



**Prior Learning Assessment**  
**IDFC 1007 Industrial Safety**  
**Crosswalk Approval Form**  
**Competency Alignment Non-Credit Program to Credit Course**  
**March 12, 2024**

| NON-CREDIT PROGRAM   |                      | CREDIT COURSE EXEMPTED  |                             |  |  |
|--|----------------------|---|-----------------------------|--|--|
| <b>80-Hour Industry Ready Manufacturing</b>                                |                      | <b>IDFC 1007 Industrial Safety Procedures</b>   |                             |  |  |
| <b>Competencies</b>  | <b>Contact Hours</b> | <b>Competencies</b>   | <b>Credits Hours:<br/>2</b> |  |  |
| <b>OSHA 10 for General Industry</b>  |                      | <b>Introduction to OSHA Regulations:</b> <ul style="list-style-type: none"> <li>a) Refer to applicable sections of OSHA regulations.</li> <li>b) Identify monitoring agencies from which safety regulations can be requested.</li> <li>c) Discuss the Material Safety Data Sheets (MSDS) Right-to-know Law.</li> <li>d) Obtain MSDS information concerning the</li> </ul> |                             |  |  |
| 1. Introduction to OSHA  |                      |   |                             |  |  |
| 2. Describe walking and working surfaces, including fall protection        |                      |   |                             |  |  |
| 3. Describe electrical safety  |                      |   |                             |  |  |
| 4. Identify appropriate use of Personal Protective Equipment (PPE)         |                      |   |                             |  |  |
| 5. Describe hazard communications  |                      |   |                             |  |  |
| 6. Describe hazardous materials  |                      |   |                             |  |  |
| 7. Describe the importance of machine guarding                             |                      |   |                             |  |  |
| 8. Introduction to industrial hygiene                                      |                      |   |                             |  |  |
| 9. Identify bloodborne pathogens   |                      |   |                             |  |  |
| 10. Understand and discuss the importance of safety and health programs    |                      |   |                             |  |  |
| <b>Direct Industry Exposure</b>  |                      |   |                             |  |  |
| 1. Understand the skills necessary to work in a manufacturing environment. |                      |   |                             |  |  |
| 2. Become familiar with several local manufacturers.                       |                      |   |                             |  |  |
| 3. Take tours of local industries.   |                      |   |                             |  |  |
| <b>Safety training</b>   |                      |   |                             |  |  |

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| <p>1. Understand basic safety principles in Lockout/Tag Out; Fall Protection; Personal Protective Equipment (PPE); and Ergonomics</p>   |  | <p>hazards of the workplace.</p> <p>e) Identify types of fires, extinguishers, and protective clothing.</p> <p>f) Identify the appropriate action for reporting fires and appropriate firefighting procedures.</p>  |
| <p><b>Tools used in manufacturing</b></p>   |  |   |
| <p>1. learn and demonstrate how to identify and inspect the following common hand tools: channel locks, Phillips head screwdriver, sheet metal shears, torque wrench, utility knife, and wrench</p> |  | <p><b>Safety Tools, Equipment, and Procedures:</b></p> <p>a) Identify and discuss the use of safety tools and equipment</p> <p>b) Discuss appropriate protective apparel for various tasks.</p> <p>c) Demonstrate the safe use of hand and power tools</p> <p>d) Select the proper ladder and/or scaffold for equipment inspection, maintenance, troubleshooting, and</p> |
| <p>2. Use hand tools: channel locks, Phillips head screwdriver, sheet metal shears, torque wrench, utility knife, and wrench</p>  |  |   |
| <p>3. Learn and demonstrate how to check the calibration of precision tools and how to zero digital calipers and micrometers</p>  |  |   |
| <p>4. Learn to take measurements with a metric rule Understand basic safety principles in Lockout/Tag Out; Fall Protection; Personal Protective Equipment (PPE); and Ergonomics</p>                 |  |   |
| <p>5. Learn and demonstrate how to use the caliper controls and demonstrate how to use an inside caliper to take a transfer measurement with a fractional inch rule</p>                             |  |   |
| <p>6. Learn and demonstrate how to use a dial inch caliper to take inside, outside, and depth measurements</p>  |  |   |
| <p><b>Safety training</b></p>   |  |   |
| <p>1. Understand basic safety principles in Lockout/Tag Out; Fall Protection; Personal Protective Equipment (PPE); and Ergonomics</p>   |  |   |

