ASEM-Advanced Safety Engineering & Management

ASEM 601. ASEM Seminar. 0 Hours.
Seminar focusing on student research and guest presentations of various topics of interest to safety and risk management engineers and safety professionals.

ASEM 610. Introduction to System Safety - Prevention through Design. 3 Hours.
Best practice in any business sector requires the pursuit of a triple bottom line - protecting people, planet, and profit. This course provides an overview of system safety in general and Prevention through Design in particular and explores their efficacy in helping companies achieve a bottom line that is socially, environmentally, and financially rewarding. Topics of inquiry include the processes of hazard analysis and risk assessment, the concept of "acceptable" risk, the safety decision hierarchy of controls, safety standards (the mandatory minimum vs. the voluntary best practice), safety as a cost control strategy, and the critical elements of a comprehensive, advanced safety program. Course content is presented within the framework of real-world case studies from a variety of industry sectors, including, but not limited to, manufacturing, utilities, and health care and includes several guest lectures by leaders in the profession. Students apply course content to their own business environment. Guest lecturers from diverse backgrounds will discuss their experiences in managing safety in the workplace. Live participation in a weekly 1.5 hour online forum is required. Course must be taken during the first semester.

ASEM 611. Hazard Analysis and Waste Elimination. 3 Hours.
Hazards have the potential to cause harm to people, planet, and profits. Hazard analysis is a process that begins with the identification of a hazard and proceeds into an estimate of the severity of harm or damage that could result if the potential is realized and a hazard-related incident occurs (ASSE TR-Z790.001 – 2009). This course examines engineering techniques utilized to systematically and logically identify and analyze hazards in the workplace. These techniques include preliminary hazard list (PHL), preliminary hazard analysis (PHA), system hazard analysis (SHA), subsystem hazard analysis (SSHA) and others. Students work in teams to use these techniques to retrospectively analyze a real-world disaster.
Prerequisites: ASEM 610 [Min Grade: B]

ASEM 612. Engineering Risk. 3 Hours.
Engineering risk is defined both quantitatively and qualitatively as an estimate of the probability that a hazard-related incident will occur and of the severity of harm or damage that could result. This course provides students with tools to assess and reduce safety risks in their own company. These tools include risk assessment matrices, probabilistic risk assessment (PRA) measures, including event tree analysis, fault tree analysis, and other prevention through design concepts. The role of a structured, formalized decision analysis process in preventing serious injuries and fatalities is also explored. Students engage in a risk mitigation decision analysis project, which is specific to their company and/or business sector. Guest lecturers from diverse industries discuss their experiences in assessing and managing risk. Live participation in a weekly 1.5 hour online forum is required.
Prerequisites: ASEM 610 [Min Grade: B]

ASEM 613. Human Performance and Engineering Design. 3 Hours.
Companies can miss important opportunities to eliminate waste if they rely primarily on training to prevent human error. This course explores the historical perspective on human error and serious injury. The course material will provide a solid understanding of the principles of occupational biomechanics and human tolerance to injury with focus on human anthropometry and mechanical work capacity. This course also includes studies of human reliability, static analysis of systems in equilibrium and mechanical systems, design and performance. Due to the quantity of back related injuries and related lost time in the workplace, back pain and injury is studied along with the effect of vibration on the human body. Real-world case studies provide for application of the engineering hierarchy of controls: hazard elimination, hazard substitution, engineering controls, warnings, administrative behavior controls, and personal protective equipment. The course also examines the design aspects of ergonomics, the biomechanical engineering basis of injury prevention, and the long term economic consequences of seemingly minor injuries. In semester projects, students perform incident investigations using biomechanical and other data. After gathering and analyzing data to determine injury causation, they will identify and re-design error-provocative environments in their own workplaces. Guest lecturers from diverse backgrounds will discuss their experiences with human performance and/or biomechanics. Live participation in a weekly 1.5 hour online forum is required.
Prerequisites: ASEM 610 [Min Grade: B]

ASEM 614. Engineering Ethics and Acceptable Risk. 3 Hours.
This course explores the economic, social, and political consequences of safety risk and considers provocative real world dilemmas: What is acceptable risk? Are the fundamental canons of engineering ethics contrary to the concept of acceptable risk? What is the worth of human life? Students will conduct critical reviews of corporate safety and ethics policies from market leaders in all major industries as well as their own company. Real-world case studies provide the framework for exercises in resolving conflicts of interest and avoiding the dilemma of "whistle blowing." Guest lecturers from diverse backgrounds will discuss their experiences with ethics in the workplace. Live participation in a weekly 1.5 hour online forum is required.
Prerequisites: ASEM 610 [Min Grade: B](Can be taken Concurrently)

