



Sharing the Commonwealth

Volume 30, Issue 2

November 2004

President's Message: Mary McGinnis, Butler County Community College

The twenty-third annual conference held in Harrisburg on October 3 through 5 was a wonderful success. There were inspiring opening, Dr. Jeanne Steffes, and keynote, Dr. Judy Rogers, speakers; numerous opportunities to spend time "Developing Professional Communities"; and a record number (21) approved program sessions for National Certified Counselors credit. Thanks once again to our conference co-chairs, Jan Schumacher and Todd Jones, and the whole conference committee. A special monetary gift was given to the ACPA Educational Leadership Foundation in Dr. Steffes' name and to Habitat for Humanity in Dr. Rogers' name. An additional amount was raised through a Steelers's ticket raffle donated by the *USA Today's* Collegiate Readership Program that was also donated to the ACPA Educational Leadership Foundation.

At the annual business meeting held at the conference, I charged those in attendance who were fortunate to have this professional development opportunity to take back to their colleagues the message of PCPA. We want everyone to know about and have the opportunity to attend the Keystone Seminars and next year's conference in Pittsburgh, PA. PCPA offers solid, usable programming at an economical price. Keeping our prices low, I believe, contributed to the record number of graduate students from various student affairs programs in the state who were able to attend the conference.

The theme of this newsletter and the November 12th Keystone Seminar was Risk Management. In every department on our campuses, we face issues that relate to this topic. How are you taking a proactive approach to keeping you and your students safe? Hopefully this newsletter and the information that you may have received at the Keystone Seminar will give you some new things to consider.

I hope you are enjoying the fall season and that the rest of your semester goes well.

Mary McGinnis
Grant Director/ Career Counselor
Butler County Community College

Serving Student Affairs and Higher Education Professionals Across Pennsylvania



Pennsylvania College Personnel Association
Serving student affairs professionals in higher education in Pennsylvania

www.pcpa.net

FROM THE MEMBERSHIP CORNER

PCPA Current Membership Data Base: 241

Number of members who participate in the ListServ: 194

A breakdown of the membership follows:

Institution Type	Membership-At-Large (MAL) Representation
• Unknown 2	• Two Year East—13
• Two Year CC 27	• Two Year West—14
• Four Year Public 130	• Four Year East Private—42
• Four Year Private 82	• Four Year West Private—42
	• Four Year East Public—46
	• Four Year West Public—82
	• Unknown—2

BOARD BRIEFS OCTOBER 3, 2004

- The Executive Board convened on October 3, 2004 at the Holiday Inn Harrisburg West for the annual conference.
- Treasurer, Joe Puzycki, reported a balance of 9180.50 in the checking account and 8460.73 in the savings account.
- Constituencies chair, Dwayne Hilton, provided the board with a draft of the PCPA affirmative action statement and asked the board to review and provide feedback by Thanksgiving. Dwayne's goal is to have an affirmative action statement in place at the January board meeting.

- The future of the PCPA Journal was further discussed at this board meeting. Ron Lunardini agreed to host a meeting during the conference to gather interested faculty and PCPA board members together to further discuss this issue. Ron will report back to the board at the next meeting.
- Board members reported on their progress of visiting and meeting with the students and/or faculty of the various Masters of Higher Education/Student Affairs programs in order to provide them information about our organization.
- The board received 9 submissions for the Grady Roberts award.
- A record 21 program sessions and 2 keynote sessions were approved for NBCC credit. This is a new record!
- Mary McGinnis provided the board with strategic plans of other CPAs and asked the board to review the examples and come to a consensus on the style of plan PCPA will use for our plan. The committee working with Mary on the strategic plan will meet the day before the January board meeting.
- The board decided to not have a reception at the 2004 ACPA conference.
- The 2005 conference committee co-chair, Laurie Verost, announced that the Radisson in Monroeville, PA has been booked on October 16-18, 2005 for the annual conference. The 2005 conference committee met on Tuesday October 5, 2004 to begin preparing for next year.

