

BC6300 Safety & Environmental Issues

Fall 2026 (3 Credits)

Instructor Information

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General Course Information

Description

This course covers the environmental issues related to the performance of buildings and the current issues in workplace safety and health.

Course Learning Outcomes

After taking this course, students will be able to

- 1) Identify key roles and responsibilities of facility managers in ensuring workplace safety and environmental health.
- 2) Explain significant regulations and guidelines related to occupational safety and health, including OSHA standards.
- 3) Explain reactive and proactive approaches & physical and psychological aspects of occupational safety and health
- 4) Discuss current issues in workplace safety and health

Required Course Materials

- Gallant, B. (2008). The Facility Manager's Guide to Environmental Health and Safety. Government Institutes. ISBN-13: 978-0865871878.
- Thomas-Mobley, L. (2014). Legal Concepts for Facility Managers. Wiley-Blackwell. ISBN-13: 978-0470674741.

Grading Policy

- Participation – 24% (9% in-class discussion, 15% posting discussion questions)
- Discussion leadings – 10%
- Weekly reading summaries – 15% (1 - 1 ½ page, Calibri or equivalent, 12 font, single-spacing)

- Mid-term exam – 20% (project presentation and report)
- Final project preliminary report (1-2 pages) – 5%
- Final project – 25% (project presentation and report)
- Plagiarism principles & exercise reaction paper – 1% (1/2 - 1 page, Calibri, 12 font, single-spacing)

Description of Graded Components

90-100: A, 80-89: B, 70-79: C, 60-69: D, 59 and below: F

Course Policies

Attendance and/or Participation

Active participation is central to learning in this course and constitutes a significant portion of the final grade. Students are expected to attend all class sessions, arrive prepared, and complete assigned readings. Given that 24% of the course grade is tied to in-class discussion and discussion question postings, consistent engagement is essential.

If you must miss class, notify the instructor as early as possible. Missed work may be made up at the instructor's discretion. In cases of illness or emergency, students should contact the [Office of the Dean of Students](#) and provide appropriate documentation.

Absences due to documented illness, religious observances, or Institute-approved activities will be handled per [GT Catalog Rule IV](#). Students should notify the instructor in writing as early as possible, and within the first two weeks of the semester for foreseeable absences.

Students attending the [All-Majors Career Fair](#) or off-campus interviews should notify the instructor in advance.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Extra Credit Opportunities

Maximum of 2 points:

- Participating built environment related research (2 points)
- Up to 2-page report on how virtual reality technologies can be used in environmental safety and health practices (2 points)

Inclement Weather and Digital Learning Days

If campus operations are modified due to inclement weather or another emergency, this course may shift to digital instruction. A Digital Learning Day involves online delivery, either synchronous or asynchronous, in place of in-person class. Students will be notified via Canvas and email with instructions for the day's activities.

Students may not be required to attend in person or participate outside the regularly scheduled class time during a Digital Learning Day. If an exam falls on a Digital Learning Day, it will be administered during the next in-person class meeting.

For full details, see Georgia Tech's [Digital Learning Days policy](#) and the [Digital Learning Day Toolkit](#).

Campus Resources for Students

Graduate Student Academic and Professional Success Resources:

A list of resources for graduate students is given on the [Office of Graduate and Postdoctoral Education](#) website. Specific information for [current graduate students](#) includes

- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as the programming from the Career Center and other professional development resources and events

Student Well-Being:

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#)).