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| For Academic Affairs and Research Use Only |
| Proposal Number | NHP29 |
| 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 B. King 3/14/2022**Head of Unit (if applicable)**   |
| Shanon Brantley 3/17/2022**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/15/2022**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\*** |  | **4413** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Fire Safety and Prevention** |
| **Description\*\*** |  | **An introduction to the basic principles of fire safety including prevention, detection, relevant fire codes, and common control methods. Fall.** |

 ***\**** 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. **NO** Are there any prerequisites?
	1. If yes, which ones?

Enter text...

* 1. Why or why not?
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.*

Fall

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 only

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?

 Enter text...

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 Fire Behavior  |
| 2 | Public Fire Prevention Organizations and their services  |
| 3 | Fire Prevention through the Codes process |
| 4 | Building plan review process  |
| 5 | Fire inspection process |
| 6 | Fire Prevention through Investigation |
| 7 | Fire Prevention through Public education, Awareness and the public forum |
| 8 | Fire Alarm System Components and Functions |
| 9 | Types of Fire alarm and Detection Systems |
| 10 | Water Supplies for Fire Protection Systems |
| 11 | Standpipe and Hose systems |
| 12 | Automatic Sprinkler systems |
| 13 | Fixed Wet and Dry Chemical Extinguishing systems |
| 14 | Gaseous agent extinguishing systems |
| 15 | Portable fire extinguishers  |
|  |  |

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

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

No

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

Current or adjunct Faculty will teach this course

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

It is possible that this course could require an adjunct instructor

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. This course is meant to give an in-depth study of fire safety and prevention. Students will gain an understanding of fire behavior, fire prevention, and ways to extinguish fires through various extinguishing systems. Students will also gain knowledge of relevant codes and processes of plan review and fire investigation. This knowledge will help students wanting to go into the fields of occupational safety, fire prevention and will help students pass future certification exams.

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. This includes safety specialists who work in and around areas prone to fires and in need of fire safety expertise.

c. Student population served.

This course is an elective meant to help students fulfill the requirements of a Bachelor’s of Science in Occupational and Environmental Safety and Health. However, it also may be of interest to local fire responders and others interested in fire prevention and building code requirements.

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

This course is an in-depth study of fire behavior, prevention and extinguishing methods. Students will also use knowledge and skills from lower level coursework to anticipate, recognize, evaluate, and control for hazards. 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 communication skills consistent with the program-level outcomes. This course will provide an in-depth study of topics associated with fire safety and prevention. This course is designed to help students prepare for the Certified Safety Professional Examination.

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 – 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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #19)** | 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 870-972-3920 |

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

|  |  |
| --- | --- |
| **Program-Level Outcome 3 (from question #19)** | 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 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 870-972-3920 |

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| **Program-Level Outcome 4 (from question #19)** | 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 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 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** | Students should be able to describe the behavior of fire and outline the development of fire prevention in the United States  |
| Which learning activities are responsible for this outcome? | Lectures HomeworkDiscussion Boards |
| Assessment Measure  | Final Exam Rubric 85%  |

*(Repeat if needed for additional outcomes)*

|  |  |
| --- | --- |
| **Outcome 2** | Students should be able to review plans for specific fire code enforcement.  |
| Which learning activities are responsible for this outcome? | Lectures HomeworkDiscussion BoardsExams  |
| Assessment Measure  | Final Exam Rubric 85%  |

|  |  |
| --- | --- |
| **Outcome 1** | Students should know and describe the three E’s of fire prevention and be able to explain various education programs in fire prevention |
| Which learning activities are responsible for this outcome? | Lectures HomeworkDiscussion Boards |
| Assessment Measure  | Discussion Board Rubric 85%  |

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| **Outcome 1** | Students should be able to compare and contrast various methods of fire extinguishing methods including portable fire extinguishers, automatic sprinkler systems, and wet and dry methods of extinguishing fires.  |
| Which learning activities are responsible for this outcome? | Lectures HomeworkDiscussion Boards |
| 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 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.

**OESH 4413. Fire Safety and Prevention** An introduction to the basic principles of fire safety including prevention, detection, relevant fire codes, and common control methods. **Fall.**

**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

**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.

**OESH 4413. Fire Safety and Prevention** An introduction to the basic principles of fire safety including prevention, detection, relevant fire codes, and common control methods. **Fall.**

**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.

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**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.

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