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|  |  | <p>system component replacement.</p> <ul style="list-style-type: none"><li>e) Demonstrate safe use of ladders and scaffolds.</li><li>f) Identify rigging materials and discuss the process of rigging.</li><li>g) Demonstrate the selection and use of rigging materials.</li><li>h) Demonstrate material handling techniques.</li><li>i) Discuss safety zones and safety zone identification.</li><li>j) Identify types of chemicals used by electricians and their particular safety requirements.</li><li>k) Identify proper ventilation, lighting, heating, grounding, clothing, and communication requirements for work in confined spaces.</li><li>l) Use proper ventilation, lighting,</li></ul> |
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|  |  | <p>heating, grounding, clothing, and communication.</p> <ul style="list-style-type: none"><li>m) Wear approved flame-resistant clothing.</li><li>n) Change to clean clothing when present clothing becomes soiled with oil or grease.</li><li>o) Select shoes appropriate for the work site.</li><li>p) Check shoes for flapping soles, worn heels, or ripped upper/outer layer.</li><li>q) Wear a hard hat in designated areas.</li><li>r) Wear eyeglasses/face shields in designated areas.</li><li>s) Wear electrical/welding work gloves in designated areas.</li><li>t) Explain appropriate safety practices for welding operations.</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>u) Wear welding coat/jacket in designated areas.</li><li>v) Identify electrical service protective clothing and equipment.</li><li>w) Identify grounding and circuit control box tagging procedures.</li><li>x) Use grounding and circuit control box tagging procedures.</li><li>y) Mount a lock-out tag for use with a padlock.</li><li>z) Mount a padlock on a breaker box/lock-out tag.</li><li>aa) Use a fuse puller to remove a fuse.</li><li>bb) Select appropriate flashlight for work site use.</li><li>cc) Prepare a tools and equipment pouch for on-site maintenance tasks.</li><li>dd) Discuss the use of the National</li></ul> |
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|---|----------------------------------|--|---------------------------------------|--|--|---|----------------------------------|---|-------------------------------|---|---|--|---|
|   |                                  | <p>Electrical Code for identifying safety requirements for electrical equipment installation.</p> <p>ee) Identify secondary sources of safety information related to industry.</p> <p>ff) Identify operation or shutdown procedures necessary during severe weather, fire, or flood conditions.</p> <p>gg) Discuss the use of shut-down procedures during severe weather, fire, or flood conditions.</p> |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| <p><b>First Aid/CPR/AED</b></p> <table border="1" data-bbox="170 1008 1419 1416"> <tr><td>1. How to recognize an emergency</td></tr> <tr><td>2. How to respond to emergencies</td></tr> <tr><td>3. Using teamwork to effectively help</td></tr> <tr><td>4. Assessment for adult, child, and infant</td></tr> <tr><td>5. What to do for conscious and unconscious victims during an emergency.</td></tr> <tr><td>6. How to perform CPR on an infant, child, and adult.</td></tr> <tr><td>7. How to perform pediatric CPR.</td></tr> <tr><td>8. Pediatric, adult, and special case choking</td></tr> <tr><td>9. How to use an AED machine.</td></tr> <tr><td>10. CPR with and without breathing devices.</td></tr> <tr><td>11. Assessing the scene and emergency response.</td></tr> </table> | 1. How to recognize an emergency | 2. How to respond to emergencies   | 3. Using teamwork to effectively help | 4. Assessment for adult, child, and infant | 5. What to do for conscious and unconscious victims during an emergency. | 6. How to perform CPR on an infant, child, and adult. | 7. How to perform pediatric CPR. | 8. Pediatric, adult, and special case choking | 9. How to use an AED machine. | 10. CPR with and without breathing devices. | 11. Assessing the scene and emergency response. |  | <p><b>First Aid and Cardiopulmonary Resuscitations:</b></p> <p>a) Identify proper first aid and/or CPR practices.</p> <p>b) Develop and emergency/first aid plan for the shop or work site.</p> |
| 1. How to recognize an emergency  |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 2. How to respond to emergencies  |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 3. Using teamwork to effectively help   |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 4. Assessment for adult, child, and infant  |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 5. What to do for conscious and unconscious victims during an emergency.  |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 6. How to perform CPR on an infant, child, and adult.   |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 7. How to perform pediatric CPR.  |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 8. Pediatric, adult, and special case choking   |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 9. How to use an AED machine.   |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 10. CPR with and without breathing devices.   |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |
| 11. Assessing the scene and emergency response.   |                                  |  |                                       |  |  |   |                                  |   |                               |   |   |  |   |

