LSC Use Only
Number:
Submission Date:
Action-Date:

UWUCC USE Only
Number: 01-386
Submission Date:
Action-Date:
UWUCC App - 4/9/02
Senate App - 5/7/02

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. **CONTACT**

Contact Person Laura Rhodes Phone 7-3257

Department Safety Sciences

II. **PROPOSAL TYPE (Check All Appropriate Lines)**

X **COURSE** Currnt Issues Safety
Suggested 20 character title

X New Course* SAFE 442 Current Issues in Safety
Course Number and Full Title

___ Course Revision _____
Course Number and Full Title

___ Liberal Studies Approval* for new or existing course _____
Course Number and Full Title

___ Course Deletion _____
Course Number and Full Title

___ Number and/or Title Change _____
Course Number and Full Title

_____
Course Number and Full Title

___ Course or Catalog Description Change _____
Old Number and Full Old Title

_____
New Number and Full New Title

___ **PROGRAM:** ___ Major ___ Minor ___ Track

___ New Program* _____
Program Name

___ Program Revision* _____
Program Name

___ Program Deletion* _____
Program Name

___ Title Change _____
Old Program Name

III. **APPROVALS (Signatures and Date)**

Lon N. Ferguson 10/22/01
Department Curriculum Committee

Lon N. Ferguson 10/22/01
Department Chair

Mary C. Smith 10/29/01
College Curriculum Committee

Carleen A. Zoric 31 Oct 01
College Dean

_____
+Director of Liberal Studies (where applicable)

_____
*Provost (where applicable)

Catalog Description

SAFE 442 Current Issues in Safety
Prerequisites: SAFE 211 and SAFE 301 or Permission (3cr-01-3sh)

This course examines the emerging issues currently faced by the environmental, safety and health (ESH) practitioner that extend beyond the conventional areas of academic preparation in addition to exploring certification, ethics, compliance issues, quality management, worldwide concerns and other common issues, each student will research and present information on a specific item of current relevance in the safety profession.

I. Catalog Description

SAFE 442 Current Issues in Safety — 3 Credits
Prerequisites: SAFE 211 and SAFE 301 or Permission — 3 Lecture hours
0 Lab Hours
(3cr-01-3sh)

This course examines the emerging issues currently faced by the environmental, safety and health (ESH) practitioner that extend beyond the conventional areas of academic preparation in addition to exploring certification, ethics, compliance issues, quality management, worldwide concerns and other common issues, each student will research and present information on a specific item of current relevance in the safety profession.

II. Course Objectives

Students completing this course will:

A. describe the historical development of professions and how professional status is achieved.
B. discuss the certification process for safety professionals, licensing and changing state legislation requirements.
C. compare and contrast safety decision-making related to typical and recent ethical dilemmas.
D. Examine the role of an expert witness in the field of Safety and Health.
E. discuss OSHA current standards pending implementation.
F. compare and contrast the effects of organizational management techniques on the practice of safety.
G. predict future needs of the safety profession.

III. Course Outline

A. Overview: Are We a Profession? (3 hours)
- Comparison to traditionally held professions

B. Certifications, Licensing and Professional Liability (6 Hours)
- How is certification achieved
- Review of legislation recognizing and /or requiring licensing for practice
- Defining Professional Liability
  - protections

C. Ethical Practice of Safety (3 hours)
- Codes established by safety and health profession organizations
- Comparison to other professions codes of ethics

D. Safety Professionals as Expert Witnesses (3 hours)

E. Compliance as Deterrent; OSHA, EPA, and Workers' Compensation Issues (12 hours)
- Investigate company fines and activities following citations
- Differing Fine Schedules for various agencies
- Costs/Loss versus profit

F. Quality Management, Behavioral Safety and Management Trends. (9 hours)
- TQM and Safety
- Behavior Safety-
  - investigate several theorists :Whose ideas are working?
  - Is this another safety fad?
- Current management trends. What is happening today?

