

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No:
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App-12/13/11 Senate Action Date: App-01/24/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Dr. Lon Ferguson	Email Address ferguson@iup.edu
Proposing Department/Unit Safety Sciences	Phone 7-3019

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

☒ New Course ☐ Course Prefix Change ☐ Course Deletion
☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change

Current course prefix, number and full title:

Proposed course prefix, number and full title, if changing: **SAFE 435 Ethics and Professionalism**

2. Liberal Studies Course Designations, as appropriate

☐ This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
☐ Learning Skills ☐ Knowledge Area ☐ Global and Multicultural Awareness ☐ Writing Intensive (include W cover sheet)
☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
☐ Global Citizenship ☐ Information Literacy ☐ Oral Communication
☐ Quantitative Reasoning ☐ Scientific Literacy

3. Other Designations, as appropriate

☐ Honors College Course ☐ Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

☐ Catalog Description Change ☐ Program Revision ☐ Program Title Change ☐ New Track
☐ New Degree Program ☐ New Minor Program ☐ Liberal Studies Requirement Changes ☐ Other

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Dr. Jan K. Wachter <i>Jan K Wachter</i>	9-13-2011
Department Chairperson(s)	Dr. Lon Ferguson <i>Lon H. Ferguson</i>	9-15-2011
College Curriculum Committee Chair	Dr. Jan K. Wachter <i>Jan K Wachter</i>	10-20-2011
College Dean	Dr. Mary Swinker <i>Mary E. Swinker</i>	10/21/11
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	Received <i>Gail Schmitt</i>	12/13/11

OCT 24 2011

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Liberal Studies

Liberal Studies

New Course Proposal: SAFE 435 Ethics and Professionalism

Part II. Description of Curricular Change

1. Syllabus of Record.

The new syllabus is attached in Appendix A.

2. Course Analysis Questionnaire

Section A: Details of the Course

- A1. How does this course fit into the programs of the department? For which students is the course designed? Explain why this content cannot be incorporated into an existing course.**

This course is designed as a senior level course for Safety Science Majors that will be taken prior to SAFE Internship. A portion of the content of this course, ethics and safety, health, and environmental organizations and certifications, was briefly covered in SAFE 101 Introduction to Occupational Safety and Health. Outcome assessments have determined that additional coverage is required in the area of ethics. In addition, to improve professionalism, to enhance life-learning skills, and to outline appropriate behavior to be exhibited during internships, these additional topics are covered in this course. Faculty believe that this one credit course before internship will help to improve student behavior on internship and also help to support the following accreditation outcomes:

A. Baccalaureate degree programs must demonstrate that graduates have:

- (a) an ability to apply knowledge of mathematics, science, and applied sciences**
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data**
- (c) an ability to formulate or design a system, process, or program to meet desired needs**
- (d) an ability to function on multidisciplinary teams**
- (e) an ability to identify and solve applied science problems**
- (f) an understanding of professional and ethical responsibility**
- (g) an ability to communicate effectively**
- (h) the broad education necessary to understand the impact of solutions in a global and societal context**
- (i) a recognition of the need for and an ability to engage in life-long learning**
- (j) a knowledge of contemporary issues**
- (k) an ability to use the techniques, skills, and modern scientific and technical tools necessary for professional practice.**

- A2. Does this course require changes in the content of existing courses or requirements for a program?

No, content on ethics and safety, health and environmental organizations will support the coverage in SAFE 101 which is taken the student's freshmen year. All other content is new.

- A3. Has this course ever been offered at IUP on a trial basis ?

No, it has not been offered on a trial basis.

- A4. Is this course to be a dual-level course?

No, this course will not be dual level.

- A5. If this course may be taken for variable credit, what criteria will be used to relate the credit to the learning experience of each student?

This course will not be offered for variable credit.

- A6. Do other higher education institutions currently offer this course?

