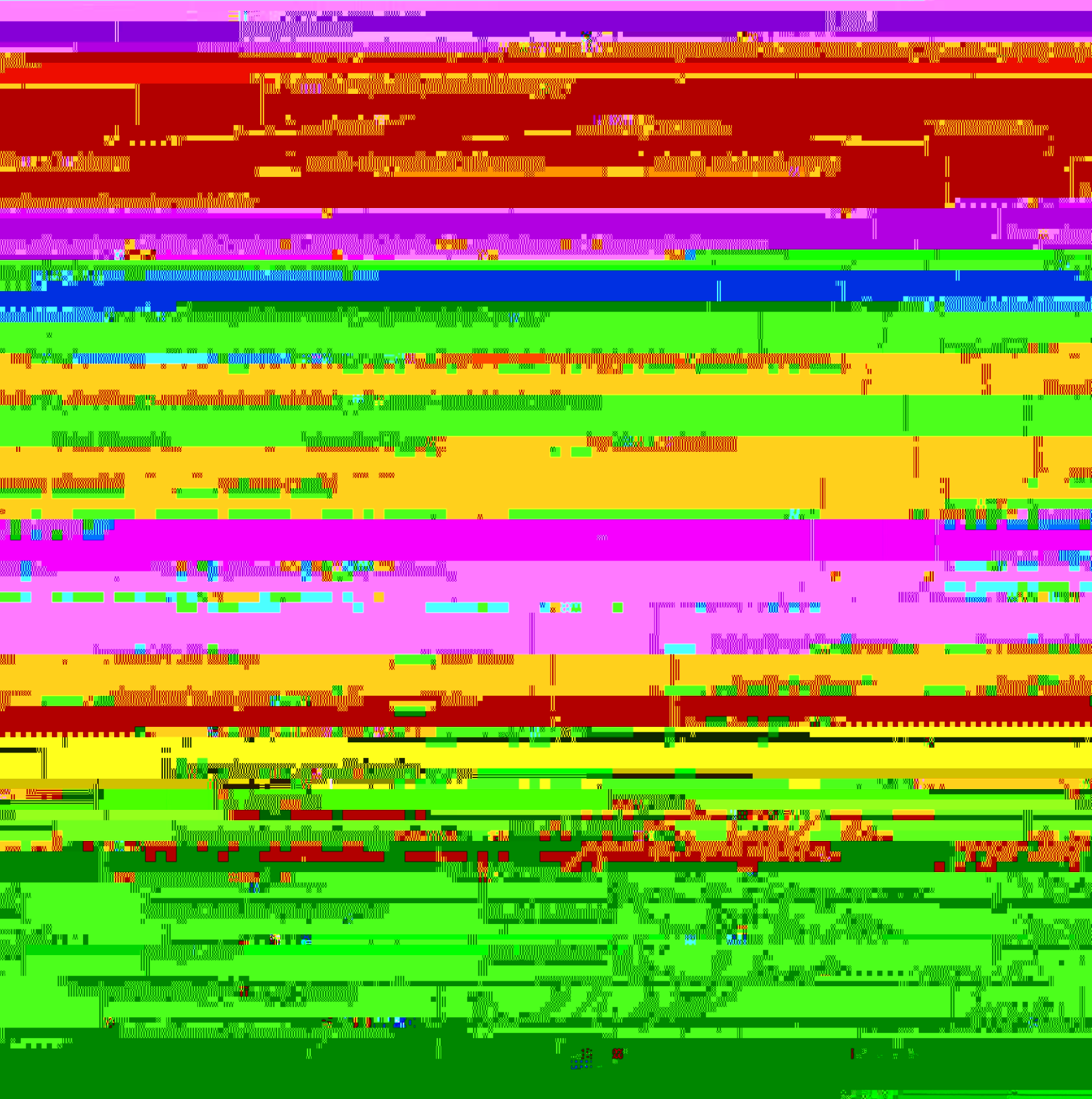


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Additional signatures (with me) as follows:

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New Course Proposal: SAFE 215 Safety, Health and Environmental Communications

Part II. Description of Curricular Change

1. Syllabus of Record.

The syllabus of record 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 sophomore level course for Safety Science Majors that will be taken prior to SAFE Internship. Outcome assessments and feedback from internship supervisors have identified that additional written and oral communication skills need to be enhanced. Through this course, students will learn how to use their communication

skills (both written and oral) to convince management and employees of safety initiatives in the workplace. Faculty members believe that this three credit course will help to improve students' communication skills during their internship as well as in advanced Safety, Health and Environmental courses 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) the ability to design and conduct experiments, as well as to analyze and interpret data

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?

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.

BTST 321 – Business and Interpersonal Communications; but SAFE 215 is aimed specifically at the writing and oral communication challenges facing our students in the workplace and the programs that they will have to manage.

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 as we could not add

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 do you estimate the cost?

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

We plan to offer two lecture sections in the Fall semester and one lecture section during the Spring semester.

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 plan to accommodate 25 students in the lecture due to this being a writing-intensive (W) course.

