

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
November 10, 2016

OFFICE OF CAREER AND TECHNICAL EDUCATION

- G. Begin the Administrative Procedures Act process: To revise the Mississippi Secondary Curriculum Frameworks in Career and Technical Education for (1) Culinary Arts, (2) Early Childhood Education, (3) Law and Public Safety, and (4) Transportation Logistics

Executive Summary

The Mississippi Secondary Curriculum Frameworks have a four-year curricula revision cycle. The revision cycle includes input from local district personnel and business/industry collaborators. Approved secondary curricula will be disseminated for implementation in the Fall 2017.

The following secondary curriculum frameworks are recommended for approval:

1. Culinary Arts
2. Early Childhood Education
3. Law and Public Safety
4. Transportation Logistics

All curricula frameworks are designed to provide local programs with an instructional foundation that can be used to develop localized instructional management plans and course syllabi. Additionally, the frameworks include the following elements for each revised secondary curricula:

- ❖ Program
- ❖ Description
- ❖ CIP Code and CIP Name
- ❖ Course Outline and Codes
 - Curriculum
 - Student Competencies
 - Suggested Student Objectives

NOTE: The Office of Career and Technical Education has provided executive summaries of the curriculum framework revisions. The detailed documents are available upon request.

Recommendation: Approval

Back-up material attached

Summary of Secondary Curricula Changes for Career & Technical Education

2017 Culinary Arts

- Aligned to the national standards from the Foundations of Restaurant Management & Culinary Arts.
- Units 1 and 14 were added.
- The units were rearranged for a more manageable document.
- Vague competencies were removed or revised.
- More details (lists) were added in units 5, 6, and 8.
- Objectives were clarified and depth was added.

2017 Early Childhood Education

- The units in the curriculum were aligned for an improved flow of presentation of the content.
- Units were separated to allow for a more in-depth study and focus of content. (For example, Unit 8 separated into 2 units so that curriculum development had more focus).
- Instructional objectives and time were added for the introduction of NAEYC, ITERS-R, ECERS-R, and the Mississippi Quality Rating and Improvement System.
- An improved alignment and emphasis on MS Department of Health guidelines.
- Improved clarity around the recognition of the contributions of leaders and theorists throughout the history of early childhood education.
- Head Start added to program of study.
- Improved clarity around the ages and stages of child development.
- Year 2 Orientation added.
- Added Special Education and IDEA content to the framework.

2017 Law and Public Safety

- Hours were adjusted to reflect curriculum content.
- Titles of units were clarified.
- Added basic first aid, CPR, and workplace skills/knowledge.
- Added clarity and specific objectives to units.
- Realigned/deleted content based on instructors' input.

2017 Transportation Logistics

- Adjusted the hours for some units to reflect a balance in instructional time.
- Clarified terms and content.
- Added depth and specific objectives to units.
- Expanded content for Unit 11 Supply Chain.

~~2013 Culinary Arts~~

~~Mississippi Department of Education~~

~~Program CIP: 12.0500 Culinary Arts~~

~~Direct inquiries to~~

Melissa Davis	Dianne Different
Instructional Design Specialist	Program Coordinator
P.O. Drawer DX	Office of Career and Technical Education
Mississippi State, MS 39762	Mississippi Department of Education
662.325.2510	P.O. Box 771
E-mail: melissa.davis@rcu.msstate.edu	Jackson, MS 39205
	601.359.3461
	E-mail: ddifferent@mde.k12.ms.us

~~Published by—~~

~~Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205~~

~~Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762~~

~~Betsey Smith, Curriculum Manager
Scott Kelle, Project Manager
Jolanda Harris, Educational Technologist
Heather Wainwright, Editor~~

~~The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~



Acknowledgments

The Culinary Arts curriculum was presented to the Mississippi Board of Education on January 16-17, 2012. The following persons were serving on the state board at the time:

~~Dr. Lynn House, Interim State Superintendent of Education~~

~~Dr. O. Wayne Gann, Chair~~

~~Mr. Howell “Hal” N. Gage, Vice Chair~~

~~Ms. Kami Bumgarner~~

~~Mr. William Harold Jones~~

~~Dr. John R. Kelly~~

~~Mr. Charles McClelland~~

~~Mr. Richard Morrison~~

~~Ms. Martha “Jackie” Murphy~~

~~Mr. Simon F. Weir II~~

~~Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education at the Mississippi Department of Education, assembled a taskforce committee to provide input throughout the development of the Culinary Arts Curriculum Framework and Supporting Materials.~~

~~Special thanks are extended to the following teacher, who contributed teaching and assessment materials that are included in the framework and supporting materials:~~

~~Betsey Smith, Curriculum Manager—Research and Curriculum Unit, Mississippi State University, Mississippi State, MS~~

~~Appreciation is expressed to the following professional, who provided guidance and insight throughout the development process:~~

~~Dianne Different, Program Coordinator—Culinary Arts, Office of Career and Technical Education and Workforce Development, Mississippi Department of Education, Jackson, MS~~

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Culinary Arts Executive Summary

Pathway Description

Culinary Arts is a pathway for students in the Hospitality and Tourism Career Cluster. The following description is from the Mississippi Department of Education's current Standard Course of Study for Career Technical Education.

The Culinary Arts Pathway includes classroom and hands-on experiences that will prepare students for employment or continuing education in the foodservice industry. This program was written to incorporate the **National Restaurant Associations (NRA) ProStart** learning objectives. Any student who successfully completes this program and the mentoring requirements will be eligible to take the National ProStart Certificate of Achievement exam, which is a certification recognized in the foodservice industry nationwide.

Industry Certification

This program was designed to articulate to postsecondary Food Production, Hotel and Restaurant Management, and Culinary Arts. Industry standards are based on the NRA's ProStart and ServSafe Certifications.

Assessment

Students will be assessed at the end of their first year using the first-year Mississippi Career Planning and Assessment System (MS-CPAS2) test for Culinary Arts, which is based on content from the first year of Culinary Arts curriculum. At the end of their second year, students will be assessed using the second-year MS-CPAS2 test for Culinary Arts, which is based on content from the second year of the Culinary Arts curriculum. The MS-CPAS2 blueprint can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>. Any questions regarding

~~assessment of this program should be directed to the Culinary Arts instructional design specialists at the Research and Curriculum Unit who can be reached at 662.325.2510.~~

~~Student Prerequisites~~

~~In order for students to experience success in the Culinary Arts program, the following student prerequisites are required:~~

- ~~1. C or higher in English (the previous year)~~
- ~~2. C or higher in Math (last course taken or the instructor can specify the math course)~~
- ~~or~~
- ~~3. Instructor approval and a TABE Reading Score of eighth grade or higher~~
- ~~or~~
- ~~4. Instructor approval~~

~~Applied Academic Credit~~

~~The mathematics content in the Culinary Arts program is meaningful and useful to students who are entering the foodservice industry. Applied mathematics content was aligned to the 2007 Mississippi Mathematics Framework Revised Academic Benchmarks.~~

~~Teacher Licensure~~

~~The latest teacher licensure information can be found at <http://www.mde.k12.ms.us/educator-licensure>.~~

~~Professional Learning~~

~~For specific questions about the content of any of the training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510 and ask for a professional learning specialist.~~

Course Outlines

Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. Orientation to Culinary Arts—Course Code: 996002
2. Theory and Application of Culinary Arts I—Course Code: 996004
3. Theory and Application of Culinary Arts II—Course Code: 996005
4. Advanced Studies in Culinary Arts—Course Code: 996006

Course Description: Orientation to Culinary Arts includes a survey of the foundational skills necessary in the foodservice industry. Content such as food safety and sanitation, equipment, safety and security, culinary foundations and math, and an introduction to the hospitality industry are included in the course. Mastery of the competencies listed in the food safety and sanitation unit will prepare the student to take the NRA's ServSafe exam to become ServSafe Food Safety certified. As of January 1, 1999, every foodservice establishment in Mississippi must have a full-time certified food manager employed in order to meet the FDA Food Code requirements. Students are encouraged to take this exam (Course Code: 996002).

Course Description: Theory and Applications of Culinary Arts I emphasizes real-world, hands-on practice of food preparation. Food preparation techniques included in this course include breakfast foods, dairy, and sandwiches; fruits, vegetables, salads, and garnishes; and potatoes and grains. This 1-Carnegie unit course should be taken only after students successfully pass Orientation to Culinary Arts (Course Code: 996002).

Course Description: Theory and Applications of Culinary Arts II emphasizes real-world, hands-on practice of food preparation. Food preparation techniques included in this course include desserts and baked goods; meat, poultry, and seafood; and stocks, sauces, and soups. This 1-Carnegie unit course should be taken only after students successfully pass Theory and Applications of Culinary Arts I (Course Code: 996004).

Course Description: Advanced Studies in Culinary Arts is a culminating course that places emphasis on an internship experience. While students participate in on-the-job training, they will use their skills related to management and business concepts, customer communication, and customer service. Before students can complete the Advanced Placement Culinary Arts course, they must meet the following requirements (Course Code: 996006):

- Score 80% or higher on the MS-CPAS2 summative assessment or ProStart Exam;
- Maintain an attendance rate of 92% or better in Orientation to Culinary Arts (Course Code: 996002), Theory and Applications of Culinary Arts parts A and B (Course Code: 996004 and 996005), and Advanced Studies in Culinary Arts (Course Code: 996006) courses; and
- Find a job related to the culinary industry.

Course Name Orientation to Culinary Arts — Course Code: 996002

Unit	Unit Name	Hours
1	Introduction	24
2	Food Safety and Sanitation	30
3	Workplace Safety	28
4	Professionalism and Utilizing Standard Recipes	28
5	Equipment and Techniques	30
Total		140

Course Name Theory and Application of Culinary Arts I — Course Code: 996004

Unit	Unit Name	Hours
6	Stocks, Sauces, and Soups	27
7	Communication	27
8	Management Essentials	30
9	Fruits and Vegetables	29
10	Serving Your Guests	27
Total		140

Course Name Theory and Application of Culinary Arts II — Course Code: 996005

Unit	Unit Name	Hours
11	Potatoes and Grains	19
12	Building a Successful Career in the Industry	22
13	Dairy Products, Breakfast Foods, and Sandwiches	21
14	Nutrition	19
15	Cost Control	19
16	Salads and Garnishing	19
17	Purchasing and Inventory	21
Total		140

Course Name Advanced Studies in Culinary Arts — Course Code: 996006

Unit	Unit Name	Hours
18	Meat, Poultry, and Seafood	28
19	Marketing	28
20	Desserts and Baked Goods	28
21	Sustainability in the Restaurant and Foodservice Industry	28
22	Global Cuisine	28
Total		140

Option 2 — Two 2-Carnegie Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. Culinary Arts I — Course Code: 996000
2. Culinary Arts II — Course Code: 996001

Course Description: Culinary Arts I See Orientation to Culinary Arts and Theory and Application of Culinary Arts I course descriptions under Option 1.

Course Description: Culinary Arts II See Theory and Application of Culinary Arts II and Advanced Studies in Culinary Arts course descriptions under Option 1.

Course Name Culinary Arts I — Course Code: 996000

Unit	Unit Name	Hours
1	Introduction	24
2	Food Safety and Sanitation	30
3	Workplace Safety	28
4	Professionalism and Utilizing Standard Recipes	28
5	Equipment and Techniques	30
6	Stocks, Sauces, and Soups	27
7	Communication	27
8	Management Essentials	30
9	Fruits and Vegetables	29
10	Serving Your Guests	27
11	Potatoes and Grains	19
12	Building a Successful Career in the Industry	22
Total		280

Course Name Culinary Arts II — Course Code: 996001

Unit	Unit Name	Hours
13	Dairy Products, Breakfast Foods, and Sandwiches	21
14	Nutrition	19
15	Cost Control	19
16	Salads and Garnishing	19
17	Purchasing and Inventory	21
18	Meat, Poultry, and Seafood	28
19	Marketing	28
20	Desserts and Baked Goods	28
21	Sustainability in the Restaurant and Foodservice Industry	28
22	Global Cuisine	28
Total		280



2017 Culinary Arts

Program CIP: 12.0500 – Culinary Arts

Direct inquiries to

Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
662.325.2510

Program Coordinator
Office of Career and Technical Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
601.359.3461

Published by

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Acknowledgments

The Culinary Arts curriculum was presented to the Mississippi Board of Education on November 10, 2016. The following persons were serving on the state board at the time:

Dr. Carey M. Wright, State Superintendent of Education
Mrs. Rosemary G. Aultman, Chair
Dr. Jason S. Dean, Vice-Chair
Mr. Buddy Bailey
Mrs. Kami Bumgarner
Dr. Karen Elam
Mr. Johnny Franklin
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Charles McClelland

Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education at the Mississippi Department of Education, supported the RCU and the teachers throughout the development of the Transportation Logistics Curriculum Framework and Supporting Materials.

Suzanne Tribble, PhD, Instructional Design Specialist for the Research and Curriculum Unit at Mississippi State University researched and authored this framework.
suzanne.tribble@rcu.msstate.edu

Also, special thanks are extended to the teachers who contributed teaching and assessment materials that are included in the framework and supporting materials:

Jill Gore, Hinds Community College, Pearl/Rankin Career & Technical Center, Pearl, MS
Debbie Miller, Oak Grove High School, Hattiesburg, MS
Shasta Molten, Greene County Vo-Tech Center, Leakesville, MS
Debi Necaie, Hancock County Career Technical Center, Kiln, MS
Dianne Young, Amory Career & Technical Center, Amory, MS

Appreciation is expressed to the following professional, who provided guidance and insight throughout the development process:

Janie Leach, Program Coordinator – Hospitality and Tourism, Office of Career and Technical Education and Workforce Development, Mississippi Department of Education, Jackson, MS

Betsey Smith, Associate Director for the Research and Curriculum Unit at Mississippi State University

Dr. Scott Kolle, Project Manager for the Research and Curriculum Unit at Mississippi State University

Jolanda Young, Educational Technologist for the Research and Curriculum Unit at Mississippi State University

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act, 2015.).

Executive Summary

Pathway Description

Culinary Arts is a pathway for students in the human science, art, and humanities career cluster. The following description is from the current Standard Course of Study for Career–Technical Education from the Mississippi Department of Education.

The Culinary Arts pathway program includes classroom and hands-on experiences that will prepare students for employment or continuing education in the foodservice industry. This program was written to incorporate the National Restaurant Association (NRA) ProStart learning objectives. Any student who successfully completes this program and the mentoring requirements of the NRA can take the National ProStart Certificate of Achievement exam. This is a national certification program recognized throughout the foodservice industry. Each district should implement a maximum number of students dependent on the size of each lab.

Industry Certification

This program was designed to articulate to postsecondary programs in Food Production, Hotel and Restaurant Management, and Culinary Arts. Industry standards are based on the NRA ProStart certification.

Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>.

Student Prerequisites

In order for students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in math (last course taken, or the instructor can specify the math)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Applied Academic Credit

The latest academic credit information can be found at <http://www.mde.k12.ms.us/ACCRED/AAS>.

Once there, click the “Mississippi Public School Accountability Standards Year” tab.

Review the appendices for graduation options and superscript information regarding specific programs receiving academic credit.

Check this site often as it is updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at
<http://www.mde.k12.ms.us/educator-licensure>.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

Course Outlines

Option 1—Four One-Carnegie-Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

- 1. Orientation to Culinary Arts – Course Code: 996002**
- 2. Theory and Applications of Culinary Arts I – Course Code: 996004**
- 3. Theory and Applications of Culinary Arts II – Course Code: 996005**
- 4. Advanced Studies in Culinary Arts – Course Code: 996006**

Course Description: Orientation to Culinary Arts

Orientation to Culinary Arts includes the foundation skills necessary in the foodservice industry. Content such as food safety and sanitation; equipment, safety, and security; culinary foundations and math; and an introduction to the hospitality industry are included in the course. Mastery of the competencies listed in the food safety and sanitation unit will assist in preparing students to take the National Restaurant Association's ServSafe exam to become ServSafe Food Safety certified.

Course Description: Theory and Applications of Culinary Arts I

Theory and Applications of Culinary Arts I emphasizes the real-world, hands-on practice of food preparation. Food preparation techniques included in this course include breakfast foods, dairy, and sandwiches; fruits, vegetables, salads, and garnishes; and potatoes and grains. This one-Carnegie unit course should only be taken after students successfully pass Orientation to Culinary Arts.

Course Description: Theory and Applications of Culinary Arts II

Theory and Applications of Culinary Arts II emphasizes the real-world, hands-on practice of food preparation. Food preparation techniques included in this course include desserts and baked goods; meat, poultry, and seafood; and stocks, sauces, and soups. This one-Carnegie unit course should only be taken after students successfully pass Theory and Applications of Culinary Arts.

Course Description: Advanced Studies in Culinary Arts

Advanced Studies in Culinary Arts is a culminating course that places emphasis on an internship experience. While they participate in the on-the-job training, students will use skills related to management and business concepts, customer communication, and customer service.

Orientation to Culinary Arts — Course Code: 996002

Unit	Unit Name	Hours
1	Orientation	15
2	Food Safety and Sanitation	30
3	Safety in the Workplace	30
4	Professionalism and Utilizing Standard Recipes	30
5	Equipment and Techniques	30
Total		135

Theory and Application of Culinary Arts I — Course Code: 996004

Unit	Unit Name	Hours
6	Stocks, Sauces, and Soups	25
7	Fruits and Vegetables	20
8	Potatoes and Grains	20
9	Serving Your Guests	25
10	Communication	15
11	Building a Successful Career in the Industry	15
12	Overview of the Foodservice and Hospitality Industry	10
13	Management Essentials	10
Total		140

Theory and Application of Culinary Arts II — Course Code: 996005

Unit	Unit Name	Hours
14	Introduction	15
15	Dairy Products, Breakfast Foods, and Sandwiches	35
16	Nutrition	25
17	Salads and Garnishing	32
18	Meat, Poultry, and Seafood	33
Total		140

Advanced Studies in Culinary Arts — Course Code: 996006

Unit	Unit Name	Hours
19	Desserts and Baked Goods	40
20	Marketing	20
21	Sustainability in the Foodservice Industry	20
22	Purchasing, Inventory and Cost Control	20
23	Global Cuisine	20
24	Other Foodservice Certifications	20
Total		140

Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. Culinary Arts I — Course Code: 996000

2. Culinary Arts II — Course Code: 996001

Course Description: Culinary Arts I

The foundational skills necessary in the foodservice industry are included in Culinary Arts I. Content such as food safety and sanitation; equipment, safety, and security; culinary foundations and math; and an introduction to the hospitality industry are included in the course. This course also emphasizes the real-world, hands-on practice of food preparation. Food preparation techniques included in this course include breakfast foods, dairy, and sandwiches; fruits, vegetables, salads, and garnishes; and potatoes and grains. Mastery of the competencies listed in this unit will prepare the student to take the NRA's ServSafe exam to become ServSafe Food Safety certified.

Course Description: Culinary Arts II

Culinary Arts II emphasizes the hands-on practice of food preparation. The food preparation techniques in this course include desserts and baked goods; meat, poultry, and seafood; and stocks, sauces, and soups. This course also places emphasis on an internship experience. While they participate in on-the-job training, students will use skills related to management and business concepts, customer communication, and customer service. This course should only be taken after students successfully pass Culinary Arts I.

Culinary Arts I —Course Code 996000

Unit	Unit Name	Hours
1	Orientation	15
2	Food Safety and Sanitation	30
3	Safety in the Workplace	30
4	Professionalism and Utilizing Standard Recipes	30
5	Equipment and Techniques	30
6	Stocks, Sauces, and Soups	25
7	Fruits and Vegetables	20
8	Potatoes and Grains	20
9	Serving Your Guests	25
10	Communication	15
11	Building a Successful Career in the Industry	15
12	Overview of the Foodservice and Hospitality Industry	10
13	Management Essentials	10
Total		275

Culinary Arts II —Course Code: 996001

Unit	Unit Name	Hours
14	Introduction	15
15	Dairy Products, Breakfast Foods, and Sandwiches	35
16	Nutrition	25
17	Salads and Garnishing	32
18	Meat, Poultry, and Seafood	33
19	Desserts and Baked Goods	40
20	Marketing	20
21	Sustainability in the Foodservice Industry	20
22	Purchasing and Inventory, and Cost Control	20
23	Global Cuisine	20
24	Other Foodservice Certifications	20
Total		280

Early Childhood Education

Program CIP: 19.0709

Ordering Information

Research and Curriculum Unit for Workforce Development
Vocational and Technical Education
Attention: Reference Room and Media Center Coordinator
P. O. Drawer DX
Mississippi State, MS 39762
www.rcu.msstate.edu/curriculum/download/
(662) 325-2510

Direct inquiries to _____

Betsey Smith _____	Diane Different _____
Curriculum Project Manager _____	Program Coordinator _____
P. O. Drawer DX _____	Office of Vocational Education and Workforce _____
Mississippi State, MS 39762 _____	Development _____
(662) 325-2510 _____	Mississippi Department of Education _____
E-mail: betsey.smith@rcu.msstate.edu _____	P. O. Box 771 _____
	Jackson, MS 39205 _____
	(601) 359-3479 _____
	E-mail: ddifferent@mde.k12.ms.us _____

Published by _____

Office of Vocational and Technical Education
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit for Workforce Development
Vocational and Technical Education
Mississippi State University
Mississippi State, MS 39762

Robin Parker, Curriculum Coordinator
Jolanda Harris, Educational Technologist
Johnny Jones, Digital Print Specialist
Louis Randle, Binding Specialist
Ashleigh Barbee Murdock, Editor
Kim Harris, Graphic Artist

The Research and Curriculum Unit, located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators, while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Acknowledgments

The ~~Early Childhood curriculum was presented to the Mississippi Board of Education on March 19, 2010. The following persons were serving on the state board at the time:~~

~~Dr. Tom Burnham, State Superintendent
Mr. William Harold Jones, Chair
Mr. Charles McClelland, Vice Chair
Ms. Kami Bumgarner
Mr. Howell “Hal” N. Gage
Dr. O. Wayne Gann
Mr. Claude Hartley
Ms. Martha “Jackie” Murphy
Ms. Rosetta Richards
Dr. Sue Matheson~~

~~Jean Massey, Associate Superintendent of Education for the Office of Vocational Education and Workforce Development, at the Mississippi Department of Education assembled an oversight committee to provide input throughout the development of the *Early Childhood Curriculum Framework and Supporting Materials*. Members of this task force were as follows:~~

~~Dr. Kay Berry, Simpson County School District
Dr. Sam Bounds, Mississippi Association of School Superintendents
Kevin F. Gilbert, Mississippi Association of Educators
David Campbell, Mississippi Association of Middle Level Educators
Tommye Dale Favre, Mississippi Department of Employment Security
Mary Hardy, Mississippi PTA
Anna Hurt, Mississippi Association of School Administrators
Jay Moon, Mississippi Manufacturers Association
Dr. Dean Norman, Center for Advanced Vehicular Systems Extension
Michael Ray, Western Line School District
George Schloegal, Hancock Bank
Charlene Sproles, Mississippi School Counselor Association
Mike Thomas, North American Coal Corporation
Pete Walley, Institutions of Higher Learning
Clarence Ward, Boys and Girls Clubs of the Gulf Coast
Debra West, State Board for Community and Junior Colleges~~

~~Also, special thanks are extended to the teachers who contributed teaching and assessment materials that are included in the framework and supporting materials. Members who contributed were as follows:~~

~~Ms. Patty Newsom, Millsaps Career & Technology Center, Starkville School District, Starkville, MS
Ms. Kathy Greene, Clinton High School Career Complex, Clinton, MS
Ms. Mary Darby, Biloxi Public Schools, Biloxi, Mississippi~~

~~Ms. Mary Jane Wood, Hattiesburg High School, Hattiesburg, MS~~
~~Ms. Stacy Travis, E. H. Keys Technology Center, Ocean Springs, MS~~
~~Ms. Sondra K. Adams, Hancock County Vocational Center, Kiln, MS~~
~~Ms. Kimberly Langley, School of Career & Technical Education, New Albany School Dist., New Albany, MS~~

~~Appreciation is expressed to the following professionals who provided guidance and insight throughout the development process:~~

~~Ms. Dianne Different, Program Coordinator, Office of Vocational Education and Workforce Development, Mississippi Department of Education, Jackson, MS~~
~~Ms. Lucy Bryant, Child Care Resource Referral, Mississippi State University~~
~~Ms. Karen Graham, Creative Learning Center, Starkville, Mississippi~~
~~Dr. Ester Howard, Early Childhood Institute, Mississippi State University~~
~~Ms. Carol Jones, Aiken Village Preschool, Mississippi State University~~

Preface

Secondary vocational technical education programs in Mississippi are faced with many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).



Early Childhood Education Executive Summary

Program Description

Early Childhood is a pathway in the Human Science, Art, and Humanities career cluster. This is a two year high school program (offering 4 Carnegie units of credit), which includes classroom and hands-on experiences that help to prepare students for employment or continuing education in the early childhood education field. In the course of study, emphasis is placed on students' personal and professional preparation for careers or education in the field, history and trends of early childhood education, children's health and safety, child development, and child guidance and observation. Emphasis is also placed on career and professional development, characteristics of high quality early childhood centers, management and administration in quality child care programs, and the learning environment. Membership is encouraged in the student organization, FCCLA (Family, Career, and Community Leaders of America), which provides activities for leadership and the application of competencies through participating in competitive events. Skills developed through the course of study assist students in meeting requirements for the CDA (Child Development Associate credential).

Industry Certification

This curriculum is based on state and national standards, CDA (Child Development Associate) standards, NAEYC (National Association for the Education of Young Children) standards, as well as 21st century workforce skills. The curriculum combines effective classroom instruction with hands-on training or internships in local child care sites. Due to the growing information technology age in education, the National Educational Technology Standards for Students are incorporated into the curriculum.

Assessment

Students will be assessed using the Early Childhood Education MS-CPAS2 test. The MS-CPAS2 blueprint can be found at <http://info.rcu.msstate.edu/services/curriculum.asp>. If there are questions regarding assessment of this program, please contact the STEM instructional design specialist at the Research and Curriculum Unit at 662.325.2510.

Student Prerequisites

Year 1-

1. "C" averages in Biology (if applicable) and English from the previous school year
2. Application and/or Interview process
3. Discipline Review (No more than three referrals from the previous school year; severity of infractions to be determined according to the Mississippi Discipline Codes)
4. 90% attendance rate

Year 2-

1. Early Childhood Education I ("C" or better grade in Year 1)
2. Work ethic review
3. Discipline review
4. Attendance review

Proposed Applied Academic Credit

Applied Health content from the curriculum was aligned to the 2006 Mississippi Comprehensive Health Framework or the 2008 Family and Individual Health Framework (Family and Consumer Science course). It is proposed that upon the completion of this program, students will earn 1/2 comprehensive or family health credit that can be used for graduation requirements.

The applied academic credit has not been approved by the Mississippi Commission on School Accreditation or by the State Board of Education. If there are questions regarding applied academic credit, please contact the Coordinator of Workforce Education at the Research and Curriculum Unit at 662.325.2510.

Licensure Requirements

The 970 licensure endorsement is required for instructors in the Early Childhood program. The requirements for the 970 licensure endorsement are the following:

1. Currently valid Mississippi Educator License with endorsement in #321 Vocational Home Economics/Family and Consumer Sciences or #322 Home Economics/Family and Consumer Sciences.
2. Applicant must enroll immediately in the Vocational Instructor Preparation (VIP) or the Redesign Education Program (REP).
3. Applicant must complete the individualized Professional Development Plan (PDP) requirements of the VIP or REP prior to the expiration date of the 3-year vocational license.
4. Applicant must possess and maintain American Red Cross Lay Responder First Aid, CPR, and AED Instructor certification.
5. Applicant must successfully complete an MDE approved computer literacy certification exam.
5. Applicant must successfully complete a certification for an online learning workshop, module, or course that is approved by the MDE.
7. Applicant must successfully complete a Early Childhood certification workshop, module, or course that is approved by the MDE.

Note: If the applicant meets all requirements listed above, that applicant will be issued a 970 endorsement a 5-year license. If the applicant does not meet all requirements, the applicant will be issued a 3-year endorsement (license), and all requirements stated above must be satisfied prior to the ending date of that license.

Professional Learning

The professional learning itinerary for the middle school or individual pathways can be found at <http://redesign.reu.msstate.edu>. If you have specific questions about the content of each training session provided, please contact the Research and Curriculum Unit at 662.325.2510, and ask for the Professional Learning Specialist.

Course Outline

This curriculum framework is divided into four one Carnegie unit courses as outlined below. The first two courses are comprised of units from Early Childhood year 1. The last two courses are comprised of units from Early Childhood year 2.

Option 1—Four One-Carnegie-Unit Courses

Course Description: Fundamentals and Stages of Child Development

This course is an introduction to personal and professional preparation and careers in the field of early childhood education. Other topics covered are the history and trends of education. The majority of hours in this course are spent on child development, ranging from birth throughout the adolescent years. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Course Description: Children's Health, Safety, and Guidance

Much of this course relates to topics which include protecting children's health and safety. Students are introduced to MSDH Guidelines and Regulations Governing Child Care Facilities. Other topics covered are related to the importance of observing and assessing children. Methods of child guidance techniques are also introduced in this course. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Course Description: The Learning Environment

This course is a continuation of year one in regards to students continuing to develop educational, career, and professional plans in the area of early childhood. The major topic of this course includes curriculum planning and scheduling in an early childhood program. Students will develop age appropriate activities and create lesson plans that encompass all areas of child development. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Course Description: Management of a Quality Child Care Program

This course includes topics related to state licensing requirements for child care facilities, management principles as a center director (including responsibilities regarding management of personnel, the facility's physical indoor and outdoor space, inventory, record keeping, accreditation, parental involvement, marketing, budgeting, and maintaining a healthy, effective learning environment). Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Fundamentals and Stages of Child Development (One Carnegie Unit) – Course Code: 996202

Unit	Title	Hours
1	Orientation, Personal and Professional Preparation	20
2	Child Development: Infants-Middle Childhood Years	80
3	History and Trends of Early Childhood Education	20
		120

Children's Health, Safety, and Guidance (One Carnegie Unit) – Course Code: 996203

Unit	Title	Hours
4	Health and Safety	80
5	Observation, Assessment, and Guidance	40
		120

The Learning Environment (One Carnegie Unit) — Course Code: 996204

Unit	Title	Hours
6	Career Development and Professionalism	40
7	The Learning Environment	80
		120

Management of a Quality Child Care Program (One Carnegie Unit) — Course Code: 996205

Unit	Title	Hours
8	Characteristics of Quality Child Care Programs	40
9	Management and Administration	80
		120

Option 2—Two Two-Carnegie Unit Courses**Course Description: Early Childhood I**

This year-long course begins with an introduction to personal and professional preparation for continued education, training, and careers in early childhood. Major topics of study in this course are stages of child development, ranging from birth through age twelve, and children's health and safety. Students are introduced to MSDH Guidelines and Regulations Governing Child Care Facilities. Other topics covered are related to the importance of observing and assessing children. Methods of child guidance techniques are also introduced in this course. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job shadowing. Students will develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Course Description: Early Childhood II

This course focuses on curriculum planning and the development of age appropriate activities and lesson plans that encompass all areas of child development, and administration and management techniques needed in order to operate a successful, quality child care facility. Other major topics covered in this course are related to state licensing requirements for child care facilities, management principles as a center director (including responsibilities regarding management of personnel, the facility's physical indoor and outdoor space, inventory, record-keeping, accreditation, parental involvement, marketing, budgeting, and maintaining a healthy, effective learning environment). Students will continue to develop educational, career, and professional plans in the area of early childhood. Participation in FCCLA (Family, Career, and Community Leaders of America) is ongoing. Students will participate in field experience, internships, and job shadowing. Students will continue to develop skills toward meeting requirements for the CDA (Child Development Associate) credential.

Early Childhood I (Two Carnegie Units) — Course Code: 996200

Unit	Title	Hours
1	Orientation, Personal and Professional Preparation	20
2	Child Development: Infants-Middle Childhood Years	80
3	History and Trends of Early Childhood Education	20
4	Health and Safety	80
5	Observation, Assessment, and Guidance	40
		240

Early Childhood II (Two Carnegie Units) — Course Code: 996201

Unit	Title	Hours
6	Career Development and Professionalism	40
7	The Learning Environment	80
8	Characteristics of Quality Child Care Programs	40
9	Management and Administration	80
		240



2017 Early Childhood Education

Program CIP: 19.0709-Child Care Provider/Assistant

Direct inquiries to

Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
662.325.2510

Program Coordinator
Office of Career and Technical Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
601.359.3461

Published by

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Acknowledgments

The Early Childhood Education curriculum was presented to the Mississippi Board of Education on November 10, 2016. The following persons were serving on the state board at the time:

Dr. Carey M. Wright, State Superintendent of Education
Mrs. Rosemary G. Aultman, Chair
Dr. Jason S. Dean, Vice-Chair
Mr. Buddy Bailey
Mrs. Kami Bumgarner
Dr. Karen Elam
Mr. Johnny Franklin
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Charles McClelland

Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education at the Mississippi Department of Education, supported the RCU and the teachers throughout the development of the Transportation Logistics Curriculum Framework and Supporting Materials.

Amanda Tullos, Instructional Design Specialist for the Research and Curriculum Unit at Mississippi State University researched and authored this framework.
amanda.tullos@rcu.msstate.edu

Leanne Long, Instructional Design Specialist for the Research and Curriculum Unit at Mississippi State University researched and authored this framework.
leanne.long@rcu.msstate.edu

Also, special thanks are extended to the teachers who contributed teaching and assessment materials that are included in the framework and supporting materials:

Katriena Burgess, Alcorn Central High School, Glen, Mississippi
Kay Chaney, Hinds Community College, Vicksburg, Mississippi
Carol Honsinger, Pearl River Central High School, Carriere, Mississippi
Jill Powe, Philadelphia Neshoba County Career Technical Center, Philadelphia, Mississippi
Natasha Richey, Tupelo High School, Tupelo, Mississippi
Stacy Travis, Ocean Springs High School, Ocean Springs, Mississippi
Tara Tucker, Clarke County Career and Technical Center, Quitman, Mississippi

Appreciation is expressed to the following professional, who provided guidance and insight throughout the development process:

Janie Leach, Program Coordinator
Nicki Reeves, Former Program Coordinator
Office of Career and Technical Education and Workforce Development, Mississippi
Department of Education, Jackson, MS

Also, appreciation is expressed to the following professionals who provided feedback during the development process:

Kenecha Brooks-Smith, Early Childhood Coordinator of Mississippi Building Blocks

April May, Executive Director of Mississippi Building Blocks

JoAnn Kelly, Child Care Training Coordinator for the Early Childhood Institute Mississippi State University

Dr. Gail Lindsey, Director of the Early Childhood Institute at Mississippi State University

Mandy Davis, Policy Director for the Speaker of the Mississippi House of Representatives

Erika Berry, Policy Advisor for the Office of the Mississippi Lieutenant Governor

Dr. Laurie Smith, Education Policy Advisor for the Office of the Governor of the State of Mississippi

Holly Spivey, Headstart Collaboration Office, Office of the Governor of the State of Mississippi

Angela Bryan, Director of Curriculum & Instruction for the Mississippi Community College Board

Dr. Elmira Ratliff, Curriculum Specialist for Curriculum & Instruction for the Mississippi Community College Board

Dr. Rachel De Vaughan, Curriculum Specialist for Curriculum & Instruction for the Mississippi Community College Board

Dr. Shawn Mackey, Associate Executive Director for Workforce, Career and Technical Education, Mississippi Community College Board

Betsey Smith, Associate Director for the Research and Curriculum Unit at Mississippi State University

Dr. Scott Kolle, Project Manager for the Research and Curriculum Unit at Mississippi State University

Jolanda Young, Educational Technologist for the Research and Curriculum Unit at Mississippi State University

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act, 2015.).

Pathway Description

Early childhood education is a pathway in the human science career cluster. It is a two year high school program designed to include classroom and hands-on experiences to prepare students for employment or continuing education in the early childhood education field. In the course of study, emphasis is placed on students' personal and professional preparation for careers or education in the field, history and trends of early childhood education, children's health and safety, child development, and child guidance and observation. Emphasis is also placed on career and professional development, characteristics of high quality early childhood centers, management and administration in quality child care programs, and the learning environment. Instructional strategies and activities implemented through the course of study are aligned to the National Association for the Education of Young Children (NAEYC) and Child Development Associate (CDA) standards and assist students in meeting requirements for the CDA credential.

Industry Certification

Industry standards in the early childhood education curriculum are based on the NAEYC and CDA standards. NAEYC has set forth early childhood program standards, which are seamlessly integrated throughout the early childhood education curriculum. The NAEYC standards are nationally recognized and embraced by all stakeholders in the early childhood community. NAEYC, which is the largest organization in the early childhood field, also offers a prestigious certification for child-care centers and associate degree programs.

The CDA standards are also integrated into the curriculum. The CDA credential is a national credential that is awarded to quality caregivers who work with children from birth to age five years. In order to attain the CDA credential, an applicant must complete 480 hours of field experience, complete 120 hours of education coursework, and have a high school diploma or be enrolled in a high school career and technical program. After graduating from high school and gaining 120 hours of formal training, students have completed step one of the CDA credentialing process and may apply for the certification. CDA's standards are widely recognized by secondary and postsecondary early childhood technical programs, child-care centers, and the United States Department of Education. The CDA standards provide a mechanism for high school graduates to enter the workforce, with or without postsecondary training, to become highly qualified in the field of early childhood education and services.

The curriculum also combines effective classroom instruction with hands-on training to prepare students completing the early childhood education program and graduating from high school to enter the workforce, continue education at a postsecondary institution, and then enter the workforce. Students who choose to enter the workforce after graduation from high school have the opportunity to gain employment as child-care providers or as teacher assistants. Students who choose to attend a postsecondary institution may enter a child-care technical program. After completion of the postsecondary program, students may enter the workforce as child-care providers, teacher assistants, or preschool teachers; however, students may also choose to further their education at an institution of higher learning. These students can major in early childhood education, elementary education, or child development.

Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>.

Student Prerequisites

In order for students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in math (last course taken or the instructor can specify the level of math instruction needed)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Applied Academic Credit

The latest academic credit information can be found at <http://www.mde.k12.ms.us/ACCRED/AAS>.

Once there, click the “Mississippi Public School Accountability Standards Year” tab.

Review the appendices for graduation options and superscript information regarding specific programs receiving academic credit.

Check this site often as it is updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at <http://www.mde.k12.ms.us/educator-licensure>.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

Course Outlines

Option 1—Four One-Carnegie-Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

- 1. Fundamentals of Early Childhood Education – Course Code: 996202**
- 2. Child Development – Course Code: 996203**
- 3. The Learning Environment – Course Code: 996204**
- 4. Management of a Quality Child Care Program – Course Code: 996205**

Course Description: Fundamentals of Early Childhood Education

This course is an introduction to personal and professional preparation and careers in the field of early childhood education. Much of this course relates to protecting children's health and safety. Students are introduced to MSDH (Mississippi State Department of Health) Guidelines and Regulations Governing Child Care Facilities. Other topics include history and trends in education. Participation in a student organization is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA credential.

Course Description: Child Development

The majority of hours in this course are spent on child development, ranging from birth throughout the childhood years. Other topics covered are related to the importance of observing and assessing children. Methods of child guidance techniques are also introduced in this course. Participation in a student organization is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA credential.

Course Description: The Learning Environment

This course is a continuation of year one, and students continue to develop educational, career, and professional plans in the area of early childhood. The major topic of this course includes curriculum planning and scheduling in an early childhood program. Students will develop age-appropriate activities and create lesson plans that encompass all areas of child development. Participation in a student organization is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA credential.

Course Description: Management of a Quality Child Care Program

This course includes topics related to state licensing requirements for child care facilities and management principles as a center director (including responsibilities regarding management of personnel, the facility's physical indoor and outdoor space, inventory, record-keeping, accreditation, parental involvement, marketing, budgeting, and maintaining a healthy, effective learning environment). Participation in a student organization is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA credential.

Fundamentals of Early Childhood Education – Course Code: 996202

Unit	Unit Name	Hours
1	Orientation I	20
2	Health and Safety	80
3	History and Trends of Early Childhood Education	20
Total		120

Child Development – Course Code: 996203

Unit	Unit Name	Hours
4	Child Development: Infants-Early Childhood Years	80
5	Observation, Assessment, and Guidance	40
Total		120

The Learning Environment – Course Code: 996204

Unit	Unit Name	Hours
6	Orientation II	10
7	Characteristics of Quality Child Care Programs	30
8	The Learning Environment	30
9	Curriculum Development	50
Total		120

Management of a Quality Child Care Program – Course Code: 996205

Unit	Unit Name	Hours
10	Management and Administration	80
11	Career Development and Professionalism	40
Total		120

Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. **Early Childhood I —Course Code: 996200**
2. **Early Childhood II —Course Code: 996201**

Course Description: Early Childhood I

This year-long course begins with an introduction to personal and professional preparation for continued education, training, and careers in early childhood. Major topics of study in this course are history and trends of early childhood education, stages of child development, ranging from birth through age five, and children's health and safety. Students are introduced to MSDH Guidelines and Regulations Governing Child Care Facilities. Other topics covered are related to the importance of observing and assessing children. Methods of child guidance techniques are also introduced in this course. Participation in a student organization is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will develop skills toward meeting requirements for the CDA credential.

Course Description: Early Childhood II

This course focuses on curriculum planning and the development of age-appropriate activities and lesson plans that encompass all areas of child development and administration and management techniques needed in order to operate a successful, quality child care facility. Other major topics covered in this course are related to state licensing requirements for child care facilities, management principles as a center director (including responsibilities regarding management of personnel, the facility's physical indoor and outdoor space, inventory, record-keeping, accreditation, parental involvement, marketing, budgeting, and maintaining a healthy, effective learning environment). Students will continue to develop educational, career, and professional plans in the area of early childhood. Participation in a student organization is ongoing. Students will participate in field experience, internships, and job-shadowing. Students will continue to develop skills toward meeting requirements for the CDA credential.

Early Childhood I —Course Code: 996200

Unit	Unit Name	Hours
1	Orientation I	20
2	Health and Safety	80
3	History and Trends of Early Childhood Education	20
4	Child Development: Infants-Early Childhood Years	80
5	Observation, Assessment, and Guidance	40
Total		240

Early Childhood II —Course Code: 996201

Unit	Unit Name	Hours
6	Orientation II	10
7	Characteristics of Quality Child Care Programs	30
8	The Learning Environment	30
9	Curriculum Development	50
10	Management and Administration	80
11	Career Development and Professionalism	40
Total		240

2013 Law and Public Safety

Mississippi Department of Education



Program CIP: 43.9999 — Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other.

Direct inquiries to

Myra Pannell, M.S.	Bill McGrew
Instructional Design Specialist	Program Coordinator
Research and Curriculum Unit	Office of Career and Technical Education
Mississippi State University	Mississippi Department of Education
P.O. Drawer DX	P.O. Box 771
Mississippi State, MS 39762	Jackson, MS 39205
662.325.2510	601.359.3461
E-mail: myra.pannell@rcu.msstate.edu	E-mail: bmcgrew@mde.k12.ms.us

Published by

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

Betsey Smith, Curriculum Manager
Scott Kollé, Project Manager
Jolanda Harris, Educational Technologist
Kristen Dechert, Editor

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Acknowledgments

~~The Law and Public Safety curriculum was presented to the Mississippi Board of Education on January 17-18, 2013. The following persons were serving on the state board at the time:~~

~~Dr. Lynn House, Interim State Superintendent of Education~~

~~Dr. O. Wayne Gann, Chair~~

~~Mr. Howell “Hal” N. Gage, Vice Chair~~

~~Ms. Kami Bumgarner~~

~~Mr. William Harold Jones~~

~~Dr. John R. Kelly~~

~~Mr. Charles McClelland~~

~~Mr. Richard Morrison~~

~~Ms. Martha “Jackie” Murphy~~

~~Mr. Simon F. Weir, II~~

~~Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education, at the Mississippi Department of Education assembled a taskforce committee to provide input throughout the development of the *Law and Public Safety Curriculum Framework and Supporting Materials*.~~

~~Also, special thanks are extended to the teachers who contributed teaching and assessment materials that are included in the framework and supporting materials:~~

~~David Cannon, Law and Public Safety, Hinds County School District, Pearl, MS~~

~~Brian Flanner, Law and Public Safety, Monroe County School District, Amory, MS~~

~~James Hudson, Law and Public Safety, Hinds County School District, Raymond, MS~~

~~Jivaro Jones, Law and Public Safety, Holly Springs School District, Holly Springs, MS~~

~~Darnell McNeal, Law and Public Safety, Columbus School District, Columbus, MS~~

~~Chris Rainbolt, Law and Public Safety, DeSoto County School District, Hernando, MS~~

~~Appreciation is expressed to the following professional, who provided guidance and insight throughout the development process:~~

~~Brad Skelton, Former Program Coordinator—Office of Career and Technical Education and Workforce Development, Mississippi Department of Education, Jackson, MS~~

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, ch. 487, §14; Laws, 1991, ch. 423, §1; Laws, 1992, ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Law and Public Safety Executive Summary

Pathway Description

The Law and Public Safety career pathway focuses on the history of law and legal systems in the United States. Students will leave the program with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function. Students will learn the specialized areas and topics within the law and public safety arena. They will examine the daily tasks and responsibilities of the professionals in the field. The program will offer students the opportunity to examine all areas of the military and the professions associated with each branch. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job shadowing experiences with professionals.

Industry Certification

There are three certifications associated with this curriculum. Students will be adequately prepared to meet the requirements of each.

- *FEMA National Incident Management System (NIMS)*—measures incident management competence
- *Community Emergency Response Teams (CERT)*—educates participants about disaster preparedness
- *Presidential Youth Fitness Program*—measures physical fitness through benchmarks; students must score at or above 85th percentile on all required activities

Assessment

Students will be assessed according to successful completion of the three certifications associated with the curriculum. In addition, students will prepare a performance-based portfolio based on the scenarios found in each unit of the curriculum. If there are questions regarding assessment of this program, please contact the STEM instructional design specialist at the Research and Curriculum Unit at 662.325.2510.

Student Prerequisites

Students are admitted to the course based on instructor approval.

Applied Academic Credit (if applicable)

The Law and Public Safety curriculum is written to correlate with the competencies in the Grades 10–12 physical education course found in the 2006 Mississippi Physical Education Framework (1/2 credit). See crosswalk in Appendix D.

Teacher Licensure

The latest teacher licensure information can be found at <http://www.mde.k12.ms.us/educator-licensure>.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510 and ask for a professional learning specialist.

Course Outlines

Option 1—Four 1 Carnegie Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. History of Law and Legal Systems—Course Code: 990103
2. Emergency Services and Corrections—Course Code: 990104
3. Special Topics in Law and Public Safety—Course Code: 990105
4. Emergency Management and Military Professions—Course Code: 990106

Course Description: History of Law and Legal Systems

This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety.

Course Description: Emergency Services and Corrections

This course introduces students to emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

Course Description: Special Topics in Law and Public Safety

This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them.

Course Description: Emergency Management and Military Professions

This course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management

and workplace skills and will have meaningful, relevant job shadowing experiences with professionals.

History of Law and Legal Systems—Course Code: 990103

Unit	Unit Name	Hours
1	Orientation and Ethics	15
2	Personal Health and Safety	25
3	History of Criminal Law	35
4	Legal Systems in the United States	40
	Presidential Youth Fitness Program Training [†]	18
Total		133

Emergency Services and Corrections—Course Code: 990104

Unit	Unit Name	Hours
5	Corrections	30
6	Police and Highway Patrol	30
7	Public and Private Security	30
8	Specialized Law Enforcement Agencies	30
	Presidential Youth Fitness Program Training [†]	18
Total		138

Special Topics in Law and Public Safety—Course Code: 990105

Unit	Unit Name	Hours
9	Fire Protection Services	30
10	Emergency Medical Services	30
11	Interagency Collaboration, Communication, and Liaisons	10
12	Conflict Management/Stress Management	25
13	Incident Reporting	25
	CPAT Training ²	18
Total		138

Emergency Management and Military Professions—Course Code: 990106

Unit	Unit Name	Hours
14	Careers in the Military	30
15	Emergency Management	20
16	Workplace Skills (plus NIMS training)	30
17	Career Experience/Job Shadowing	40
	CPAT Training ²	18
Total		138

Option 2 — Two 2-Carnegie Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. Law and Public Safety I — Course Code: 990101
2. Law and Public Safety II — Course Code: 990102

Course Description: Law and Public Safety I

This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

Course Description: Law and Public Safety II

This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them. The course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

Law and Public Safety I — Course Code: 990101

Unit	Unit Name	Hours
1	Orientation and Ethics	15
2	Personal Health and Safety	25
3	History of Criminal Law	35
4	Legal Systems in the United States	40
5	Corrections	30
6	Police and Highway Patrol	30
7	Public and Private Security	30
8	Specialized Law Enforcement Agencies	30

	Presidential Youth Fitness Program Training ¹	36
Total		271

Law and Public Safety II—Course Code: 990102

Unit	Unit Name	Hours
9	Fire Protection Services	30
10	Emergency Medical Services	30
11	Interagency Collaboration, Communication, and Liaisons	10
12	Conflict Management/Stress Management	25
13	Incident Reporting	25
14	Careers in the Military	30
15	Emergency Management	20
16	Workplace Skills	30
17	Career Experience/Job Shadowing	40
	CPAT Training ²	36
Total		276

¹ Students will participate in physical training 2 hr per week. This training will be based on the Presidential Youth Fitness Program. Please see requirements and crosswalk with Mississippi's 2006 Physical Education Framework for Grades 10-12 in Appendix D. <http://www.presidentialyouthfitnessprogram.org/resources/index.shtml>

² Students will participate in physical training 2 hr per week. This training will be based on the Candidate Physical Ability Test (CPAT). Please see requirements and crosswalk with Mississippi's 2006 Physical Education Framework for Grades 10-12 in Appendix D. http://www.iaff.org/hs/CPAT/epat_index.html



2017 Law and Public Safety

Program CIP: 43.9999 – Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other.

Direct inquiries to

Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
662.325.2510

Program Coordinator
Office of Career and Technical Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205
601.359.3461

Published by

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Acknowledgments

The Law and Public Safety curriculum was presented to the Mississippi Board of Education on November 10, 2016. The following persons were serving on the state board at the time:

Dr. Carey M. Wright, State Superintendent of Education
Mrs. Rosemary G. Aultman, Chair
Dr. Jason S. Dean, Vice-Chair
Mr. Buddy Bailey
Mrs. Kami Bumgarner
Dr. Karen Elam
Mr. Johnny Franklin
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Charles McClelland

Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education at the Mississippi Department of Education, supported the RCU and the teachers throughout the development of the Transportation Logistics Curriculum Framework and Supporting Materials.

Lemond Irvin, Instructional Design Specialist for the Research and Curriculum Unit at Mississippi State University researched and authored this framework.
Lemond.Irvin@rcu.msstate.edu.

Also, special thanks are extended to the teachers who contributed teaching and assessment materials that are included in the framework and supporting materials:

Hosea Cotton, Hinds County CTC, Jackson, MS
John Glass, George County H.S., George, MS
Brooke Graves, Hattiesburg H.S., Hattiesburg, MS
Bill McCain, North South Tippah Voc Tech Center, Tippah, MS
Daniel Ogletree, Forest-Scott County CTC, Forest, MS
Matthew Yardley, Desoto CTC-East, Olive Branch, MS

Appreciation is expressed to the following professional, who provided guidance and insight throughout the development process:

Tim Bradford, Program Coordinator – Office of Career and Technical Education and Workforce Development, Mississippi Department of Education, Jackson, MS

Betsey Smith, Associate Director for the Research and Curriculum Unit at Mississippi State University

Dr. Scott Kolle, Project Manager for the Research and Curriculum Unit at Mississippi State University

Jolanda Young, Educational Technologist for the Research and Curriculum Unit at Mississippi State University

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act 2015.).

Executive Summary

Pathway Description

The Law and Public Safety career pathway focuses on the history of law and legal systems in the United States. Students will leave the program with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function. Students will learn the specialized areas and topics within the law and public safety arena. They will examine the daily tasks and responsibilities of the professionals in the field. The program will offer students the opportunity to examine all areas of the military and the professions associated with each branch. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

Industry Certification

There are three certifications associated with this curriculum. Students will be adequately prepared to meet the requirements of each.

- *FEMA National Incident Management System (NIMS)* – measures incident-management competence
- *Community Emergency Response Teams (CERT)* – educates participants about disaster preparedness
- *Presidential Youth Fitness Program* – measures physical fitness through benchmarks; students must score at or above 85th percentile on all required activities

Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>.

Student Prerequisites

In order for students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in math (last course taken, or the instructor can specify the math)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Applied Academic Credit

The latest academic credit information can be found at <http://www.mde.k12.ms.us/ACCRED/AAS>.

Once there, click the “Mississippi Public School Accountability Standards Year” tab.

Review the appendices for graduation options and superscript information regarding specific programs receiving academic credit.

Check this site often as it is updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at
<http://www.mde.k12.ms.us/educator-licensure>.

Professional Learning

If you have specific questions about the content of any of the training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

Course Outlines

Option 1—Four One-Carnegie-Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. **History of Law and Legal Systems—Course Code: 990103**
2. **Emergency Services and Corrections—Course Code: 990104**
3. **Special Topics in Law and Public Safety—Course Code: 990105**
4. **Emergency Management and Military Professions—Course Code: 990106**

Course Description: History of Law and Legal Systems

This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety.

Course Description: Emergency Services and Corrections

This course introduces students to emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

Course Description: Special Topics in Law and Public Safety

This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them.

Course Description: Emergency Management and Military Professions

This course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

History of Law and Legal Systems—Course Code: 990103

Unit	Unit Name	Hours
1	Program Orientation	15
2	Career Expectations	30
3	History of Criminal Law	40
4	Law Enforcement Services	40
Total		125

Emergency Services and Corrections—Course Code: 990104

Unit	Unit Name	Hours
5	United States Court Services	40
6	Corrections	35
7	Specialized Services	20
Total		95

Special Topics in Law and Public Safety—Course Code: 990105

Unit	Unit Name	Hours
8	School to Career Orientation	10
9	Security and Protective Services	15
10	Crime Scene Investigations	45
11	Emergency Medical Services	40
Total		110

Emergency Management and Military Professions—Course Code: 990106

Unit	Unit Name	Hours
12	Fire Protection Services	50
13	Emergency Management	40
14	Careers in the Military	20
Total		110

Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. Law and Public Safety I—Course Code: 990101

2. Law and Public Safety II—Course Code: 990102

Course Description: Law and Public Safety I

This course focuses on the history of law and legal systems in the United States. Students will leave the class with a firm foundation of knowledge in these areas. Additionally, students will learn the importance of personal health and safety in the work environments associated with law and public safety. Students will also be introduced to the emergency services found in local communities. Additionally, students will focus on corrections in the state of Mississippi, studying specifically how jails and prisons function.

Course Description: Law and Public Safety II

This course focuses on specialized areas and topics within the law and public safety arena. Students will learn about these particular areas and examine the daily tasks and responsibilities of the professionals associated with them. The course will offer students the opportunity to examine all areas of the military and the professions associated with each. Additionally, students will learn about emergency management and workplace skills and will have meaningful, relevant job-shadowing experiences with professionals.

Law and Public Safety I—Course Code: 990101

Unit	Unit Name	Hours
1	Program Orientation	15
2	Career Expectations	30
3	History of Criminal Law	40
4	Law Enforcement Services	40
5	United States Court Services	40
6	Corrections	35
7	Specialized Services	20
Total		220

Law and Public Safety II—Course Code: 990102

Unit	Unit Name	Hours
8	School to Career Orientation	10
9	Security and Protective Services	15
10	Crime Scene Investigations	45
11	Emergency Medical Services	40
12	Fire Protection Services	50
13	Emergency Management	40
14	Careers in the Military	20
Total		220

~~2013 Transportation Logistics~~

~~Mississippi Department of Education~~



~~Program CIP: 52.0203—Transportation Logistics, Materials, and Supply Chain Management~~

~~Direct inquiries to~~

Lemond Irvin, Ph.D.	Bill McGrew
Instructional Design Specialist	Program Coordinator
P.O. Drawer DX	Office of Career and Technical Education
Mississippi State, MS 39762	Mississippi Department of Education
662.325.2510	P.O. Box 771
E-mail: lemond.irvin@reu.msstate.edu	Jackson, MS 39205
	601.359.3461
	E-mail: bmegrow@mde.k12.ms.us

~~Published by—~~

~~Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205~~

~~Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762~~

~~Betsey Smith, Curriculum Manager
Scott Kelle, Project Manager
Jolanda Harris, Educational Technologist
Heather Wainwright, Editor~~

~~The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~

Acknowledgments

The Transportation Logistics curriculum was presented to the Mississippi Board of Education on February 16-17, 2013. The following persons were serving on the state board at the time:

Dr. Lynn House, Interim State Superintendent of Education
Dr. O. Wayne Gann, Chair
Mr. Howell “Hal” N. Gage, Vice Chair
Ms. Kami Bumgarner
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Charles McClelland
Mr. Richard Morrison
Ms. Martha “Jackie” Murphy
Mr. Simon F. Weir II

Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education, at the Mississippi Department of Education assembled a taskforce committee to provide input throughout the development of the *Transportation Logistics Curriculum Framework and Supporting Materials*. Members of this taskforce were as follows:

Chris Renfrow, AAA Cooper Transportation
Jenny McLemore, Southeastern Freightlines
Scott Percival, American Eurocopter
Deon Flie, Williams-Sonoma
Pam Sandifer, Southeastern Freight Lines
Shannon McMillan, United Parcel Service
Bo Gourley, Lockheed Martin
Velma Richardson, Lockheed Martin
Gary Bambauer, Mississippi Construction Education Foundation
Dr. Brenda Jackson, Principal, Jackson Public Schools
Mr. Phillip Sublett, Director, Desoto County Vocational Center
Jim Ferguson, Desoto County Schools
Lee Caldwell, Desoto County Schools
Stephanie Young, Desoto County Schools
Tabatha Kenny, Jackson Public Schools Career Development Center
Jodie Johnson, Jackson Public Schools Career Development Center

Also, special thanks are extended to the educators and professionals who contributed teaching and assessment materials that are included in the framework and supporting materials:

Mike Doss, Transportation Logistics Instructor—Desoto County Schools
Dr. Mohammad Rahman—Center for Logistics, Trade, and Transportation (CLTT)
Dr. MD Sarder—Center for Logistics, Trade, and Transportation (CLTT)
Dr. Chad Miller—Center for Logistics, Trade, and Transportation (CLTT)
Mrs. Cole Bernstein, Manager of Business Development—The Irwin Brown Company

~~Mrs. Jennifer Steele, Manager—United Parcel Service~~

~~Appreciation is expressed to the following professionals, who provided guidance and insight throughout the development process:~~

~~Brad Skelton, Former Program Coordinator—Transportation Pathway, Office of Career and Technical Education and Workforce Development, Mississippi Department of Education, Jackson, MS~~

~~Tulio Sulbaran, Ph.D.~~

~~Director—Center for Logistics, Trade and Transportation (CLTT)
The University of Southern Mississippi
118 College Drive #5138
601.266.6419
E-mail: Tulio.Sulbaran@usm.edu~~

~~The Center for Logistics, Trade, and Transportation (CLTT), located in Hattiesburg and Gulfport MS, as part of the University of Southern Mississippi, is the result of an integrated effort of industry, government, and The University of Southern Mississippi. The CLTT provides a competitive advantage to industry and government agencies through its multidisciplinary activities in Logistics, Trade, and Transportation. Logistics, Trade, and Transportation encompass the movement of goods and people (logistics) through the most efficient means (intermodal transportation) to achieve economic development (trade).
<https://www.usm.edu/logistics-trade-transportation/index>~~

~~Additional curriculum materials were made possible through grant monies from the Mississippi State University's National Center for Intermodal Transportation for Economic Competitiveness (NCITEC). <http://www.ncitec.msstate.edu/>~~

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, Mississippi Code of 1972, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

Executive Summary

Pathway Description

Transportation Logistics is a pathway designed to introduce students to the broad field of supply chain management. The program includes instruction in the applied processes related to transportation logistics as well as introduces students to transportation practices and maintenance of facilities and equipment. Students in the pathway will participate in active learning exercises, including integral activities and supervised experiences that highlight key logistics concepts. Students who successfully complete the competencies in this pathway will possess fundamental knowledge and skills that can be used to secure entry-level employment or as a foundation for continuing their education. Industry standards are adapted from the publication Career Cluster Resources for Transportation Logistics, developed by the National Association of State Directors of Career and Technical Education.

Industry Certification

The Global Logistics Associate (GLA) certificate from the American Society for Transportation and Logistics (AST&L) is a national, industry-recognized certification for entry-level, high school graduates. All competencies and suggested performance indicators in the Transportation Logistics course are driven by the (AST&L) Content Standards. The standards can be found at <http://www.astl.org>.

Assessment

Students will be assessed using the American Society for Transportation and Logistics Global Logistics Associate (GLA) Certificate Exam. If there are questions regarding assessment of this program, please contact the instructional design specialist at the Research and Curriculum Unit at 662.325.2510.

Student Prerequisites

~~In order for students to be able to experience success in the Transportation Logistics program, the following student prerequisites are required:~~

- ~~1. C or higher in English (the previous year)~~
- ~~2. C or higher in Math (last course taken or the instructor can specify the math)~~
- ~~3. Instructor approval and a TABE Reading Score of eighth grade or higher~~

~~or~~

- ~~1. TABE Reading Score of eighth grade or higher~~
- ~~2. Instructor approval~~

~~or~~

- ~~1. Instructor approval~~

Applied Academic Credit

~~At this time, no applied academic credit is available for this pathway.~~

Teacher Licensure

~~The latest teacher licensure information can be found at <http://www.mde.k12.ms.us/educator-licensure>.~~

Professional Learning

~~If you have specific questions about the content of any of the training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510, and ask for a professional learning specialist.~~

Course Outlines

Option 1—Four 1 Carnegie Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. ~~Transportation Logistics: Fundamentals of Transportation Logistics—Course Code: 997302~~
2. ~~Transportation Logistics: Receiving and Stocking—Course Code: 997303~~
3. ~~Transportation Logistics: Material Handling—Course Code: 997304~~
4. ~~Transportation Logistics: Supply Chain Management—Course Code: 997305~~

Course Description: Transportation Logistics: Fundamentals of Transportation Logistics

This course provides a broad understanding of the Fundamentals of Transportation Logistics. The course includes the overview of the industry as well as the introductory materials to the transportation logistics profession.

Course Description: Transportation Logistics: Receiving and Stocking

This course covers the taking in and storage of materials found in any Transportation Logistics facility. All safety and broad concepts are continued in this course.

Course Description: Transportation Logistics: Material Handling

This course covers the handling of materials found in most Transportation Logistics facilities. New concepts of Intermodal Transportation as well as the physical and technical requirements are introduced with multiple activities to integrate the technology and higher-order thinking skills into the workplace.

Course Description: Transportation Logistics: Supply Chain Management

This course integrates most Transportation Logistics concepts into what the industry is all about. The technology, the impact, and all the principles of receiving, storing, tracking, managing, and shipping goods are all used to satisfy this course.

Course Name ~~Transportation Logistics: Fundamentals of Transportation Logistics—Course Code: 997302~~

Unit	Unit Name	Hours
1	Orientation, Advanced Leadership, and Employability Skills	10
2	Environmental Safety and Health	15
3	Overview of Supply Chain Management, Transportation, and Distribution	15
4	Basic Material Handling Equipment and Technology	35
5	Procurement and Inventory Management	30
Total		105

Course Name ~~Transportation Logistics: Receiving and Stocking~~ **Course Code:** ~~997303~~

Unit	Unit Name	Hours
6	Receiving, Stocking, and Put-away Procedures	50
7	Order Selection and Packing Procedures	55
Total		105

Course Name ~~Transportation Logistics: Material Handling~~ **Course Code:** ~~997304~~

Unit	Unit Name	Hours
8	Environmental Safety & Health and Year 1 Review	35
9	Introduction to Intermodal Transportation	35
10	Advanced Material Handling Equipment and Technology	35
Total		105

Course Name ~~Transportation Logistics: Supply Chain Management~~ **Course Code:** ~~997305~~

Unit	Unit Name	Hours
11	Managing Distribution Center and Warehouse Facilities	40
12	Logistics and Supply Chain Management	65
Total		105

Option 2 ~~Two 2 Carnegie Unit Courses~~

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. ~~Transportation Logistics I~~ **Course Code:** ~~997300~~
2. ~~Transportation Logistics II~~ **Course Code:** ~~997301~~

Course Description: Transportation Logistics I

This course provides a broad understanding of the Fundamentals of Transportation Logistics. The course includes the overview of the industry as well as the introductory materials to the transportation logistics profession. This course also covers the taking in and storage of materials found in any Transportation Logistics facility. All safety and broad concepts are continued in this course.

Course Description: Transportation Logistics II

This course covers the handling of materials found in most Transportation Logistics facilities. New concepts of Intermodal Transportation as well as the physical and technical requirements are introduced with multiple activities to integrate the technology and higher-order thinking skills into the workplace. This course also integrates most Transportation Logistics concepts into what the industry is all about. The technology, the impact, and all the principles of receiving, storing, tracking, managing, and shipping goods are all used to satisfy this course.

Course Name Transportation Logistics I — **Course Code:** 997300

Unit	Unit Name	Hours
1	Orientation, Advanced Leadership, and Employability Skills	10
2	Environmental Safety and Health	15
3	Overview of Supply Chain Management, Transportation, and Distribution	15
4	Basic Material Handling Equipment and Technology	35
5	Procurement and Inventory Management	30
6	Receiving, Stocking, and Put-away Procedures	50
7	Order Selection and Packing Procedures	55
Total		210

Course Name Transportation Logistics II — **Course Code:** 997301

Unit	Unit Name	Hours
8	Environmental Safety & Health and Year I Review	35
9	Introduction to Intermodal Transportation	35
10	Advanced Material Handling Equipment and Technology	35
11	Managing Distribution Center and Warehouse Facilities	40
12	Logistics and Supply Chain Management	65
Total		210



2017 Transportation Logistics

Program CIP: 52.0203 – Transportation Logistics, Materials, and Supply Chain Management

Direct inquiries to

Instructional Design Specialist
Research and Curriculum Unit
P.O. Drawer DX
Mississippi State, MS 39762
662.325.2510
601.359.3461

Program Coordinator
Office of Career and Technical Education
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205

Published by

Office of Career and Technical Education
Mississippi Department of Education
Jackson, MS 39205

Research and Curriculum Unit
Mississippi State University
Mississippi State, MS 39762

The Research and Curriculum Unit (RCU), located in Starkville, MS, as part of Mississippi State University, was established to foster educational enhancements and innovations. In keeping with the land grant mission of Mississippi State University, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

Acknowledgments

The Transportation Logistics curriculum was presented to the Mississippi Board of Education on November 10, 2016. The following persons were serving on the state board at the time:

Dr. Carey M. Wright, State Superintendent of Education
Mrs. Rosemary G. Aultman, Chair
Dr. Jason S. Dean, Vice-Chair
Mr. Buddy Bailey
Mrs. Kami Bumgarner
Dr. Karen Elam
Mr. Johnny Franklin
Mr. William Harold Jones
Dr. John R. Kelly
Mr. Charles McClelland

Jean Massey, Associate Superintendent of Education for the Office of Career and Technical Education at the Mississippi Department of Education, supported the RCU and the teachers throughout the development of the Transportation Logistics Curriculum Framework and Supporting Materials.

Dr. Lemond Irvin, Instructional Design Specialist for the Research and Curriculum Unit at Mississippi State University researched and authored this framework.
Lemond.Irvin@rcu.msstate.edu

Also, special thanks are extended to the teachers who contributed teaching and assessment materials that are included in the framework and supporting materials:

Mike Doss, Transportation Logistics Instructor – Desoto County Schools
Dr. Mohammad Rahman – Center for Logistics, Trade, and Transportation (CLTT)
Dr. MD Sarder – Center for Logistics, Trade, and Transportation (CLTT)
Dr. Chad Miller – Center for Logistics, Trade, and Transportation (CLTT)

Appreciation is expressed to the following professionals, who provided guidance and insight throughout the development process:

Tim Bradford, Program Coordinator – Transportation Pathway, Office of Career and Technical Education and Workforce Development, Mississippi Department of Education, Jackson, MS

Betsey Smith, Associate Director for the Research and Curriculum Unit at Mississippi State University

Dr. Scott Kolle, Project Manager for the Research and Curriculum Unit at Mississippi State University

Jolanda Young, Educational Technologist for the Research and Curriculum Unit at Mississippi State University

Tulio Sulbaran, Ph.D. Director - Center for Logistics, Trade and Transportation (CLTT)
The University of Southern Mississippi
118 College Drive #5138
601.266.6419
E-mail: Tulio.Sulbaran@usm.edu

The Center for Logistics, Trade, and Transportation (CLTT), located in Hattiesburg and Gulfport MS, as part of the University of Southern Mississippi, is the result of an integrated effort of industry, government, and The University of Southern Mississippi. The CLTT provides a competitive advantage to industry and government agencies through its multidisciplinary activities in Logistics, Trade, and Transportation. Logistics, Trade, and Transportation encompass the movement of goods and people (logistics) through the most efficient means (intermodal transportation) to achieve economic development (trade).
<https://www.usm.edu/logistics-trade-transportation/index>

Additional curriculum materials were made possible through grant monies from the Mississippi State University's National Center for Intermodal Transportation for Economic Competitiveness (NCITEC). <http://www.ncitec.msstate.edu/>

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act, 2015.).

Executive Summary

Pathway Description

Transportation Logistics is a pathway designed to introduce students to the broad field of supply-chain management. The program includes instruction in the applied processes related to transportation logistics and introduces students to transportation practices and maintenance of facilities and equipment. Students in this pathway will participate in active-learning exercises, including integral activities and supervised experiences that highlight key logistics concepts. Students who successfully complete the competencies in this pathway will possess fundamental knowledge and skills that can be used to secure entry-level employment or as a foundation for continuing their education. Industry standards are adapted from the Career Cluster Resources for Transportation Logistics, developed by the National Association of State Directors of Career and Technical Education.

Industry Certification

The industry endorsement for this pathway is from the American Production and Inventory Control Society (APICS). APICS is a national, industry-recognized certification for entry-level, high school graduates. All competencies and suggested performance indicators in the Transportation Logistics course are driven by the APICS content standards. The standards can be found at <http://www.apics.org/>.

Assessment

The latest assessment blueprint for the curriculum can be found at <http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx>.

Student Prerequisites

In order for students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in math (last course taken, or the instructor can specify the math)
3. Instructor approval and TABE reading score (eighth grade or higher)

or

1. TABE reading score (eighth grade or higher)
2. Instructor approval

or

1. Instructor approval

Applied Academic Credit

The latest academic credit information can be found at <http://www.mde.k12.ms.us/ACCRED/AAS>

Once there, click the “Click the Mississippi Public School Accountability Standards year” Tab.

Review the Appendices for graduation options and superscript information regarding specific programs receiving academic credit.

Check this site often as it is updated frequently.

Teacher Licensure

The latest teacher licensure information can be found at
<http://www.mde.k12.ms.us/educator-licensure>.

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510.

Course Outlines

Option 1—Four One-Carnegie-Unit Courses

This curriculum consists of four one-credit courses, which should be completed in the following sequence:

- 1. Fundamentals of Transportation Logistics—Course Code: 997302**
- 2. Receiving and Stocking—Course Code: 997303**
- 3. Material Handling—Course Code: 997304**
- 4. Supply-Chain Management—Course Code: 997305**

Course Description: Fundamentals of Transportation Logistics

This course provides a broad understanding of the Fundamentals of Transportation Logistics. The course includes an overview of the industry as well as an introduction to the transportation logistics profession.

Course Description: Receiving and Stocking

This course covers the taking in and storage of materials found in any transportation logistics facility. Safety and other broad concepts are continued in this course.

Course Description: Material Handling

This course covers the handling of materials found in most Transportation Logistics facilities. New concepts of intermodal transportation as well as physical and technical requirements are introduced with multiple activities to integrate technology and higher order thinking skills into the workplace.

Course Description: Supply-Chain Management

This course integrates most transportation logistics concepts into what the industry is all about. The technology, the impact, and all the principles of receiving, storing, tracking, managing, and shipping goods are used to satisfy this course.

Course Name: Fundamentals of Transportation Logistics—Course Code: 997302

Unit	Unit Name	Hours
1	Orientation, Leadership, and Employability Skills	10
2	Workplace and Operational Safety	15
3	Overview of Supply-Chain Management, Transportation, and Distribution	15
4	Basic Material-Handling Equipment and Technology	35
5	Procurement, Inventory Management, and Storage Systems	30
Total		105

Course Name: Receiving and Stocking—Course Code: 997303

Unit	Unit Name	Hours
6	Receiving, Stocking, and Put-Away Procedures	45
7	Pick, Pack, and Ship Operations	50
Total		95

Course Name: Material Handling—Course Code: 997304

Unit	Unit Name	Hours
8	Employability, Safety, and Logistics Review	35
9	Advanced Material-Handling and Storage Equipment and Warehouse	35
10	Managing Distribution Center and Warehouse Facilities	35
Total		105

Course Name: Supply-Chain Management—Course Code: 997305

Unit	Unit Name	Hours
11	Advanced Logistics, Supply-Chain Management, and Intermodal	70
12	Environmental Safety, Sustainability, and Health	25
Total		95

Option 2—Two Two-Carnegie-Unit Courses

This curriculum consists of two two-credit courses, which should be completed in the following sequence:

1. Transportation Logistics I—Course Code: 997300**2. Transportation Logistics II—Course Code: 997301****Course Description: Transportation Logistics I**

This course provides a broad understanding of the Transportation Logistics. The course includes an overview of the industry as well as an introduction to the Transportation Logistics profession. This course also covers the taking in and storage of materials found in any Transportation Logistics facility. Safety and other broad concepts are continued in this course.

Course Description: Transportation Logistics II

This course covers the handling of materials found in most Transportation Logistics facilities. New concepts of intermodal transportation as well as physical and technical requirements are introduced with multiple activities to integrate technology and higher-order thinking skills into the workplace. This course also integrates most Transportation Logistics concepts into what the industry is all about. The technology, the impact, and all the principles of receiving, storing, tracking, managing, and shipping goods are all used to satisfy this course.

Course Name: Transportation Logistics I—Course Code: 997300

Unit	Unit Name	Hours
1	Orientation, Leadership, and Employability Skills	10
2	Workplace and Operational Safety	15
3	Overview of Supply-Chain Management, Transportation, and Distribution	15
4	Basic Material-Handling Equipment and Technology	35
5	Procurement, Inventory Management, and Storage Systems	30
6	Receiving, Stocking, and Put-Away Procedures	45
7	Pick, Pack, and Ship Operations	50
Total		200

Course Name: Transportation Logistics II—Course Code: 997301

Unit	Unit Name	Hours
8	Employability, Safety, and Logistics Review	35
9	Advanced Material-Handling and Storage Equipment and Warehouse	35
10	Managing Distribution Center and Warehouse Facilities	35
11	Advanced Logistics, Supply-Chain Management, and Intermodal	70
12	Environmental Safety, Sustainability, and Health	25
Total		200