No, there is not a specific course on Ethics and Professionalism in other B.S. Safety Programs. However, this is a Student Outcome as part of our Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology (ABET) accreditation, see Appendix C. Therefore, it must be covered in the program, with most universities covering it as part of a safety, health, and environmental management class. SAFE Faculty believe this topic is significant enough that it warrants a one credit course prior to internship.

- A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency?

Yes, our accreditation criteria from the ASAC of ABET require the coverage of both professionalism and ethics, see Appendix C.

Section B: Interdisciplinary Implications

- B1. Will this course be taught by instructors from more than one department or team taught within the department?

This course will be taught by Safety Sciences Faculty only and it will not be team taught.

- B2. What is the relationship between the content of this course and the content of courses offered by other departments?

The content of this course focuses on Safety, Health, and Environmental Codes of Ethics as well as professional practice specific to the safety, health, and environmental field. The course will also discuss specific requirements of the SAFE Internship.

B3. Will this course be cross-listed with other departments?

No, this course will not be cross listed with other departments.

Section C: Implementation

C1. Are faculty resources adequate?

Faculty resources are adequate to support this new course with the following changes to our program, see SAFE Program Revision for specific details. To add the new courses to our program we needed to find ways to reduce faculty load so we could make these changes without increasing faculty complement. Based on input from faculty and our Advisory Committee, it was decided the best way to do that was to eliminate the lab in the fire class and take the most critical content from the labs and incorporate it into the fire lecture. This resulted in a savings of 10 credits of faculty load each year. To save an additional two credits of faculty load each year we also have decided to reduce SAFE 211 from a three credit lecture to a two credit lecture making it more in line with our existing SAFE 347 course.

C2. What other resources will be needed to teach this course and how adequate are the current resources: Reply in terms of the following:

- Space: We will use the existing classrooms for the lecture.
- Equipment: We will use the existing classroom equipment.
- Laboratory Supplies and other Consumable Goods: Not Applicable.
- Library materials: The existing library resources to teach SAFE courses are adequate.
- Travel Funds: Existing travel funds to support this class are adequate.

C3. Are any of the resources for this course funded by a grant?

None of the resources for this course are funded by a grant.

C4. How frequently do you expect this course to be offered?

We plan to offer this course once a semester.

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

We plan to offer one lecture section each year during the Fall and Spring semesters.

C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

We can accommodate up to 50 students in the lecture due to space constraints within Johnson Hall.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature?

No professional societies recommend any enrollment limits.

C8. If this course is a distance education course, see the Implementation of Distance Educations Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not a distance education course.

Section D: Miscellaneous

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

Not applicable.

Part III. Letters of Support or Acknowledgement

This new course will be for SAFE Majors only and will not affect any programs on campus. Therefore, letters of support were not requested.

Appendix A: Syllabus of Record

I. Catalog Description

SAFE 435 Ethics and Professionalism

1 class hour

0 lab hours

Prerequisite: Senior standing

1 credit

(1c-01-1cr)

Provides students a basic understanding of ethics and professionalism related to the occupational safety, health and environmental profession. Specific topics covered include the ASSE Code of Ethics, ethical dilemmas that may be experienced in the workplace, expectations regarding professional behavior on internship, and professional growth. Students also learn about safety, health, and environmental professional organizations and certification bodies.

II. Course Objectives

Students will be able to:

- A. Discuss the basic concepts included in the ASSE and ABIH Code of Ethics and apply these concepts in work/internship situations.
- B. Appreciate the importance of lifelong learning and develop a five year professional development plan.
- C. Identify major safety, health and environmental professional organizations.
- D. Discuss safety, health and environmental professional certifications and explain these certification requirements.
- E. Discuss appropriate professional conduct, especially related to internships.
- F. Apply Student Guide for Internship.

