New Course Proposal

Date Submitted: 05/09/16 2:53 pm

Viewing: GSP 533 : Advanced Packaging Laws and Regulations

Last edit: 05/11/16 5:54 pm
Changes proposed by: jasingh

Date: Monday, February 1, 2016

Proposer Name: Jay Singh
Email: jasingh@calpoly.edu

Telephone: 756 2129

Subject: GSP  
New subject area? No

Department: Industrial Technology (365-IT2)
College: Orfalea College of Business

General Information

Requested Start Term: Summer 2017

Course Title
Advanced Packaging Laws and Regulations

Short Course Title (displays in transcripts and the class schedule)
Packaging Laws and Regulations

Catalog Number: 533

Course Description
Overview of packaging laws and regulations. Content ranges from FDA, USDA, FTC, and EPA concepts, to labeling and structural issues such as bio-terror, product security and environmental packaging to materials issues, litigation, international concepts and intellectual property issues. Course is offered in online format. 3 lectures. Prerequisite: OCOB graduate standing or approval from the Associate Dean.

Is the course crosslisted? N

Is this a replacement course? N

Will course be taught on or off campus?
Does the course have field trips?  
No

## Course Requirements

### Requisites

<table>
<thead>
<tr>
<th>Type</th>
<th>Course</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>coreq</td>
<td>GSP 530: Packaging Value Chain</td>
<td>This course plays a pivotal role in the optimized vision to meet the industry demand for a “value” driven applied technology/business prospectus and lays a foundation for the MS PVC degree.</td>
</tr>
</tbody>
</table>

### Are there Non-course Requirements for Enrollment?  
Yes

#### Non-course Requirements for Enrollment

- a. Completion of a bachelor’s degree in packaging or a related field from an accredited college or university
- b. Official transcripts of all course work
- c. Grade Point Average (GPA) of at least 2.5 in the last 60 semester (90 quarter) units
- d. Competitive GMAT or GRE score (valid for five years)
- e. Statement of purpose
- f. Two letters of recommendation
- g. Completion of at least two college level courses in physics, chemistry (including organic chemistry), and statistics
- h. Completion of at least one college level course in calculus
- i. Applicants whose native language is not English must have taken TOEFL within the last two years with a minimum score of 550 (paper version) and 213 (computerized version) or 80 (internet based). The TOEFL requirement is waived for certain applicants; see [http://admissions.calpoly.edu/applicants/international/toefl_ielts.html](http://admissions.calpoly.edu/applicants/international/toefl_ielts.html) for details.

### Certificates

The MS PVC program offers five certificates. Enrolling in courses towards any or all of these certificates will need students to meet the requirements for the MS degree as provided above, except d, e and f (Refer to Section 4f on page 19 for certificate details). These certificates have been carefully designed to accommodate individual needs of professionals looking to advance their
knowledge without the need for a graduate degree. Upon completion of the related courses, a certificate will be awarded to the student. If a student intends to use courses successfully undertaken in certificates towards obtaining the MS PVC degree, he/she will be subject to the admission criteria as stated above for the MS degree. A maximum of 12 course credits undertaken towards certificates may be counted towards the MS PVC degree requirements.

Individual Courses

Professionals may enroll in any of the individual courses provided and will need to meet the criteria, as stated above, for admission to MS degree except d, e, and f.

All admission requirements will be evaluated by the OCOB Graduate Programs Office

Justification

All courses in the proposed MS PVC program are designed to be delivered using eLearning technologies through primarily asynchronous means. This may be substantially different than how most Cal Poly graduate degrees are designed. While the courses offered may be of relevance or interest to non-MS PVC students, they are not intended to be offered to them.

<table>
<thead>
<tr>
<th>Units per mode of instruction:</th>
<th>Lecture:</th>
<th>Laboratory:</th>
<th>Activity:</th>
<th>Seminar:</th>
<th>Supervision:</th>
<th>Discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Units:</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Grading Type: OPT

Is course repeatable for multiple credit? N

Is this course to be taught with specific subtitles (e.g. ENGL 349 British Writers)? N

Purpose of the Course

This is a required course Y

Specify name(s) of major, concentration, MS in Packaging Value Chain
This is an elective course: N

Attach memos of support from other departments adding the proposed course to their curriculum.

