

LSC Use Only Proposal No: \_\_\_\_\_ UWUCC Use Only Proposal No: 13-1365  
 LSC Action-Date: App-2/20/14 UWUCC Action-Date: App-4/1/14 Senate Action Date: App-4/29/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

|                                                     |                                          |
|-----------------------------------------------------|------------------------------------------|
| Contact Person(s)<br><b>Dr. Chris Janicak</b>       | Email Address<br><b>cjanicak@iup.edu</b> |
| Proposing Department/Unit<br><b>Safety Sciences</b> | Phone<br><b>7-3274</b>                   |

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: SAFE 493: Internship

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

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 Across the Curriculum (W Course)  
 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                       Technological 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)         | <i>Janet Wachter</i>  | Jan 27, 2014 |
| Department Chairperson(s)                        | <i>John F. Lyusa</i>  | 1/27/14      |
| College Curriculum Committee Chair -cs           | <i>Joshua Sklarke</i> | 1/31/14      |
| College Dean                                     | <i>M. L. Smith</i>    | 2.4.14       |
| Director of Liberal Studies (as needed)          | <i>D. H. Smith</i>    | 2/20/14      |
| Director of Honors College (as needed)           |                       |              |
| Provost (as needed)                              |                       |              |
| Additional signature (with title) as appropriate |                       |              |
| UWUCC Co-Chairs                                  | <i>Gail Schurst</i>   | 4/1/14       |

Received

FEB 25 2014

Liberal Studies

Received

FEB 07 2014

Liberal Studies

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 13-136-0  
Action App-2/20/14

## COVER SHEET: Request for Approval to Use W-Designation

### TYPE I. PROFESSOR COMMITMENT

Professor \_\_\_\_\_ Phone \_\_\_\_\_  
 Writing Workshop? (If not at IUP, where? when?) \_\_\_\_\_  
 Proposal for one W-course (see instructions below)  
 Agree to forward syllabi for subsequently offered W-courses?

### TYPE II. DEPARTMENT COURSE

Department Contact Person Dr. Lon Ferguson Phone 724-357-3019  
 Course Number/Title SAFE 493: Internship  
 Statement concerning departmental responsibility  
 Proposal for this W-course (see instructions below)

### TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_  
Course Number/Title \_\_\_\_\_  
Proposal for this W-course (see instructions below)

### SIGNATURES:

Professor(s) [Signature]  
Department Chairperson Lon H Ferguson  
College Dean [Signature]  
Director of Liberal Studies [Signature]

### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.

**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received  
FEB 25 2014  
FEB 07 2014  
Liberal Studies Liberal Studies

## **TYPE II DEPARTMENT COMMITMENT**

**PROFESSOR Dr. Lon Ferguson**

**DEPARTMENT Safety Sciences**

1. Include the most recent syllabus for the Type II course.
2. Include a new “Statement Concerning Departmental Responsibility”. The statement of departmental responsibility” explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

The Safety Sciences Department offers SAFE 493: Internship as its capstone course. This course, along with the SAFE 488 Internship course, has been offered for 17 years within our Department as Writing Intensive. In addition, we have been offering SAFE 215 Safety, Health and Environmental Communications as a Writing Intensive course, which was revised to meet Liberal Studies requirements in Fall 2011.

In addition to meeting the IUP writing intensive requirements, our internship courses also are important for meeting Student Outcomes as part of our accreditation by the Applied Science Accreditation Commission (ASAC) of the Accreditation Board for Engineering and Technology. Student written communication skills are an integral part of the ASAC student outcomes.

Multiple instructors within our department will teach SAFE 493; therefore, we seek approval as a Type II Department Course. As Department Chair, I hold the responsibility to assure that SAFE 493, as with all other writing intensive courses, will continuously meet or exceed all requirements. All faculty have followed and will continue to follow the course syllabi and use equivalent writing assignments.

The student outcomes for SAFE 493 will be assessed every semester. Two of the specific student outcomes are writing intensive and they include:

- Four (4) Internship Reports of at least 10 pages each detailing hazards found, methods of detection, relevant safe practices or regulations, and programs or measures to mitigate hazards; and
- Assignments to include a professional letter and a memo.

Every semester, these writing intensive assignments are assessed by our faculty, with samples of student work collected and documentation included as part of our Banner Assessment Program.



