

14-111
 UWUCC: App 3/17/15
 Provost: App 3/18/15
 Senate Info: 3/31/15

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 100 The Science of Living Safely
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 style="text-align: center;">A. SAFETY PERSPECTIVES</p> <ol style="list-style-type: none"> 1. Historical 2. Scientific 3. Sociological 4. Economical 5. Psychological 6. Ethical 7. Literary: <i>The Jungle</i> by Upton Sinclair 8. Cinematic: <i>Norma Rae</i>, <i>Erin Brockovich</i>, and <i>Silkwood</i> 9. Diversity and social justice <p style="text-align: center;">B. SAFETY IN THE WORKPLACE: HISTORY OF REGULATIONS</p> <ol style="list-style-type: none"> 1. The need for safety and health standards 2. Basic safety and health terms used in the workplace 3. History of occupational safety and health including the Occupational Safety and Health Act of 1970 4. The changing workplace such as: minorities, violence, and drugs <p style="text-align: center;">C. SAFETY IN THE WORKPLACE: IDENTIFYING AND EVALUATING HAZARDS</p> <ol style="list-style-type: none"> 1. Acquiring and evaluating hazard information 2. Human factors and work environments 3. Accident investigation and analysis 4. Reporting, record-keeping and costs 5. Health stressors

Template E

	<ul style="list-style-type: none"> 6. Personal responsibility 7. Societal responsibility <p>D. SAFETY IN THE WORKPLACE: CONTROLLING HAZARDS IN SELECTED PROFESSIONS AND INDUSTRIES</p> <ul style="list-style-type: none"> 1. Health professions 2. Law enforcement 3. Education 4. Transportation 5. Food 6. Entertainment 7. Manufacturing sector 8. Service sector <p>E. SAFETY AT HOME AND DURING LEISURE</p> <ul style="list-style-type: none"> 1. Food and eating habits 2. Child safety 3. Home improvement and repair 4. Household chemicals 5. Hobbies 6. Recreation 7. Travel 8. Personal responsibility 9. Societal responsibility <p>F. FUTURE OF SAFETY AND HEALTH REGULATIONS</p> <ul style="list-style-type: none"> 1. Lessons learned 2. The future
Requirements for Proposal (Required Questions from CSP)	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>All faculty who will be teaching this class are experienced Safety and Health Professionals with most of them certified as 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 with 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 1: Examine the relevance, impact and role that safety plays in the world, including the workplace, at home, at play, and at school.</p> <p>Expected Student Learning Outcome 1: <i>Informed Learners</i></p> <p>Online course content as well as course readings will be used to inform students as world citizens that safety permeates their lives in so many different ways and through so many different disciplines and avenues. Course content and readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students.</p>

Students will keep a daily log of how safety interacts with the diverse world around them on a recurring and relevant basis. Information for the logs can be derived from a number of sources, such as television news reports, newspapers, magazines, internet resources, social media sites, journal articles, and books

Objective 2: Evaluate past safety, health and environmental events, including passage of key OSHA regulations, to prove (or disprove) their impact on the reducing workplace accident rates today and over time.

Expected Student Learning Outcome 2: *Empowered Learners*

Online course content as well as a guided worksheet will be used to help students examine the historical and scientific reasons as to why a particular section(s) of the OSHA regulations was passed (hypothesis) and how its passage has affected workplace safety today (current injury results data compared with historical injury results data). Course content and readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Using the guided worksheet will assist the students in completing the “Regulation Analysis and Application Assignment”.

Objective 3: Describe personal responsibilities for safety and health promotion for one’s self, others and the community.

Expected Student Learning Outcomes 2 and 3: *Empowered and Responsible Learners*

Online course content as well as course readings will be used to assist students in the identification of unsafe conditions and unsafe acts around them during school, at home and at play. Course content and readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Students will use these observations to develop their “Safety Observation and Preventative Action Assignment”.

Objective 4: Examine by accessing a variety of scientific information sources the safety hazards, issues or concerns associated with the student’s field of educational study or an industry/sector of personal choosing that they would like to work in or have interest in, and critically identify potential controls or solutions to reduce risk to levels deemed to be acceptable to the student.

Expected Student Learning Outcomes 1, 2 and 3: *Informed, Empowered and Responsible Learners*

Online course content as well as course readings will be used to provide students the opportunity to use their critical scientific investigation and thinking skills in terms of uncovering the key safety hazards associated with their chosen profession or for an industry/sector in which they would like to be employed in the future and understanding the ways that these hazards can be mitigated or controlled.

Course content and readings will be reviewed during the weekly Live Classroom via the use of PowerPoints, videos and questions and answers from students. Students will write an essay on safety hazards and controls for a specific industry of interest to the student or related to the student’s chosen profession.

Template E

<p>How will instructor-student and student-student, if applicable, interaction take place?</p>	<p>As mentioned above, there will be several on-going opportunities for the student to interact with the instructor. These include interaction through the use of a weekly live classroom, course bulletin board, email, 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 mentioned above that will be submitted via D2L.B. Final Examination, andC. Participation via interaction with 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. The final examination 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 Turn-it-in to identify potential plagiarism with homework assignments.