ANNUAL BUSINESS MEETING

OCTOBER 4, 2005

- The annual business meeting was called to order on Monday, October 4, 2004.
- Treasurer, Joe Puzycki, reported a balance of 9180.50 in the checking account and 8460.73 in the savings account.
- Membership chair, Mary Ellen Bayuk, reported that there are 241 members. Over 60 of these members are graduate students.
- Mary McGinnis reported on the state of our association. All were asked to review the membership information on the web site and in membership brochures. Currently two positions are vacant within the association – Historian and Journal Editor. Interested members should see an executive board member for further information. The organization is in the process of developing a strategic plan. Mary asked the membership to take the conference message/focus on professional development back to their individual campuses and inform others of the Keystone Seminars and the annual conference.
- Mary McGinnis proceeded to the topic of PCPA by-law changes. The last changes were made in 1998. A summary of the changes was provided along with any explanations necessary. Every member in attendance received a hard copy of the proposed changes. No questions were raised. All by-law changes were approved without opposition.

- Dwayne Hilton is seeking individuals to serve on the Constituencies Commission and asked that those interested contact him.
- Laurie Verost, Annual Conference Committee Co-Chair, announced that the 2005 conference will be held on October 16-18, 2005 at the Radisson in Monroeville, PA.
- Ken Miller, Past President, thanked Joe Merkle and Mary Ellen Bayuk for their work in selecting this year's award recipients. Ken then presented awards to the following individuals:
 - Outstanding Graduate Student – Tom Baker
 - Outstanding New Professional – Erin Heasley
 - The Joseph Merkle Award for Outstanding Contributions to PCPA – Mary Lou Kennedy
 - The Grady Roberts Writing Award (previously presented) – Sarah Sinclair

ELEMENTS OF A COMPREHENSIVE UNIVERSITY ALCOHOL PROGRAM

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Alcohol Abuse Task Force ▪ Coordinator of the Program ▪ Theoretical Framework ▪ Alcohol and Drug Education ▪ Appropriate Judicial Action ▪ Counseling ▪ Assessment and Referral ▪ Substance-free Living Options ▪ Aftercare ▪ Campus Commitment | <ul style="list-style-type: none"> ▪ Curriculum Infusion ▪ Marketing/Public Relations of the Commitment ▪ Policies ▪ Mission Statement ▪ Evaluation ▪ Student Involvement ▪ Compliance ▪ Town/Gown Cooperation ▪ Activities for Non and Low-risk Drinkers |
|--|--|

SOURCE: David Anderson, George Mason University

When evaluating your institution's drug and alcohol policy/issues the following questions should be answered:

- What aspects of your school's alcohol and other drug abuse prevention do you consider to be the strengths?
- What areas in your prevention/education efforts would you like to improve or expand?
- If a student died this week in an alcohol-related incident (overdose, DUI, fight, etc.) what actions would your institution initiate?

Components for alcohol and other drug prevention efforts on campus can be briefly summarized by the three E's listed below. List activities, policies and actions your institution currently has in place to address each of these areas:

- Education
- Enforcement
- Environment

SOURCE: Bud Walkup, Alcohol and Other Drug Counselor and Educator, Duquesne University



HOLIDAY LIGHTS AND FIRE RISK MANAGEMENT

By: David A. Falletta, Seton Hill University

With the quickly-approaching holiday season comes an increased risk of fires within college and university residence halls. Students want to bring a “taste of home” to their rooms and, in their excitement, tend to overlook simple risk-management guidelines. Students are not the only ones either. Resident Assistants and even professional staff can find themselves caught up in the moment and fail to see potentially dangerous situations forming. One of the most common decorations are holiday lights. This article will highlight some of the problems holiday lighting can create and simple ways to minimize the risk associated with them.

A common feature of room decorations is colored lights hanging off of walls and ceilings. I think most people involved with Residence Life have seen a room with so many lights that the residents no longer need their usual overhead lighting. Although they may look great there are multiple potential problems associated with them.

