

Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education

Subchapter P. Transportation, Distribution, and Logistics

§130.441. Implementation of Texas Essential Knowledge and Skills for Transportation, Distribution, and Logistics, Adopted 2015.

- (a) The provisions of this subchapter shall be implemented by school districts beginning with the 2018-2019 school year.
- (b) No later than August 31, 2017, the commissioner of education shall determine whether instructional materials funding has been made available to Texas public schools for materials that cover the essential knowledge and skills for career and technical education as adopted in §§130.442-130.464 of this subchapter.
- (c) If the commissioner makes the determination that instructional materials funding has been made available under subsection (b) of this section, §§130.442-130.464 of this subchapter shall be implemented beginning with the 2018-2019 school year and apply to the 2018-2019 and subsequent school years.
- (d) If the commissioner does not make the determination that instructional materials funding has been made available under subsection (b) of this section, the commissioner shall determine no later than August 31 of each subsequent school year whether instructional materials funding has been made available. If the commissioner determines that instructional materials funding has been made available, the commissioner shall notify the State Board of Education and school districts that §§130.442-130.464 of this subchapter shall be implemented for the following school year.

§130.442. Principles of Transportation Systems (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) In Principles of Transportation Systems, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the transportation industry. Students should apply knowledge and skills in the application, design, and production of technology as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- (A) identify career development and entrepreneurship opportunities related to transportation systems;
 - (B) identify careers in transportation systems;
 - (C) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation within transportation;
 - (D) discuss certification opportunities;
 - (E) demonstrate knowledge of personal and occupational health and safety;
 - (F) discuss response plans to emergency situations;
 - (G) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
 - (H) explore career goals, objectives, and strategies as part of a plan for future career opportunities.
- (2) The student develops leadership experience as it relates to transportation systems. The student is expected to:
- (A) plan, propose, conduct, and evaluate industry-based occupational experiences;
 - (B) apply proper record-keeping skills as they relate to industry-based occupational experiences;
 - (C) use a customized record-keeping system for the individual industry-based occupational experiences;
 - (D) discuss youth leadership opportunities to create a well-rounded industry-based occupational experience; and
 - (E) develop a work plan and budget.
- (3) The student explores concepts related to cultural diversity. The student is expected to:
- (A) identify significant similarities and differences in international culture;
 - (B) explain the variety of world markets; and
 - (C) describe marketing factors and practices that impact other cultures.
- (4) The student understands the historical, current, and future significance of the transportation industries. The student is expected to:
- (A) define terms associated with the transportation industries;
 - (B) identify the scope and effect on society of the transportation industries;
 - (C) identify significant historical and current developments in the transportation industries;
 - (D) identify potential future development for transportation industry systems;
 - (E) describe how emerging technologies and globalization impact the transportation industries; and
 - (F) compare and contrast issues affecting the transportation industries such as international trade, employment, safety, and environmental issues.
- (5) The student analyzes the structure of transportation organizations. The student is expected to:
- (A) describe common business management principles;
 - (B) identify opportunities for leadership development and personal growth;
 - (C) demonstrate democratic principles in conducting effective meetings;
 - (D) describe team dynamics; and

- (E) describe the development of organizational vision, mission, and goals through the strategic planning process.
- (6) The student explains the transportation industries at the local, state, national, and international levels. The student is expected to:
- (A) identify reasons for world trade and globalization;
- (B) identify the political impact of transportation;
- (C) review regulations and major laws and evaluate their impact on transportation;
- (D) read appropriate written material to stay abreast of current issues impacting transportation;
- (E) collect public opinion and data in order to make informed decisions;
- (F) use critical-thinking skills to identify and organize alternatives and evaluate public policy issues related to transportation; and
- (G) evaluate performance and contract compliance of contractors and service providers.
- (7) The student demonstrates appropriate interpersonal and communication skills. The student is expected to:
- (A) examine workplace ethical and legal responsibilities;
- (B) define the uses of proper etiquette;
- (C) identify appropriate personal appearance and health habits;
- (D) practice written and oral communication skills in formal and informal situations;
- (E) practice effective listening skills in formal and informal situations;
- (F) read and comprehend materials common to the transportation industry;
- (G) employ writing and preparation skills using technical information; and
- (H) demonstrate speaking skills.
- (8) The student applies appropriate research methods for transportation systems. The student is expected to:
- (A) define major fields of research and development;
- (B) identify and apply scientific methods of research in transportation industries;
- (C) use a variety of resources for research and development; and
- (D) describe the scientific methods of research.
- (9) The student applies problem-solving, mathematical, and organizational skills in order to maintain financial and logistical records related to transportation. The student is expected to:
- (A) discuss project proposals;
- (B) maintain records appropriate to transportation system industries;
- (C) collect and organize data in graphs, tables, charts, and plots; and
- (D) analyze and interpret data from graphs, tables, charts, and plots.
- (10) The student uses information technology tools specific to transportation industries to access, manage, integrate, and create information. The student is expected to:
- (A) use management software, email applications, and Internet applications;
- (B) use word-processing, database, spreadsheet, and presentation software;
- (C) examine collaborative, groupware, and virtual meeting software; and

- (D) discuss Geographic Information Systems, Global Positioning Systems, and other computer-based equipment in transportation systems.
- (11) The student discusses methods to reduce workplace hazards in order to promote a safe working environment. The student is expected to:
 - (A) discuss safe work practices and emergency procedures;
 - (B) identify rules and laws designed to promote safety and health in transportation environments;
 - (C) demonstrate first aid and cardiopulmonary resuscitation procedures;
 - (D) demonstrate proper use of safety equipment; and
 - (E) evaluate worksite safety areas and/or plans.
- (12) The student examines Texas Department of Public Safety regulations as related to the transportation industry. The student is expected to:
 - (A) discuss rules pertaining to obtaining a commercial driver license (CDL);
 - (B) explain the different types of CDLs;
 - (C) discuss the various endorsements available for a CDL;
 - (D) discuss the requirements for each endorsement;
 - (E) identify material handling and storage equipment and forklifts, including electric- and fuel-powered forklifts; and
 - (F) identify types of transportation that supply warehouses and distribution centers.

§130.443. Principles of Distribution and Logistics (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) In Principles of Distribution and Logistics, students will gain knowledge and skills in the safe application, design, production, and assessment of products, services, and systems. This knowledge includes the history, laws and regulations, and common practices used in the logistics of warehousing and transportation systems. Students should apply knowledge and skills in the application, design, and production of technology as it relates to distribution and logistics industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify career development and entrepreneurship opportunities in distribution and logistics;
 - (B) identify careers in distribution and logistics systems;
 - (C) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in distribution and logistics;
 - (D) discuss certification opportunities;
 - (E) demonstrate knowledge of personal and occupational health and safety;
 - (F) discuss response plans to emergency situations;
 - (G) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
 - (H) explore career goals, objectives, and strategies as part of a plan for future career opportunities.
- (2) The student develops leadership experience as it relates to distribution and logistics systems. The student is expected to:
 - (A) plan, propose, conduct, and evaluate industry-based occupational experiences;
 - (B) apply proper record-keeping skills as they relate to industry-based occupational experiences;
 - (C) use a customized record-keeping system for the individual industry-based occupational experiences;
 - (D) discuss youth leadership opportunities to create a well-rounded industry-based occupational experience; and
 - (E) develop a work plan and budget.
- (3) The student explores concepts related to cultural diversity. The student is expected to:
 - (A) identify significant similarities and differences in international culture;
 - (B) explain the variety of world markets; and
 - (C) describe marketing factors and practices that impact other cultures.
- (4) The student understands the historical, current, and future significance of the distribution and logistics industries. The student is expected to:
 - (A) define terms associated with the distribution and logistics industries;
 - (B) identify the scope and effect upon society of the distribution and logistics industries;
 - (C) identify significant historical and current developments in the distribution and logistics industries;
 - (D) identify potential future scenarios for the distribution and logistics industry systems;
 - (E) describe how emerging technologies and globalization impact the distribution and logistics industries; and
 - (F) compare and contrast issues affecting the distribution and logistics industries such as international trade, employment, safety, and environmental issues.
- (5) The student analyzes the structure of distribution and logistics organizations. The student is expected to:
 - (A) describe common business management principles;

- (B) identify opportunities for leadership development and personal growth;
 - (C) demonstrate democratic principles in conducting effective meetings;
 - (D) describe team dynamics; and
 - (E) describe the development of organizational vision, mission, and goals through the strategic planning process.
- (6) The student explains the distribution and logistics industries at the local, state, national, and international levels. The student is expected to:
- (A) identify reasons for world trade and globalization;
 - (B) identify the political impact of distribution and logistics;
 - (C) review regulations and major laws to evaluate their impact on distribution and logistics;
 - (D) read appropriate written material to stay abreast of current issues impacting distribution and logistics;
 - (E) collect public opinion and data in order to make informed decisions;
 - (F) use critical-thinking skills to identify and organize alternatives and evaluate public policy issues related to distribution and logistics; and
 - (G) evaluate performance and contract compliance of contractors and service providers.
- (7) The student demonstrates appropriate personal and communication skills. The student is expected to:
- (A) examine workplace ethical and legal responsibilities;
 - (B) define the uses of proper etiquette;
 - (C) identify appropriate personal appearance and health habits;
 - (D) practice written and oral communication skills in formal and informal situations;
 - (E) practice effective listening skills in formal and informal situations;
 - (F) employ writing and preparation skills using technical information; and
 - (G) demonstrate speaking skills.
- (8) The student applies appropriate research methods for distribution and logistics systems. The student is expected to:
- (A) define major fields of research and development;
 - (B) identify and apply scientific methods of research in distribution and logistics industries;
 - (C) use a variety of resources for research and development; and
 - (D) describe the scientific methods of research.
- (9) The student applies problem-solving, mathematical, and organizational skills in order to maintain financial and logistical records. The student is expected to:
- (A) discuss project proposals;
 - (B) maintain records appropriate to distribution and logistics system industries;
 - (C) collect and organize data in graphs, tables, charts, and plots; and
 - (D) analyze and interpret data from graphs, tables, charts, and plots.
- (10) The student uses information technology tools specific to distribution and logistics industries to access, manage, integrate, and create information. The student is expected to:
- (A) use management software, email applications, and Internet applications;

- (B) use word-processing, database, spreadsheet, and presentation software;
 - (C) examine collaborative, groupware, and virtual meeting software;
 - (D) discuss Geographic Information Systems and Global Positioning Systems; and
 - (E) discuss other computer-based equipment in distribution and logistics systems.
- (11) The student discusses methods to reduce sources of workplace hazards in order to promote a safe working environment. The student is expected to:
- (A) discuss safe work practices and emergency procedures;
 - (B) identify rules and laws designed to promote safety and health in the distribution and logistics environments;
 - (C) demonstrate first aid and cardiopulmonary resuscitation procedures; and
 - (D) demonstrate proper use of safety equipment.
- (12) The student examines material handling in warehouses and distribution centers. The student is expected to:
- (A) discuss handling practices for goods and materials;
 - (B) explain size, weight, and shape requirements for packaging;
 - (C) discuss material handling, storage, and shipping methods;
 - (D) analyze visual design and appearance requirements for packages;
 - (E) discuss layout plans for processing packages;
 - (F) identify material handling and storage equipment; and
 - (G) identify types of warehouses and distribution centers.

§130.444. Introduction to Transportation Technology (One-Half Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9 and 10. Students shall be awarded one-half credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation, infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Introduction to Transportation Technology includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Transportation Technology includes applicable safety and environmental rules and regulations. In Transportation Technology, students will gain knowledge and skills in the repair, maintenance, and diagnosis of transportation systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrates the importance of workplace safety and environmental responsibilities and the use of personal protective equipment in transportation services;
 - (B) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of transportation technology;
 - (C) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (D) identify employers' expectations and appropriate work habits; and
 - (E) discuss workplace ethics in a variety of scenarios.
- (2) The student demonstrates academic skills related to the requirements of transportation technology. The student is expected to:
 - (A) demonstrate effective oral communication skills with individuals from various cultures such as fellow students, coworkers, and customers;
 - (B) demonstrate effective written communication skills with individuals from various cultures such as fellow students, coworkers, and customers; and
 - (C) demonstrate mathematical skills in performing addition, subtraction, multiplication, division, and measurements using the metric and U.S. customary systems.
- (3) The student understands the technical knowledge and skills of basic transportation systems. The student is expected to:
 - (A) locate, read, and interpret transportation repair and service information; and
 - (B) describe the basic and emerging transportation technologies.
- (4) The student knows the functions and applications of the tools, equipment, technologies, and materials used in transportation technology. The student is expected to:
 - (A) demonstrate awareness of the proper way to safely use hand and power tools and equipment commonly employed in the industry;
 - (B) identify diagnostic tools and equipment; and
 - (C) identify hand and shop tools and describe their proper usage.

§130.445. Small Engine Technology (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Small Engine Technology includes knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. This course is designed to provide training for employment in the small engine

technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, the student will receive instruction in safety, academic, and leadership skills as well as career opportunities.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify career development and entrepreneurship opportunities in the small engine technology industry;
 - (B) identify careers in the small engine technology industry;
 - (C) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in the small engine technology industry;
 - (D) discuss certification opportunities;
 - (E) demonstrate skills and knowledge related to personal and occupational health and safety in the workplace;
 - (F) discuss response plans to emergency situations;
 - (G) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
 - (H) develop personal goals, objectives, and strategies as part of a plan for future career and educational opportunities.
- (2) The student describes the historical, current, and future significance of the small engine technology industry. The student is expected to:
 - (A) describe how emerging technology and globalization impact the small engine technology industry; and
 - (B) compare and contrast issues affecting the small engine technology industry such as employment, safety, and environmental issues.
- (3) The student analyzes the structure of the small engine technology industry organizations. The student is expected to:
 - (A) describe common business management principles;
 - (B) identify opportunities for leadership development and personal growth;
 - (C) demonstrate democratic principles in conducting effective meetings;
 - (D) describe team dynamics;
 - (E) describe the development of organizational vision, mission, and goals through the strategic planning process;
 - (F) develop a local program of activities for extended learning opportunities such as career and technical student organizations; and
 - (G) summarize key information about the performance and use of resources within an organization such as a career and technical student organization.

- (4) The student explains the small engine technology industry at local, state, national, and international levels. The student is expected to:
- (A) review regulations and major laws and evaluate their impact on the small engine technology industry;
 - (B) read appropriate written material to stay abreast of current issues impacting the small engine technology industry;
 - (C) use critical-thinking skills to identify and organize alternatives and evaluate public-policy issues related to the small engine technology industry;
 - (D) evaluate performance and contract compliance of contractors and service providers;
 - (E) develop and manage preventative maintenance plans and systems to keep facility, tools, and equipment operating safely and properly;
 - (F) assess preventive maintenance plans to meet facility, tool, and equipment design and manufacturer requirements;
 - (G) successfully complete repair orders and paperwork related to the small engine technology industry;
 - (H) estimate parts and labor costs on repair orders for small engine repair;
 - (I) read and interpret documents such as small engine schematics, charts, and service-repair manuals and bulletins; and
 - (J) demonstrate knowledge of new and emerging technologies that may affect the service and repair of small engines.
- (5) The student demonstrates appropriate personal and communication skills. The student is expected to:
- (A) describe and apply ethical and legal responsibilities for appropriate workplace conduct;
 - (B) define the uses of proper etiquette and behavior;
 - (C) identify appropriate personal appearance and health habits;
 - (D) practice written and oral communication skills and employ effective listening skills;
 - (E) comprehend technical reading materials common to the transportation industry;
 - (F) employ technical writing and preparation skills; and
 - (G) demonstrate effective speaking skills through prepared and extemporaneous oral presentations.
- (6) The student applies appropriate research methods on small engine technology topics. The student is expected to:
- (A) define major fields of research and development;
 - (B) identify and apply scientific methods of research in the small engine technology industry;
 - (C) use a variety of resources for research and development;
 - (D) describe the scientific methods of research;
 - (E) evaluate scientific constructs such as conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables; and
 - (F) apply scientific methods through direct and indirect observation.
- (7) The student applies problem-solving, mathematical, and organizational skills to maintain financial and logistical records. The student is expected to:
- (A) develop project proposals;

- (B) develop and maintain records appropriate to the small engine technology industry;
 - (C) collect and organize data in graphs, tables, charts, and plots;
 - (D) analyze and interpret data from graphs, tables, charts, and plots;
 - (E) maintain appropriate financial records such as management journals, inventories, income and expense logs, and financial statements and balance sheets;
 - (F) conduct formative, summative, and financial analyses on project learning objectives and records;
 - (G) derive engine calculations such as calculating cylinder volume, engine displacement, combustion chamber volume, compressed head gasket volume, piston and deck height, piston dish volume, dome volume, cylinder volume, compression ratio, and horsepower;
 - (H) derive electrical calculations such as calculating electrical resistance, current, and voltage in engines;
 - (I) apply Ohm's law and power theory to small engines; and
 - (J) apply electronic theory to generators, electric motors, power supplies, electronic amplifiers, electronic oscillators, and circuits found in engines.
- (8) The student uses information technology tools specific to the small engine technology industry to access, manage, integrate, and create information. The student is expected to:
- (A) use personal management software such as email and Internet applications and word-processing, database, spreadsheet, presentation, collaborative, groupware, and virtual meeting software;
 - (B) discuss Geographic Information Systems and Global Positioning Systems applications; and
 - (C) use computer-based equipment.
- (9) The student knows advanced technical knowledge and skills of small engine technology. The student is expected to:
- (A) identify the use and application of small engines and their components;
 - (B) identify the components of electrical-electronic systems;
 - (C) demonstrate awareness of engine designs, components, and applications;
 - (D) identify and use engine measuring tools and test equipment;
 - (E) use tools used in the operation, maintenance, and repair of small engines;
 - (F) compare and contrast the characteristics of two- and four-cycle engines; and
 - (G) identify and discuss the functions of the major small engine components.
- (10) The student applies advanced technical knowledge and skills in simulated or actual work situations. The student is expected to:
- (A) troubleshoot and repair small engines;
 - (B) perform preventive maintenance on small engines;
 - (C) assess the proper fuel mixtures and analyze the efficiency of various fuels used in small engines;
 - (D) distinguish between valve arrangement positions and analyze valve timing with respect to crankshaft rotation;

- (E) demonstrate the ability to maintain and service engine systems such as lubrication, belts, cooling, crankcase breather, filter, starters, ignition, electronic, point, valve, and other systems;
- (F) perform routine installations, inspections, adjustments, and maintenance on small engine testing tools and equipment;
- (G) demonstrate knowledge of electrical testing tools and equipment commonly used in small engine maintenance;
- (H) collect measurements using precision instruments;
- (I) evaluate small engine parts for wear tolerances;
- (J) explain the relationship between an electric current and magnetic fields using starters, generators, or electromagnets;
- (K) analyze the effects of heating and cooling on small engines;
- (L) explain the thermophysical properties of fluid systems commonly used in small engines;
- (M) analyze electric circuits and electronic systems in small engines;
- (N) define, analyze, and explain the laws of thermodynamics;
- (O) evaluate heat energy transfer in small engines;
- (P) calculate speed, momentum, acceleration, work, and power in small engines; and
- (Q) compare and contrast efficiency of various engine sizes and types.

§130.446. Advanced Small Engine Technology (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Prerequisite: Small Engine Technology. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Advanced Small Engine Technology includes advanced knowledge of the function, diagnosis, and service of the systems and components of all types of small engines such as lawn mowers, motorcycles, and irrigation engines. This course is designed to provide advanced training for employment in the small engine technology industry. Instruction includes the repair and service of cooling, air, fuel, lubricating, electrical, ignition, and mechanical systems and small engine overhauls. In addition, students will receive instruction in safety, academic, and leadership skills as well as career opportunities.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- (A) identify career development and entrepreneurship opportunities in the small engine technology industry;
 - (B) identify careers in the small engine technology industry;
 - (C) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in the small engine technology industry;
 - (D) discuss certification opportunities;
 - (E) demonstrate skills and knowledge of personal and occupational health and safety in the workplace;
 - (F) discuss response plans to emergency situations;
 - (G) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills;
 - (H) develop personal goals, objectives, and strategies as part of a plan for future career and educational opportunities;
 - (I) prepare a resume; and
 - (J) demonstrate job interview skills.
- (2) The student develops an occupational experience program as it relates to the small engine technology industry. The student is expected to:
- (A) plan, propose, conduct, and evaluate industry-based occupational experiences; and
 - (B) use a customized record-keeping system for the individual industry-based occupational experiences.
- (3) The student describes the historical, current, and future significance of the small engine technology industry. The student is expected to:
- (A) describe how emerging technology and globalization impact the small engine technology industry;
 - (B) compare and contrast issues affecting the small engine technology industry such as employment, safety, and environmental issues; and
 - (C) describe marketing factors and practices that impact other cultures.
- (4) The student analyzes the structure of the small engine technology industry organizations. The student is expected to:
- (A) describe common business management principles;
 - (B) identify opportunities for leadership development and personal growth;
 - (C) demonstrate democratic principles in conducting effective meetings;
 - (D) describe team dynamics;
 - (E) describe the development of organizational vision, mission, and goals through the strategic planning process;
 - (F) develop a local program of activities for extended learning opportunities such as career and technical student organizations; and
 - (G) summarize key information about the performance and use of resources within an organization such as a career and technical student organization.
- (5) The student explains the small engine technology industry at local, state, national, and international levels. The student is expected to:

- (A) review regulations and major laws to evaluate their impact on the small engine technology industry;
 - (B) read appropriate written material to stay abreast of current issues impacting the small engine technology industry;
 - (C) use critical-thinking skills to identify and organize alternatives and evaluate public-policy issues related to the small engine technology industry;
 - (D) evaluate performance and contract compliance of contractors and service providers;
 - (E) develop and manage preventative maintenance plans and systems to keep facility, tools, and equipment operating safely and properly;
 - (F) assess preventive maintenance plans to meet facility, tool, and equipment design and manufacturer requirements;
 - (G) successfully complete repair orders and paperwork related to the small engine technology industry;
 - (H) estimate parts and labor costs on repair orders for small engine repair;
 - (I) read and interpret documents such as small engine schematics, charts, and service-repair manuals and bulletins; and
 - (J) demonstrate knowledge of new and emerging technologies that may affect the service and repair of small engines.
- (6) The student demonstrates appropriate personal and communication skills. The student is expected to:
- (A) describe and apply ethical and legal responsibilities for appropriate workplace conduct;
 - (B) define the uses of proper etiquette and behavior;
 - (C) identify appropriate personal appearance and health habits;
 - (D) practice written and oral communication skills and employ effective listening skills;
 - (E) comprehend technical reading materials common to the transportation industry;
 - (F) employ technical writing and preparation skills; and
 - (G) demonstrate effective speaking skills through prepared and extemporaneous oral presentations.
- (7) The student applies appropriate research methods on small engine technology topics. The student is expected to:
- (A) define major fields of research and development;
 - (B) identify and apply scientific methods of research in the small engine technology industry;
 - (C) use a variety of resources for research and development;
 - (D) describe the scientific method of research;
 - (E) evaluate scientific constructs such as conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables; and
 - (F) apply scientific methods through direct and indirect observation.
- (8) The student applies problem-solving, mathematical, and organizational skills to maintain financial and logistical records. The student is expected to:
- (A) develop project proposals;
 - (B) develop and maintain records appropriate to the small engine technology industry;

- (C) collect and organize data in graphs, tables, charts, and plots;
 - (D) analyze and interpret data from graphs, tables, charts, and plots;
 - (E) maintain appropriate financial records such as management journals, inventories, income and expense logs, financial statements, and balance sheets;
 - (F) conduct formative, summative, and financial analyses on project learning objectives and records;
 - (G) derive engine calculations such as calculating cylinder volume, engine displacement, combustion chamber volume, compressed head gasket volume, piston and deck height, piston dish volume, dome volume, cylinder volume, compression ratio, and horsepower;
 - (H) derive electrical calculations such as calculating and measuring electrical resistance, current, and voltage in engines;
 - (I) apply Ohm's law and power theory to small engines;
 - (J) apply electronic theory to generators, electric motors, power supplies, electronic amplifiers, electronic oscillators, and circuits found in engines;
 - (K) explain Newton's Law as it relates to engines; and
 - (L) calculate Bernoulli's principle and Venturi effect as it relates to small engines.
- (9) The student uses information technology tools specific to the small engine technology industry to access, manage, integrate, and create information. The student is expected to:
- (A) use personal management software such as email and Internet applications and word-processing, database, spreadsheet, presentation, collaborative, groupware, and virtual meeting software;
 - (B) discuss Geographic Information Systems and Global Positioning Systems applications; and
 - (C) use other computer-based equipment.
- (10) The student knows advanced technical knowledge and skills of small engine technology. The student is expected to:
- (A) identify the use and application of small engines and components;
 - (B) identify the components of electrical-electronic systems;
 - (C) demonstrate knowledge of engine designs, components, and applications;
 - (D) identify and use engine measuring tools and test equipment;
 - (E) use tools used in the operation, maintenance, and repair of small engines;
 - (F) compare and contrast the characteristics of two- and four-cycle engines; and
 - (G) identify and discuss the functions of the major small engine components.
- (11) The student applies advanced technical knowledge and skills in simulated or actual work situations. The student is expected to:
- (A) troubleshoot and repair small engines;
 - (B) perform preventive maintenance on small engines;
 - (C) assess the proper fuel mixtures and analyze the efficiency of various fuels used in small engines;
 - (D) distinguish between valve arrangement positions and analyze valve timing with respect to crankshaft rotation;

- (E) demonstrate the ability to maintain and service engine systems such as lubrication, belt, cooling, crankcase breather, filter, starter, ignition, electronic, point, valve, and other systems;
- (F) perform routine installations, inspections, adjustments, and maintenance on small engine testing tools and equipment;
- (G) demonstrate knowledge of electrical testing tools and equipment commonly used in small engine maintenance;
- (H) collect measurements using precision instruments;
- (I) evaluate small engine parts for wear tolerances;
- (J) explain the relationship between an electric current and magnetic fields using starters, generators, or electromagnets;
- (K) analyze the effects of heating and cooling on small engines;
- (L) explain the thermophysical properties of fluid systems commonly used in small engines;
- (M) analyze electric circuits and electronic systems in small engines;
- (N) define, analyze, and explain the laws of thermodynamics;
- (O) evaluate heat energy transfer in small engines;
- (P) calculate speed, momentum, acceleration, work, and power in small engines; and
- (Q) compare and contrast efficiency of various engine sizes and types.

§130.447. Automotive Basics I (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Automotive Basics I includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Basics I includes applicable safety and environmental rules and regulations. In Automotive Basics I, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- (A) demonstrate awareness of workplace safety and environmental responsibilities in automotive technology and understand the use of personal protective equipment;
 - (B) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of automotive services;
 - (C) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (D) identify employers' expectations and appropriate work habits; and
 - (E) discuss workplace ethics in a variety of scenarios.
- (2) The student demonstrates academic skills related to the requirements of transportation technology. The student is expected to:
- (A) demonstrate effective oral communication skills with individuals from various cultures such as fellow students, coworkers, and customers;
 - (B) demonstrate effective written communication skills with individuals from various cultures such as fellow students, coworkers, and customers; and
 - (C) demonstrate mathematical skills in performing addition, subtraction, multiplication, division, and measurements using the metric and U.S. customary systems.
- (3) The student understands the technical knowledge and skills of basic automotive systems. The student is expected to:
- (A) describe the eight major vehicle systems;
 - (B) locate, read, and interpret vehicle maintenance and service information; and
 - (C) describe the basic and emerging vehicle power systems.
- (4) The student knows the functions and applications of the tools, equipment, technologies, and materials used in automotive services. The student is expected to:
- (A) demonstrate the proper way to safely use hand and power tools and equipment commonly employed in the maintenance and repair of vehicles;
 - (B) discuss the proper handling and disposal of environmentally hazardous materials used in servicing vehicles;
 - (C) identify diagnostic tools and equipment; and
 - (D) identify hand and shop tools and describe their proper usage.
- (5) The student applies the technical knowledge and skills of the trade-to-work situations. The student is expected to:
- (A) demonstrate the procedures for ordering and locating parts;
 - (B) demonstrate an understanding of the operation theory of internal combustion engines;
 - (C) identify braking, steering, and suspension system components;
 - (D) demonstrate an understanding of basic concepts related to electrical and electronic systems such as Ohm's law, voltage drop, resistance, amperage, voltage, and wiring diagram symbols;
 - (E) identify air-conditioning, heating, and accessory systems;
 - (F) inspect and identify chassis and power train components and systems;
 - (G) identify cooling and lubrication systems; and
 - (H) perform regular audits and inspections to maintain compliance with safety, health, and environmental regulations.

§130.448. Automotive Basics II (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Automotive Basics I. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Automotive Basics II includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Basics II includes applicable safety and environmental rules and regulations. In Automotive Basics II, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability and the theory of operation of automotive vehicle systems and associated repair practices.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of automotive technology;
 - (B) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (C) identify employers' expectations and appropriate work habits;
 - (D) apply the competencies related to resources, information, systems, and technology as it pertains to automotive technology;
 - (E) demonstrate awareness of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations; and
 - (F) demonstrate workplace ethics in a variety of scenarios.
 - (2) The student demonstrates academic skills related to the requirements of transportation technology. The student is expected to:
 - (A) demonstrate effective oral communication skills with individuals from various cultures such as fellow students, coworkers, and customers;
 - (B) demonstrate effective written communication skills with individuals from various cultures such as fellow students, coworkers, and customers; and
 - (C) demonstrate mathematical skills in performing addition, subtraction, multiplication, division, and measurements using the metric and U.S. customary systems.

- (3) The student demonstrates technical knowledge and skills that form the knowledge of basic automotive services. The student is expected to:
- (A) describe the function of the major components of powered vehicles such as engines, fuel, lubrication, cooling, electrical, and air-conditioning systems;
 - (B) describe the function of the automotive chassis components such as braking, steering, transmission, drivetrain, and suspension systems;
 - (C) locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins;
 - (D) perform precision measurements and use published specifications to diagnose component wear and determine necessary repairs; and
 - (E) discuss alternative fuel vehicles.
- (4) The student is aware of the functions and applications of the tools, equipment, technologies, and materials used in automotive technology. The student is expected to:
- (A) discuss and demonstrate the safe use of hand and power tools and equipment commonly employed in the maintenance and repair of vehicles;
 - (B) discuss the proper handling and disposal of environmentally hazardous materials used in servicing vehicles;
 - (C) demonstrate awareness of new and emerging automotive technologies; and
 - (D) identify and discuss the proper use of diagnostic tools and equipment.
- (5) The student applies the technical knowledge and skills of the trade-to-work situations. The student is expected to:
- (A) order, stock, and locate parts;
 - (B) remove, repair, and replace engine components;
 - (C) service and repair braking, steering, and suspension systems;
 - (D) service and repair electrical/electronic systems;
 - (E) service and repair air-conditioning, heating, and accessory systems;
 - (F) inspect, service, and repair chassis and power train components and systems;
 - (G) service and repair cooling and lubrication systems; and
 - (H) perform regular audits and inspections to maintain compliance with safety, health, and environmental regulations.

§130.449. Automotive Technology I (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

- (3) Automotive Technology I includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Automotive Technology I includes applicable safety and environmental rules and regulations. In Automotive Technology I, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
- (A) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations;
- (B) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of automotive technology;
- (C) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
- (D) identify employers' expectations and appropriate work habits;
- (E) apply the competencies related to resources, information systems, and technology as it pertains to automotive technology;
- (F) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations; and
- (G) demonstrate workplace ethics in a variety of scenarios.
- (2) The student demonstrates academic skills related to the requirements of transportation technology. The student is expected to:
- (A) demonstrate effective oral communication skills with individuals from various cultures such as fellow students, coworkers, and customers;
- (B) demonstrate effective written communication skills with individuals from various cultures such as fellow students, coworkers, and customers; and
- (C) demonstrate mathematical skills in performing addition, subtraction, multiplication, division, and measurements using the metric and U.S. customary systems.
- (3) The student knows the technical knowledge and skills that form the knowledge of automotive services. The student is expected to:
- (A) describe the function of the major components of powered vehicles such as engines, fuel, lubrication, cooling, electrical, and air-conditioning systems;
- (B) describe the function of the automotive chassis components such as braking, steering, transmission, drivetrain, and suspension systems;
- (C) locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins;
- (D) perform precision measurements and use published specifications to diagnose component wear and determine necessary repairs; and
- (E) discuss alternative fuel vehicles.

- (4) The student knows the functions and applications of the tools, equipment, technologies, and materials used in automotive technology. The student is expected to:
 - (A) safely use hand and power tools and equipment commonly employed in the maintenance and repair of vehicles;
 - (B) discuss the proper handling and disposal of environmentally hazardous materials used in servicing vehicles;
 - (C) demonstrate knowledge of new and emerging automotive technologies; and
 - (D) identify and demonstrate the proper use of diagnostic tools and equipment.
- (5) The student applies the technical knowledge and skills of the trade-to-work situations. The student is expected to:
 - (A) order, stock, and locate parts;
 - (B) remove, repair, and replace engine components;
 - (C) service and repair braking, steering, and suspension systems;
 - (D) service and repair electrical and electronic systems;
 - (E) service and repair air-conditioning, heating, and accessory systems;
 - (F) inspect, service, and repair chassis and power train components and systems;
 - (G) service and repair cooling and lubrication systems; and
 - (H) perform regular audits and inspections to maintain compliance with safety, health, and environmental regulations.

§130.450. Advanced Automotive Technology II (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Automotive Technology I or Automotive Basics II. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Advanced Automotive Technology II includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Advanced Automotive Technology II includes applicable safety and environmental rules and regulations. In Advanced Automotive Technology II, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations;
 - (B) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of automotive technology;
 - (C) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (D) identify employers' expectations and appropriate work habits;
 - (E) apply the competencies related to resources, information systems, and technology;
 - (F) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations;
 - (G) discuss ethics in a variety of workplace situations;
 - (H) prepare a resume; and
 - (I) demonstrate job interview skills.
- (2) The student relates core academic skills to the requirements of automotive technology. The student is expected to:
 - (A) complete repair orders and related paperwork; and
 - (B) estimate parts and labor costs on repair orders.
- (3) The student knows the technical knowledge and skills that form the core of knowledge of automotive service. The student is expected to:
 - (A) diagnose the major components of powered vehicles;
 - (B) diagnose automotive chassis and driveline components;
 - (C) locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins;
 - (D) perform precision measurements and use published specifications to diagnose component wear and determine necessary repairs; and
 - (E) employ critical-thinking skills and structured problem-solving skills to diagnose vehicle malfunctions, solve problems, and make decisions.
- (4) The student knows the functions and applications of the tools, equipment, technologies, and materials used in automotive technology. The student is expected to:
 - (A) demonstrate safe use of hand and power tools and equipment commonly employed in the maintenance and repair of vehicles;
 - (B) discuss and demonstrate the proper handling and disposal of environmentally hazardous materials used in servicing vehicles; and
 - (C) demonstrate proper use of diagnostic tools and equipment.
- (5) The student applies the technical knowledge and skills of the trade to simulated or actual work situations. The student is expected to:
 - (A) perform regular audits and inspections;
 - (B) discuss ordering, stocking, and locating parts;
 - (C) analyze malfunctions and remove, repair, and replace engine components;
 - (D) diagnose, service, and repair steering and suspension systems;

- (E) test, diagnose, service, and repair automotive electrical and electronic systems;
- (F) diagnose, service, and repair air-conditioning, heating, and accessory systems;
- (G) diagnose, service, and repair chassis and power train components and systems;
- (H) test, diagnose, service, and repair air, fuel, ignition, emissions, and drive systems; and
- (I) test, diagnose, service, and repair cooling and lubrication systems.

§130.451. Advanced Automotive Technology II (Three Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. Prerequisite: Automotive Technology I or Automotive Basics II. Students shall be awarded three credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Advanced Automotive Technology II includes knowledge of the major automotive systems and the principles of diagnosing and servicing these systems. Advanced Automotive Technology II includes applicable safety and environmental rules and regulations. In Advanced Automotive Technology II, students will gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach safety, tool identification, proper tool use, and employability.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations;
 - (B) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of automotive technology;
 - (C) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (D) identify employers' expectations and appropriate work habits;
 - (E) apply the competencies related to resources, information systems, and technology;
 - (F) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations;
 - (G) discuss ethics in a variety of workplace situations;
 - (H) prepare a resume; and

- (1) demonstrate job interview skills.
- (2) The student relates core academic skills to the requirements of automotive technology. The student is expected to:
 - (A) complete repair orders and related paperwork; and
 - (B) estimate parts and labor costs on repair orders.
- (3) The student knows the technical knowledge and skills that form the core of knowledge of automotive service. The student is expected to:
 - (A) diagnose and repair the major components of powered vehicles;
 - (B) diagnose and repair automotive chassis and driveline components;
 - (C) locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins;
 - (D) perform precision measurements and use published specifications to diagnose component wear and determine necessary repairs;
 - (E) employ critical-thinking skills and structured problem-solving skills to diagnose vehicle malfunctions, solve problems, and make decisions; and
 - (F) discuss alternative fuel vehicles.
- (4) The student knows the functions and applications of the tools, equipment, technologies, and materials used in automotive technology. The student is expected to:
 - (A) demonstrate safe use of hand and power tools and equipment commonly employed in the maintenance and repair of vehicles;
 - (B) discuss and demonstrate the proper handling and disposal of environmentally hazardous materials used in servicing vehicles;
 - (C) discuss new and emerging automotive technologies; and
 - (D) demonstrate proper use of diagnostic tools and equipment.
- (5) The student applies the technical knowledge and skills of the trade to simulated or actual work situations. The student is expected to:
 - (A) perform regular audits and inspections;
 - (B) discuss ordering, stocking, and locating parts;
 - (C) analyze malfunctions and remove, repair, and replace engine components;
 - (D) diagnose, service, and repair braking, steering, and suspension systems;
 - (E) test, diagnose, service, and repair automotive electrical and electronic systems;
 - (F) diagnose, service, and repair air-conditioning, heating, and accessory systems;
 - (G) diagnose, service, and repair chassis and power train components and systems;
 - (H) test, diagnose, service, and repair air, fuel, ignition, emissions, and drive systems; and
 - (I) test, diagnose, service, and repair cooling and lubrication systems.

§130.452. Introduction to Aircraft Technology (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.

- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Introduction to Aircraft Technology is designed to teach the theory of operation of aircraft airframes, power plants, and avionics systems and associated maintenance and repair practices. Aircraft services include knowledge of the function, diagnosis, and service of the electrical, electronic, hydraulic, pneumatic, airframe, mechanical, and power plant components of aircrafts. Industry recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of aircraft services;
 - (B) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (C) identify employers' expectations and appropriate work habits;
 - (D) discuss the competencies related to resources, information, systems, and technology;
 - (E) demonstrate awareness of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations; and
 - (F) apply reasoning skills to a variety of simulated workplace situations in order to make ethical decisions.
 - (2) The student relates academic skills to the requirements of aircraft services. The student is expected to:
 - (A) demonstrate effective oral and written communication skills with individuals from various cultures such as fellow workers, management, and customers;
 - (B) identify requirements of work orders and related paperwork for repairs;
 - (C) develop an understanding of how to estimate parts and labor costs on aircraft repair orders;
 - (D) locate, read, and interpret documents such as schematics, charts, graphs, drawings, blueprints, service-repair manuals and service bulletins, airworthiness directives, and federal aviation regulations;
 - (E) demonstrate an understanding of metric and U.S. customary standard measurement systems;
 - (F) perform precision measurements and use published specifications to diagnose component wear and determine necessary repairs; and

- (G) develop critical-thinking skills and problem-solving skills to diagnose aircraft system malfunctions, solve problems, and make decisions.
- (3) The student understands the technical knowledge and skills for aircraft services. The student is expected to:
 - (A) demonstrate knowledge of aviation regulations that govern the construction, maintenance, and service of aircrafts;
 - (B) demonstrate knowledge of aircraft navigation and electronic communication systems;
 - (C) demonstrate knowledge of airframe construction and repair methods and techniques;
 - (D) demonstrate knowledge of aircraft assembly and rigging procedures;
 - (E) demonstrate knowledge of the service and maintenance of aircraft engines, systems, and components;
 - (F) demonstrate knowledge of aircraft common terminology, standard practices, and the tools required to complete maintenance, modifications, and repairs;
 - (G) discuss the completion of logbooks and computer applications to maintain required aircraft documents; and
 - (H) demonstrate knowledge of wiring diagrams.
- (4) The student understands the function and application of the tools, equipment, technologies, and materials used in aircraft services. The student is expected to:
 - (A) identify materials and processes used in aircraft maintenance;
 - (B) demonstrate knowledge and understanding of how to safely use hand and power tools and equipment commonly employed in the maintenance and repair of aircrafts;
 - (C) demonstrate knowledge of the proper handling and disposal of environmentally hazardous materials used in servicing aircrafts;
 - (D) demonstrate an understanding of the regular audits and inspections to maintain compliance with safety, health, and environmental regulations; and
 - (E) research and understand the impact of new and emerging aircraft technologies.
- (5) The student applies the technical knowledge and skills of the trade to simulated situations. The student is expected to:
 - (A) demonstrate knowledge of procedures to accurately calculate aircraft weight and balance;
 - (B) demonstrate knowledge of procedures to predict flight time and fuel consumption;
 - (C) demonstrate knowledge of procedures to predict wind vector, drift, headings, and speed from meteorological information;
 - (D) explain or perform required aircraft airframe, instrument, and engine inspections;
 - (E) demonstrate knowledge of aircraft hydraulic and landing gear systems and components; and
 - (F) discuss preventative maintenance plans and systems to keep aircraft systems in operation.
- (6) The student demonstrates appropriate interpersonal and communication skills. The student is expected to:
 - (A) describe and apply ethical and legal responsibilities appropriate to the workplace;
 - (B) demonstrate proper etiquette and behavior;
 - (C) identify benefits of personal appearance and health habits;
 - (D) practice written and oral communication skills; and

- (E) employ effective listening skills.
- (7) The student demonstrates knowledge of and how to develop an occupational experience program as it relates to the aircraft industry. The student is expected to:
 - (A) demonstrate knowledge of proper record-keeping skills as related to industry-based occupational experiences;
 - (B) participate in youth leadership opportunities to create a well-rounded occupational experience;
 - (C) produce a program of activities for a career and technical student organization or other leadership opportunity; and
 - (D) develop a work plan and budget.

§130.453. Aircraft Technology I (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Aircraft Technology I is designed to teach the theory of operation of aircraft airframes, power plants, and avionics systems and associated maintenance and repair practices. Aircraft services include knowledge of the function, diagnosis, and service of the electrical, electronic, hydraulic, pneumatic, airframe, mechanical, and power plant components of aircrafts.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of aircraft services;
 - (B) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (C) identify employers' expectations and appropriate work habits;
 - (D) discuss the competencies related to resources, information systems, and technology;
 - (E) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations; and
 - (F) apply reasoning skills to a variety of workplace situations in order to make ethical decisions.
 - (2) The student relates academic skills to the requirements of aircraft services. The student is expected to:

- (A) demonstrate effective oral and written communication skills with individuals from various cultures such as fellow workers, management, and customers;
 - (B) complete work orders and related paperwork;
 - (C) estimate parts and labor costs for aircraft repair orders;
 - (D) locate, read, and interpret documents such as schematics, charts, graphs, drawings, blueprints, service-repair manuals and service bulletins, airworthiness directives, and federal aviation regulations;
 - (E) perform precision measurements and use published specifications to diagnose component wear and determine necessary repairs; and
 - (F) employ critical-thinking skills and structured problem-solving skills to diagnose aircraft system malfunctions, solve problems, and make decisions.
- (3) The student knows the technical knowledge and skills of aircraft services. The student is expected to:
- (A) demonstrate knowledge of aviation regulations that govern the construction, maintenance, and service of aircrafts;
 - (B) demonstrate knowledge of aircraft navigation and electronic communication systems;
 - (C) demonstrate knowledge of airframe construction and repair methods and techniques;
 - (D) demonstrate knowledge of aircraft assembly and rigging procedures;
 - (E) demonstrate knowledge of the service and maintenance of aircraft engines, systems, and components;
 - (F) demonstrate knowledge of aircraft common terminology, standard practices, and the proper use of tools required to complete maintenance, modifications, and repairs;
 - (G) discuss the completion of logbooks and computer applications to maintain required aircraft documents; and
 - (H) demonstrate knowledge of wiring diagrams.
- (4) The student knows the function and application of the tools, equipment, technologies, and materials used in aircraft services. The student is expected to:
- (A) identify and select materials and processes used in aircraft maintenance;
 - (B) safely use hand and power tools and equipment commonly employed in the maintenance and repair of aircrafts;
 - (C) discuss the proper handling and disposal of environmentally hazardous materials used in servicing aircrafts;
 - (D) perform regular audits and inspections to maintain compliance with safety, health, and environmental regulations; and
 - (E) demonstrate knowledge of new and emerging aircraft technologies.
- (5) The student applies the technical knowledge and skills of the trade to simulated and actual work situations. The student is expected to:
- (A) accurately calculate aircraft weight and balance;
 - (B) predict flight time and fuel consumption;
 - (C) predict wind vector, drift, headings, and speed from meteorological information;
 - (D) perform required aircraft airframe, instrument, and engine inspections;
 - (E) demonstrate knowledge of aircraft hydraulic and landing gear systems and components;

- (F) apply the essential knowledge and skills in aircraft services to work-based learning experiences such as cooperative education, job shadowing, mentoring, and apprenticeship training; and
- (G) discuss preventative maintenance plans and systems to keep aircraft systems in operation.
- (6) The student demonstrates appropriate interpersonal and communication skills. The student is expected to:
 - (A) describe and apply ethical and legal responsibilities appropriate to the workplace;
 - (B) demonstrate the uses of proper etiquette and behavior;
 - (C) identify benefits of personal appearance and health habits;
 - (D) practice written and oral communication skills; and
 - (E) employ effective listening skills.
- (7) The student learns the value of and how to develop an occupational experience program as it relates to the aircraft industry. The student is expected to:
 - (A) apply proper record-keeping skills as related to industry-based occupational experiences;
 - (B) participate in youth leadership opportunities to create a well-rounded occupational experience;
 - (C) produce a program of activities for a career and technical student organization or other leadership opportunity; and
 - (D) develop a work plan and budget.

§130.454. Aircraft Technology II (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: Aircraft Technology I. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Aircraft Technology II is designed to teach the theory of operation of aircraft airframes, power plants, and avionics systems and associated maintenance and repair practices. Aircraft services include knowledge of the function, diagnosis, and service of the electrical, electronic, hydraulic, pneumatic, airframe, mechanical, and power plant components of aircrafts. Industry-recognized professional licensures, certifications, and registrations are available for students who meet the requirements set forth by the accrediting organization.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

- (A) discuss employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of aircraft services;
 - (B) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (C) evaluate employers' expectations and appropriate work habits;
 - (D) apply the competencies related to resources, information systems, and technology;
 - (E) demonstrate knowledge of the technology and skills related to health and safety in the workplace, as specified by appropriate governmental regulations; and
 - (F) apply reasoning to a variety of workplace situations in order to make ethical decisions.
- (2) The student relates academic skills to the requirements of aircraft services. The student is expected to:
- (A) demonstrate effective oral and written communication skills with individuals from various cultures, including fellow workers, management, and customers;
 - (B) access work orders and related paperwork;
 - (C) estimate parts and labor costs for aircraft repair orders;
 - (D) locate, read, and interpret documents such as schematics, charts, graphs, drawings, blueprints, service-repair manuals and service bulletins, airworthiness directives, and federal aviation regulations;
 - (E) perform precision measurements and use published specifications to diagnose component wear and determine correct replacement parts; and
 - (F) employ critical-thinking skills and structured problem-solving skills to diagnose aircraft system malfunctions, solve problems, and make decisions.
- (3) The student knows the technical knowledge and skills of aircraft services. The student is expected to:
- (A) research aviation regulations that govern the construction, maintenance, and service of aircrafts;
 - (B) diagnose and repair aircraft navigation and electronic communication systems;
 - (C) demonstrate airframe construction and repair methods and techniques;
 - (D) demonstrate aircraft assembly and rigging procedures; and
 - (E) demonstrate service and maintenance of aircraft engines, systems, and components.
- (4) The student knows the function and application of the tools, equipment, technologies, and materials used in aircraft services. The student is expected to:
- (A) identify and select basic materials and processes used in aircraft maintenance;
 - (B) safely use hand and power tools and equipment commonly employed in the maintenance and repair of aircrafts;
 - (C) discuss the proper handling and disposal of environmentally hazardous materials used in maintaining and servicing aircrafts; and
 - (D) demonstrate the application of new and emerging aircraft technologies.
- (5) The student applies the technical knowledge and skills of the trade to simulated and actual work situations. The student is expected to:
- (A) accurately calculate aircraft weight and balance;
 - (B) predict flight time and fuel consumption;

- (C) predict wind vector, drift, headings, and speed from meteorological information;
- (D) perform required aircraft airframe, instrument, and engine inspections;
- (E) service and repair aircraft hydraulic and landing gear systems and components;
- (F) apply aircraft services essential knowledge and skills to learning experiences such as job shadowing, mentoring, apprenticeship training, and career preparation;
- (G) develop preventative maintenance plans and systems to keep aircraft systems in operation; and
- (H) perform regular audits and inspections to maintain compliance with safety, health, and environmental regulations.

§130.455. Basic Collision Repair and Refinishing (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Basic Collision Repair and Refinishing includes knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate awareness of workplace safety and environmental responsibilities in automotive collision and refinishing and understand the use of personal protective equipment;
 - (B) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the fields of collision repair and refinishing;
 - (C) review the principles of group participation and leadership related to citizenship and career preparation;
 - (D) identify employers' expectations and appropriate work habits;
 - (E) review the competencies related to resources, information systems, and technology; and
 - (F) apply reasoning skills to a variety of workplace situations in order to make ethical decisions.
 - (2) The student relates core academic skills to the requirements of collision repair and refinishing technology. The student is expected to:

- (A) demonstrate awareness of effective oral and written communication skills with individuals from various cultures such as fellow workers, management, and customers;
 - (B) complete collision repair and refinishing orders and related paperwork;
 - (C) locate and read documents such as parts catalogs; and
 - (D) demonstrate basic competencies required to use and interpret service repair manuals.
- (3) The student understands the technical knowledge and skills of basic collision repair and refinishing systems. The student is expected to:
- (A) demonstrate awareness of basic types of repair procedures used in the auto collision industry;
 - (B) demonstrate awareness of basic preparation, application, and refinishing of various paint products;
 - (C) estimate parts and labor costs on collision repair and refinishing orders; and
 - (D) review precision measurement diagrams to diagnose vehicle body shape and frame alignment angles.
- (4) The student knows the basic function and application of tools, equipment, technologies, and materials used in collision repair and refinishing services. The student is expected to:
- (A) identify hand and power tools and equipment commonly employed in collision repair and refinishing;
 - (B) identify proper welding and cutting techniques and processes;
 - (C) identify environmentally hazardous materials used in collision repair and refinishing technologies; and
 - (D) demonstrate awareness of new and emerging collision repair and refinishing technologies.
- (5) The student reviews the technical knowledge and skills of collision repair and refinishing. The student is expected to:
- (A) review regular audits and inspections to maintain compliance with safety, health, and environmental regulations;
 - (B) identify types of vehicle construction materials and associated repair methods;
 - (C) identify methods of collision energy management and types of damage;
 - (D) determine vehicle damage and prepare an estimate of the repair costs;
 - (E) determine body panel damage and identify the associated repair methods;
 - (F) identify types of vehicle finishes and associated refinish techniques;
 - (G) identify vehicle occupant restraint systems and associated repair methods;
 - (H) identify vehicle body components and repair or replace considerations;
 - (I) review the welding and cutting processes used in vehicle collision repair;
 - (J) review mechanical and electrical components;
 - (K) identify and determine the cause of paint and refinishing defects;
 - (L) discuss interior and exterior trim repair;
 - (M) discuss corrosion protection; and
 - (N) review vehicle detailing.

§130.456. Collision Repair and Refinishing I (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Basic Collision Repair and Refinishing. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Collision Repair and Refinishing I includes knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate awareness of workplace safety and environmental responsibilities regarding automotive collision and refinishing and understand the use of personal protective equipment;
 - (B) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the fields of collision repair and refinishing;
 - (C) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (D) identify employers' expectations and appropriate work habits;
 - (E) review the competencies related to resources, information systems, and technology; and
 - (F) apply reasoning skills to a variety of workplace situations in order to make ethical decisions.
 - (2) The student relates core academic skills to the requirements of collision repair and refinishing technology. The student is expected to:
 - (A) demonstrate effective oral and written communication skills with individuals from various cultures such as fellow workers, management, and customers;
 - (B) complete collision repair and refinishing orders and related paperwork;
 - (C) locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins; and
 - (D) demonstrate competencies required to use and interpret service repair manuals.
 - (3) The student understands the technical knowledge and skills of collision repair and refinishing systems. The student is expected to:

- (A) demonstrate the basic types of repair procedures for the different types of vehicle body construction used in the auto collision industry;
 - (B) demonstrate the proper preparation, application, and refinishing of various paint products;
 - (C) estimate parts and labor costs on collision repair and refinishing orders; and
 - (D) perform precision measurements using mechanical devices to diagnose vehicle body shape and frame alignment angles.
- (4) The student knows the function and application of tools, equipment, technologies, and materials used in collision repair and refinishing services. The student is expected to:
- (A) use hand and power tools and equipment commonly employed in collision repair and refinishing, according to industry safety standards;
 - (B) identify proper welding and cutting techniques and processes;
 - (C) properly handle and dispose of environmentally hazardous materials used in collision repair and refinishing technologies; and
 - (D) demonstrate knowledge of new and emerging collision repair and refinishing technologies.
- (5) The student applies the technical knowledge and skills of collision repair and refinishing to simulated or actual work situations. The student is expected to:
- (A) perform regular audits and inspections to maintain compliance with safety, health, and environmental regulations;
 - (B) identify types of vehicle construction materials and associated repair methods;
 - (C) identify methods of collision energy management and types of damage;
 - (D) determine vehicle damage and prepare an estimate of the repair costs;
 - (E) determine body panel damage and identify the associated repair methods;
 - (F) identify types of vehicle finishes and associated refinish techniques;
 - (G) identify vehicle occupant restraint systems and associated repair methods;
 - (H) identify vehicle body components and repair or replacement considerations;
 - (I) demonstrate the welding and cutting processes used in vehicle collision repair;
 - (J) remove, install, and adjust vehicle mechanical and electrical components;
 - (K) identify and determine the cause of paint and refinishing defects;
 - (L) discuss interior and exterior trim repair;
 - (M) discuss corrosion protection; and
 - (N) demonstrate vehicle detailing.

§130.457. Collision Repair and Refinishing II (Three Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Basic Collision Repair and Refinishing or Collision Repair and Refinishing I. Students shall be awarded three credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

- (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Collision Repair and Refinishing II includes knowledge of the processes, technologies, and materials used in the reconstruction and alteration of vehicles. This course is designed to teach the concepts and theory of systems related to automotive collision repair and refinishing.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate advanced knowledge of workplace safety and environmental responsibilities in automotive collision and refinishing and understand the use of personal protective equipment;
 - (B) use oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information;
 - (C) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the fields of collision repair and refinishing;
 - (D) solve problems using creativity, innovation, and critical-thinking skills, including analyzing, synthesizing and evaluating independently and in teams;
 - (E) examine the principles of group participation and leadership related to citizenship and career preparation;
 - (F) clarify the problems or issues to be addressed in collision repair;
 - (G) identify constraints and parameters related to the problems presented in a collision shop;
 - (H) formulate a set of objectives for the solution that address the key issues presented in a collision shop;
 - (I) prepare a resume; and
 - (J) demonstrate job interview skills.
 - (2) The student relates core academic skills to the requirements of collision repair and refinishing. The student is expected to:
 - (A) evaluate possible outcomes from implementation of alternative solutions with individuals from various cultures such as fellow workers, management, and customers;
 - (B) analyze available information and evaluate and complete collision repair and refinishing orders and related paperwork;
 - (C) synthesize various ideas and proposals to interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins; and
 - (D) evaluate the accuracy of the basic assumptions outlined in service repair manuals.
 - (3) The student develops, implements, and evaluates solutions to collision repair related performance problems using a structured problem-solving process in order to improve business The student is expected to:

- (A) develop and represent comprehensive repair procedures for the different types of vehicle body construction used in the auto collision industry;
- (B) access the proper preparation, application, and refinishing of various paint products, decals, and adhesives;
- (C) assess the potential impact of the risks, costs, and benefits of collision repair and refinishing orders; and
- (D) perform precision measurements using mechanical devices and use published specifications to diagnose problems and determine necessary repairs.
- (4) The student knows the function and application of tools, equipment, technologies, and materials used in collision repair and refinishing services. The student is expected to:
 - (A) use hand and power tools and equipment commonly employed in collision repair and refinishing technologies, according to industry safety standards;
 - (B) demonstrate proper welding and cutting techniques and processes;
 - (C) properly handle and dispose of environmentally hazardous materials used in collision repair and refinishing technologies; and
 - (D) discuss and demonstrate knowledge of new and emerging collision repair and refinishing technologies.
- (5) The student applies the technical knowledge and skills of collision repair and refinishing to simulated or actual work situations. The student is expected to:
 - (A) perform and analyze regular audits and inspections to maintain compliance with safety, health, and environmental regulations;
 - (B) inspect types of vehicle construction materials and associated repair methods;
 - (C) inspect methods of collision energy management and types of damage;
 - (D) inspect for vehicle damage and prepare an estimate of the repair costs;
 - (E) inspect and determine body panel damage and identify the associated repair methods;
 - (F) inspect different types of vehicle finishes and associated refinish techniques;
 - (G) inspect vehicle occupant restraint systems and associated repair methods;
 - (H) inspect vehicle body components and repair or replace considerations;
 - (I) demonstrate the welding and cutting processes used in vehicle collision repair;
 - (J) remove, install, and adjust vehicle mechanical and electrical components;
 - (K) inspect, identify, and determine the cause of paint and refinishing defects;
 - (L) discuss and demonstrate interior and exterior trim repair;
 - (M) discuss and demonstrate corrosion protection; and
 - (N) demonstrate and discuss vehicle detailing.

§130.458. Diesel Equipment Technology I (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

- (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Diesel Equipment Technology I includes knowledge of the function, diagnosis, and service of major diesel systems. Rapid advances in diesel technology have created new career opportunities and demands in trades and industries. Trade and industrial education provides the knowledge, skills, and technologies required for employment in transportation systems.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of diesel technology;
 - (B) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (C) identify employers' expectations and appropriate work habits;
 - (D) identify the competencies related to resources, information systems, and technology as it pertains to diesel technology;
 - (E) demonstrate knowledge of the technical knowledge and skills related to health and safety in the workplace, as specified by governmental regulations; and
 - (F) demonstrate workplace ethics in a variety of workplace scenarios.
 - (2) The student demonstrates academic skills related to the requirements of transportation technology. The student is expected to:
 - (A) demonstrate effective oral communication skills with individuals from various cultures such as fellow students, coworkers, and customers;
 - (B) demonstrate effective written communication skills with individuals from various cultures such as fellow students, coworkers, and customers; and
 - (C) demonstrate mathematical skills in performing addition, subtraction, multiplication, division, and measurements using the metric and U.S. customary systems.
 - (3) The student demonstrates technical knowledge and skills that form the knowledge of diesel services. The student is expected to:
 - (A) describe the function of the major components of diesel powered vehicles such as engines, fuel injection systems, lubrication, cooling, electrical, air-conditioning systems, air induction, exhaust, and emissions;
 - (B) describe the function of the chassis components such as braking, steering, transmission, drivetrain, suspension systems, pneumatics, and hydraulics;
 - (C) demonstrate knowledge of how to locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins;

- (D) demonstrate knowledge of precision measurement procedures to diagnose component wear, compare measurements to published specifications, and determine necessary repairs; and
- (E) discuss alternative fuel vehicles.
- (4) The student learns the functions and applications of the tools, equipment, technologies, and materials used in diesel service. The student is expected to:
 - (A) discuss and demonstrate the safe use of hand and power tools and equipment commonly employed in the diesel field;
 - (B) discuss the proper handling and disposal of environmentally hazardous materials generated in the service of diesel equipment;
 - (C) demonstrate awareness of new and emerging diesel technologies;
 - (D) identify and discuss the proper use of diagnostic tools and equipment; and
 - (E) demonstrate awareness of fluid/pneumatic properties, controls, and safety.
- (5) The student applies the technical knowledge and skills of the trade-to-work situations. The student is expected to:
 - (A) explain the parts management procedures such as ordering, stocking, and locating parts;
 - (B) demonstrate procedures for removal, repair, and replacement of engine components;
 - (C) explain and discuss procedures for service and repair of systems such as braking, steering, and suspension systems of hydraulic and pneumatic power;
 - (D) demonstrate an understanding of basic concepts of electrical and electronic systems such as Ohm's law, voltage drop, resistance, amperage, voltage, and wiring diagram symbol;
 - (E) demonstrate an understanding of the proper procedures to service and repair air-conditioning, heating, and accessory systems;
 - (F) demonstrate an understanding of the procedures to service and repair chassis and power train systems;
 - (G) demonstrate an understanding of the procedures to service and repair cooling and lubrication systems; and
 - (H) demonstrate an understanding of the process to perform regular audits and inspections to maintain compliance with appropriate governmental regulations in areas such as safety, health, and environmental protection.

§130.459. Diesel Equipment Technology II (Two Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Diesel Equipment Technology I. Students shall be awarded two credits for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Diesel Equipment Technology II includes knowledge of the function, diagnosis, and service of major diesel systems. Rapid advances in diesel technology have created new career opportunities

and demands in trades and industries. Trade and industrial education provides the knowledge, skills, and technologies required for employment in transportation systems.

- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify employment opportunities, including entrepreneurship opportunities, and certification requirements for the field of diesel technology;
 - (B) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (C) identify employers' expectations and appropriate work habits;
 - (D) apply the competencies related to resources, information systems, and technology as it pertains to diesel technology;
 - (E) demonstrate the technical knowledge and skills related to health and safety in the workplace, as specified by appropriate governmental regulations; and
 - (F) demonstrate workplace ethics in a variety of workplace scenarios.
- (2) The student demonstrates academic skills related to the requirements of transportation technology. The student is expected to:
 - (A) demonstrate effective oral communication skills with individuals from various cultures such as fellow students, coworkers, and customers;
 - (B) demonstrate effective written communication skills with individuals from various cultures such as fellow students, coworkers, and customers; and
 - (C) demonstrate mathematical skills in performing addition, subtraction, multiplication, division, and measurements using the metric and U.S. customary systems.
- (3) The student demonstrates technical knowledge and skills that form the knowledge of diesel services. The student is expected to:
 - (A) describe the function of the major components of diesel powered vehicles and equipment such as engines; fuel injection systems; lubrication, cooling, electrical, and air-conditioning systems; and air induction, exhaust, and emissions systems;
 - (B) perform diagnostics and failure analyses;
 - (C) describe the function of the chassis components such as braking, steering, transmission, drivetrain, suspension systems, pneumatics, and hydraulics;
 - (D) diagnose, repair, and replace auxiliary equipment such as power take offs, hydraulic components, and pneumatic components;
 - (E) locate, read, and interpret documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins;
 - (F) perform precision measurements and use published specifications to diagnose component wear and determine necessary repair; and
 - (G) discuss alternative fuel vehicles.
- (4) The student is aware of the functions and applications of the tools, equipment, technologies, and materials used in diesel service. The student is expected to:

- (A) demonstrate safe use of hand and power tools and equipment commonly employed in diesel equipment technology;
 - (B) discuss the proper handling and disposal of environmentally hazardous materials generated in the servicing of diesel equipment;
 - (C) demonstrate awareness of emerging diesel technologies;
 - (D) identify and discuss the proper use of diagnostic tools; and
 - (E) demonstrate knowledge of fluid/pneumatic properties, controls, and safety.
- (5) The student applies the technical knowledge and skills of the trade-to-work situations. The student is expected to:
- (A) demonstrate parts inventory management such as ordering parts, stocking parts, and locating parts;
 - (B) remove, repair, and replace engine components;
 - (C) service and repair diesel equipment systems such as braking, steering, and suspension systems, including pneumatic and hydraulic powered systems;
 - (D) demonstrate service and repair of electrical and electronic systems;
 - (E) service and repair air-conditioning, heating, and accessory systems;
 - (F) inspect, service, and repair chassis and power train systems;
 - (G) service and repair cooling and lubrication systems;
 - (H) use appropriate diagnostic equipment on various diesel systems; and
 - (I) perform regular audits and inspections to maintain compliance with appropriate governmental regulations in areas such as safety, health, and environmental protection.

§130.460. Energy and Power of Transportation Systems (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Transportation Systems. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Energy and Power of Transportation Systems will prepare students to meet the expectations of employers in this industry and to interact and relate to others. Students will learn the technologies used to provide products and services in a timely manner. The businesses and industries of the Transportation, Distribution, and Logistics Career Cluster are rapidly expanding to provide new career and career advancement opportunities. Performance requirements will include academic and technical skills. Students will need to understand the interaction between various vehicle systems, including engines, transmissions, brakes, fuel, cooling, and electrical. Students will also need to understand the logistics used to move goods and services to consumers, as well as the components of transportation infrastructure.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
- (A) demonstrate the principles of group participation and leadership related to citizenship and career preparation;
 - (B) identify employers' expectations and appropriate work habits;
 - (C) identify career development, employment, and entrepreneurship opportunities and certification requirements for the field of energy and power of transportation systems;
 - (D) discuss certification requirements to meet state academic standards and qualifications for employment in selected fields of study;
 - (E) apply ethical reasoning to a variety of workplace scenarios in order to make ethical decisions;
 - (F) identify opportunities for leadership development and personal growth;
 - (G) describe and apply team dynamics principles in a project setting; and
 - (H) demonstrate effective oral and written communication skills with individuals from various cultures.
- (2) The student knows the functions and applications of the tools, equipment, technologies, and materials used in the field of energy and power of transportation systems. The student is expected to:
- (A) discuss the safe use of hand and power tools and equipment commonly used in the maintenance and repair of engines; and
 - (B) discuss the use of audits and inspections to maintain compliance with safety, health, and environmental regulations.
- (3) The student applies technical knowledge and skills to simulated situations. The student is expected to:
- (A) identify the major components in a vehicular system;
 - (B) identify necessary maintenance and service of vehicular systems; and
 - (C) discuss preventative maintenance plans and systems to keep vehicular systems in operation.
- (4) The student describes the historical, current, and future significance of the energy and power of transportation systems. The student is expected to:
- (A) identify the scope and effect upon society of the energy and power of transportation systems; and
 - (B) identify potential future scenarios for the energy and power of transportation systems.
- (5) The student uses academic skills to document the requirements of the energy and power of transportation systems. The student is expected to:
- (A) demonstrate communication skills related to working with customers, technicians, and others;
 - (B) prepare documentation such as quotes, invoices, bills of lading, work orders, and other reports;

- (C) read and interpret appropriate documents such as schematics, charts, diagrams, graphs, parts catalogs, and service-repair manuals and bulletins;
- (D) perform precision measurements and use industry specifications to diagnose component shape and alignment issues and determine necessary repair;
- (E) use critical-thinking skills to diagnose vehicular system malfunctions, solve problems, and make decisions; and
- (F) demonstrate knowledge of regulations that govern the construction, maintenance, and service of energy and power of transportation systems.

§130.461. Management of Transportation Systems (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Transportation Systems. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) In Management of Transportation Systems, students will gain knowledge and skills in material handling and distribution and proper application, design, and production of technology as it relates to the transportation industries. This course includes the safe operation of tractor-trailers, forklifts, and related heavy equipment. This course will allow students to reinforce, apply, and transfer their academic knowledge and skills to management of transportation systems and associated careers.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (c) Knowledge and skills.
 - (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) adhere to policies and procedures;
 - (B) demonstrate positive work behaviors and attitudes, including punctuality, time management, initiative, and cooperation;
 - (C) accept constructive criticism;
 - (D) apply ethical reasoning to a variety of situations in order to make ethical decisions;
 - (E) complete tasks with the highest standards to ensure quality products and services;
 - (F) model professional appearance, including dress, grooming, and personal protective equipment as appropriate; and
 - (G) comply with safety rules and regulations to maintain safe and healthy working conditions and environments.
 - (2) The student demonstrates an understanding of the transportation systems. The student is expected to:

- (A) explain the history and development of the U.S. transportation systems such as railroads, highways, airports, water systems, and intermodal vans;
 - (B) examine logistics systems used for the transportation of products and services;
 - (C) define practices and terms commonly used in international sales contracts as published by the International Chamber of Commerce;
 - (D) summarize laws and regulations concerning interstate and international trade;
 - (E) explain the role of homeland security in interstate and international trade;
 - (F) evaluate risk factors and social and economic trends such as factors and trends related to risk mitigation, policy issues, security, and culture;
 - (G) evaluate documentation and other requirements for interstate and international transportation and logistics;
 - (H) describe transportation issues such as internal processing, product and supply storage, forecasting, scheduling, cost analysis, documentation confirmation, packing lists, materials safety data sheets, product seals, packaging types, packaging labels, and routing issues;
 - (I) identify employer's expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
 - (J) demonstrate computer skills related to transportation and materials handling.
- (3) The student demonstrates an understanding of the U.S. Department of Transportation, Environmental Protection Agency, and Occupational Safety and Health Administration hazardous materials regulations. The student is expected to:
- (A) discuss U.S. Department of Transportation regulations, including procedures or policies, material designations, packaging requirements, and operational rules;
 - (B) explain U.S. Department of Transportation, Environmental Protection Agency, and Occupational Safety and Health Administration compliance requirements concerning hazardous materials, hazardous waste operations, medical surveillance, personnel training, adequate ventilation, confined space hazards, and emergency preparedness and response;
 - (C) examine personal protective equipment;
 - (D) compare specifications for accident prevention signs and tags, retention of U.S. Department of Transportation markings, and placards and labels for toxic and hazardous materials;
 - (E) research handling and storage requirements for liquid fuels, liquid petroleum gas, carbon monoxide, and toxic and hazardous substances;
 - (F) examine emergency action plans, employee training requirements, evacuation procedure requirements, and facility and equipment safety standards;
 - (G) explain fire prevention resources, including portable fire extinguishers, fire management systems, employee alarm systems, and hazard communication; and
 - (H) examine fire prevention plans and documentation.
- (4) The student demonstrates an understanding of tractor-trailer knowledge and skills. The student is expected to:
- (A) read and interpret control systems;
 - (B) perform vehicle inspections and maintenance such as checking vehicle systems and components, diagnosing potential problems, and developing malfunction reports and maintenance schedules and reports;

- (C) perform visual search and inspection of a tractor-trailer;
 - (D) demonstrate operation of tractor-trailer controls such as shifting, backing, docking, coupling and uncoupling, and adjusting vehicle speed and conduct break-down procedures;
 - (E) explain the management and adjustment of vehicle speed and space relations;
 - (F) identify potential driving hazards and environmental conditions;
 - (G) examine emergency maneuvers, procedures, and accident reports; and
 - (H) discuss appropriate decision-making procedures for planning trips.
- (5) The student demonstrates an understanding of forklift knowledge and skills. The student is expected to:
- (A) explain Occupational Safety and Health Administration forklift safety standards, including equipment operation, battery maintenance, liquid propane tank maintenance, lift truck stability, load weight limits, seat belt requirements, overhead guards, tip over prevention, and ride-out procedures;
 - (B) perform visual inspection of forklifts and their operating environment;
 - (C) discuss proper start-up, shut-down, and traveling procedures;
 - (D) perform maintenance inspections and documentation procedures;
 - (E) discuss forklift attachments; and
 - (F) evaluate proper lifting, carrying, load stability, and stacking procedures for loading trailers, boxcars, and containers.
- (6) The student demonstrates an understanding of heavy equipment knowledge and skills. The student is expected to:
- (A) explain safety issues pertaining to heavy equipment operation;
 - (B) discuss principles and maintenance of heavy equipment components, including cooling systems, fuel systems, lubrication systems, electrical systems, air systems, power systems, braking systems, pneumatic systems, hydraulic systems, and operator ergonomics systems and tires, tracks, and track frames;
 - (C) observe the operation of heavy equipment such as bull dozers, crawler tractors, backhoes, excavators, track hoes, graders, scrapers, skid steer loaders, mini excavators, dump trucks, trenchers, cranes, hoists, soil compactors, land planes, landscaping equipment, and quarry equipment;
 - (D) discuss safe transportation of heavy equipment; and
 - (E) discuss equipment theft prevention procedures.

§130.462. Distribution and Logistics (One Credit), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. Recommended prerequisite: Principles of Distribution and Logistics. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related

professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

- (3) Distribution and Logistics is designed to provide training for entry-level employment in distribution and logistics. This course focuses on the business planning and management aspects of distribution and logistics. To prepare for success, students will learn, reinforce, experience, apply, and transfer their knowledge and skills related to distribution and logistics.
- (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) identify career development and entrepreneurship opportunities in distribution and logistics;
 - (B) identify careers in distribution and logistics;
 - (C) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in distribution and logistics;
 - (D) investigate certifications required to meet state requirements for selected fields;
 - (E) demonstrate knowledge of personal and occupational safety, health, and first-aid policy in the workplace;
 - (F) develop response plans to emergency situations;
 - (G) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
 - (H) develop personal career goals, objectives, and strategies as part of a plan for future career and educational opportunities.
- (2) The student identifies concepts related to cultural diversity. The student is expected to:
 - (A) identify similarities and differences in international cultures;
 - (B) explain the variety of world markets; and
 - (C) describe marketing factors and practices that impact other cultures.
- (3) The student describes the historical, current, and future significance of the distribution and logistics industries. The student is expected to:
 - (A) define terms associated with the distribution and logistics industries;
 - (B) identify the scope of the distribution and logistics industries and the industries' effect on society;
 - (C) identify significant historical and current issues in the distribution and logistics industries;
 - (D) identify potential future scenarios for the distribution and logistics industries;
 - (E) describe how emerging technology and globalization impacts the distribution and logistics industries; and
 - (F) compare and contrast issues affecting the distribution and logistics industries such as international trade, employment, safety, and environmental issues.

- (4) The student explains the distribution and logistics industries at local, state, national, and international levels. The student is expected to:
- (A) identify reasons for world trade and globalization;
 - (B) identify the political impact of distribution and logistics;
 - (C) review regulations and major laws to evaluate their impact on the distribution and logistics industries;
 - (D) read appropriate written material to stay abreast of current issues;
 - (E) use critical-thinking skills to identify and organize alternatives and evaluate public policy issues; and
 - (F) evaluate performance and contract compliance of contractors and service providers.
- (5) The student demonstrates appropriate personal and communication skills. The student is expected to:
- (A) describe and apply workplace ethical and legal responsibilities;
 - (B) define the uses of proper etiquette and behavior;
 - (C) identify appropriate personal appearance and health habits;
 - (D) practice written and oral communication skills and employ effective listening skills;
 - (E) comprehend technical reading materials common to the distribution and logistics industries;
 - (F) employ sound writing and preparation skills for prepared and extemporaneous oral presentations, including presentations of technical information; and
 - (G) demonstrate speaking skills.
- (6) The student applies appropriate research methods for distribution and logistics topics. The student is expected to:
- (A) define major fields of research and development;
 - (B) demonstrate proficiency in using a variety of resources for both research and development; and
 - (C) describe the scientific method of research.
- (7) The student applies problem-solving, mathematical, and organizational skills to maintain financial and logistical records. The student is expected to:
- (A) discuss project proposals;
 - (B) develop and maintain records;
 - (C) collect and organize data in graphs, tables, charts, and plots;
 - (D) analyze and interpret data from graphs, tables, charts, and plots;
 - (E) maintain appropriate financial records such as journals, inventories, income and expense logs, and financial statements and balance sheets;
 - (F) conduct formative, summative, and financial analyses of project learning objectives and records in order to problem-solve for the future;
 - (G) review commercial driver license (CDL) preparation guidelines; and
 - (H) explain CDL guidelines in preparation for testing.
- (8) The student uses information technology tools to access, manage, and create information. The student is expected to:

- (A) use personal management software, email applications, and Internet applications;
 - (B) use word-processing, database, spreadsheet, and presentation software;
 - (C) use collaborative or virtual meeting software;
 - (D) use and explain the benefits of Geographic Information Systems (GIS) and Global Positioning Systems (GPS) hardware and applications;
 - (E) use computer-based equipment to manage human resources and physical assets;
 - (F) use technology applications such as barcode systems to identify and track goods and shipments; and
 - (G) use mobile applications such as GPS to track goods and shipments.
- (9) The student uses data to optimize distribution and logistics business operations such as storage, distribution routes, equipment, and human resources. The student is expected to:
- (A) use data to identify areas of operation that need improvement to optimize business operations;
 - (B) identify alternative processes and procedures to improve and optimize business operations; and
 - (C) make data-based decisions on optimizing storage space and distribution routes.
- (10) The student assesses and implements methods to reduce sources of workplace hazards common in the industry in order to promote a safe and accident-free work environment. The student is expected to:
- (A) identify, assess, and control hazards to maintain safe and healthy working conditions;
 - (B) state the role and summarize the benefits of each component in a health, safety, and environmental management system;
 - (C) demonstrate emergency procedures to reduce and mitigate workplace accidents;
 - (D) perform tool, equipment, facility, and personal protective equipment audits and inspections;
 - (E) identify rules and laws designed to promote safety and health in the workplace; and
 - (F) demonstrate knowledge of first aid and cardiopulmonary resuscitation procedures and proper use of safety equipment.
- (11) The student examines the planning, preparation, processing, handling, and storing of goods and materials in warehouses and distribution centers. The student is expected to:
- (A) determine risks or damage from normal rigors such as compression, shock, drop, moisture, corrosion, vibration, temperature, and motion during transportation and handling;
 - (B) discuss the transporting and handling of hazardous materials;
 - (C) explain size, weight, and shape requirements for packaging;
 - (D) discuss handling, storage, and shipping methods for various types of packaging and warehouse and shipping providers;
 - (E) assess requirements for various packaging types;
 - (F) analyze visual design and appearance requirements, including displaying required documentation, handling information, and warnings;
 - (G) create layout plans for processing incoming and outgoing, cross-docking, and storage of products;

- (H) evaluate material handling and storage equipment;
 - (I) assess the processing of incoming goods and materials using standard industry protocols and procedures; and
 - (J) examine equipment and staffing requirements and develop traffic management plans and work schedules.
- (12) The student reviews issues related to interstate and international trade. The student is expected to:
- (A) define terms commonly used in sales contracts as published by the International Chamber of Commerce;
 - (B) summarize laws and regulations concerning interstate and international trade;
 - (C) explain the role of homeland security in interstate and international trade;
 - (D) evaluate risk factors and social and economic trends such as factors and trends related to risk mitigation, policy change, security, and culture;
 - (E) evaluate documentation and other requirements for interstate and international transportation and logistics; and
 - (F) describe transportation issues such as internal processing, product and supply storage, forecasting, scheduling, cost analysis, documentation confirmation, packing lists, material safety data sheets, product seals, packaging types, packaging labels, and routing issues.

§130.463. Practicum in Transportation Systems (Two to Three Credits), Adopted 2015.

- (a) General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Transportation, Distribution, and Logistics Career Cluster.
- (1) A student shall be awarded two credits for successful completion of this course when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Transportation, Distribution, and Logistics Career Cluster.
 - (2) A student shall be awarded three credits for successful completion of this course when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Transportation, Distribution, and Logistics Career Cluster.
- (b) Introduction.
- (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
 - (3) Practicum in Transportation Systems is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or worked based.
 - (4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as related by business and industry. The student is expected to:

- (A) identify career development and entrepreneurship opportunities related to transportation systems;
- (B) identify careers in transportation systems;
- (C) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation within transportation;
- (D) discuss certification opportunities;
- (E) demonstrate knowledge of personal and occupational health and safety;
- (F) discuss response plans to emergency situations;
- (G) identify employers' expectations, appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and
- (H) explore career goals, objectives, and strategies as part of a plan for future career opportunities.

(2) The student demonstrates professional standards as required by business and industry. The student is expected to:

- (A) adhere to policies and procedures;
- (B) demonstrate positive work attitudes and behaviors, including demonstrating punctuality, time management, initiative, and cooperation;
- (C) accept constructive criticism;
- (D) apply ethical reasoning to a variety of situations in order to make ethical decisions;
- (E) complete tasks with the highest standards to ensure quality products and services;
- (F) model professional appearance, including using appropriate dress, grooming, and personal protective equipment; and
- (G) comply with safety rules and regulations to maintain safe and healthy working conditions and environments in the practicum setting.

(3) The student applies concepts of critical thinking and problem solving. The student is expected to:

- (A) analyze elements of a problem to develop creative and innovative solutions;
- (B) critically analyze information to determine its relevance to the problem-solving task;
- (C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills; and
- (D) conduct technical research to gather information necessary for decision making.

(4) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:

- (A) analyze leadership characteristics related to trusting others, maintaining a positive attitude and integrity, and accepting key responsibilities in a work situation;
- (B) demonstrate teamwork skills through working cooperatively with others to achieve tasks;

- (C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;
 - (D) demonstrate responsibility for group and individual work tasks;
 - (E) establish and maintain effective working relationships in order to accomplish objectives and tasks;
 - (F) demonstrate effective working relationships using interpersonal skills;
 - (G) use positive interpersonal skills to work cooperatively with others;
 - (H) negotiate effectively to arrive at decisions;
 - (I) demonstrate respect for individuals, including those from different cultures, genders, and backgrounds; and
 - (J) demonstrate sensitivity to and value for diversity.
- (5) The student demonstrates oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:
- (A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;
 - (B) employ verbal skills when obtaining and conveying information;
 - (C) use informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks;
 - (D) evaluate the reliability of information from informational texts, Internet websites, and technical materials and resources;
 - (E) interpret verbal and nonverbal cues or behaviors to enhance communication;
 - (F) apply active listening skills to obtain and clarify information; and
 - (G) use academic skills to facilitate effective written and oral communication.
- (6) The student demonstrates technical knowledge and skills required to pursue a career in the transportation systems. The student is expected to:
- (A) develop advanced technical knowledge and skills related to the student's personal career goals;
 - (B) evaluate technical skill proficiencies; and
 - (C) accept critical feedback provided by the supervisor.
- (7) The student documents technical knowledge and skills. The student is expected to:
- (A) update a professional portfolio to include:
 - (i) attainment of technical skill competencies, licensures or certifications, recognitions, awards, and scholarships;
 - (ii) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
 - (iii) abstract of technical competencies mastered during the practicum;
 - (iv) resume;
 - (v) samples of work; and
 - (vi) evaluation from the practicum supervisor; and

(B) present the portfolio to interested stakeholders.

§130.464. Practicum in Distribution and Logistics (Two to Three Credits), Adopted 2015.

(a) General requirements. This course is recommended for students in Grades 11 and 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the distribution and logistics industry.

(1) A student shall be awarded two credits for successful completion of this course when the student participates in at least an average of 10 hours, but less than 15 hours, per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Transportation, Distribution, and Logistics Career Cluster.

(2) A student shall be awarded three credits for successful completion of this course when the student participates in an average of 15 hours per week of a paid or unpaid, laboratory- or work-based application of previously studied knowledge and skills related to the Transportation, Distribution, and Logistics Career Cluster.

(b) Introduction.

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Transportation, Distribution, and Logistics Career Cluster focuses on planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

(3) Practicum in Distribution and Logistics is designed to give students supervised practical application of knowledge and skills. Practicum experiences can occur in a variety of locations appropriate to the nature and level of experience such as internships, mentorships, independent study, or laboratories. The Practicum can be either school lab based or work based.

(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(c) Knowledge and skills.

(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:

(A) adhere to policies and procedures;

(B) demonstrate positive work attitudes and behaviors, including punctuality, time management, initiative, and cooperation;

(C) accept constructive criticism;

(D) apply ethical reasoning to a variety of situations in order to make ethical decisions;

(E) complete tasks with the highest standards to ensure quality products and services;

(F) model professional appearance, including using appropriate dress, grooming, and personal protective equipment; and

(G) comply with safety rules and regulations to maintain safe and healthy working conditions and environments in the practicum setting.

(2) The student applies concepts of critical thinking and problem solving. The student is expected to:

(A) analyze elements of a problem to develop creative and innovative solutions;

- (B) critically analyze information to determine its relevance to the problem-solving task;
 - (C) compare and contrast alternatives using a variety of problem-solving and critical-thinking skills; and
 - (D) conduct technical research to gather information necessary for decision making.
- (3) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to:
- (A) analyze leadership characteristics related to trusting others, maintaining a positive attitude and integrity, and accepting key responsibilities in a work situation;
 - (B) demonstrate teamwork skills through working cooperatively with others to achieve tasks;
 - (C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution;
 - (D) demonstrate responsibility for group and individual work tasks;
 - (E) establish and maintain effective working relationships in order to accomplish objectives and tasks;
 - (F) demonstrate effective working relationships using interpersonal skills;
 - (G) use positive interpersonal skills to work cooperatively with others;
 - (H) negotiate effectively to arrive at decisions;
 - (I) demonstrate respect for individuals, including those from different cultures, genders, and backgrounds; and
 - (J) demonstrate sensitivity to and value for diversity.
- (4) The student demonstrates oral and written communication skills in creating, expressing, and interpreting information and ideas, including technical terminology and information. The student is expected to:
- (A) demonstrate the use of content, technical concepts, and vocabulary when analyzing information and following directions;
 - (B) employ verbal skills when obtaining and conveying information;
 - (C) use informational texts, Internet websites, and technical materials to review and apply information sources for occupational tasks;
 - (D) evaluate the reliability of information from informational texts, Internet websites, and technical materials and resources;
 - (E) interpret verbal and nonverbal cues or behaviors to enhance communication;
 - (F) apply active listening skills to obtain and clarify information; and
 - (G) use academic skills to facilitate effective written and oral communication.
- (5) The student demonstrates technical knowledge and skills required to pursue a career in the distribution and logistics industries. The student is expected to:
- (A) develop advanced technical knowledge and skills related to the student's personal career goals;
 - (B) evaluate technical skill proficiencies; and
 - (C) accept critical feedback provided by the supervisor.
- (6) The student documents technical knowledge and skills. The student is expected to:
- (A) update a professional portfolio to include:

- (i) attainment of technical skill competencies, licensures or certifications, recognitions, awards, and scholarships;
- (ii) extended learning experiences such as community service and active participation in career and technical student organizations and professional organizations;
- (iii) abstract of technical competencies mastered during the practicum;
- (iv) resume;
- (v) samples of work; and
- (vi) evaluation from the practicum supervisor; and
- (B) present the portfolio to interested stakeholders.