13-136b  
LSC: App - 2/20/14  
UWUCC: App - 4/1/14

## REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

### TYPE II DEPARTMENT COMMITMENT

Professor Dr. Lon Ferguson

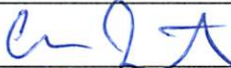

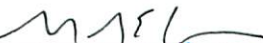

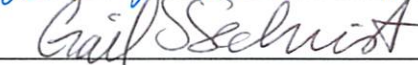
Department Safety Sciences

Email ferguson@iup.edu

Course SAFE 493 Internship

Please provide answers to these questions on the next page:

1. Include the most recent syllabus for the Type II course.
2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

| Approvals:                  | Signature                                                                            | Date   |
|-----------------------------|--------------------------------------------------------------------------------------|--------|
| Professor (s)               |   | 2/4/14 |
| Department Chair            |  | 2/4/14 |
| College Dean                |   | 2.4.14 |
| Director of Liberal Studies |  | 2/6/14 |
| UWUCC Co-chair(s)           |  | 4/1/14 |

Received

FEB 25 2014

Liberal Studies

Received

FEB 07 2014

Liberal Studies

## SAFE 493 –Internship

### WRITING SUMMARY

SAFE 493 is a program culmination course in which the student applies learned techniques of hazard identification and safety management practices to actual workplace evaluation. The students are guided by a site supervisor with safety, health and environmental (SHE) skills and faculty advisor during their off-campus projects. In addition to the required field time, students attend a weekly two-hour on-campus class to present and discuss field experiences and perform several additional writing activities.

Successful professionals in the SHE field must have equal strengths in technical talent and the ability to effectively communicate this knowledge. This course, as in the Catalog description, is focused on the development of student written and oral communication skills. Written assignments are assessed as 90% of the final grade.

The types of writing activity include four types of documents - four technical reports, a professional letter, and an internal memo. The writing assignments are based upon the field experiences of the students.

The **technical reports** are described in the course syllabus; further instruction and guidance are provided in the Internship Handbook and grading rubrics. The written technical reports help the student document SHE hazards, relay safe practices such as industry standards or regulations (OHSA), offer corrective actions, and create programs or training materials to mitigate the hazards. The reports are used by the student to convey their work product to the site supervisor. The first of four technical reports is submitted as a draft, reviewed with suggestions by the instructor, and resubmitted by the student with the opportunity to improve the document. Each report submission is spaced approximately three weeks apart to allow adequate research and preparation time. The technical reports are expected to comprise a minimum of 10 pages each, for a total of 40 written pages for the technical reports during the semester. Students are provided with a grading rubric prior to the assignments to clarify the elements required and levels of achievement. A section of the rubric assesses the student skills in the writing process. These reports comprise 70% of the final grade.

The **professional letter** and **internal memo** are assigned in class; these are based on the field experiences and may or may not be transmitted to a site supervisor. The letter and memo assignments are included to enhance written communication skills in the business environment. These writing assignments, totaling approximately 2 pages, are associated with the on-campus class and account for 20% of the final grade.

## Summary Chart for Writing Assignments\*

| <b>A. Writing Assignments</b> SAFE 493 Internship       |                  |                  |                 |                                   |                                                            |
|---------------------------------------------------------|------------------|------------------|-----------------|-----------------------------------|------------------------------------------------------------|
| Assignment Title                                        | # of Assignments | # of total pages | Graded (Yes/No) | Opportunity for Revision (Yes/No) | Written Assignment represents what % of final course grade |
| Initial Technical Report                                | 1                | 10               | yes             | yes                               | 17.5                                                       |
| Technical Reports 2, 3, and 4                           | 3                | 30               | yes             | no                                | 52.5                                                       |
| Classroom Work:<br>Professional Letter<br>Internal Memo | 3                | 2                | yes             | no                                | 20                                                         |
|                                                         |                  |                  |                 |                                   |                                                            |
| <b>Totals</b>                                           | 7                | 42               | NA              | NA                                | 90                                                         |

**B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)**

| Exams         | Approx.% of exam that is essay or short answer | Anticipated # of pages for essay or short answer, or approx. word count | Exam constitutes what % of final course grade |
|---------------|------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------|
| 1.            |                                                |                                                                         |                                               |
| 2.            |                                                |                                                                         |                                               |
| 3.            |                                                |                                                                         |                                               |
| <b>Totals</b> |                                                |                                                                         |                                               |

*\*Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

## CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,  
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

yes Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?

yes Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?

yes Does one of your course objectives explicitly mention the improvement of writing?

yes Will you distribute written instructions, including criteria for evaluation, for major assignments?

yes Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?

yes Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?

yes Are there at least two, and preferably more, different writing assignments?

yes Will students revise at least one assignment after receiving your review comments?

yes Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?

yes Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

\_\_\_\_\_ Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

yes Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

## 2. A summary of the Proposed Revisions

This course is a Department writing intensive course. The revisions to this course involve updating the syllabus of record and catalog description.