This course is used in the following credential program(s):

Briefly explain the need for this course: This course provides students with a working knowledge of the regulatory and legal activities necessary to meet the related challenges towards comprehending the value addition potential of packaging in the global markets.

Indicate which of the following University Learning Objectives (ULO) will be supported by the course:

- Think critically and creatively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences and technology
- Use their knowledge and skill to make a positive contribution to society
- Make reasoned decisions based on understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning

### Program Learning Objectives

Other Program Learning Objectives

PLO1: Specify holistic, efficient and effective solutions in the realm of packaging and its impact across the global value chains

PLO2: Develop analytical and critical thinking skills towards assessing the value addition proposition of packaging

PLO3: Analyze and explain local, national, and global ethical issues related to the packaging value chains

PLO4: Infer the present and anticipated future packaging needs of the global society

PLO5: Effectively compose written and oral texts for a variety of scholarly, professional, and creative purposes

### Other Learning Objectives

Is this a General Education Course? N

Is this a United States Cultural Pluralism Course? N

### Course Learning Objectives and Assessment Methods
List the learning objectives for this course (e.g. what should students know or be able to do after taking this course) and the assessment method that will be used to collect direct evidence of student achievement of each learning objective. Consult the Associate Dean in your college about assessment resources.

Also, refer to the above program learning objectives (PLOs) and indicate which ones are supported by each course learning objective. List PLO numbers will suffice (e.g. PLO 1, PLO2). If the course is being proposed for General Education, indicate the GE educational objective criteria supported by the course (e.g. GE C3 EO 1, 2, 3, 6 and CR 2, 5).

<table>
<thead>
<tr>
<th>Course Learning Objective</th>
<th>Assessment Method</th>
<th>Program Learning Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe legal concepts for the packaging industry</td>
<td>Discussion forum and assignments for topics covered during weeks 1-4 (Poison Prevention Packaging Act and Regulations, EPA Packaging Regulations, Food, Drug and Cosmetic Act, State Laws and Regulations, Hazardous Materials Shipping Regulations, &amp; Liability and Litigation )</td>
<td>PLO1</td>
</tr>
<tr>
<td>Identify packaging regulations pertinent to federal agencies</td>
<td>Discussion forum and assignments for topics covered during weeks 1 &amp; 2 (Poison Prevention Packaging Act and Regulations, EPA Packaging Regulations &amp; Food, Drug and Cosmetic Act)</td>
<td>PLO4</td>
</tr>
<tr>
<td>Explain ethical issues related to consumer packaging</td>
<td>Discussion forum and assignments for topics covered during week 3 (Fair Packaging and Labeling Act and Regulations &amp; Nutritional Labeling and Education Act)</td>
<td>PLO3</td>
</tr>
<tr>
<td>Interpret laws and regulations related to safety of packaged consumable goods</td>
<td>Discussion forum and assignments for topics covered during weeks 1 &amp; 3 (Poison Prevention Packaging Act and Regulations, Tamper Resistant Packaging Regulations &amp; Hazardous Materials Shipping Regulations) &amp; project</td>
<td>PLO1</td>
</tr>
<tr>
<td>Analyze the hierarchical impact of regulations on global supply chains</td>
<td>Discussion forum and assignments for topics covered during week 4 (Commercial Regulations and Voluntary Standards &amp; International Packaging Regulations) &amp; project</td>
<td>PLO2</td>
</tr>
<tr>
<td>Assess intellectual property issues related to packaging</td>
<td>Discussion forum and assignments for topics covered during week 4 (Liability and Litigation &amp; Patents and Trademarks)</td>
<td>PLO2</td>
</tr>
</tbody>
</table>

**Expanded Course Content**

Provide a detailed outline of the content for this course:

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings Or Assignments</th>
<th>Discussion</th>
<th>Lab Experiments, Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Packaging Laws &amp; Regulations – Readings, Complied by Dr. Jay Singh (e.g. The Federal)</td>
<td>Introduction (3 hrs) &amp; Poison Prevention Packaging Act and Regulations (4 hrs)</td>
<td>Discussion forum &amp; assignments:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is there such a thing as</td>
<td>Is there such a thing as</td>
</tr>
<tr>
<td>Register, What it is &amp; How to Use it</td>
<td>packaging law? 15 U.S.C. §§ 1471–1477</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Packaging Laws &amp; Regulations – Readings, Complied by Dr. Jay Singh (see examples in Activity column)</td>
<td>EPA Packaging Regulations (2 hrs); Food, Drug and Cosmetic Act - Food (3 hrs) &amp; Food, Drug and Cosmetic Act - Drugs, Device and Cosmetics (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Packaging Laws &amp; Regulations – Readings, Complied by Dr. Jay Singh (see examples in Activity column)</td>
<td>Tamper Resistant Packaging Regulations (2 hrs); Fair Packaging and Labeling Act and Regulations (1 hrs); Nutritional Labeling and Education Act (1 hrs); State Laws and Regulations (2 hrs) &amp; Hazardous Materials Shipping Regulations (2 hrs)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Packaging Laws &amp; Regulations – Readings, Complied by Dr. Jay Singh (see examples in Activity column)</td>
<td>Commercial Regulations and Voluntary Standards (2 hrs) &amp; International Packaging Regulations (1 hrs); Liability and Litigation &amp; Patents and Trademarks (2 hrs) Final Project (2 hrs)</td>
<td></td>
</tr>
</tbody>
</table>
Final Assessment

Final assessments for 1-unit courses, labs, and activities occur during the regularly designated meeting time in the last week of instruction. Assessments for all lecture and seminar courses (other than 1-unit courses) occur during the scheduled final assessment period (‘Finals Week’).

What will be the method for final assessment for this course?

Final Project Report

Will the final assessment occur during the designated time period?

no

Please explain why not: The deliverable for the final project report. The due date for this will be the second half of the fourth week for the course.

Consultation

List all courses that already cover any significant part of the planned content/learning objectives of this course either within the department from other departments. Explain why duplication of subject matter is necessary. Please talk with any other department with which there is significant duplication.

Please explain the duplication in subject matter and why it is necessary:

Use the memo template for consultation with other departments offering any of the above listed courses. Attach signed memos to the proposal.

Course Delivery and Resources

<table>
<thead>
<tr>
<th>Estimated number of students in one section of this course:</th>
<th>Lecture/Seminar:</th>
<th>Lab/Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Estimated number of Lecture/Seminar</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
<th>Total: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
sections to be offered:

<table>
<thead>
<tr>
<th>Estimated number of Lab/Activity sections to be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall: 0</td>
</tr>
</tbody>
</table>

Which is the primary format in which the course is intended to be taught: Online

### eLearning Addendum

#### Enrollment

What is the typical or expected annual enrollment in all sections? 30

What is the typical or expected annual enrollment in sections with more than 50% of traditional face-to-face instruction time replaced with eLearning technologies? 30

#### Degree of Contact

Approximately what percentage of faculty/student course contact hours will be synchronous computer mediated? 5%

Describe the nature of this interaction:

Applications: Zoom and PolyLearn "Moodle"

Activities: Group chats, office hours, live demonstrations of software or other concepts, and synchronous onsite and offsite discussions or course delivery

Approximately what percentage of faculty/student course contact hours will be asynchronous computer mediated? 20%

Describe the nature of this interaction:

Forums (discussion boards), Wikis, blogs, email, messages, shared documents (Google, etc.), Workshops, Social Media (class Facebook page or VoiceThread), etc.

Approximately, what percentage of faculty/student course contact hours will be replaced with technology? 75%

Describe the nature of technology used to replace direct faculty/student interaction:

Text-based content (PDF documents, URLs or other text in online modules), YouTube videos, publisher course pack materials, Lessons, or a variety of PolyLearn delivery methods.
University Mission and Student Success

The students will engage in the latest developments and overview of national and international packaging laws and regulations as relevant to the packaging value chain through collaborative online discussions involving case studies, solving real-life problems, and interacting with professionals from the industry. Content ranges from FDA, USDA, FTC, and EPA concepts, to labeling and structural issues such as bio-terror, product security and environmental packaging, to materials issues, litigation, international concepts and intellectual property issues.

