

# Course Syllabus

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**Department** : Occupational Safety and Health  
**Course Title** : Safety Program Management  
**Section Name** : OSH2\_2309\_WB9  
**Start Date** : 1/22/2013 – *1<sup>st</sup> Eight Weeks* / 03/25/2013 – *2<sup>nd</sup> Eight Weeks*  
**End Date** : 03/22/2013 – *1<sup>st</sup> Eight Weeks* / 05/16/2013 – *2<sup>nd</sup> Eight Weeks*  
**Modality** : ONLINE  
**Credits** : 3

## Instructor Information

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**Name** : Christopher Martin  
**OC Email** : cmartin@novatraining.cc  
**OC Phone #** : 432-520-7720

## Course Description

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Examine the major safety management issues that effect the workplace including safety awareness, loss control, regulatory issues, and human behavior modification.

## Prerequisites/Corequisites

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None

## Course Objectives

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This course will provide an overview of the various components of safety programs and management of those programs. Each topic could realistically be broken into a semester's work, and some of the subjects do indeed have entire courses dedicated to them. Other subjects require professional and regulatory training outside the scope of the academic world. This course serves as an ever evolving overview of the various components of safety programs and safety leadership as a whole. The primary objective, students will be able to demonstrate knowledge of the many aspects of safety programs and safety program management. The secondary objective, each student will exhibit knowledge of business terminology and how safety and good business are inherently intertwined.

### **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

### **Required Readings/Materials**

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None

### **Course Requirements (Lectures, Assignments and Assessments)**

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***Some of the materials are still labeled "weekly" or "weeks." Please disregard these labels. All work in this course must be completed by the end date. It is, in essence, self paced. There are 13 modules (weeks) of work you must complete, along with the paper, discussions and final.***

***Quizzes:***

Students will follow the links, found in Course Documents, to the posted presentation(s), which are Powerpoints. Read through each presentation carefully as some will have links to other sites where class materials are found. At the conclusion of each presentation, the student will complete **two tasks** each week: **Complete the weekly quiz** which covers that week's presentation and vocabulary and **address the discussion question** in the appropriate forum on Blackboard. The Weekly Quizzes will be found under the **Assignments Tab**. **Once you begin a Weekly Quiz, you can not exit the quiz or start over.**

Each week's presentation will have an accompanying set of **review questions**. These can be found in the **course documents**. Print the review questions off, answer them using the information from the weekly presentation and links within the presentation, while reading through the materials. You will need these answers to take the weekly quiz.

Within your PowerPoint presentation, you will locate the **Business Vocabulary on the next to the last slide**. Find a definition for each term as you will need to know these for each weekly quiz. **DO NOT SUBMIT the weekly review questions or vocabulary to the instructor.**

#### **Discussion Board:**

Each week's Class Discussion should prompt a deeper analysis of the week's materials. This forum will allow students to share ideas and thoughts of the subject matter. Friendly debate will be allowed, but keep discussion professional and respectful, or it will affect grades negatively.

**Post your comments to the Class Discussion Question on Blackboard** and be aware that plagiarism, cut and paste and one sentence responses are not acceptable. ***In addition to posting your comments, post a reply to at least on other student's comments.*** Your initial posting should be approximately 100 words in length, and responses to other participant's postings should be approximately 50 words

#### **Research Paper:**

Each student will submit a paper on the following topic, "The Various Components and Principles of Effective Safety Program Management." The student is to formulate opinions of the class materials, personal research, and support those opinions in this paper. Document no less than three resources used in the paper. The paper, ***excluding*** the reference documentation, is to be five pages in length. **Format requirements are double spaced, size twelve, times new roman font. The paper is to be saved and submitted in the .rtf format.** Check the calendar to see when the paper is due. The paper can be submitted to the instructor at any time for review and editorial commentary prior to the due date.

#### **Exams:**

There will be only one exam during the semester, on line and open book. It is the final exam. Questions for the final will be drawn from your weekly assignments and business vocabulary. It will be posted and made available the week of finals.