The first danger of lights is the cords themselves. A lot of students will probably get their lights as hand-me-downs from the piles that their parents have sitting in their attics or garages. These lights have been there for at least a year (if the pile is anything like my parents’, some have been there a lot longer than that!) and are probably knotted together so much that the student just tugs away at a few cords until one comes separated from the group. Most students are probably not going to take the time to examine the lights and cords to ensure that there are no exposed wires or sparks emitting from them. One of my residents recently commented, “Hey, as long as they light up I’m happy!” Just the words a residence hall director wants to hear.

Lights also require power. While you may be thinking, “Duh”, you might have overlooked the fact that some residence hall rooms do not have enough outlets for today’s common student. Between computer equipment, stereos, TVs, DVD players, etc most rooms have at least one strip plug already. Students, when faced with lights to plug in and the lack of outlets, are probably not going to unplug their TV to make room. Their solution is the ever-ready strip plug. Many students, unfortunately, do not understand the dangers of these seemingly life-saving devices. Outlets are designed for one appliance; not twelve power-stripped together. This is especially dangerous in a building that has been around for a *very* long time and would benefit from a renovation.

Individual rooms are not the only area where holiday lights seem to grow out of the walls and ceilings overnight. Floor lounges and common areas are also at risk. Along with the problems already discussed, these areas pose a hazard in that people are not present all of the time. This is especially true if the lounge is a separate room unto itself. While students may turn off their room lights so they can sleep, lounge lights may get much less attention. There is a good chance that lounge lights will be put up, turned on, and will stay on until the RA takes them down before (or even after) break. So now you have lights from multiple sources, in a potentially wide range of conditions, turned on twenty-four hours a day, in a room that sits dormant for hours on end during the afternoon and throughout a good portion of the night. Just what a residence hall director wants to think about.

So how does one go about minimizing these risks without ruining all of the residents’ fun? There are a number of ways to address the issue of lights in hazardous condition. One way is to have your RAs hold a floor meeting to discuss checking lights before hanging them. Another method is to train RAs on what to look for regarding hazardous lighting and have them check-and-approve lights before they can be hung up. Your school’s maintenance department or local fire department is a great resource for this.

When it comes to powering the lights there are many ways to minimize associated risk. One way is to post information and encourage RAs to discuss the dangers of power strips with residents. If necessary, have an RA or staff member inspect decorated rooms to ensure that minimum electrical safety practices are being met. Again, building maintenance departments and fire departments are great resources. They can educate the staff as to what constitutes a potential problem. Furthermore, your maintenance department can also possibly identify shortcomings of the electrical system. This is especially true in old buildings with aging electrical systems where a lot of decorating may draw more power than the system can handle.

Finally, adopting a policy regarding the monitoring of lounge/common area decorations can be a very important risk-management step. At minimum, you can make RAs responsible for turning off their lounge decorations in the evening. Because some students stay up all night, you might consider having RAs on duty turn off lights during their last set of rounds. If necessary, set times when lights must be turned off. It may seem a bit tough, but in some cases it is only way to make sure that lights do not stay turned on throughout the night.

In conclusion, the holidays bring many things to college and university campuses. Among them, colored lights that add cheer, joy and fire hazards. It's easy to get caught up in the moment and allow dangerous situations to perpetuate. Preparing for the season gives the students space to have fun and enjoy the season while letting the professional staff relax, knowing that they have minimized the risks of fire.



K U D O S

O

2004 PCPA Recognition
Award Winners

R

**Joseph Merkle Award for Outstanding
Contribution to PCPA:**

N

**Dr. Mary Lou Kennedy, Community College of
Allegheny County**

E

Outstanding New Professional:

Erin Heasley, University of Pittsburgh at Johnstown

R

Outstanding Graduate Student:

Tom Baker, Indiana University of Pennsylvania

The Role of Spirituality in Student Affairs Practices:
A Summary of Dr. Judy L. Roger's Lecture at the 2004 PCPA Conference
Michele Zager, Seton Hill University

In her lecture, *What is the Role of Spirituality in Student Affairs Work?* Dr. Judy L. Rogers, professor in the Miami University college student personnel program, addressed the role of spirituality in our lives today and how we, as professionals, can aptly address the spiritual needs of our students. The following is a summary of this lecture presented at the 2004 PCPA conference.