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| <ul style="list-style-type: none"> <li>12. Universal precautions</li> <li>13. Injury assessment</li> <li>14. Respiratory distress</li> <li>15. Choking, heart attack, stroke, diabetic emergencies, and seizures</li> <li>16. Workplace first aid</li> <li>17. Abrasions, lacerations, puncture wounds, and amputations</li> <li>18. Burns, eye injury, exposure to hazardous chemicals</li> <li>19. Sprains or strains</li> <li>20. Head, neck, or spine injury</li> <li>21. Broken bone or fracture</li> <li>22. Temperature-related illness</li> <li>23. Bites and stings/poisonous plants</li> </ul> |                             | <p>c) List methods of preventing shock, burns, fires, and explosions.</p>  |                                    |
| <p><b>Additional skills addressed in the 80-hour training, but not in IDFC 1007:</b></p> <ul style="list-style-type: none"> <li>• Forklift Safety and Operation</li> <li>• Introduction to Manufacturing</li> <li>• Problem Solving in Manufacturing</li> <li>• Six Sigma White Belt•</li> <li>• VR or Computer Based Training</li> <li>• Blueprint reading</li> <li>• Math Fundamentals</li> <li>• Robotics</li> </ul>  |                             |  |                                    |
| <p><b>80-Hour Industry Ready Manufacturing</b></p>   |                             | <p><b>EMPL 1000 Interpersonal Relations &amp; Professional Development</b></p>   |                                    |
| <p><b>Competencies</b></p>   | <p><b>Contact Hours</b></p> | <p><b>Competencies</b></p>   | <p><b>Credits Hours:</b><br/>2</p> |
| <p><b>Employability Skills</b></p> <ul style="list-style-type: none"> <li>1. Identify strengths and weaknesses and set appropriate personal goals</li> <li>2. Identify strategies to address and solve problematic behaviors with others.</li> </ul>   |                             | <p><b>Human Relations Skills:</b></p> <ul style="list-style-type: none"> <li>a) Identify strengths, weaknesses and personal values.</li> </ul> |                                    |

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| <p>3. Learn how to set career goals.</p> <p>4. Identify and demonstrate traits of successful employees.</p> <p>5. Demonstrate professional and appropriate communication skills.</p> <p>6. Identify and demonstrate professional image.</p> <p>7. Identify and demonstrate professional attitude.</p>   |  | <p>b) Recognize stress and respond to your own stress levels using methods such as mindfulness and meditation.</p> <p>c) Identify strategies to address and solve problematic or work ethic behaviors with others and in oneself.</p>   |
| <p><b>Resume, Job Application &amp; Interviewing</b></p> <p>1. Demonstrate effective job search strategies including electronic and print media.</p> <p>2. Prepare job application and follow up letters, a resume, and a job application.</p> <p>3. Demonstrate effective interviewing techniques.</p> |  | <p><b>Job Acquisition Skills and Communication:</b></p> <p>a) Demonstrate effective job search strategies utilizing 21<sup>st</sup> century technologies from major sites and tools.</p> <p>b) Set career goals.</p> <p>c) Prepare job application and follow up letters, a resume, and a job application using 21<sup>st</sup> century technologies.</p> <p>d) Demonstrate effective</p> |