Per the attached support letter from the Robert E. Kennedy Library, a substantial amount of relevant resources with regards to online collection of journals, industry standards, databases, eBooks as well as discovery services and consultation opportunities will be availed to the enrolled students. The college and university will also provide the necessary online learning-management tools to all students (see letter OCOB Technology Support letter).

The results of various studies support arguments that online education can be an equally effective teaching format when the online course is designed using appropriate pedagogy. Studies have also noted that there is no significant difference in student satisfaction between the two different approaches to education. Online courses let students learn at their own pace, accomplish assignments on their own schedules and acquire the same knowledge as they would in a traditional, classroom-based course. As related to participation, classroom settings typically lead to lopsided class dynamics in terms of involvement of a select few students. For courses offered online, participation is mandatory, through written discussions in chat rooms or on message boards. Students, therefore, have the opportunity to hear a wider range of perspectives, including those of people who may struggle with participating in a traditional environment. Further, participation of professional students alongside regular students will enhance the learning environment in this course through richer discussions from diversity of thoughts and experiences.

Through standardized process and consistency in the delivery of content, student competencies (e.g. engagement in problem solving, creativity, collaboration, research, etc.) would be enhanced in comparison to knowledge and skills typically associated with standard achievement tests or two hour instructor lectures. Technology tools and lesson plans used in this course will also facilitate students’ collaborative learning with peers from varied geographical, personal and professional backgrounds. The courses will follow the CSU’s Quality Online Learning & Teaching rubrics with students engaged in course content, instructors, and their community of inquiry in a well-designed and consistently delivered series of courses. Students will be given accessible and varied content that addresses a variety of learning styles as opposed to a more passive, lecture style of learning. Coursework will match the rigor and expectations of a face to face delivery model as students will use the same software and course materials as a fully on-site student might use. Modules of online learning and course progression in the online environment allow students to work at their own pace with deadlines set well in advance for their personal planning.

Online delivery of this course offers the students flexibility to engage in course content and activities while maintaining a professional work schedule in their home communities. This course will provide access to consistent content and interaction opportunities for students to
increase student access to education.

expand their professional skills regardless of their geographic location, life circumstances and professional status. The online collaboration software will facilitate guest lectures by experts, allowing instructors to record these sessions and archive them for future use. The learning management environment is structured to facilitate learning communities, course content delivery in a variety of media, and ongoing engagement between students and faculty with a mechanism for data collection about that student engagement.

Learning Objectives and Environment

List the course learning objectives (CLOs). For each CLO describe if/how eLearning technology will be used in this course. How will eLearning technology provide opportunities to achieve the objectives comparable to the traditional method of delivery as well as comparable rigor?

1. Describe legal concepts for the packaging industry
2. Identify packaging regulations pertinent to federal agencies
3. Explain ethical issues related to consumer packaging
4. Interpret laws and regulations related to safety of packaged consumable goods
5. Analyze the hierarchical impact of regulations on global supply chains
6. Assess intellectual property issues related to packaging

eLearning:

This course will be designed using apposite pedagogy that will enhance student competencies through an equally effective teaching format in comparison to knowledge and skills typically associated with standard achievement tests or classroom lectures. As mentioned above, online content can be viewed (and RE-viewed) whenever the student needs it, compared to a one-time f2f lecture (CLOs 1-6).

Further, participation of professional students alongside regular students will enhance the learning environment in this course through richer discussions from diversity of thoughts and experiences. In a traditional f2f class, this would not be possible (CLOs 1, 3, 4 & 6).

Through the various mandatory asynchronous/synchronous discussion platforms, students will required to describe, identify, explain, interpret, analyze and assess topics related to this course. This will allow students to voice their opinions more than in a f2f class discussion (CLOs 1-6).