Rogers defined spirituality as the sense of being united with one's whole self, other beings, the universe, and a higher being, indicating that this higher power is defined individually as God, nature, or one's idealized self. Some feel that spirituality and religion are synonymous, while for others they play separate roles in their lives. Spirituality is an awareness of how the external world and one's internal world interact to create a reality. It may address one's purpose in life, help to define virtues and values, or aid in one's understanding of how the past, present, and future interact.

Interest in supporting the spiritual growth of college and university students has recently expanded. As Western society becomes more technologically advanced, people are constantly busy, accessible, and engaged. Students are always reachable via e-mail or cell phones and seldom live in the moment. It is rare for them to take a moment to reflect. Western society advocates for people to divide themselves to separate their spiritual and emotional lives from their public and professional lives. As society becomes increasingly more technological, people will yearn for human contact and discussion of life's purpose. As globalization increases and the war on terrorism occurs, students hunger to discuss spirituality.

Rogers recommends the following ways to integrate spirituality into our practices to appropriately engage students:

1. Take the opportunity to reflect and be in the moment in your own work and in working with students. In order to help students center themselves to be in the moment, you must be comfortable with your own spirituality.
2. Reframe your day to be mindful and appreciate your everyday experiences. Do not rush through the actions without reflecting. Model contemplation and reflection.
3. Strengthen your virtuous characteristics of gratitude, humility, and empathy. Take time to recognize things that you are grateful for and maintain a positive attitude. Accept and embrace your personal strengths and weaknesses and recognize where you can improve. Experience situations in which you are not privileged.
4. Take your spiritual endeavor sincerely. Your spirituality will only be enhanced if you work on it. Spend half an hour each day with your higher power.

Spirituality can be manifested in your work life. In the most basic form, following the Golden Rule to treat others as you want to be treated should reflect in your practice. In residence life, spirituality may be addressed in a judicial meeting or with a student in crisis. Career services address students' purpose in life, delve into their values and beliefs, and help them to recognize the path they wish to take. Community outreach programs manifest spirituality through service learning, combining experience and reflection. Student affairs professionals must create safe spaces so that students feel welcome to talk about spirituality. By embracing spiritual intelligence and internalizing our own spirituality, we will be comfortable weaving spirituality into our external and professional practices.



WINNER OF THE GRADY ROBERTS WRITING AWARD:



Sarah Sinclair
Graduate Student, Indiana University of Pennsylvania

Bridging the Gap between Knowledge and Practice: Understanding and Working with the Millennial Student

Abstract

This paper provides a brief review of millennial generational characteristics and urges student affairs practitioners to use generational information to inform practice. As higher education looks to the future, it is imperative that the student affairs field consider whether current theories, service delivery practices, and campus environments are still serving the students in the best way possible. Knowledge of the millennial student is not enough. It is crucial that generational characteristics are utilized in practice at more than an individual level. Informing practice and making an impact requires a systemic and in-depth look at student affairs practice today. With the provision of a literature review, description of millennial characteristics, and implications for practice, this paper puts forth the challenge for student affairs practitioners to reflect on the credibility of current practices, assumptions, and procedures used within the field.