## 3. Justification/rationale for the revision

This course has not been updated for a number of years and as a result some of the writing assignments are outdated. Faculty would also like to see modifications to the approach to the writing requirements.

The second revision is to the weightings of the course assignments when determining the course grade. More weight will come from the onsite reports students' are required to write. These reports evaluate a student's ability to recognize, evaluate, and control hazards and to write a professional report that synthesizes their results. The current grading system places too much weight on Friday session activities and as a result, the grades do not currently reflect a student's ability to recognize, evaluate, and control hazards which is the primary purpose of the internship course.

The third revision involves changing objectives "A" and "B" so as not to require students to develop at least two written programs and at least two hazard control projects. Students will still be required to develop written programs and develop hazard control measures, however the specific number will be determined by the faculty member working with the internship site supervisor. This will provide faculty members more flexibility when creating site assignments and placing students.

The fourth revision deals with the onsite hours required of students and the Friday session contact hours. The University changed from 1-hour credit hours to 50-minute credit hours a number of years ago and as a result, the contact hours described in the need to be revised.

The last revision item involves minor editing and updating of the catalog description. The credit hours for the course has been changed from "variable 1 – 6 cr" to a "6 cr." We do not offer our part-time internship as anything less than 6 credit hours, therefore, the catalog reflects our actual practice.

## 4. The old syllabus of record

The old syllabus of record is attached.

## 5. Liberal Studies course approval form and checklist

The Liberal Studies approval form is attached.

## Part III. Letters of Support or Acknowledgment

No other departments or programs are affected by these changes.



# 1. Syllabus of Record

## I. Catalog Description

SAFE 493 Internship

6 cr

Prerequisites: Senior Standing, all required SAFE courses in major completed

The students apply hazard assessment and management practices to actual workplace safety issues. A two-hour weekly debriefing session involves the students in developing their written and oral communication skills.

## II. Course Objectives

Each student completing SAFE 493 will have demonstrated the ability to:

- A. recognize, evaluate and recommend, in writing, methods to control hazards in areas of safety such as:
  - a. occupational injury prevention
  - b. occupational illness prevention
  - c. fire protection
  - d. ergonomics, systems safety, environmental protection
  
- B. develop written programs that will help prevent injuries and/or illnesses in areas of safety such as:
  - a. occupational injury prevention
  - b. occupational illness prevention
  - c. fire protection
  - d. ergonomics, systems safety, environmental protection
  
- C. communicate effectively, both in writing and verbally
  
- D. prepare and present a safety training session
  
- E. develop positive working relationships with others
  
- F. utilize time efficiently
  
- G. adhere to Professional Codes of Ethics of appropriate societies, e. g., the American Society of Safety Engineers and the American Industrial Hygiene Association .

### **III. Course Outline**

#### **A. On-site Visits (140 hours: 20 visit days @ 7 hours each)**

The primary learning mechanism in this course is to have interns complete between one and four (4) sets of visits to industrial, construction, institutional or governmental sites to carry out in-depth assignments made by Safety Sciences Faculty after consultation with the host employer. These assignments are carried out under the general guidance of an on-site supervisor and the results are presented in four detailed reports for evaluation by Safety Sciences Faculty. The visits are typically made to the sites on Tuesdays and Thursdays of each week for seven (7) work hours each day.

#### **B. Classroom Meetings (14 weeks, 28 academic hours total)**

A two credit-hour weekly class, which occurs Friday afternoon, is used as a debriefing session. During these sessions, the interns share, via oral presentations and discussion, their internship experience, observations, and problems to which they have been exposed at field locations. Students receive advice on challenges related to their projects, guidance in organizing and presenting written material and various assignments relevant to their on-site experience are given.

#### **C. Other Activities to Support On-Site Visits**

Each intern will need to meet with his/her assigned faculty coordinator to review the methods to conduct their assignments and the form and content of their written reports. Students will also complete research on their assignments, review applicable standards, obtain the necessary equipment for evaluations as needed, and calibrate equipment where necessary.

