

14-132
 UWUCC: AP 2/17/15
 Senate: Info 3/3/15
 Provost: app 2/23/15

Distance Education Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair. (If this is a new course that will include DE, complete Templates A and E. If adding DE to an existing course that is otherwise unchanged, complete Template E only. If revising a course and adding DE, complete Templates A and E.)
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Dr. Lon Ferguson	Email Address:	ferguson@iup.edu
Proposing Depart/Unit:	Safety Sciences	Phone:	724-357-3019

Course Prefix/Number	SAFE 101 Introduction to Occupational Safety & Health
Adding DE to an Already Approved Course	<input checked="" type="checkbox"/> Yes – <i>Template E only required</i> <input type="checkbox"/> No – <i>Template A and E both required</i>
Type of Proposal	(See CBA, Art. 42.D.1 for definition) <input checked="" type="checkbox"/> Online <input type="checkbox"/> ITV
Brief Course Outline – if adding DE to an approved course <i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i>	<p>A. Global Status of Worker Protection</p> <ol style="list-style-type: none"> 1. History of Occupational Safety and Health (OSH) 2. Global Industrial Disasters and the Legislation that Followed 3. Other Important Legislation <ul style="list-style-type: none"> • Walsh-Healey Public Contracts Act • Construction Safety Act • OSH Act and OSHA Recordkeeping <p>B. Managing Workers' Compensation</p> <ol style="list-style-type: none"> 1. Legislation

2. Definition
3. Coverage
4. Cost Containment Strategies

C. Accident Investigation (AI)

1. Accident Causation Theories
2. Conducting an Effective AI
3. Preventing Recurrence
4. Using Accident Statistics (American National Standards Institute)

D. Environmental Safety and Industrial Hygiene

1. Recognizing Occupational Health Exposures
2. Evaluating and Controlling Health Hazards
3. Managing Environmental Risk
4. Legislation Overview

E. Fire and Emergency Response

1. Principles of Fire Protection
2. Introduction to Pertinent Standards
3. Recognizing Fire Hazards And their Controls
4. Life Safety and Emergency Action Plans

F. Product Safety and Liability

1. Consumer Product Safety Commission
2. Identifying Potential Loss Exposure Through Systems Safety
3. Elements of an Effective Product Safety Program

G. Ergonomics

1. Fundamentals of Human Performance
2. Common Ergonomic Hazards and Their Manifestations
3. Job Safety Analysis and Engineering Controls

H. Fleet Safety

1. Extent of Exposure
2. Basic Program Elements and Management Involvement
3. Driver Selection, Development and Control
4. Preventative Maintenance

I. Managing the Safety Function

1. Codes of Ethics, Certifications, and Career Advancement

	<p>2. Getting the Job Done (Safety by Objectives, Employee Involvement, Total Quality Management and Safety Training)</p> <p>J. Managing Safety Performance</p> <p>1. Maintaining Priorities (Safety Metrics, Statistics, Convincing Others)</p>
Rationale for Proposal (Required Questions from CBA)	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>All faculty teaching this class are experienced Safety and Health Professionals with most being a Certified Safety Professional (CSP). All faculty have also taught previous distance education courses with the majority of our MS and PhD courses offered via distance education. The department has developed an “online course model” using Dreamweaver that we encourage all SAFE faculty to follow. This model provides some consistency among our online courses which makes it easier for both the students taking the courses as well as faculty developing online courses.</p>
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<p>Objective A: Describe the history of the safety and health evolution and the events in resulting safety and health legislation in global workplace.</p> <p>Online course content as well as textbook and article readings will be used to present a history of the safety and health movement and the development of safety and health legislation. This content and course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Homework and quizzes will be used to supplement and test student understanding of this content.</p> <p>Objective B: Explain the emergence of workers’ compensation legislation, various coverages and cost containment strategies.</p> <p>Online course content as well as textbook and article readings will be used to explain workers compensation and strategies for managing safety costs and liability in the workplace. This content along with course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Homework and quizzes will be used to supplement and test student understanding of this content.</p> <p>Objective C: Describe the application of accident investigation in determining basic causes of accidents.</p>

Online course content as well as textbook and article readings will be used to discuss the process for completing an accident investigation and determining root causes. This content along with course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Case studies will be used to demonstrate the accident investigation process and the identification of root causes.

Objective D: Demonstrate an understanding of the many other analytical techniques which may also lead to the identification of basic causes of losses.

Online course content as well as textbook and article readings will be used to present the use of accident trend analysis and other accident data to identify causes of losses. This content along with course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Case studies and homework will be used to demonstrate the completion of an accident trend analysis.

Objective E: State the requirements for reporting accidents and record keeping for legal purposes and for the benefit of effective use of statistics.

Online course content as well as textbook and article readings will be used to explain to the students how and when to report/record accidents from an OSHA perspective as well as the use of OSHA accident data. This content and course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Homework and quizzes will be used to supplement and test student understanding of this content.

Objective F: Describe methods used for recognizing, evaluating and controlling occupational health exposures and techniques used to manage the risk.

Online course content as well as textbook and article readings will be used to illustrate the concepts of recognition, evaluation and control of safety and health hazards. This content and course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Case studies and homework will be used to demonstrate the recognition, evaluation and control of safety and health hazards.

Objective G: Explain the basic principles of fire and emergency response including identifying pertinent standards, fire hazards and controls.

Online course content as well as textbook and article readings will be used to explain fire prevention and suppression strategies. This content and course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Homework and quizzes will be used to supplement and test student understanding of this content.

Objective H: Compare and contrast product liability exposures and control measures.

Online course content as well as textbook and article readings will be used to present an overview of products liability exposures and control strategies. This content and course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Case studies of actual product liability cases will be reviewed.

Objective I: List common ergonomic hazards and their manifestations as well as the associated accepted controls.

Online course content as well as textbook and article readings will be used to discuss ergonomic hazards, their evaluation and possible control strategies. This content and course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Case studies of actual ergonomic hazards will be reviewed.

Objective J: Describe the basic program elements and management involvement necessary for an effective fleet safety program including what should be included in safe driver selection, development and preventative maintenance.

Online course content as well as textbook and article readings will be used to discuss the magnitude of fleet accidents as well as implementation of a fleet safety program. This content and course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Homework and quizzes will be used to supplement and test student understanding of this content.

	<p>Objective K: Express the elements of professional codes of ethics and the process of obtaining professional certifications.</p> <p>Online course content as well as textbook and article readings will be used to present codes of ethics within the safety profession. This content and course readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Case studies of actual ethics cases involving safety dilemmas will be reviewed.</p>
<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>As mentioned above, there will be on-going opportunities for the student to interact with the instructor. These include interaction through the use of a course bulletin board, email, chat room, and telephone contacts. Many of the assignments discussed below require student interaction with both the instructor and fellow students.</p>
<p>How will student achievement be evaluated?</p>	<p>Multiple assessment techniques will be used to evaluate student achievement. They will include at a minimum the following:</p> <ul style="list-style-type: none"> A. Course assignments including case studies submitted via D2L. B. Online quizzes for each module, and C. Participation (e.g., valued added participation; number of times participating) via interaction among students through weekly chat sessions using Blackboard Collaborate.
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Academic honesty will be addressed through the following:</p> <ul style="list-style-type: none"> A. All online quizzes will use a bank of questions with the specific question for each student randomly selected from a set of questions within the question bank. B. Utilize Turnitin to identify potential plagiarism with homework and case study assignments.