



## Subject Matter Experts (SME) Review New Safety Curriculum

**Program/Course Reviewed:** SAFE 205 – Hazardous Materials

**College:** Lorain County Community College (LCCC) , 1005 N. Abbe Rd., Elyria, Ohio 44035

**Reviewed By:** ELSMART Associates, LLC (credentials of reviewers include Certified Safety Professional (CSP), Certified Industrial Hygienist (CIH), Certified Hazardous Material Manager (CHMM), Certified Environmental Trainer (CET), Registered Nurse (RN), Society Human Resources Manager – Certified Professional (SHRM-CP), Professional in Human Resources (PHR)) – Total years of experience for reviewers in Environmental, Safety, and Health over 100 years.

**Date:** 6-27-2018

### Review scale definitions:

**Exceptional:** Review component is a “best practice” and represents a model for replication.

**Very good:** Review component is complete and effective.

**Good:** Review component is adequate but presents opportunities for improvement.

**Ineffective:** Review component is weak and in need of significant improvement.

**No or Insufficient Evidence:** Review component was not covered or information provided in the documents was insufficient for assessment.

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<b>Curriculum Map, Career Ladder/Stackable Credential Documentation, Syllabi</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Ineffective</b>	<b>No/Insufficient Evidence</b>
1. Program CIP code/s appropriate to program title and outcomes.	<b>X</b>				
2. Effective program structure (prerequisites, course sequence, stackable credential-structure provide a clear, logical path to completion).	<b>X</b>				
3. Outcomes aligned to occupational focus (industry skills and standards) and prepare students for appropriate industry certification/s.	<b>X</b>				
4. Outcomes are clearly stated.	<b>X</b>				
5. Outcomes are introduced and reinforced effectively.	<b>X</b>				
6. Course objectives are clearly stated and measurable.	<b>X</b>				
7. In multi-course programs, course objectives support one or more program or student learning outcome. In single-course programs, modules support one or more course objective.	<b>X</b>				

**Comments or recommendations specific to each section rated:**

1. CIP Codes appropriate and accurate.
2. Pre-requisites provided with lectures. May want to have completed OSHA courses.
3. Syllabus needs updated objectives.
4. Excellent
5. Excellent
6. Not in syllabus but within modules.
7. Supports courses.

**General comments or recommendations:**

May want to consider textbook such as Hazardous Materials Chemistry or Hazardous Materials Managing the Incident.





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Instructional Materials and Lab Resources	Excellent	Very Good	Good	Ineffective	No/Insufficient Evidence
1. Support stated course or unit learning objectives.	X				
2. Meet/reflect current industry practices and standards.	X				
3. Provide options for multiple learning styles.	X				
4. Instructional materials are cited properly.	X				
5. There is evidence of materials and resources that support on-line or technology-enabled learning.	X				

**Comments or recommendations specific to each section rated:**

- Objectives not clear in syllabus but correct in modules.
- Current practices reinforced.
- Varied learning styles supported
- Citations updated
- Material could be used for technology.

General comments or recommendations:

Course should include electronic apps for cell phones and monitoring equipment review.

Overview Table: Objectives, Modules/Units, Learning Activities and Assessments	Excellent	Very Good	Good	Ineffective	No/Insufficient Evidence
1. Modules/units are linked to course objectives.	X				
2. Learning activities promote achievement of stated module/unit objectives.	X				
3. Learning activities provide opportunities for interaction and active learning.	X				

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4. Learning activities provide options for multiple learning styles.	X				
5. Learning activities are linked to current industry practices, standards and certifications.	X				
6. Learning activities demonstrate evidence of innovation or enhancements to support adult learner success.	X				
7. Materials/resources (to include equipment, tools and software) are used in a way that students understand their purpose and use in industry settings.	X				
8. Assessments measure stated learning objectives and link to industry standards.	X				
9. Assessments align with course activities and instructional materials and resources.	X				
10. Assessments are sequenced throughout the instructional period to enable students to build on feedback.	X				
11. Assessments are varied and appropriate to content.	X				
12. Assessments provide opportunities for students to measure their own learning progress.	X				

**Comments or recommendations specific to each section rated:**

1. No changes needed.
2. No changes needed.
3. No changes needed.
4. No changes needed.
5. No changes needed.
6. No changes needed.
7. No changes needed.
8. No changes needed.
9. No changes needed.
10. No changes needed.
11. No changes needed.
12. No changes needed.

General comments or recommendations: Great case studies.





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Innovative or Enhanced Strategies	Excellent	Very Good	Good	Ineffective	No/Insufficient Evidence
<p>1. Accelerate Entry into Career Programs</p> <p>Refine assessment, transform developmental education and add support services to meet the needs of participants</p>	<b>X</b>				
<p>2. Create Clear Pathways to STEM Careers</p> <p>Expand access to and/or develop new stacked and latticed credentials in programs that meet employer needs</p>	<b>X</b>				
<p>3. Improve Employment Attainment</p> <p>Collaborate with industry, WIBs, state, and community-based organizations to engage, guide and employ participants</p>	<b>X</b>				
<p><b>Comments or recommendations specific to each section rated:</b></p> <ol style="list-style-type: none"> <li>1. Immediate skills needed for EHS technicians.</li> <li>2. Support strategies that engage minds (STEM)</li> <li>3. Need to incorporate hands on activities for perfect course.</li> </ol> <p>General comments or recommendations: Consider hands-on activities and inclusion of monitoring equipment (introduction) with Hazardous Material Chemistry.</p>					

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