### **IV. Evaluation Methods**

Students will be evaluated using the following:

#### **A. Technical Reports (70% of course grade)**

All students will write four (4) technical reports as a result of their the assigned specific safety-related assignments made by a faculty coordinator working in conjunction with an on-site supervisor. The faculty member making the assignments sets the report format for the intern. Typically, each report shall be a minimum of 10 pages of original student writing. The purpose of the report is threefold:

1. To provide the internship site organization with an evaluation of their current Safety, Health and Fire Protection Programs and an assessment of hazard control measures for specific hazards and workstations. The report also specifies the steps needed to upgrade hazard control measures and programs.
2. To provide interns with the opportunity to practice, in a supervised setting, the technical skills that they will be expected to possess when they enter professional life.

3. To demonstrate to the faculty the degree to which interns apply specific hazard identification, evaluation, control and prevention methodology as well as their ability to formulate hazard control and prevention programs and communicate these to management at the internship site. The feedback, which faculty members provide to the interns via submitted draft of the first report and the graded reports, allows interns to improve at subsequent internship sites.

#### **B. Classroom Work (20% of course grade)**

The classroom portion of the course will be evaluated using four parts. The first part involves the evaluation of students' presentations. Students will be required to conduct a minimum of two presentations during the semester.

The second part of the classroom work involves participating in the classroom presentations conducted by the other students. Participation in these presentations includes asking relevant questions and participating in the discussions related to the student presentation.

The third part of the classroom work involves participating in the group work /activities. During the semester, students and instructors will present material on a particular subject related to safety professionals in the workplace. Part of the class will include an active learning exercise which includes the writing of a professional letter and internal memo. Students are expected to participate in these classroom activities.

#### **C. On-site Supervisors' Evaluation (10% of course grade)**

Each intern will have an on-site supervisor to coordinate each of their four project assignments. The site supervisor will evaluate each intern individually.

#### **Grading Scale**

Final course grades will be based upon the total points received in the class. One grade will be calculated and applied to both the lecture portion of the course and the lab portion of the course using the following grading scale:

A: 90 – 100%

B: 80-89%

C: 70-79%

D: 60-69%

F: Below 60%

#### **V. Required Textbooks, Supplemental Books and Readings**

Students are required to purchase one copy of A Student Guide to Internship. This internal course packet is revised annually and provides students detailed explanations on writing assignment, grading and

department expectations for students during their internship experience. It is presumed that interns will have access to textbooks used in previous safety sciences classes.

## **VI. Special Resource Requirements**

Each intern is required to purchase steel-toed shoes and eye protection in the form of safety glasses with side shields meeting the American National Standards Institute standards for these two items of personal protective equipment (PPE). The internship sites are asked to supply any additional PPE to the interns if required at the internship site.

Each intern is responsible for furnishing transportation to and from the internship sites.

The intern is responsible for transportation to IUP to consult with faculty, obtain equipment and to attend the Friday debriefing sessions.

## **VII. Bibliography**

Brauer, Roger. *Safety and Health for Engineers*. New York: Wiley-Interscience, 2005.

Friend, Mark & Kohn, James. *Fundamentals of Occupational Safety and Health*, 5<sup>th</sup> Edition. Lanham, MD: Government Institutes, 2010.

National Safety Council. *Accident Prevention Manual: Administration & Programs* (13th Ed). Chicago: National Safety Council, 2009.

National Safety Council . *Accident Prevention Manual for Business & Industry: Environmental Management* (2nd Edition). Chicago: National Safety Council, 2000.

National Safety Council . *Accident Prevention Manual: Engineering and Technology* (13th Ed). Chicago: National Safety Council, 2009.

National Safety Council . *Fundamentals of Industrial Hygiene* (6th Edition). Chicago: National Safety Council, 2012.

United States Department of Labor. *Occupational Safety and Health Standards for General Industry*. Washington, D.C.: United States Department of Labor, 2013.

United States Department of Labor. *Occupational Safety and Health Standards for the Construction Industry*. Washington, D.C.: United States Department of Labor, 2013.

OLD

## Syllabus of Record

### I. Catalog Description

#### SAFE 493 INTERNSHIP

var 1 - 6 sh

Prerequisites: Senior Standing, all required courses in major

The students apply hazard assessment and management practices to actual workplace safety issues which requires the student to visit workplace sites. A two-hour weekly debriefing session involves the students in developing their written and oral communication skills. All Safety Sciences Students are required to take an internship, either SAFE 488 or SAFE 493.

