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| For Academic Affairs and Research Use Only | |
| Proposal Number | NHP27 |
| CIP Code: |  |
| Degree Code: |  |

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| --- | --- |
| Amy Hyman 3/16/2022 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Joseph L. Richmond 3/16/2022 **Department Chair** | Julie King 3/8/2022  **Head of Unit (if applicable)** |
| Shanon Brantley 3/21/22  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/8/2022 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| \_\_\_\_\_\_\_Scott E. Gordon\_\_\_\_\_\_\_\_\_\_\_\_ 3/22/22 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Dr. Amy Hyman, ahyman@astate.edu, 870-680-8286

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2022, Bulletin Year 2022-2023

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **OESH** |
| **Number\*** |  | **4343** |
| **Title**  (include a short title that’s 30 characters or fewer) |  | **Process Safety** |
| **Description\*\*** |  | **An introduction to the basic requirements in industry for process safety management of chemical hazards and the tools used to implement process safety management systems. Prerequisites, CHEM 1011 and CHEM 1013 or CHEM 1041 and CHEM 1043, MATH 1023 or higher, OESH 3013 and OESH 3103. Spring.** |

***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **YES** Are there any prerequisites?
   1. If yes, which ones?

CHEM 1011 General Chemistry I Lab or CHEM 1041Fundamental Concepts of Chemistry Lab

CHEM 1013 General Chemistry I or CHEM 1043 Fundamental Concepts of Chemistry

MATH 1023 College Algebra or higher

OESH 3013 Fundamentals of Occupational Health and Safety

OESH 3103 Recognition of Occupational Hazards

* 1. Why or why not?

This is an upper level OESH course that requires and builds upon previous OESH course content.

1. **NO** Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Spring

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. **NO** Is this course dual-listed (undergraduate/graduate)?
2. **NO** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **YES** Is this course in support of a new program?

a. If yes, what program?

This course is in support of the relatively new Occupational and Environmental Safety and Health Program

1. **NO** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| Week | Topic/Assignments |
| 1 | Introduction to Process Safety Management |
| 2 | Process Safety Basics |
| 3 | Risk Based Process Safety |
| 4 | Hazard Identification and Risk Analysis |
| 5 | Operating Procedures and Safe Work Practices |
| 6 | Asset integrity and Reliability |
| 7 | Hazard identification and Risk Analysis: Management of Organizational Change |
| 8 | Process Safety Design Strategies |
| 9 | General Unit Operations and Their Failure Modes |
| 10 | General Process Safety Hazards in a Refinery |
| 11 | Transient Operating States |
| 12 | Process Safety Management and Conservation of Life |
| 13 | Safety in the Chemical Process Industries |
| 14 | Process Safety in the Workplace |
| 15 | Final Reports/Class Presentations |
|  |  |

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

None

1. Will this require additional faculty, supplies, etc.?

No,

1. **NO** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Occupational safety professionals are an integral part of both public and private sector industry. These professionals must be trained to anticipate, recognize, evaluate, and control hazards in occupational settings. The major purpose of process safety management (PSM) of highly hazardous chemicals is to prevent unwanted releases of hazardous chemicals, especially into locations that could expose employees and others to serious hazards. This course is intended to introduce students to: the basic OSHA requirements in General Industry for the process safety management of highly hazardous chemicals; the need for process safety; and the tools used to implement process safety management systems.

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The core mission of the College of Nursing and Health Professions is to provide a comprehensive and quality education to students seeking careers in various areas of health professions including occupational health and safety. The mission of the OESH program is to educate the next generation(s) of environmental health and safety practitioners that will be able to function effectively in industrial settings or the public sector. The accrediting agency that we will be seeking accreditation from, ABET, requires curricular content in “development of hazard control designs, methods, procedures, and programs.” This course will help to fulfill those requirements and provide valuable insights into PSM.

c. Student population served.

This course can be used to fulfill the requirements of the Bachelor of Science in Occupational and Environmental Safety and Health, and is primarily aimed to upper level OESH students. However, engineering students may also find this course valuable.

d. Rationale for the level of the course (lower, upper, or graduate).

Offering this as an upper level course allows students to apply knowledge associated with already completed math and chemistry courses as well as some lower level OESH coursework. Thus, the level of this course meets requirements consistent with upper division academic rigor.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

The intended program-level outcomes for students enrolled in this course are to develop critical thinking skills as they apply to anticipating, recognizing, evaluating, and controlling occupational hazards. Students are also expected to develop writing and communication skills consistent with the program-level outcomes. This course will provide key knowledge in the management of process safety system.

SLO – 1 Students will demonstrate critical thinking skills to anticipate, recognize, and evaluate hazards affecting human health and the environment and develop and evaluate effective strategies to solve problems and mitigate risk.

SLO – 2 Students should be able to communicate occupational and environmental standards, studies, and programs effectively and professionally with a wide range of audiences verbally and in writing through publications, presentations, and technical reports.

