



REQUEST FOR APPROVAL OF A COURSE

COURSE NAME: NBE 081
INTRO TO OSHA BLOOD-
BORNE PATHOGENS®

PROGRAM: NON-CREDIT BASIC EDUCATION

SUBMITTED BY: ROBERT HEEDER

DATE: JANUARY 19, 2000

New Course Revised Updated

DATE APPROVED: FEBRUARY 15, 2000

CATALOG DESCRIPTION:

This one-day course describes Blood-borne Pathogen, their effects, results, and exposure incidences. Also, effective methods of immunization, labeling and protective equipment are emphasized with confidentiality in reporting. This course is repeatable.

UNITS: 0 HOURS: Lecture: 8 Laboratory: _____ Lecture/Lab: _____ Clinic/Field: _____

ENTRY LEVEL SKILLS, PREREQUISITES, AND/OR COREQUISITES:

Courses applicable to the degree must be of sufficient difficulty that if students are to succeed in the course they must enter it with certain competency. Such requisites may either be recommended or validated as requirements. To assure open access, a way must always be provided and publicized whereby students not initially eligible for enrollment in any course because of the prerequisites can gain the necessary competencies.

This course may not meet work or licensure requirements. Course may have to have credit hours in order to meet this requirement.

Requested Credits Classification: (Applicant)

Degree Applicable Noncredit
 Non-Degree Applicable Revised

TO BE COMPLETED BY DEAN OF THE COLLEGE:

Static Identifier C08100

TOP Code # 120100

SAM Code: C

NEED:

YES	NO
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Meets a Unique Need

Course Duplicated

Demand/Enrollment Potential

TRANSFER STATUS: A B C

COURSE CLASSIFICATION: (Select A-I) C

APPROVED CREDIT CLASSIFICATION:

Degree Applicable

Noncredit

Non-Degree Applicable

Not Approved

COURSE OUTLINE

This outline should contain sufficient information to:

- (a) Permit the curriculum committee to correctly determine whether the course should be classified as noncredit, non-degree credit, or degree credit under Title 5, Sections 55002 and 55805.5.
- (b) Clarify the minimal obligations of the instructors of the course. (All instructors should be familiar with this outline and should use it in planning their courses, though their own syllabi may add objectives, goals, content, assignments and/or materials, may describe topics and objectives somewhat differently, and may place them in a different sequence.)

OBJECTIVES:

Limit these to the maximum number of critical objectives that can be effectively monitored and assessed. Formulate at least some of them in terms of student accomplishments concrete and specific enough that it can be determined to what extent they have in fact been achieved. For degree-applicable courses, include objectives in the area of "critical thinking" by requiring such outcomes as the ability to independently analyze, synthesize, explain, assess, anticipate and/or define problems, formulate and assess solutions, apply principles to new situations, etc.

Upon completion of the course, the student will be able to:

- 1. Determine and describe Blood-borne pathogens.
- 2. Explain how pathogens are transferred from one person (source) to another.
- 3. Explain immunization practices for maximum deterrent.

TEXTS, OTHER READINGS AND MATERIALS:

(List typical or required primary sources, texts, and other materials; or reference college bookstore computerized listings, etc.)

Teacher prepared materials and commercial materials prepared and disseminated by the AMA and National Cancer Society.

Determining whether or not materials are "college level" is a subtle matter, often not reducible to even the best readability formula. Certainly most of the material should be certifiable as at least 10th grade, but some well written works of merit may have a lower readability measure while other tests may have a high readability measure only because they are poorly written. Of probably more importance than readability per se is the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation should always be given greater weight than readability alone.

<input type="checkbox"/> Primarily College Level	<input type="checkbox"/> Material Compared to/Offered at other Colleges
<input checked="" type="checkbox"/> Primarily not College Level	<input type="checkbox"/> Written for Higher Level Education
	<input checked="" type="checkbox"/> Other: <u>Public Information</u>
	(How Determined)

ASSIGNMENTS:

List Types: N/A Hours Per Week (or equivalent)

_____ Class participation and assignments require and develop critical thinking (see Objectives).
Describe how:

_____ Primarily College Level 2 hours of independent work done out of class per each hour of lecture or class work, or hours lab, practicum, or the equivalent, per unit.

_____ Not Primarily College Level Ratio of amount of work per unit of credit required by curriculum committee for a non-degree credit course is met.

ASSESSMENT: N/A

Grades will be based on:

_____ **ESSAY**
(Includes not only "blue book" exams but any written assignment of sufficient length and complexity to require students to select and organize ideas as well as to explain them. Some items should demonstrate critical thinking.)

_____ **COMPUTATION**

_____ **NON-COMPUTATIONAL PROBLEM SOLVING**
(Critical thinking should be demonstrated by the solution of unfamiliar problems that admits various solutions or various strategies for achieving the solution.)

_____ **SKILL DEMONSTRATION**

_____ **MULTIPLE CHOICE**

_____ **OTHER: (Describe)**

*For degree credit: (a) at least one of the first three boxes must be checked and (b) if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least part of the grade in the course.

College level courses should stress general principles of wide applicability. Where such principles are presented initially in terms of specific applications, they should be generalized and students asked to apply them to novel situations.

List Topics:

1. Blood-borne Pathogens

- a. Hepatitis B infection
- b. HIV
- c. Transmission
- d. Disease control
- e. Protective measures
- f. Exposure incidences
- g. Care and confidentiality

EXPECTED STUDENT OUTCOMES:

Upon completion of this course, the student will be able to:

1. Describe and identify Blood-borne pathogens.
2. Explain how pathogens are transferred.
3. Explain immunization procedures.

4. Explain how to report incidences at the same time maintaining “confidentiality in reporting.”

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<u>COMPLIANCE:</u>		<u>YES</u>	<u>NO</u>	<u>N/A</u>
Prerequisites:	Are appropriately established.	___	___	<u>X</u>
Apprenticeship:	Provides sufficient number of hours approved by Dept. Of Apprenticeship Standards. Covers safety and hazardous material as required.	___	___	<u>X</u>
Guidance:	Instructional content and requirements are clear.	<u>X</u>		
ESL:	Clear to other ESL or equivalent English courses. Clear level of 1st language literacy prerequisite.	___	___	<u>X</u>
Special Class:	Progress is measured. Non-duplicative; need for class is clear. Appropriate intervention for specified disability.	___	___	<u>X</u>
Special Topics:	Scope and requirements are clear.	___	___	<u>X</u>

SIGNATURES

COURSE INITIATOR: _____

DATE:

LIBRARY: _____

DATE:

CHAIR OF CURRICULUM COMMITTEE: _____

DATE:

SUPERINTENDENT/PRESIDENT: _____

DATE:

This application is recommended for use in the local approval of courses. It has been designed by State Chancellor's Office to incorporate new provisions in Title 5, adopted by the Board of Governors and written into law in 1986-87. These new regulations have resulted from the sustained cooperation and the vision of faculty and curriculum officers throughout the state. In carefully defining the characteristics of a college level course, they provide the opportunity of colleges to rethink the significance of their degrees and assure high credibility to the Associate degree earned anywhere in California.

Form Revised 4/97

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