G. Future Worldwide Safety Concerns (6 hours)
- Employee Safety –languages, cultures, and movement exposures
- Facility Loss Exposures
- Technology –identifying hazards associated with new technology

H. Culminating Activity (2 hours)

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty within the Safety Sciences Department. What follows is an example of the evaluation methods and weighting used for this course.

A. Final Exam (40%)
Questions on the final exam may be short answer, multiple choice, true/false, or matching. The final exam will be comprehensive, covering the total semester.

B. Quizzes (20%)
Five to eight quizzes will be similar in format to the examinations however they may not be announced. Quizzes will emphasize readings from the texts, handouts, and current notes

C. Reports (10%)
Four to six reports will be prepared from the assigned types of reading material or from materials selected by the student and approved in advance by the instructor.

D. Presentation (20%)
Each student will research and present an issue facing the safety profession.

E. Other Assigned Work (10%)
Other assigned work may include the following:
1. Take home problems/projects (ten to twelve total)
2. In-class projects that include group discussions, in-class writing exercises, and class presentations/ participation. (daily)

The following grading scale will be used:

A= 90-100%
B= 80-89%
C= 70-79%
D=60-69%
F= Below 60%

V. Required Text

Manuele, F. A. (1997). On the Practice of Safety, second edition; New York. Van Nostrand Reinhold.

VI. Special Resource Requirements

None

VII. Bibliography

American Society of Safety Engineers. (1997). Scope and Functions of the Professional Position. [Brochure]. Des Plaines, IL: Author.

Blair, E. H. (1999, January). Which competencies are most important for safety managers. Professional Safety, 28-32.

Calkinis, R.E., Dodge, D.R., Dripps, M.I., Kammerzelt, J., Lyon, A.E., Perry, D., & Price, C.C. (1998, Fall). Employment practices liability insurance-From luxury to necessity? CPCU Journal, 51 170-179.

Johnson, D. (1998, January). 14th annual environmental, health and safety white paper. Industrial Safety & Hygiene News. Chilton's. Available at: http://www.ishn.com

Karr, A. (1999, January). How far have we come? A report card on safety of U. S. workers. Safety + Health, 37-42.

Lischeid, W. E., Sulzer-Azaroff, B., & Alavosius, M. (1997, October) Behavior safety: Who will train the safety profession? Professional Safety, 32-36.

Park, Yong-Seung. (1998). Occupational safety effects of employee participation plans in decision making and financial returns (Doctoral dissertation, University of Minnesota) . Dissertation Abstracts International, A58/09.

Pierce, F. D. (1995). Total quality for safety and health professionals. Rockville, MD: Government Institutes.

Skidmore, D. (1999, March 17,). Job classes change finally: NAFTA countries share update, even recognize computer as electronic device. Associated Press, Pittsburgh Post Gazette.

Wald, M. (1999, July 18) . The problem with getting tough: When an accident is a crime. The New York Times, p. wk4.

Historical References

Brauer, R. L. (1992, September). Educational standards for safety professionals. Professional Safety, 16-21.

Florkowski, G.W. (1989, Spring) . Personal Liability under federal labor and employment laws: Implications for human resources managers. Employee Relations Journal,14n4 593-605.

Punswell, J. (1984). Safety and health practices of multinational enterprises. Geneva: International Labour Organization.

Rubinstein, S. , Bennett, M. , & Kochan, T. (1993). The Saturn Partnership: Co-management and the reinvention of the local union. In Kaufman, B. , & M. M. Kleiner (Eds.), Employee representation: Alternatives and future directions (pp. 339-370). Madison, WI: Industrial Relations Research Association.

Shrivastava, P. (1992). Bhopal: Anatomy of a crisis. (2nd ed.). London: Paul Chapman Publishing.