### II. Course Objectives

Each student completing the internship will:

- A. recognize, evaluate, and recommend in writing methods to control hazards in at least two hazard categories from each of the following areas:
  - occupational injury prevention
  - occupational illness presentation
  - fire protection
  - ergonomics, systems safety, and environmental protection
- B. develop written programs that will help prevent injuries and/or illnesses in at least two relevant aspects in each of the following issues:
  - occupational injury prevention
  - occupational illness presentation
  - fire protection
  - ergonomics, systems safety, environmental protection
- C. communicate safety issues effectively, both in writing and verbally
- D. prepare and present a safety training session
- E. demonstrate effective use of time for completing activities on site and assignments
- F. adhere to accepted codes of ethics that apply to the profession



### **III. Course Outline**

#### **A. On-site Visits (192 hours)**

The primary learning mechanism in this course is to have interns make four (4) sets of visits to a variety of industrial, construction, institutional or governmental sites to carry out in-depth assignments made by Safety Sciences Faculty. These assignments are carried out under the general guidance of an on-site supervisor and the results are presented in a detailed report for evaluation by Safety Sciences Faculty. Students will normally go in pairs and a typical set of visits will require the students to visit the site on six separate days. The visits are typically made to the sites Tuesday and Thursday of each week for eight (8) hours each day.

#### **B. Classroom Debriefing (28 hours)**

A two-hour weekly class that occurs Friday afternoon is used as a debriefing session. During these sessions the interns share via oral presentations and discussion their internship experience, observations, and problems to which they have been exposed at field locations. Various in-class-writing assignments relevant to their on-site experience are given.

#### **C. Other Activities to Support On-Site Visits (Minimum of 20 hours)**

Each intern must meet with his/her assigned faculty coordinator to review the methods to conduct their assignments and the form and content of their written reports. Students are required to prepare for the onsite visits, such as, obtain the necessary equipment from the department, and calibrate equipment where necessary.

### **IV. Evaluation of Interns**

Grading for the course is weighted as follows:

#### **A. Technical Reports (60% of course grade)**

Each intern will write a report for each of the four internship sites she or he will visit during the semester. The weighting for each section in a report is determined by the faculty coordinator and can vary section by section depending on the degree of difficulty for each assignment. Reports will be graded by section with each section containing the results of one of the intern's assignments. The department's standard grading criteria are shown in Attachment #1.

#### **B. Classroom Work (28% of course grade)**

Evaluation of classroom work is divided into two parts. The first involves the evaluation of students' presentations (13%), which also includes participation in discussions resulting from their classmates' oral presentations. The second part of the evaluation requires students to complete four in-class writing exercises (total 15%). Attachment #2 contains the criteria for grading the in-class writing assignments.

**C. On-site Supervisors' Evaluation (12% of course grade)**

Each intern has an on-site supervisor at each of the four internship sites she or he visits. The site supervisor will evaluate each of the two visiting interns individually.

**V. 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. Required Textbooks, Supplemental Books and Readings**

No texts, supplemental books and readings are required. It is presumed that interns will have access to textbooks used in previous safety sciences classes.

**VII. Special Resource Requirements**

Each intern is required to purchase steel-toed shoes and eye protection in the form of spectacles with side shields meeting the American National Standards Institute standards for these two items of personal protective equipment (PPE). The internship sites are asked to supply any additional PPE to the interns required at the internship site.

Each intern is responsible to furnish transportation to and from the internship sites. The intern is responsible for transportation to IUP to consult with faculty, obtain equipment and to attend the Friday debriefing sessions.

**VIII. Bibliography**

Accident Prevention Manual: Administration & Programs (12<sup>th</sup> Ed). Chicago: National Safety Council, 2000.

Accident Prevention Manual for Business & Industry: Environmental Management (2<sup>nd</sup> Edition). Chicago: National Safety Council, 2000.

Accident Prevention Manual: Engineering and Technology (11<sup>th</sup> Ed). Chicago: National Safety Council, 1997.

**Fundamentals of Industrial Hygiene (4<sup>th</sup> Edition). Chicago: National Safety Council, 1996.**

**Lockout/Tagout. Chicago: National Safety Council, 1995.**

**Occupational Health and Safety (3<sup>rd</sup> Ed). Chicago: National Safety Council, 2000.**

**Occupational Safety and Health Standards, [www.osha.gov](http://www.osha.gov)**