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|   |  | <p>interviewing techniques using various methods including role playing, labs, and mock interviews.</p> <p>e) Demonstrate professional and appropriate email, telephone, and text communication skills.</p>  |
| <p><b>Employability Skills</b></p> <p>1. Identify strengths and weaknesses and set appropriate personal goals</p> <p>2. Identify strategies to address and solve problematic behaviors with others.</p> <p>3. Learn how to set career goals.</p> <p>4. Identify and demonstrate traits of successful employees.</p> <p>5. Demonstrate professional and appropriate communication skills.</p> <p>6. Identify and demonstrate professional image.</p> <p>7. Identify and demonstrate professional attitude.</p> |  | <p><b>Job Retention Skills:</b></p> <p>a) Identify and demonstrate traits of successful employees using methods such as role play and video examples.</p> <p>b) Identify effective time management strategies.</p> <p>c) Identify negotiation strategies.</p> <p>d) Demonstrate ability to negotiate promotion/salary increase.</p> <p>e) Demonstrate ability to accept counseling</p> |

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|  |  | positively using methods such as simulations and labs.   |
| <b>Employability Skills</b>  |  | <b>Job Advancement Skills:</b>   |
| 1. Identify strengths and weaknesses and set appropriate personal goals        |  | a) Explain chain of responsibility.  |
| 2. Identify strategies to address and solve problematic behaviors with others. |  | b) Demonstrate knowledge of the characteristics of quality organizations and organization structure.                   |
| 3. Learn how to set career goals.  |  | c) Demonstrate knowledge of skills to manage career transitions.   |
| 4. Identify and demonstrate traits of successful employees.                    |  |  |
| 5. Demonstrate professional and appropriate communication skills.              |  |  |
| 6. Identify and demonstrate professional image.                                |  |  |
| 7. Identify and demonstrate professional attitude.                             |  |  |
| <b>Employability Skills</b>  |  | <b>Professional Image Skills:</b>  |
| 1. Identify strengths and weaknesses and set appropriate personal goals        |  | a) Identify and describe the concept of having a professional image including program and situation specific examples. |
| 2. Identify strategies to address and solve problematic behaviors with others. |  | b) Identify and demonstrate professional attitude.   |
| 3. Learn how to set career goals.  |  |  |
| 4. Identify and demonstrate traits of successful employees.                    |  |  |
| 5. Demonstrate professional and appropriate communication skills.              |  |  |
| 6. Identify and demonstrate professional image.                                |  |  |
| 7. Identify and demonstrate professional attitude.                             |  |  |
| <b>Employability Skills</b>  |  | <b>Personal Finance:</b>   |
| 1. Identify strengths and weaknesses and set appropriate personal goals        |  | a) Identify the importance of a  |
| 2. Identify strategies to address and solve problematic behaviors with others. |  |  |