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 215 Safety, Health and Environmental Communications

3 class hours

0 lab hours

Prerequisite: Sophomore standing

3 credits

them in becoming effective oral and written safety, health and environmental communicators and

A. Developing and Presenting Safety, Health and Environmental (SHE) Training (16 hours)

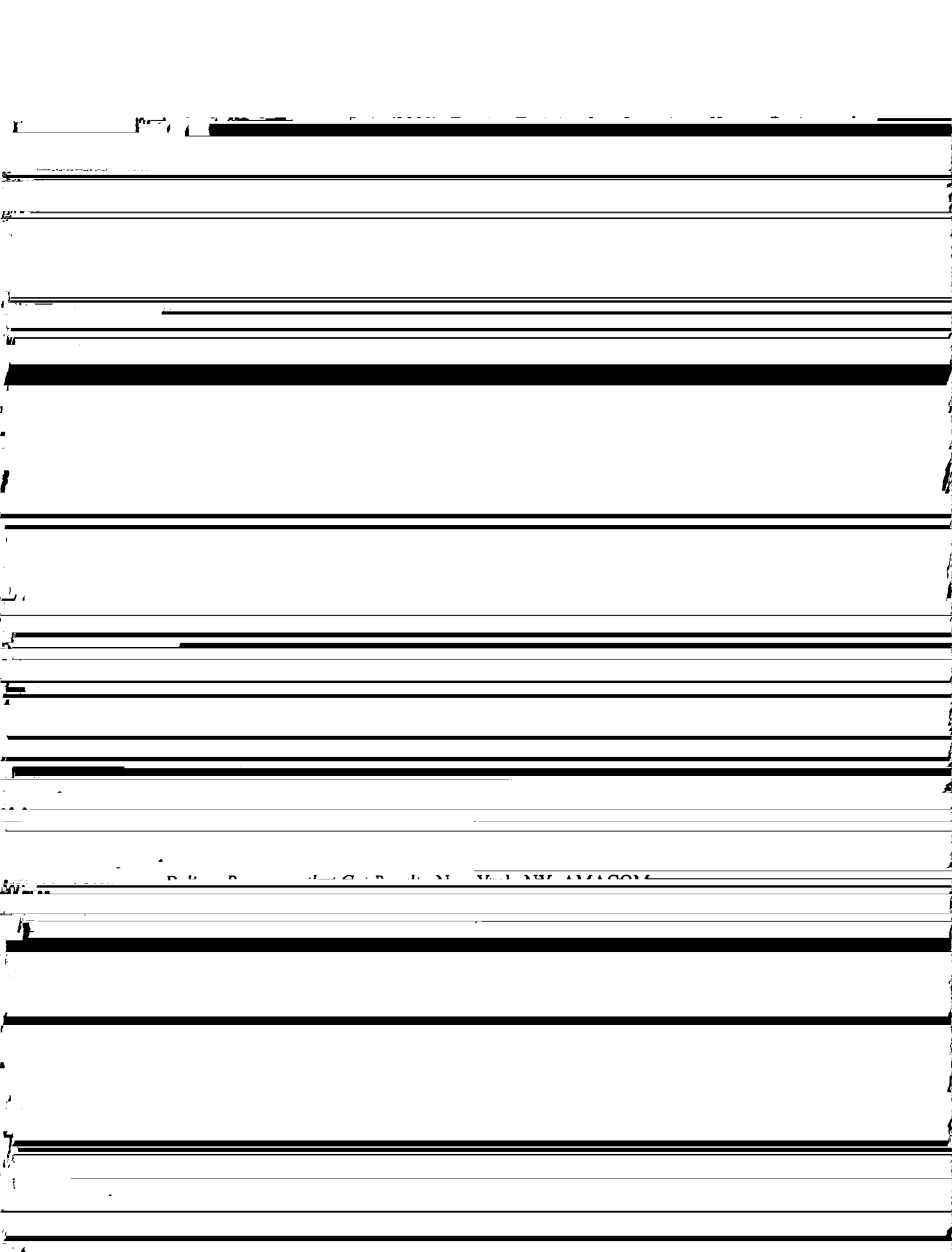
3. Conducting an SHE Training Needs Assessment
4. Writing SHE Learning Objectives and Lesson Plans

5. Delivering an Effective SHE Training Presentation
6. Developing an On-Line SHE Training Course

B. Communicating the Value of the SHE Profession (8 hours)

to real-world scenarios requiring written reports or documentation. Grading will focus on students' ability to convey their message clearly and concisely. 70% of grade.

Presentations: Students will be expected to present both individually and as part of a group. Students will be graded on their professionalism, their ability to convey their message clearly, and



- Mager, R. (1997). *Measuring Instructional Results*. Belmont, CA: David S. Lake.
- Mager, R. (1997). *Preparing Instructional Objectives*. Belmont, CA: David S. Lake.
- Mager, R. (1997). *What Every Manager Should Know about Training: Or "I've Got a Training Problem" ...and Other Odd Ideas*. Belmont, CA: David S. Lake.
- McKeachie, W. J. (1994). *Teaching Tips*. Lexington, MA: D.C. Heath.
- Odiorne, G. S. & Rummler, G.A. (1988). *Training and Development: A Guide for Professionals*. Chicago, IL: Commerce Clearing House.
- Pater, R. (1995). *How to Make High Impact Safety and Health Presentations*. Des Plaines: IL: American Society of Safety Engineers.
- Piskurich, G., Beckschi, P. & Hall, B. (1999). *The ASTD Handbook of Training Design and Delivery*. Hoboken, NJ: Pfeiffer.
- ReVelle, J. B. (1995). *Safety Training Methods*. New York, NY: John Wiley and Sons.

~~Crapp, J. (1994). *Developing Safety Training Programs: Preventing Accidents and*~~

~~*Improving Worker Performance through Quality Training*. New York, NY: Van Nostrand~~

Appendix B: Proposed Catalog Description

SAFE 215 Safety, Health and Environmental Communications

3c-01-3cr

Prerequisite: Sophomore standing

Provides the student with the ability to apply the theories of learning and communication to aid them in becoming effective oral and written safety, health and environmental communicators and

trainers. Students design and deliver training programs using modern technology and charismatic

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