

### **Course Description**

**Department** : Occupational Safety and Health Technology (OSHT)

**Course Title** : OSHT 2320 Safety Training Presentation

**Section Name** : Web

**Start Date** : August 26,2013

**End Date** : October 18, 2013

**Modality** : WEB

**Credits** : Three

---

This course is designed to study the general principles of developing and presenting effective industrial/ business training. Emphasis will be placed on developing training programs and presentation techniques.

### **Prerequisites/Corequisites**

---

There are no prerequisites for this course.

### **Description of Institutional Core Objectives (ICO's)**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

### **Description of Odessa College's Institutional Core Objectives (ICOs)**

- 1      **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2      **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3      **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4      **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5      **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6      **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Capstone learning experience for the Occupational Safety and Health Technology Program.

The OSH department will administer a comprehensive specific examination for all students before they graduate. This test will be a 100 questions test and will cover all major areas of safety. The test will be administered when a student applies for graduation. Each question will be worth one point and a student must score at least 80 points to pass.

---

## Course Objectives

---

One of the basic requirements that a safety professional must meet in the workplace is to provide effective safety training. Whether it is required by a regulation or if it is a company mandated training class, the safety profession must be able to break down the required training elements, organize the information into an effective presentation and relate this information to their co-workers. Each of these elements will be examined and discussed. Also, each student will have the opportunity to practice each element.

## Required Readings/Materials

Hilyer, Veasey, Oldfield, McCormick (2000); Effective safety and health Training; ISBN 1-56670-396-4

## Course Requirements (Lectures, Assignments and Assessments)

The course is divided into three modules and the online discussion portion of the class. There are no exams due during the semester. Students will be required to break down an OSHA regulation,

determine what elements of the regulation are important, outline the regulation into training elements, develop a training program, and present this training program.

Students may choose either to present the training program in person or to video tape the presentation and mail it to me. At the end of the semester, a room will be reserved at Odessa College for all of the presentations to be given. If the video option is chosen, students must have access to a video camera and additional training implements. The student must work off of the training slides developed in Module 2 either from a computer overhead or traditional overhead slides.

A minimum of 5 posts (1 each week to the discussion question I post) is expected from each student in the Discussion Participation during the semester. Additional posts to other student's posts are encouraged. Grading will be on the quality of the discussion/ research provided.

Late turn in of the module deliverables will result in a 20% per day deduction in points. (i.e., if you scored 89 out of 100 points on the deliverable, but you were 1 day late, instead of an 89%, your grade would be:  $89 - (89 \times 20\%)/100 = 71.2\%$ ). Early submission of work is accepted and encouraged.

## Grading Policy

---

Assignments will be assigned and sent out throughout the semester. These assignments are due at the time outlined in the Course Calendar. Students will be evaluated on the following:

Assignment	Percentage of Grade
Online Discussion	20%
Module 1 - Regulation Development	20%
Module 2 - Presentation Development	25%
Module 3 - Training Presentation	35%

Final grades will be assigned on the standard grading scale as follows:

Grade	Percentage Range
A	90 - 100 %
B	80 - 89 %
C	70 - 79 %
D	60 - 69 %
F	59 % and Lower

## Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

## **Scholastic Dishonesty**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

### **"Cheating on a test" shall include:**

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

## **Special Populations/Disability Services/Learning Assistance**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at [www.odessa.edu/dept/counseling/disabilities.htm](http://www.odessa.edu/dept/counseling/disabilities.htm). The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with

access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at [www.odessa.edu/dept/counseling/disabilities.htm](http://www.odessa.edu/dept/counseling/disabilities.htm). The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

### **Dropping a Course or Withdrawing from College**

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

### **Learning Resource Center (LRC; Library)**

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

### **Student Success Center (SCC)**

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit [www.odessa.edu/dept/ssc/](http://www.odessa.edu/dept/ssc/) (Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

### **Student E-mail**

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### *Reasonable Expectations of Engagement for Instructors*

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,

Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### *Reasonable Expectations of Engagement for Instructors*

2. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
3. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
4. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
5. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
6. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

*Reasonable Expectations of Engagement for Students*

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;

- recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
    - missing class when a major test is planned or a major assignment is due;
    - having trouble submitting assignments;
    - dealing with a traumatic personal event; and,
    - having my work or childcare schedule changed so that my classroom attendance is affected.
  3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
    - seek out help from my instructor and/or from tutors;
    - ask questions if I don't understand; and,
    - attend class regularly to keep up with assignments and announcements.

## **Institutional Calendar Fall 2013**

### **Registration:**

**On the Web (5 am to Midnight, 7 days a week)..... Apr 15-Aug 25**

**In Person (See Business Hours Above)..... Apr 15-Aug 23**

**FOR TUITION AND FEE SCHEDULES & PAYMENT INFORMATION, PLEASE CHECK ONLINE AT [www.odessa.edu](http://www.odessa.edu)**

### **Classes**

**Begin.....**  
**Aug 26 (Mon)**

### **Late Registration & Schedule Changes (Add/Drop):**

**On the Web (5 am to Midnight, 7 days a week).....Aug 26-27 (Mon-Tues)**

**In Person (See Business Hours Above).....**  
**Aug 26-27 (Mon-Tues)**



**Holiday (Labor Day – Offices closed except for Wrangler Express – No  
Classes)..... Sep 2 (Mon)**

**Census Day.....  
Sep 11 (Wed)**

**Last Day to Drop or Withdraw with a “W” (1st eight week  
courses).....Oct 4 (Fri)**

**First Eight Weeks  
End.....Oct  
18 (Fri)**

**Second Eight Weeks  
Begin.....Oct 21  
(Mon)**

**Deadline for Fall Degree  
Application.....Nov 1 (Fri)**

**Last Day to Drop or Withdraw with a “W” (full semester length  
courses).....Nov 12 (Tues)**

**Last Day to Drop or Withdraw with a “W” (2nd eight week  
courses).....Nov 26 (Tues)**

**Student Evaluation of Instruction Survey Available Online.....  
Nov 18-22 (Mon-Fri)**

**Thanksgiving Holiday (begins 9 pm Tues, Nov  
26).....Nov 27-30 (Thurs-Sat)**

**Last Class  
Day.....  
Dec 7 (Sat)**

**Final  
Exams.....Dec 9-  
12 (Mon-Thurs)**

**End of  
Semester.....  
Dec 12 (Thurs)**

**Fall Graduation.....  
Dec 14 (Sat)**

**College Offices Closed.....  
Dec 21-Jan 5 (Sat-Sun)**

## **Grading Policy**

Please understand that this is a required course for the OSH T program in order to prepare you for the real world. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week’s time.

## **Grade inquiry Policy**

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

**Communication Plan**

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to Instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

**Incomplete Policy**

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.