieg responded to an assertion at the September meeting that we have too many guest speakers. Senator Rieg thinks that the visitors are very informative and an important way for our committee to gain information and ask questions.

- b. Senator Powers asked how we can spread the information that we get from guest speakers.
  - c. Senator Luckey points out that the visitors are also getting information from us. We do have an impact, as they listen to our questions and suggestions.
4. SGA Report – Senator David Bivens
- a. The students are still upset about the Housing \$15 lock-out fee.
  - b. Senator Luckey pointed out that procedures are governed by the Council of Trustees and Foundation for IUP. However, she directed the students to contact Michael Lemasters, Associate Dean of Students–Campus Living and Learning and Director of Housing and Residence Life. He should be addressing SGA soon to talk about this issue, as well as other student housing concerns.
  - c. Students are also upset about decreased hours at the HUB fitness center.
  - d. The SGA plans to send student representatives to Indiana Borough meetings.
  - e. ECO is proposing a \$5 “Green Fee.”
    - i. Senator Luckey suggested that the Council of Trustees may need to approve such a fee. However, the students might approach Dennis Hulings at the Student Co-op to discuss this proposal.
5. GSA – No Report
6. Vice-President’s Report – Senator Rhonda Luckey
- a. Homecoming Weekend went very well. A coalition of students and organizations (such as TEN and the Black Emphasis Committee) worked together to promote having a fun, non-violent weekend.
  - b. Malinda Cowles, Associate Director for Student Life, was awarded a \$274,000 Department of Justice grant to continue work on the IUP Haven project, which coordinates local, law, and IUP departments to prevent violence against women. Full details available here:  
<http://www.iup.edu/newsItem.aspx?id=85468&blogid=6121>
  - c. Ann Sesti was one of the grant writers for the nearly \$500,000 grant from the U.S. Department of Education awarded to the Pennsylvania State System of Higher Education to expand and refine programs designed to reduce alcohol consumption and change the alcohol culture among the 115,000 PASSHE students. Full details available here:  
<http://www.passhe.edu/executive/systemrelations/Communications/media/Pages/nrd.aspx?q=417>
  - d. Upcoming events include
    - i. Oct. 30 – Nov. 1: Family Weekend
    - ii. Nov. 2: IUP Plays Pittsburgh, Heinz Hall
    - iii. Nov. 4: First Commonwealth Lecture Series with Bob Woodward-Fisher Auditorium
    - iv. Nov. 5-6: 2009 PASSHE Women’s Consortium Conference, West Chester U
    - v. Nov. 11: CFR Film: An Independent Portrait
    - vi. Nov. 14: Academic Expo
    - vii. Nov. 17: Common Freshman Reader Author Bill Strickland Lecture-Fisher Auditorium
  - e. Senator Luckey shared the proposed 2010-2011 calendar



- i. Many committee members pointed out that there is no fall break on the proposed calendar. We were informed that last year students had voted against a fall break in favor of a week off at Thanksgiving. Faculty and staff committee members all agreed that despite this, it would be better for student and faculty mental and physical health to have a break mid-term instead of (or in addition to) so close to the end of term.
- f. In December – February JJ & R (the Ann Arbor Architecture Firm consulting firm) will be visiting to gather ideas for the IUP Long-Range Facilities Master Plan.

Meeting adjourned at 5:05 p.m.

The committee will meet on Tuesday, November 10 at 3:30 pm in the HUB Conemaugh Room.

### **SENATE REPRESENTATIVE REPORTS**

#### **University Planning Council (Senator Reilly)**

No Report

#### **Presidential Athletic Advisory Committee (Senator Domaracki)**

No Report

#### **Academic Computing Policy Advisory Committee (Senator Chiarulli)**

The committee will meet next on Wednesday November 11 in Oak Room West at 3:00 PM

### **NEW BUSINESS**

Trish Corle, the United Way's executive director, spoke to the Senate on the current campaign to raise \$828,000 this year.

### **ADJOURNMENT**

The meeting was adjourned at 5:15 PM.

Respectively Submitted

Edel Reilly, Senate Secretary