ACPA



ANNUAL CONVENTION

SAVE THE DATE:

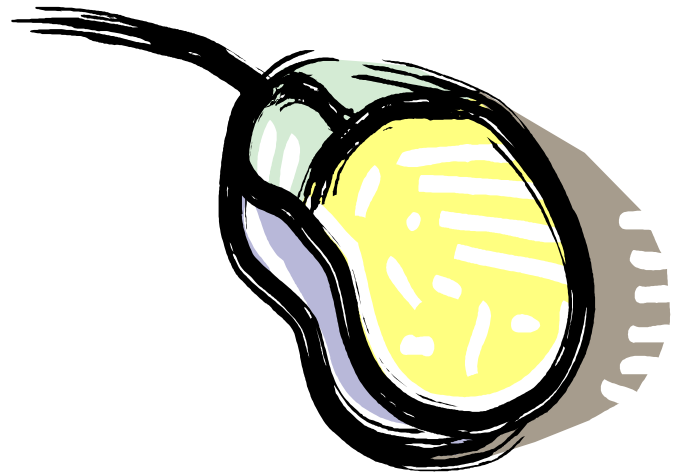
Sunday, April 2, 2005 –
Wednesday, April 6, 2005

**Advancing Student Affairs:
Enhancing Learning**

NASHVILLE, TENNESSEE

For more information go to <http://www.myacpa.org/conv05/index.cfm>.

CLICK ON THIS.....



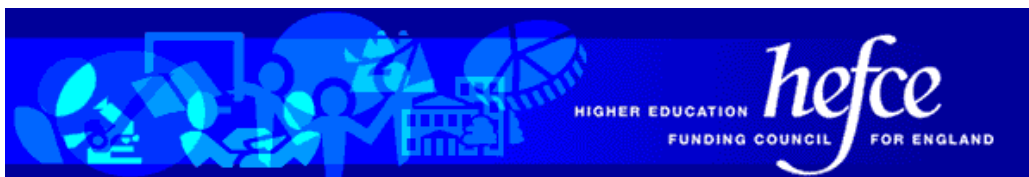
Claudia Mokwa
Resident Director, Gannon University



The National Center for Higher Education Risk Management. This website should be your first stop when looking for information on the topic of Risk Management as it deals with college students. There is plenty of information on such topics as sexual misconduct, disruptive students, drug abuse, problem drinking, and campus safety, to name a few. Articles are also available on this site as PDF files. Users do not need to have a password or be a member of any organization to take advantage of this website.

<http://www.ncher.org/>

Fraternal Information and Programming Group. As stated on the home page, their mission is “to promote sound risk management policies and practices. To be the leading resource of risk management education, programming, and information to the broad based constituency involved in all aspects of Greek life”. According to FIPG, many Greek organizations base their own risk management policies on theirs. (This 2 page policy can be accessed by going to “Resources” in the banner and clicking on the PDF file icon for “Risk Management Policy”.) The “News” link takes you to their newsletter, which contains several articles on this subject. <http://www.fipg.org/>



Higher Education Funding Council for England. Ideal site for those wishing to assess their institution’s current Risk Management Policies via a checklist or creating a new policy by incorporating the suggestions provided and reviewing the sample. Articles related to these topics and others can be found by clicking on the “Good Practice” link and then “Risk Management” link. I would suggest opening the files in their PDF format. <http://www.hefce.ac.uk/>

FROM THE 2004 FALL KEYSTONE

Presentation Review: PCPA Keystone Conference

By: David A. Falletta, Seton Hill University

Terri Bassi, Director of Counseling, Disability and Health Services at Seton Hill University, gave an in-depth presentation on students with disabilities and postsecondary education at the recent PCPA Keystone Conference. The program had four purposes:

- Rights, responsibilities, potential contributions, and needs of students with disabilities
- Campus and departmental rights and responsibilities for ensuring equal educational opportunities
- Strategies for working with students who have disabilities
- Campus resources available to assist in the provision of appropriate academic accommodations to students with disabilities

The number of people identified as having disabilities has tripled over the last decade. It is important that all professionals in higher education understand and accommodate students with disabilities. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 are everyone's responsibility.

An important aspect of ADA and Section 504 is the definition of an "otherwise qualified" individual. An "otherwise qualified" individual meets the academic and technical standards necessary for admission or participation with or without (1) reasonable modifications to rules, policies, or practices; (2) removal of architectural, communication, or transportation barriers; or (3) provision of auxiliary aids and services. In short, a person who has a disability is "otherwise qualified" if s/he can perform the tasks of the program or assignment when reasonable and appropriate accommodations are made.