III. Course Outline

- A. Ethics in the Safety, Health and Environmental Profession (3 hours)
 - 1. Ethics defined
 - 2. ASSE and ABIH Code of Ethics
 - 3. Common ethical issues in the Safety, Health and Environmental Profession
- Examination (1 hour)
- B. Professional Development in the Safety, Health and Environmental Profession (6 hours)
 - 1. Lifelong learning
 - 2. Safety, Health and Environmental Professional Organizations
 - 3. Safety, Health and Environmental Certifications

4. Five Year Professional Development Plan

Examination (1 hour)

C. Professionalism (3 hours)

1. Professional behavior
2. Internship expectations
3. Student Guide to Internship

Final Examination (during finals period) (2 hours)

IV. Evaluation Methods

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

Your final grade in this class will be a compilation of the following:

A. Examinations	30%
B. Homework	20%
C. Projects	40%
D. Class Participation	10%

Examinations: The examinations will be short answer, multiple choice, true/false and matching with material coming from lecture notes and handouts.

Homework: Homework will be assigned based on the material covered in the specific unit, many of which are case studies.

Projects: Students will complete two projects. The first will involve a written reflection paper on a current ethical issue in the Safety, Health and Environmental Profession. The second will be the student developing a formal Five Year Professional Development Plan.

Class Participation: This includes but is not limited to individual participation in whole class and small group discussions and other brief class presentations.

V. Example Grading Scale

In general, the following scale will be used in assigning letter grades, related to the evaluation of student performance based on a "percentage" grading scale:

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

VI. Attendance Policy

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. Required Textbooks

IUP Safety Sciences Department - Student Guide to Internship, current edition. Copies Plus, Oakland Avenue, Indiana, PA.

VIII. Special Resource Requirements

None.

IX. Bibliography

Boatright, J. (2009). *Ethics and the Conduct of Business, Sixth Edition.* New York, NY: Allyn and Bacon Publishing.

Schneid, T. (2008). *Corporate Safety Compliance - OSHA, Ethics and the Law.* Boca Raton, FL: CRC Press.

Historical Bibliography

Kultgen, J. (1988). *Ethics and Professionalism.* Philadelphia, PA: University of Pennsylvania Press.

Willis, J. & Okunade, A. (1997) *Reporting on Risks: The Practice and Ethics of Health and Safety Communication.* Westport, CT: Prager Publishing.

Maister, D. (1997). *True Professionalism - The Courage to Care About Your People, Your Clients and Your Career.* New York, NY: Touchstone.

Appendix B: Proposed Catalog Description

SAFE 435 Ethics and Professionalism

1c-01-1cr

Prerequisite: Senior standing

Provides students a basic understanding of ethics and professionalism related to the occupational safety, health and environmental profession. Specific topics covered include the ASSE Code of Ethics, ethical dilemmas that may be experienced in the workplace, expectations regarding professional behavior on internship, and professional growth. Students also learn about safety, health, and environmental professional organizations and certification bodies.

Appendix C: 2011-2012 Criteria for Accrediting Applied Science Programs

I. GENERAL CRITERIA FOR BACCALAUREATE AND ASSOCIATE DEGREE PROGRAMS

Criterion 1. Students

Student performance must be evaluated. Student progress must be monitored to foster success in attaining student outcomes, thereby enabling graduates to attain program educational objectives. Students must be advised regarding curriculum and career matters.

The program must have and enforce policies for accepting both new and transfer students, awarding appropriate academic credit for courses taken at other institutions, and awarding appropriate academic credit for work in lieu of courses taken at the institution. The program must have and enforce procedures to ensure and document that students who graduate meet all graduation requirements.

Criterion 2. Program Educational Objectives

The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented and effective process, involving program constituencies, for the periodic review and revision of these program educational objectives.

Criterion 3. Student Outcomes

The program must have documented student outcomes that prepare graduates to attain the program educational objectives. There must be a documented and effective process for the periodic review and revision of these student outcomes.

A. Baccalaureate degree programs must demonstrate that graduates have:

- (a) an ability to apply knowledge of mathematics, science, and applied sciences
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to formulate or design a system, process, or program to meet desired needs
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify and solve applied science problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of solutions in a global and societal context
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