Smith, R. (1992) . Have OSHA and workers' compensation made the workplace safer? In Lewin, D. Research Frontiers in Industrial Relations and Human Resources. Madison, WI: Industrial Relations Research Association.

Course Analysis Questionnaire

Section A: Details of the Course

A1. How does this course fit into the programs of the department? For what student is the course designed? (majors, students in others majors, liberal studies)

This course was developed as a professional elective for students within the safety sciences programs although it is likely to be of value to students in other majors such as criminology, human resource management and other business programs. It incorporates areas of professional practice recommended by the safety sciences accrediting body the Related Accreditation Commission (RAC) of the Accreditation Board for Engineering and Technology (ABET).

A2. Does this course require changes in the content of existing course or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in course and/or program requirements.

No changes required in the content of existing courses or requirements. No changes of other Catalog descriptions.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering.

This course has been offered on a trial basis.

Mr. Pina **Fall 1998 SA 481/581 Current Issues in Safety**

Jean needs to double check this for me. I think it was Dr.Soule not Engler. And didn't reed teach it too?????????

Dr. Engler **Fall 1999 SA 481 Current Issues in Safety & Health**

Dr. Rhodes **Spring 2000 SA 481 Current Issues in Safety and Health (This course had 25 enrolled, mostly Junior and Senior students. The syllabus used followed the syllabus of record presented herein.)**

A4. Is this course to be a dual-level course? Is so, what is the approval status at the graduate level?

This course is being proposed as a dual level offering. The proposal is being reviewed as a graduate course offering at the same time as the undergraduate course approval process.

A5. If this course may be take for variable credit, what criteria will be used to relate the credits to learning experience of each student? Who will make this determination and by what procedures?

This is not a variable credit course.

A6. Do other higher education institutions currently offer this course? If so, please list examples.

Although current issues are often briefly discussed within the safety curricula at other schools, courses studying specific recent concerns to the profession do not appear to be available at other higher education institutions.

A7 . Is the content, or skills of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation. Explain why this content or these skills cannot be incorporated into existing course.

The Related Accreditation Commission (RAC) of the Accreditation Board for Engineering and Technology (ABET) has as one of its curriculum outcomes that graduates will demonstrate knowledge of current issues. [Criteria for Accrediting Engineering Related Programs: Effective for Evaluations During the 2001-2002 Accreditation Cycle, pp. 30-31]

Section B: Interdisciplinary Implications

B1. Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.

This course will be taught by one instructor.

B2. What is the relationship between the content of this course and the content of course offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s)

There are no overlap and/or conflict of the content of this course with that of any other course offered by other departments.

B3. Will seats in this course be made available to students in the School of Education?

Students in the School of Continuing Education who possess the prerequisites or acquire permission would be allowed to register for this course. One seat will be held for Continuing Education.

Section C: Implementation

C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?

Faculty resources are adequate at this time to be able to offer this course with in the rotation of courses offered as electives in the safety sciences program.

C2. What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Replay in terms of the following:

- Space
- Equipment
- Laboratory Supplies and other Consumable Goods
- Library Materials
- Travel Funds

Resources available in all indicated areas are adequate.

C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from the Dean, Provost, etc)

Resources for this course come from within the department's operation budget: none are provided by any external source of funding.

C4 . How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered within the framework of professional electives for safety sciences students and, as such, would be rotated in its offering among several other course. On average, this course would be offered once every four semesters.

C5. How many sections of this course do you anticipate offering in any single semester?

One dual-level section of this course would be offered in a single semester, approximately once every two years.

C6. How many students do you plan to accommodate in a section of this course? Is this planned number limited by any resources? Explain.

It is that a maximum of 40 students will be accommodated in each offering of the course with essentially equal numbers of undergraduate and graduate students. The maximum size of the class is determined by the need for group discussions.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

There is no indication by the Accreditation Board for Engineering and Technology (ABET) of any limitation on enrollment for a course of this nature.

VIII. Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Not applicable