**Topic/Overview:** This week focuses on

### Summary of Assignments & Activities

Item(Name)	Type	Description	Due
Discussions	Discssion Board Posting	Answer each discussion question and then post a reply to another student's posting. Be sure to complete all discussion board postings by the last day of class for credit. Be respectful when replying to another's post.	03/22/13 05/16/13
Quizzes	Quiz	Review the PowerPoints in the course documents. Using the powerpoints, answer the review questions, also found in the course documents, and define the business vocabulary, found on the next to last slide of each presentation. Under assignments, you will find the weekly quizzes. Open them when ready and complete them before the last day of class. They may be opened only once, and will all be available after the first week of class.	03/22/13 05/16/13
Research Paper	Paper	Refer to the syllabus for instructions on the topic and format. Papers submitted which are not compliant with the syllabus will lose substantial points when being graded.	03/22/13 05/16/13
Final Exam	Exam	The Final Exam is an open book exam which draws questions from the weekly reviews for the entire semester. I will post when the exam opens.	03/22/13 05/16/13

### Grading Policy

Weekly quizzes will be graded immediately and will provide you with feedback. The paper is graded on content, the number of pages submitted and whether or not the reference page is submitted. The Discussion Board participation grade will be relative to the number and quality of your submissions. The final is also an online exam that will provide you with an instant grade and feedback.

#### **Course Evaluation:**

The weekly quizzes will count 40 percent of your grade.

Weekly discussion board postings will count for 20 percent of your grade and will be posted as one final discussion board participation grade. These will not be graded weekly.

The paper will count 20 percent of your grade.

The final exam will count 20 percent of your grade

Grades will be awarded on the following percentages:

Percentage %	Grade
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95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<59	F

### 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

### **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*)

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### **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,



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*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
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  - 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 Spring 2013

College Business offices are closed from Dec 21 (Fri. at 1pm) - Jan 6 (Sun.)

##### **FALL & SPRING BUSINESS HOURS:**

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon

Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

##### **SUMMER BUSINESS HOURS**

Wrangler Express Center: (beginning May 14) M-Th: 7:30 am-7 pm; Fri: 8 am-5 pm; Closed Saturdays

(beginning Aug 3, Wrangler Express will also be open 9 am-noon on Saturdays)

Other offices: May 20-Aug 17 (M-Th: 7:30 am-5:30 pm; closed Fridays)

##### **Registration:**

On the Web (5 am to Midnight, 7 days a week).....Nov 12-Jan 21

In Person (See Business Hours Above).....Nov 12-Jan 18

##### **\*\*\*REGISTRATION PAYMENT DEADLINE**

\* For students registered who register prior to Jan 7.....Payment is DUE Jan 7 (Mon)

\* For students who register on or after Jan 7.....Due on Day of Registration

Holiday (Martin Luther King Day - Offices closed except for Wrangler Express)..... Jan 21 (Mon)

Classes Begin.....Jan 22(Tue)

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

On the Web (5 am to Midnight, 7 days a week)..... Jan 22-23 (Tue-Wed)

In Person (See Business Hours Above)..... Jan 22-23 (Tue-Wed)

** Late Registration & Add/Drop Payment Deadline.....	Due on Day of
Registration	
Census Day.....	Feb 6
(Wed)	
Deadline for Spring Degree Application.....	Mar 20
(Wed)	
First Eight Weeks End.....	Mar 22
(Fri)	
Spring Break (Offices Closed – No Classes).....	Mar 11-16 (Mon-Sat)
Second Eight Weeks Begin.....	Mar 25
(Mon)	
Holiday (Good Friday).....	Mar 29
(Fri)	
Last Day to Drop or Withdraw with a "W" (full semester length courses).....	Apr 16
(Tues)	
Student Evaluation of Instruction Survey Available Online.....	April 28-May 4
Last Day to Drop or Withdraw with a "W" (2nd eight week courses).....	Apr 30
(Tues)	
Last Class Day.....	May 11
(Sat)	
Final Exams.....	May 13-16 (Mon-Thurs)
Spring Graduation.....	May 17
(Fri)	
End of Semester.....	May 17
(Fri)	

### **Grading Policy**

Please understand that this is a required course for the OSHT 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.