In terms of effective teaching, students in this course will learn at their own pace, accomplish assignments on their own schedules and acquire the same knowledge as they would in a traditional, classroom-based course (CLOs 1-6).

Provide a copy both of the syllabus used for the course and instructions given to students related to specific eLearning methods used in this course.

Course Syllabus GSB 533 Packaging Laws & Regulations.docx

What safeguards are used to insure high

PolyLearn conforms to the WCET best practices by providing an environment that asks students to authenticate prior to use. The WCET document at http://wcet.wiche.edu/wcet/docs
standards of academic integrity and to prevent cheating?

Do these safeguards follow WICHE Cooperative for Educational Technologies (WCET) best practices guidelines?

Describe how faculty will make themselves available to students including virtual and physical office hours.

How is this information communicated to students?

Are these hours consistent with established standards and collective bargaining agreements?

What is the student/faculty ratio for this course when delivered in a typical face-to-face manner?

What is the expected student/faculty ratio for the course that makes use of eLearning technologies?

Is it reasonable and consistent with established standards and collective bargaining agreements?

Resources

Describe the necessary instructional and student support resources to facilitate the use of the proposed eLearning technologies.

Have you confirmed that these resources are available?

Does this course require new equipment?

Does this course require new supplies?
**Instructional Materials and Information Technology Accessibility**

“It is the policy of the CSU to make information technology resources and services accessible to all CSU students, faculty, staff and the general public regardless of disability.” (EO 926)

The **CSU Accessible Technology Initiative** requires that new course content, including instructional materials and websites, be designed and authored to be accessible to all students.

Please review the [Accessible Instructional Materials Checklist for Cal Poly Faculty](https://calpoly-test.courseleaf.com/courseadmin) and related links to understand what this means as you develop your course content.

Take advantage of the [Center for Teaching and Learning](https://calpoly-test.courseleaf.com/courseadmin) technology support tutorials, workshops and other services and the [CSU Professional Development for Accessible Technology](https://calpoly-test.courseleaf.com/courseadmin) resources.

I have reviewed the information and I understand what is expected. Yes

If you still have questions or need any assistance, email the [Electronic and Information Technology Campus Compliance Officer](https://calpoly-test.courseleaf.com/courseadmin) or teleph 805-756-5538.

**Supporting Documents**

- [Email Request to Rollback 2016-03-29.pdf](https://calpoly-test.courseleaf.com/courseadmin)
- [GSP 533 Advanced Packaging Laws and Regulations.pdf](https://calpoly-test.courseleaf.com/courseadmin)
- [GSP 533 Advanced Packaging Laws and Regulations-ASCC comments 4-26.pdf](https://calpoly-test.courseleaf.com/courseadmin)
- [Technology Support Letter.pdf](https://calpoly-test.courseleaf.com/courseadmin)
- [Library - Letter of Support for MS Packaging February 2016.pdf](https://calpoly-test.courseleaf.com/courseadmin)

**Course Reviewer Comments**

- **eolsen(02/25/16 1:13 pm)**: Rollback: Assessment?
- **jcoget(03/10/16 1:38 pm)**: Rollback: Replace former PLOs with new PLOs developed by Jay Singh. Make sure that you have at least 5 (and no more than 12) course LOs. Need to list different assessment methods for different course learning objectives, and be more precise about them. Need to list more precisely which chapters of the text will be used each week of the expanded course content.
eolsen (03/16 6:31 am): Rollback: See GPC comments.

solivas (03/29 11:47 am): Rollback: Jean-Francois, per your email request, I’m rolling the proposal back to you for making a name change.

jcoget (03/29 11:55 am): Rollback: Change title

solivas (04/21 4:56 pm): Attached PDF of proposal to show that it was approved by the ITP area and the college, before proposal is rolled back to the proposer by ASCC. (Workflow history is lost when proposal is rolled back to proposer.)

bself (04/26 7:42 pm): Rollback: The ASCC reviewed the proposal on 4-21-16. Please see attached PDF for comments.

sjaggia (05/11 5:54 pm): Rollback: Please make the edits suggested by ASCC. Thanks.