ASEM 615. Leading through Climates of Change. 3 Hours.
All progressive companies are moving toward greater sustainability - protecting people, planet, and profits. To guide their companies through these changes and integrate safety into the priorities at the executive level, safety engineers and professionals must have strong leadership skills. This course explores engineering leadership best practices, including the eight steps of transformational leadership - creating a sense of urgency, creating a guiding coalition, developing a vision and strategies, communicating the vision, empowering broad-based action, generating short term wins, consolidating gains and anchoring the culture. This course also explores the concept of Resilience Engineering and helps students understand the impacts of socio-technical risks. Guest lecturers from diverse industries discuss their experiences in managing change in today's global business environment. Live participation in a weekly 1.5 hour online forum is required.
Prerequisites: ASEM 610 [Min Grade: B]
ASEM 616. Policy Issues in Prevention through Design. 3 Hours.
This course provides an overview of best practices in four major policy areas: (1) cost-benefit analysis; (2) corporate culture and the "HR Department"; (3) standards, codes, and regulations; and (4) strategic alliance development. Case studies are used to illustrate both the role of engineers and other safety professionals in shaping public policy on the local, national and international levels and the ethical challenges they encounter. The significance of an organization’s corporate culture in developing and implementing advanced safety management plans is also explored. Students conduct "gap analyses" of their company’s policies by comparing them to best practices and identifying unintended consequences of poor safety policy in their own business and industry sector. Students will engage in discussion board posts on contemporary policy issues and participate in exercises related to federal rulemaking. Guest lecturers from diverse backgrounds will discuss their experiences with policy issues. Live participation in a weekly 1.5 hour online forum is required.
Prerequisites: ASEM 610 [Min Grade: B]

ASEM 617. Crisis Leadership and Safety-Critical Design. 3 Hours.
Unique technical and leadership skills are required to avert or manage a crisis. This course teaches students those skills in an experiential learning environment. Case studies of real-world industrial and environmental disasters provide the framework for exploring critical human-machine interfaces; crisis communication; coping with people in recovery and developing and implementing a business continuity response. Students will engage in discussion board posts and develop a Business Impact Analysis report for their work environment or business unit. Guest lecturers from diverse backgrounds will discuss their experiences in managing crisis events. Live participation in a weekly 1.5 hour online forum is required.
Prerequisites: ASEM 610 [Min Grade: B]

ASEM 619. Capstone Project - Part 1. 3 Hours.
Bringing to bear the competencies acquired through the program, students develop a proposal, outline, schedule and rough draft of a comprehensive, advanced safety engineering and management plan for their business unit/specialty area that is consistent with the ANSI/AIHA Z10-2005, Occupational Health and Safety Management Systems standard. Judicious selection of the Capstone topic and of projects throughout the ASEM curriculum allows students to build on and use earlier course products to support their Capstone report. Live participation in a quarterly 1.25 hour online forum is required. Must be taken during the penultimate or final semester.
Prerequisites: ASEM 610 [Min Grade: B] and ASEM 611 [Min Grade: B] and ASEM 612 [Min Grade: B] and ASEM 613 [Min Grade: B] and ASEM 614 [Min Grade: B] and ASEM 615 [Min Grade: B] and ASEM 616 [Min Grade: B] and ASEM 617 [Min Grade: B] and ASEM 618 [Min Grade: B] and ASEM 628 [Min Grade: B](Can be taken Concurrently)

ASEM 620. Capstone Project - Part 2. 3 Hours.
Students complete the development of their comprehensive, advanced safety engineering and management (ASEM) plan, including background information of the project, an ASEM plan (management and employee participation, planning, implementation and operation, evaluation and corrective action and management review), and rollout strategy. Students must submit completed report with detailed attachments, and orally present project highlights to the class in a live online classroom setting. Live participation in a quarterly 1.25 hour online forum is required.
Prerequisites: ASEM 610 [Min Grade: B] and ASEM 611 [Min Grade: B] and ASEM 612 [Min Grade: B] and ASEM 613 [Min Grade: B] and ASEM 614 [Min Grade: B] and ASEM 615 [Min Grade: B] and ASEM 616 [Min Grade: B] and ASEM 617 [Min Grade: B] and ASEM 618 [Min Grade: B] and ASEM 628 [Min Grade: B](Can be taken Concurrently)

ASEM 628. Electrical Systems Safety. 3 Hours.
There is a subset of occupational hazards characterized as low frequency, but with very high consequence (potential for catastrophic loss, fatality or permanent disabling injury). A mishap involving unintentional exposure or contact with electrical energy is one of the low frequency/high consequence exposures. We live in an electrical world, with electrical hazards embedded in nearly every aspect of daily living – at home, at work, in public places, and in recreational activities. This course explores hazards, risks and context of electrical mishaps coupled with a systems safety engineering approach to manage the risks. Course content is presented within the framework of real-world case studies from a variety of industry sectors, including, but not limited to, manufacturing, utilities, and health care and includes several guest lectures by leaders in the profession. Students apply course content to their own business environment. Live participation in a weekly 1.5 hour online forum is required.
Prerequisites: ASEM 610 [Min Grade: B]

ASEM 690. Special Topics in (Area). 1-6 Hour.
Special Topics.

ASEM 691. Individual Study in (Area). 1-6 Hour.
Individual study.