So how does one define a "person with a disability?" Any person who:

- Has a physical or mental impairment which substantially limits one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, and working;
- Has a record of such an impairment; or,
- Is regarded as having such an impairment.

Ms. Bassi made a point to note that any student receiving OVR funding should be considered a person with a disability.

There are many ways to accommodate students with disabilities. To begin, accommodation is defined as the removal of barriers to participation. Remember, that the law requires "reasonable" accommodations. An accommodation is not "reasonable" if providing it would: (1) pose a direct threat to the health or safety of others; (2) result in a substantial change in an essential element of the curriculum; (3) require a substantial alteration in educational opportunities; (4) impose an undue financial or administrative action. Ms. Bassi warns that one has to be cautious about applying this last point. The courts, when determining if undue financial action was imposed, will look at the revenue of the entire institution and compare that to the funds needed for accommodations. So far, the courts have yet to take the side of a college or university on this count.

Ms. Bassi offered many examples of classroom accommodations relating to specific needs of persons with disabilities. A few general suggestions for making classes accessible are:

- Add a statement to the syllabus inviting students who have disabilities to discuss their accommodation needs
- Select materials early. This allows for some accommodation services to be offered at the very beginning of a course. (For example, book scanning or audio recording)

- The student and faculty member (and disability services coordinator if needed) should discuss accommodation needs
- Have policies and procedures in place regarding accommodations
- Make sure the facility is accessible. This not only includes ramps or automatic doors but also furniture placement
- Provide materials in electronic formats
- Provide clear signage in large print
- Use alternative methods of administering tests and testing comprehension of a subject
- Use campus disabled student services as a resource

Finally, when considering accommodations it is important to note three important points. First, accommodations are not retroactive. Second, a student can elect not to use authorized accommodations. Third, a student can request accommodations at any time. This means that a spring-semester senior, the day before his/her last final, can request “reasonable” accommodations for the test and those accommodations must be provided.

Ms. Bassi offered many suggestions and strategies concerning working with students with disabilities. She can be contacted for more information via email at bassi@setonhill.edu, or by phone at (724) 838-4295.

Call for Nominations

2005-2006 PCPA Open Executive Board Positions

**THE ANNUAL ELECTION OF PENNSYLVANIA COLLEGE PERSONNEL
ASSOCIATION WILL BE UPON US SPRING 2005.**

Nominations are invited from all members of PCPA.

**EACH YEAR, THE NOMINATIONS/ELECTIONS COMMITTEE LOOKS TO
OUR MEMBERSHIP FOR NOMINATIONS FOR THE OPEN POSITIONS
ON THE EXECUTIVE BOARD.**

Elected board members must:

1. Be a member of PCPA and ACPA
2. Be in attendance at four Board meetings (June, October, January and April)
3. Be in attendance at the Annual Conference in October

The Positions Open for Nomination are:

President Elect - This person will serve as President Elect in 2005-2006, President in 2006-2007, and Past President in 2007-2008. As President, this person will preside over all meetings of the organization, provide leadership in association activities, and be the communication liaison to ACPA.

Two-Year College Member at Large – West - This person will serve a two-year term, as a member of the Executive Board, representing the needs and interests of two-year college student affairs professionals in the Western region of the Commonwealth. This representative will work with the constituencies to provide a communications liaison to PCPA.

Four-Year Public Member at Large - West - This person will serve a two-year term, as a member of the Executive Board, representing the needs and interest of the four-year public institution student affairs professionals from the Western region of the Commonwealth. This representative will work with the constituencies across the state to provide a communications liaison to PCPA.

Communication Commission Chair – The Communication Commission Chair will oversee and recommend appropriate action affecting overall policy of Association publications such as, but not limited to, the PCPA newsletter, the PCPA journal, the PCPA website, and alternate recruitment publicity.

