07-54a & b.

UWUCC — App 4/1/08

Senate — App 4/22/08

1. Course Proposals (check all that app

Change ____Catalog Description Change ____Course Number and/or Title Change

Current Course prefix, number and full title

New Minor Pr

4. Ap

Date

Director of Honors College *

Provost *

Additional signatures as appropriate

Received

Liberal Studies

Course Revision: SAFE 212 Hazard Prevention Management I

Part II. Description of the Curriculum Change

1. Syllabus of Record.

   The revised syllabus of record is attached in Appendix A.

2. A summary of the proposed revisions:

   a. The course description, objectives and content were updated to better reflect program

[redacted]

Management II.

The revised course description does not include reference to the development of safety programs to meet applicable standards which is now entirely covered in SAFE 412.

New Course Description

SAFE 212 Hazard Prevention Management I	3 class hours 0 lab hours
Prerequisites: SAFE 101	3 credit hours (3c-01-3cr)

[redacted]

portfolios.

e. The textbook was changed.

3. Justification/rationale for the revision.

APPENDIX A: NEW SYLLABUS OF RECORD

I. Catalog Description

SAFE 212 Hazard Prevention Management I — 3 class hours, 0 lab hours, 3 credit hours

Prerequisites: SAFE 101

(3c-01-3cr)

Designed to teach the fundamental concepts involved in the management of safety programs. Basic safety management terminology, safety professional code of ethics, fleet safety and product safety are discussed. The class will also discuss risk management, worker's compensation as well as workplace violence.

II. Course Objectives

The student will be able to:

A. define the scope and roles of the safety function in a typical business.

B. identify the common program elements in a systems based approach to safety management.

C. complete a cost benefit analysis on a recommended control strategy.

D. complete an OSHA Log including a trend analysis of accidents.

E. describe different accident causation theories and apply them to an accident investigation.

F. apply risk management strategies to a work

C. Hazard Prevention Programming (Weeks 8-12)

- OSHA Recordkeeping
- Accident Causation and Investigation
- Accident Trend Analysis
- Workplace Stress and Workplace Violence
- Fleet Safety
- Product Safety

D. Risk Management in Hazard Prevention (Weeks 13-14)

- Basic terminology
- Risk assessment
- Risk strategies
- Risk management
- Workers compensation and medical management

Culminating Activity (Finals Week)

[redacted]

VI. Course Attendance Policy

As student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy which is included in the Undergraduate Catalog.

VII. Required Textbooks

Manning, Michael. (2003). "So You're the Safety Director" – An Introduction to Loss Control and Safety Management. 3rd edition, Government Institutes, Rockville, MD.

VIII. Special Resource Requirements

None.

IX. Bibliography

Gellar, S. (2002). The Participation Factor. Des Plains, IL: American Society of Safety Engineers.

Geller, S. (2001). The Psychology of Safety Handbook. Lewis Publishers, New York, N.Y.

Hansen, M. (2002). Out of The Box--Skills for Developing Your Own Career Path . Des Plains, IL: American Society of Safety Engineers.

Janicak, C. (2000). Applied Statistics in Occupational Safety and Health. Government Institutes.

Pierce, F. David. (1995). Total Quality for Safety and Health Professionals. Rockville, MD: Government Institute, Inc.

Vincoli, J. (1994). Accident Investigation and Loss Control. New York, NY: Van Nostrand

APPENDIX B: OLD SYLLABUS OF RECORD

I. Catalog Description

[redacted]

Prerequisites: SAFE 101

0 lab hours
3 credit hours
(3c-01-3cr)

[redacted]

Midterm (1 Hour)

C. Hazard Prevention Management (10 Hours)

- Safety Leadership
- Accident Investigation
- Workplace Violence
- Fleet Safety
- Product Safety

D. The Role of Risk Management in Hazard Prevention (10 Hours)

- Basic terminology
- Workers compensation
- [redacted]
- Risk strategies

Final Examination (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 [redacted]

V. Example Grading Scale

The following grading scale will be used to assign letter grades for this course:

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

VI. Course Attendance Policy

As student learning is enhanced by regular attendance and participation in class discussions, the

Pierce, F. David. (1995). Total Quality for Safety and Health Professionals. Rockville, MD: Government Institute, Inc.

Vincoli, J. (1994). Accident Investigation and Loss Control. New York, NY: Van Nostrand Reinhold.

Appendix C: Catalog Description

[redacted]

Prerequisites: SAFE 101

Designed to teach the fundamental concepts involved in the management of safety programs. Basic safety management terminology, safety professional code of ethics, fleet safety and product safety

[redacted]

Appendix D

Safety Science Department - Program Outcomes Review for Fall 2007

The [illegible] Assessment of our Program Outcomes was run on January 16, [illegible]. A summary of the assessment finding is attached. [illegible] first series of reports addressing program outcomes for the entire department. The second series of reports address program outcomes from individual SAFE courses.

Note: Percentages are identified for each outcome as well as Mean Rating with the following scale used: Unacceptable = 1, Acceptable = 2 and [illegible]

[illegible] ability to anticipate [illegible] and e[illegible]

[illegible] mean [illegible]

[illegible] omy, physics an[illegible] [illegible] site co[illegible]

[illegible] the goal of preventing hazardous acts and conditions that lead to loss events

[illegible] 7[illegible]8% were [illegible]

The mean [illegible] rating was 2.5.

2.1 Students will compl[illegible]

2.2 Students will develop and evaluate a comprehensive SHE Program.

Outcome not met. 35 students were assessed using 35 assessment tools and the results showed 74.5

2.4 Students will apply adult learning theories in the completion of the SHE Training.