SLO – 3 Students will be able to design and conduct environmental or workplace studies, experiments, or investigations, then analyze data and draw appropriate conclusions using sound scientific judgement.

SLO – 4 Students should be able to design, analyze, and evaluate environmental health or occupational safety management systems or programs including placing an emphasis on ethical considerations, stakeholder interests, and fiscal responsibility

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
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| **Program-Level Outcome 1 (from question #19)** | SLO – 1 Students will demonstrate critical thinking skills to anticipate, recognize, and evaluate hazards affecting human health and the environment and develop and evaluate effective strategies to solve problems and mitigate risk. |
| Assessment Measure | Direct measure: OESH 4003 Internship and OESH 4401 Senior Seminar act as a capstone to the program. Internship preceptors and instructors will be given a detailed evaluation form to fill out upon internship completion to assess for critical thinking skills in anticipating, recognizing and evaluating environmental health and occupational safety hazards. Students will also be given mock certification exams in either environmental health or occupational safety in the OESH 4401 Senior Seminar course. The grade outcomes of these exams will also be used to assess the program. Indirect measures: Students will be given program exit surveys in the OESH 4401 Senior Seminar course to assess the program. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course faculty and program chair: Julie King, Arkansas State University, College of Nursing & Health Professions, P.O. Box 910, State University, AR 72469, [juking@astate.edu](mailto:juking@astate.edu) 870-972-3920 |

*(Repeat if this new course will support additional program-level outcomes)*

|  |  |
| --- | --- |
| **Program-Level Outcome 2 (from question #19)** | SLO – 2 Students should be able to communicate occupational and environmental standards, studies, and programs effectively and professionally with a wide range of audiences verbally and in writing through publications, presentations, and technical reports |
| Assessment Measure | Direct measure: OESH 4003 Internship and OESH 4401 Senior Seminar act as a capstone to the program. Internship preceptors and instructors will be given a detailed evaluation form to fill out upon internship completion to assess for critical thinking skills in anticipating, recognizing and evaluating environmental health and occupational safety hazards. Students will also be given mock certification exams in either environmental health or occupational safety in the OESH 4401 Senior Seminar course. The grade outcomes of these exams will also be used to assess the program. Indirect measures: Students will be given program exit surveys in the OESH 4401 Senior Seminar course to assess the program. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Course faculty and program chair: Julie King, Arkansas State University, College of Nursing & Health Professions, P.O. Box 910, State University, AR 72469, [juking@astate.edu](mailto:juking@astate.edu) 870-972-3920 |

|  |  |
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| **Outcome 3** | Students will be able to design and conduct environmental or workplace studies, experiments, or investigations, then analyze data and draw appropriate conclusions using sound scientific judgement. |
| Assessment Measure | Direct measure: OESH 4003 Internship and OESH 4401 Senior Seminar act as a capstone to the program. Internship preceptors and instructors will be given a detailed evaluation form to fill out upon internship completion to assess for ability to design and conduct detailed workplace studies, experiments, and investigations. Students will also be assessed for their ability to draw sound scientific conclusions using data from these experiments. Students ability to conduct these investigations will also be assessed by program faculty in their formal presentation of their internship experiences required in OESH 4401 Senior Seminar. Indirect measures: Students will be given program exit surveys in the OESH 4401 Senior Seminar course to assess the program. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Julie King, Arkansas State University, College of Nursing & Health Professions, P.O. Box 910, State University, AR 72469, [juking@astate.edu](mailto:juking@astate.edu) 870-972-3920 |

|  |  |
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| **Outcome 4** | Students should be able to design, analyze, and evaluate environmental health or occupational safety management systems or programs including placing an emphasis on ethical considerations, stakeholder interests, and fiscal responsibility. |
| Assessment Measure | Direct measure: OESH 4003 Internship and OESH 4401 Senior Seminar act as a capstone to the program. Internship preceptors and instructors will be given a detailed evaluation form to fill out upon internship completion to assess for student’s ability to design, analyze and evaluate OESH programs. Students will also be assessed by program faculty in a formal presentation of their internship experience which will be completed in OESH 4401 Senior Seminar. Students will also be assessed by exam scores on mock certification exams to be taken in the senior seminar course. Indirect measures: Students will be given program exit surveys in the OESH 4401 Senior Seminar course to assess the program. |
| Assessment  Timetable | Annually |
| Who is responsible for assessing and reporting on the results? | Julie King, Arkansas State University, College of Nursing & Health Professions, P.O. Box 910, State University, AR 72469, [juking@astate.edu](mailto:juking@astate.edu) 870-972-3920 |

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Learn and understand the basic requirements of the Process Safety Management Standard |
| Which learning activities are responsible for this outcome? | Readings  Lectures  Discussion boards  exams |
| Assessment Measure | Final Exam Rubric 85% |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Students should know and be able to apply tools to implement Process Safety Management Systems |
| Which learning activities are responsible for this outcome? | Readings  Lectures  Discussion boards  exams |
| Assessment Measure | Final Exam/Final Presentation Rubric 85% |

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| **Outcome 3** | Students should be able to describe the need for Process Safety through an understanding of recent major disasters, their causes, and key lessons from the event. |
| Which learning activities are responsible for this outcome? | Readings  Discussion boards  Final Presentation |
| Assessment Measure | Final Presentation Rubric 85% |
|  |  |
| **Outcome 4** | Students should understand the key relationships between process safety management and the conservation of life |
| Which learning activities are responsible for this outcome? | Readings  Lectures  Discussion boards  exams |
| Assessment Measure | Final Exam Rubric 85% |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

BEFORE PAGE 575 Course Descriptions

**OESH 4343. Process Safety**  An introduction to the basic requirements in industry for process safety management of chemical hazards and the tools used to implement process safety management systems. Prerequisites, CHEM 1011 and CHEM 1013 or CHEM 1041 and CHEM 1043, MATH 1023 or higher, OESH 3013 and OESH 3103. Spring.

**OESH 4401. OESH Senior Seminar** Capstone course covering preparation for job searches, presentation, and certification exam preparation. Students will give formal presentations on their internship. Admission to the Occupational and Environmental Safety and Health Program required. Prerequisites, OESH 4003, OESH 4013, OESH 4113, and OESH 4203. Spring.

**Occupational Therapy Assistant (OTA)**

**OTA 2013. Fundamentals of Treatment** Fundamental aspects of the occupational therapy profession including the profession’s role and scope, practice framework, reimbursement, supervision, service delivery, interdisciplinary healthcare teams, ethics, and the importance of occupation in health and wellness. Fall. Prerequisite, Admission to OTA Program. Fall.

**OTA 2023. Emergence of OT Science** Historical and theoretical foundation of the profession with emphasis on the impact of cultural, social, political, and contextual factors on occupational performance. Students also gain an understanding of evidence-based practice and emerging practice areas. Prerequisite, Admission to OTA Program. Fall.

**OTA 2033. Technology Skills Training I** Examination and student demonstration of the basic technology and skills used with clients across the lifespan in the occupational therapy evaluation and intervention process. Prerequisite, Admission to OTA Program. Fall.

**OTA 2043. From Disease to Practice** Exploration of human diseases, conditions, and disorders commonly seen by occupational therapy practitioners. Students will gain knowledge of a variety of diagnoses, the impact on occupational performance, and implications for practice. Prerequisite, Admission to OTA Program. Fall.

**OTA 2053. Adult Practice for the OTA** Analysis of the influence of environmental and per- sonal factors on occupational performance in the adult client. Provides advanced application of the occupational therapy practice framework for the adult client including evaluation, interven- tion, and outcome processes. Prerequisite, Admission to OTA Program. Spring.

**OTA 2063. Pediatrics for the OTA** Analysis of the influence of environmental and personal factors on childhood development. Provides advanced application of the occupational therapy practice framework for the pediatric client including evaluation, intervention, and out- come processes. Prerequisite, Admission to OTA Program. Spring.

**OTA 2071. Fieldwork Education I-A** Understanding occupational therapy practice through experiential learning, simulation, and/or service-learning experiences within a given client popu- lation. Corresponding seminar with emphasis on professional behaviors, growth, and develop- ment. Prerequisite, Admission to OTA Program. Fall.

**OTA 2081. Fieldwork Education I-B** Understanding occupational therapy practice through experiential learning, simulation, and/or service-learning experiences within a given client population. Corresponding seminar with emphasis on ethics, advocacy, leadership, and program development. Prerequisite, Admission to OTA Program. Spring.

**OTA 2093. Technology Skills Training II** Examination and application of intermediate to advanced technology and skills used with clients across the lifespan in the occupational therapy evaluation and intervention process. Prerequisite, Admission to OTA Program. Spring.

**OTA 2103. OTA in Behavioral Health** Explores the influence of social, political, environmen- tal, and personal factors on mental health and wellness. Provides application of the occupational therapy practice framework for the psychosocial client including evaluation, intervention, and outcome processes. Prerequisite, Admission to OTA Program. Fall.

**OTA 2115. Fieldwork Education II-A** Immersion in occupational therapy practice with hands-on experiences in client evaluation, intervention, and outcome processes. Students engage in eight weeks of instruction, supervision, and evaluation from a certified and licensed occupational therapy practitioner. Prerequisite, Admission to OTA Program. Spring.

AFTER PAGE 575 Course Descriptions

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**OTA 2013. Fundamentals of Treatment** Fundamental aspects of the occupational therapy profession including the profession’s role and scope, practice framework, reimbursement, supervision, service delivery, interdisciplinary healthcare teams, ethics, and the importance of occupation in health and wellness. Fall. Prerequisite, Admission to OTA Program. Fall.

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