Membership Commission Chair –. The Membership Commission Chair shall be responsible for the major membership work of the Association which includes encouraging eligible persons to become members of ACPA as well as PCPA, maintaining accurate membership records, and processing fees.

Professional Development Commission Chair - The Professional Development Commission Chair will plan, initiate, and coordinate Keystone Seminar Series, identify issues of particular concern to graduate students, new professionals, as well as veteran professionals within the State and in particular to members of PCPA. He/She will be able to assist the PCPA Conference Chair with program planning that will address issues specific to the broad range of PCPA members.

For a complete description of the above positions open for nomination, please refer to the PCPA By-Laws which can be reviewed on the Association Web Site www.pcpa.net

All PCPA members are encouraged to nominate (themselves or others) for these open positions. The slate of candidates will be presented to the Executive Board in January and elections will be held in March. The Association year begins May 1, 2005 and all newly elected representatives will begin their terms at that time.

Should you have any questions or need any additional information, please feel free to contact any PCPA Executive Board member. The listing of Board Members, and their email addresses are listed on the association web site, www.pcpa.net

Nominations are due by December 17, 2004.

Please submit all nominations to:

Dr. Ken Miller
Director of Student Affairs
Penn State Erie, The Behrend College
5091 Station Rd.
Erie, PA 16563-0901

Phone: 814.898.6111
FAX: 814.898.6024
Email: kenmiller@psu.edu

PCPA Executive Board Nominations Form 2005-06

Name of Nominator: _____

Email: _____ Telephone Number (daytime): _____

**I would like to nominate the following individual(s) for consideration in the
2005-2006 PCPA election.**

[Use additional sheets as necessary]

President Elect

Communications Commission Chair

Name: _____ Name: _____

Institution: _____ Institution: _____

Title: _____ Title: _____

Email: _____ Email: _____

Daytime Telephone Number: _____ Daytime Telephone Number: _____

Two-Year College Member at Large - West

Membership Commission Chair

Name: _____ Name: _____

Institution: _____ Institution: _____

Title: _____ Title: _____

Email: _____ Email: _____

Daytime Telephone Number: _____ Daytime Telephone Number: _____

Four-Year Public Member at Large - West

Professional Development Commission Chair

Name: _____ Name: _____

Institution: _____ Institution: _____

Title: _____ Title: _____

Email: _____ Email: _____

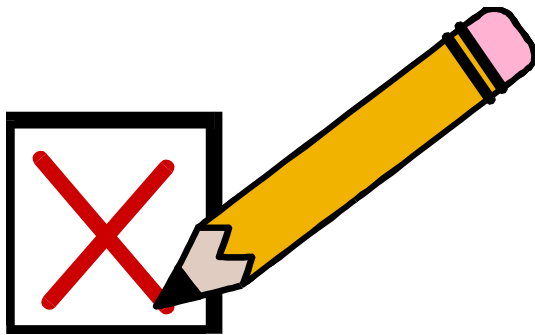
Daytime Telephone Number: _____ Daytime Telephone Number: _____

Nominations are due by December 17, 2004.

Please submit all nominations to:

Dr. Ken Miller
Director of Student Affairs
Penn State Erie, The Behrend College
5091 Station Rd.
Erie, PA 16563-0901

Phone: 814.898.6111
FAX: 814.898.6024
Email: kenmiller@psu.edu



The March issue of the PCPA Newsletter will have information on how to vote for the 2005-2006 Executive Board Positions!

The Pennsylvania College Personnel Association does not discriminate on the basis of race, color, national origin, gender, age, affectional/sexual orientation, or disability in any of its policies, procedures or practices. The non-discrimination policy covers membership and access to association programs and activities including but not limited to conferences, placement services, publications, and educational services.

SHARING THE COMMONWEALTH

- Published by the Pennsylvania College Personnel Association; a division of ACPA.
- The newsletter is issued three times a year: March, July, and November.
- Deadline for copy is the 15th of the prior month.

ADDRESS ALL NEWSLETTER INQUIRES TO:



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Coordinator of Disabled Student Services
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