

ACED 4550

Health and Safety in the Workplace

3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Adult and Career Education
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Geller, E.S. (2001). Working Safe: How to help people actively care for health and safety second edition. Lewis Publishers: New York, NY.

ADDITIONAL TEXTS (not mandatory)

Grubbs, J.R., & Nelson, S.M. (1999). Safety Made Easy. ABS Group Inc: Rockville, Maryland.

Georgia Tech Research Institute. (2005). Updated: Trainer Course in Occupational Safety and Health Standards for General Industry (OTI 502) – Book 1& 2. Georgia Institute of Technology.

Georgia Tech Research Institute. (2001). Trainer Course in Occupational Safety and Health Standards for General Industry (OTI 501) – Book 1& 2. Georgia Institute of Technology.

Occupational Safety and Health Administration. (1998). Occupational Safety and Health Standards for General Industry. CCH Incorporated: Chicago, Illinois.

Keller, J.J. (1996). Official OSHA Safety Handbook. J.J. Keller & Associate Inc.: Neenah, Wisconsin.

COURSE DESCRIPTION

Geller, E.S. (2001). Working Safe: How to help people actively care for health and safety second edition. Lewis Publishers: New York, NY.

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Georgia Tech Research Institute. (2001). Trainer Course in Occupational Safety and Health Standards for General Industry (OTI 501) – Book 1& 2. Georgia Institute of Technology.

Occupational Safety and Health Administration. (1998). Occupational Safety and Health Standards for General Industry. CCH Incorporated: Chicago, Illinois.

Keller, J.J. (1996). Official OSHA Safety Handbook. J.J. Keller & Associate Inc.: Neenah, Wisconsin.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

- IV. ASSESSMENT: Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Educators recognize, participate in, and contribute to teaching and learning as a profession.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

COURSE OBJECTIVES (CO):

- CO 1. Evaluate personal and professional attitudes toward health and safety issues (GEO2, II, IV, VI).
- CO 2. Comprehend the importance of OSHA regulations in a workplace (GEO1, I, III, VI).
- CO 3. Demonstrate a mastery of OSHA safety and health standards in workplace (GEO2, III, IV, V).
- CO 4. Determine, analyze and synthesize factors concerning health and safety topics (GEO2, III, IV, V).
- CO 5. Understand the responsibility and management of safety and health topics (GEO3, II, VI).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. OSHA General Industry, CFR 1910 requirements and assignment: Students will successfully complete quizzes to demonstrate their ability to analyze and mastery in OSHA standards. (CO 1, 2, 3)
2. Psychology of Safety requirement and assignment: Students will successfully complete quizzes and mini assignments to demonstrate their ability to analyze and synthesize behavioral performance that are required in workplace (CO 1, 4, 5)
3. Field Study activity, requirement and assignment: Students will evaluate topics on safety and health in the workplace and report their finding (CO 1, 2, 3, 4, 5)
4. Final Exam (December 5, 2012 / 5pm to 7:45pm): Only those students seeking for an "A" grade is required to take the final exam. The purpose of this exam is to evaluate student's ability to analyze and synthesize information related to psychology of safety.(CO 1, 2, 3, 4, 5)

COURSE EVALUATION COURSE EVALUATION

- 1. OSHA General Industry, CFR 1910 (CO 1,2,3)----- 30%
- 2. Psychology of Safety (CO 1,4,5)----- 35%
- 3. Field Study (CO 1,2,3,4,5) ----- 25%
- 4. Final Exam (CO 1,2,3,4,5)----- 10%

Total100%

Grading Scale:

- 1800—2000.....A
- 1600—1799.....B
- 1400—1599.....C
- 1200—1399.....D
- 0000—1199.....**F**

ATTENDANCE POLICY

Attendance at all sessions is mandatory. In the case of unavoidable absences, the instructor should be notified as soon as possible; official documentation should be provided in order for make-up assignment to be administered (depends on individual cases.) Any student missing in excess of 20% of class time without “legitimate” reasons will receive “F” grade for the course. Every time a student comes late to a class or leaves a class early is considered as “missing the class time”. For every minute of missing class time 1/1000 percent will be deducted from the student final score.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at

<http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

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Office Hours: By Appointment only

Website: N/A