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| 3. Learn how to set career goals.  |  | credit score, cash flow, setting financial goals, and taxes.<br><b>b)</b> Demonstrate the ability to successfully create a personal budget.                                   |
| 4. Identify and demonstrate traits of successful employees.                    |  |   |
| 5. Demonstrate professional and appropriate communication skills.              |  |   |
| 6. Identify and demonstrate professional image.                                |  |   |
| 7. Identify and demonstrate professional attitude.                             |  |   |
| <b>Employability Skills</b>  |  | <b>Problem Solving:</b><br>a) Identify and demonstrate characteristics of motivation.<br><b>b)</b> Identify and demonstrate characteristics of accountability.                |
| 1. Identify strengths and weaknesses and set appropriate personal goals        |  |   |
| 2. Identify strategies to address and solve problematic behaviors with others. |  |   |
| 3. Learn how to set career goals.  |  |   |
| 4. Identify and demonstrate traits of successful employees.                    |  |   |
| 5. Demonstrate professional and appropriate communication skills.              |  |   |
| 6. Identify and demonstrate professional image.                                |  |   |
| <b>Employability Skills</b>  |  | <b>Diversity:</b><br>a) Identify and explain the importance of diversity in the workplace.<br><b>b)</b> Identify and explain the concepts of equity, inclusion and belonging. |
| 1. Identify strengths and weaknesses and set appropriate personal goals        |  |   |
| 2. Identify strategies to address and solve problematic behaviors with others. |  |   |
| 3. Learn how to set career goals.  |  |   |
| 4. Identify and demonstrate traits of successful employees.                    |  |   |
| 5. Demonstrate professional and appropriate communication skills.              |  |   |
| 6. Identify and demonstrate professional image.                                |  |   |
| 7. Identify and demonstrate professional attitude.                             |  |   |

**IDFC 1007** – Provides an in-depth study of the health and safety practices required for maintenance of industrial, commercial, and home electrically operated equipment. Topics include: introduction to OSHA regulations; safety tools, equipment, and procedures; and first aid and cardiopulmonary resuscitation.

**EMPL 1000** – Emphasizes human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include human relations skills, job acquisition skills and communication, job retention skills, job advancement skills, and professional image skills.

Academic Affairs has reviewed the following non-credit certificate programs offered by the Wiregrass Economic Development, and will accept these certificate(s)\* from students as credit for prior learning. These prior learning credits may exempt students from the following course within Industrial Systems Technology Diploma (IST4), Mechatronics Technology Degree (MT23), and Industrial Systems Fundamentals TCC (IS61).

| Non-Credit Program(s)                       | Credit Course(s) Exempted  | Number of Credits |
|---|--|-------------------|
| <b>80-Hour Industry Ready Manufacturing</b> | <b>IDFC 1007</b> – Provides an in-depth study of the health and safety practices required for maintenance of industrial, commercial, and home electrically operated equipment. Topics include: introduction to OSHA regulations; safety tools, equipment, and procedures; and first aid and cardiopulmonary resuscitation. | 4                 |

**1. Faculty Reviewer/Approver**

Name:

Title:

Date of Review:

I have reviewed the competencies of the proposed submittals and approve the crosswalk for college credit.

Signature:

**2. Dean Approval**

Name:

Title:

Date of Review:

I have reviewed the request and approve of the proposed crosswalk request.

Signature:

**3. Executive Director of Academic Affairs Approval**

Name:

Date of Review:

I have reviewed the request and approve of the proposed crosswalk request.

Signature:

**4. EVPAA**

Name:

Date of Review:

I have reviewed the request and approve of the proposed crosswalk request.

Signature:

**5. Department of Academic Success**

Name:

Title:

Date of Review:

Registrar Notified:

Marketing notified to change college publications.

Signature:



Academic Affairs has reviewed the following non-credit certificate programs offered by the Wiregrass Economic Development, and will accept these certificate(s)\* from students as credit for prior learning. These prior learning credits may exempt students from the following course:

| Non-Credit Program(s)                       | Credit Course(s) Exempted  | Number of Credits |
|---|--|-------------------|
| <b>80-Hour Industry Ready Manufacturing</b> | <b>EMPL 1000</b> – Emphasizes human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include human relations skills, job acquisition skills and communication, job retention skills, job advancement skills, and professional image skills. | 2                 |

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I have reviewed the request and approve of the proposed crosswalk request.

Signature:

**4. EVPAA**

Name:

Date of Review:

I have reviewed the request and approve of the proposed crosswalk request.

Signature:

**5. Department of Academic Success**

Name:

Title:

Date of Review:

Registrar Notified:

Marketing notified to change college publications.

Signature: