

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
February 15, 2024

OFFICE OF CAREER AND TECHNICAL EDUCATION

- D. Approval to begin the Administrative Procedures Act process: To revise selected Mississippi Secondary Curriculum Frameworks in Career and Technical Education

Executive Summary

The Mississippi Secondary Curriculum Frameworks have a two-year or four-year curricula revision cycle. The revision cycle includes input from local district personnel and business/industry partners. Approved secondary curricula will be disseminated for implementation in the 2024-2025 school year.

The following secondary curriculum frameworks are recommended for approval:

01. Agriculture Power and Machinery
02. Construction Core
03. Cosmetology
04. Electrical
05. Healthcare and Clinical Services
06. Health Science Core
07. Heating, Ventilation, Air, Cooling, and Refrigeration (HVACR)
08. Instrumentation
09. Metal Fabrication
10. Precision Machining
11. Sports Medicine and Therapeutic Services

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

- ❖ Program
- ❖ Description
- ❖ Classification of Instructional Program (CIP) Code and CIP Name
- ❖ Course Outline and Codes
 - Curriculum
 - Student Competencies
 - Suggested Student Objectives

NOTE: The Office of Career and Technical Education has provided executive summaries of the curriculum framework revisions.

Recommendation: Approval

Back-up material attached

Summary of Secondary Curricula Changes for Career and Technical Education

2024 Agricultural Power and Machinery

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Course Outline – description and hours adjusted to curriculum changes.
- Career Pathway Outlook – Current and Projected Occupation Report updated.
- The 2024 document has been revised to reflect the Work-Based Learning assessment model. The transition from a multiple-choice test to WBL was considered by industry and experienced agricultural educators throughout the revision process.
- The curriculum document merges two documents into one document for educator simplicity.
- The foundational content moved mostly to the first half of the APM program.
- The advanced application concepts moved mostly to the second half of the APM program because of the WBL requirements.
- Course number one within option 1 had the name changed from the abbreviation (ATMS), leading the full name to the full name (Introduction to Agriculture Technology and Mechanical Systems), followed by the abbreviation (ATMS) in parenthesis.
- Course number two within option 1 became Basic Equipment Systems, Maintenance and Repair.
- The units within each course had to be modified based on the 560-hour total required by the state of Mississippi.
- Unit 1: "Introduction to Leadership and Career Preparation"
 - Hours increased from 10 to 15.
- Unit 2: "Safety"
 - Hours decreased.
 - Content was spread out across the units.
- Unit 3: We added "SAE for All" consistent with the recent agricultural documents.
 - Introduction to the basics of an SAE.
 - Guides teachers to apply the information in an experience within a foundational SAE.
 - Included wording to guide teachers when introducing the digital WBL recording platform.
- Unit 4: "Measurement and Industry-related STEM Skills"
 - Unit identifies the measuring devices the simple math students must master and allows a simple project to allow students to apply the measuring devices.
- Unit 5: "Oxyfuel Cutting"
 - The advanced applications were moved to the units within the program's second year because of WBL.
- Unit 6: "Shielded Metal Arc Welding (SMAW)"
 - Moved the most advanced metal arc welding applications to year two because of WBL.
- Unit 7: "Compact Engine Inspection, Service and Repair"

- Moved the most advanced applications to the program's second year because of WBL.
- Unit 8: “Equipment and Systems Maintenance”
 - Moved the most advanced applications to the program's second year because of WBL.
- Unit 9: “Orientation, Safety, and Career Preparation”
 - This is the first unit within the second year of the program.
 - Added a project at the end that can be considered level 4 WBL.
- Units 10-14: Each unit begins with a review of the foundational content, but all end with most of the advanced APM application processes.
- Unit 15: “Immersion into FFA and Supervised Agriculture Experiences (SAE) for All”
 - This unit was added for consistency throughout all agricultural programs.
 - Supervised Agriculture Experiences (SAE) are level 4 WBL experiences; therefore, we added hours to this unit.
 - Most FFA competitions can also be counted for level 4 WBL experiences. Therefore, we ended the program with this unit.
- Industry Standards updated to reflect changes.

2024 Construction Core

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Removed Accreditation Process from standards.
- Course Outline: Revised Hours.
- Unit 4 1-c. added: Demonstrate reading and writing requirements in on-the-job situations.
- Unit 5. Added Second Note regarding the time allotted.
- Unit 6. Added Second Note regarding the time allotted.
- Unit 7. Split into Units 7 a ,7 b, and 8. Added list of Hand tools. Added Note regarding the time allotted.
- Unit 8. Split from Unit 7. Added list of power tools. Added Note regarding the time.
- Unit 9. Added 1-c. Demonstrate the use of an engineer’s and architect’s scales.
- Unit 11 is now labeled as Option A Carpentry and Option B Electrical.
- Unit 12 is now Unit 11, Option B Electrical.
- Units 13 and 14 were deleted.
- Changed Student Profile to reflect changes.
- Changed Standards matrix to reflect changes.

2024 Cosmetology

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Standards, pg. 5 – added a sentence to the Mississippi State Board of Cosmetology (MSBC) section as suggested by MDE.
- Executive Summary, pg. 8 – updated the curriculum link under Assessment.

2024 Electrical

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Removed Accreditation Process from standards.
- Course Outline: Revised Hours
- Old Unit 1 Split into new Units 1 and 2.
- Unit 1: Added Competency 1.
- Old Unit 2 Split into new units 3, 4, and 5.
- Unit 2: 2.c. Added NFPA-70E.
- Added second Note: **This unit will be ongoing throughout the year. The time allotted for this unit will be distributed over the entire year.**
- Old Unit 3 Split into new Units 6 and 7.
- Unit 3: Added Competency 3.
- Unit 5: Added new Competency 2.
- Unit 6: Added 1.d.
- Unit 7 Name Changed to Residential Wiring from Residential and Basic Commercial Electrical Services.
- Unit 7: Swapped competencies 1 and 2.
 - Added Competency 3.
 - Competency 4.a. changed to Select and install cable systems raceways.
 - Removed Competency 7.
- Old Unit 4 Split into new units 8 and 9.
- Unit 8 Added 1.b. and 2.a.
- Unit 9 Name changed to Wireways, Raceways, and Fittings from Raceway and Fittings.
- Unit 9 Added Competencies 3 and 4.
- Unit 10: Competency 3 Added Use geometry.
 - 3.a. changed wire to conduit.
- Unit 11.: Changed 3.b.. To read: Select all proper tools and materials to install appropriate conductor in a raceway system..
- Unit 12 Name change Basic Electrical Construction ~~Drawings~~ Documents.
- Unit 12: Added 1.c.
- Removed competency 2.
- New competency 3 changed to read:
 - 3. Interpret symbols, including electrical, mechanical, plumbing, and structural.
DOK 2
 - a. Analyze and explain equipment schedules, block diagrams, and schematic diagrams found on electrical blueprints.
- New Competency 4 Added 4.a. and 4.b.
- Changed Student Profile to reflect changes.
- Changed Standards matrix to reflect changes.

2024 Healthcare and Clinical Services

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations. Table of Contents, pg. 2-3 – changed to reflect new unit ordering and removal of four appendices.
- Acknowledgements, pg. 4 – board member and contributor name changes to reflect current board members and contributors.
- Standards, pg. 5 – alphabetized resources and links.
- Mississippi Teacher Professional Resources, pg. 7 – added RCU Help Desk as an additional resource.
- The 2024 document has been revised to reflect the Work-Based Learning assessment model. The transition from a multiple-choice test to WBL was considered throughout the revision process by industry and experienced health science educators.
- Executive Summary, pg. 8 – Pathway Description lengthened to include that 35 of the 100 hours obtained are to be recorded on the state-adopted digital portfolio platform and must meet level 4 requirements from the WBL manual.
- Executive Summary, pg. 8 – Student prerequisites changed by removing C or higher in Health Science Core.
- Executive Summary, pg. 9 – RCU Help Desk link added as additional resource.
- Course Outlines, pg. 10 – Unit 1 Course Orientation and Safety Review changed to 7 hours.
- Course Outlines, pg. 10 – Unit 2: Emergency Services and Basic Life Support changed to 16 hours.
- Course Outlines, pg. 10 – Unit 3: First Aid changed to 18 hours.
- Course Outlines, pg. 10 – Unit 4: Vital Signs changed to to 16 hours.
- Course Outlines, pg. 10 – Unit 5: Human Growth and Development changed to 12 hours.
- Course Outlines, pg. 10 – Unit 6 (Sports Medicine) and Unit 7 (Rehabilitative Services) restructured to be Unit 4 (Nutrition and Dietetics), Unit 8 (Medical Services), and Unit 9 (Nursing Services) to reflect curriculum and instructional needs.
- HCS I hours now total 140 hours.
- Ordering of units changed in HCS II to reflect a shift in curriculum and instructional needs.
- Course Outlines, pg. 11 – Laboratory Services changed to 9 hours.
- Course Outlines, pg. 11 – Medical Imaging Services changed to 10 hours.
- Course Outlines, pg. 11 – Health Information Management changed to Health Care Administration and changed to 6 hours.
- Course Outlines, pg. 11 – Mental Health changed to Mental Health Services and changed to 7 hours.
- Course Outlines, pg. 11 – Sports Medicine was removed and restructured into two different units in HSC I.
- Course Outlines, pg. 11 – Rehabilitative Services was moved from HSC I to HSC II and changed to 10 hours.
- Course Outlines, pg. 11 – Respiratory care services was changed to 20 hours.

- Course Outlines, pg. 11 – Pharmacology was changed to 12 hours.
- Course Outlines, pg. 11 – A Clinical Capstone totaling 50 hours was added to the end of HSC II as Unit 18.
- HCS II hours now total 140 hours.
- Course Outlines, pg. 12 – All unit titles and hours for the one 2-credit course were adjusted accordingly.
- Research Synopsis, pg. 13 – retitled Career Pathway Outlook and lengthened to describe the possible career pathways and workspaces further.
- Career Pathway Outlook, pg. 13-14 – updated to represent current data and projections in the workforce.
- Career Pathway Outlook, pg. 15 – updated to include Perkins V Requirements.
- Best Practices, pg. 16 – “Field Experience” changed to “Work-Based Learning” to represent the new focus on work-based learning and the variety of ways this can take place in and outside of the classroom.
- Best Practices, pg. 16 – “Conclusions” removed for brevity.
- Professional Organizations, pg. 17 – reformatted from two columns to one column for ease of reading.
- Using This Document, pg. 20 – Shortened to reflect current needs and resources, as well as added descriptor for Perkins V Indicators and Enrichment Material.
- Unit 1: Reformatted competencies and objectives for ease of reading.
- Unit 1: One competency removed to new instructional needs.
- Unit 2: Emergency Services and Basic Life Support changed to Employment Preparation and Embedded Work-Based Learning to address new content needs, sequencing, and addition of embedded WBL into curriculum.
- Unit 3: First Aid changed to Human Growth and Development to address new content needs and sequencing and reformatted for ease of reading.
- Unit 4: Vital Signs changed to Nutrition and Dietetics to address new content needs and sequencing.
- Unit 5: Human Growth and Development changed to Emergency Services and Basic Life Support to address new content needs and sequencing.
- Unit 6: Sports Medicine changed to First Aid to address new content needs and sequencing and reformatted for ease of reading.
- Unit 7: Rehabilitative Services changed to Vital Signs to address new content needs and sequencing and reformatted for ease of reading.
- Unit 8: This unit remained the same as the previous document.
- Unit 9: This unit remained the same as the previous document.
- Unit 10: Nutrition and Dietetics changed to Laboratory Services to address new content needs and sequencing.
- Unit 11: Respiratory Care Services changed to Medical Imaging Services to address new content needs and sequencing.
- Unit 12: Mental Health changed to Health Care Administration to address new content needs and sequencing.
- Unit 13: Pharmacology changed to Mental Health Services to address new content needs and sequencing and reformatted for ease of reading.
- Unit 14: Laboratory Services changed to Sports Medicine to address new content needs and sequencing and reformatted for ease of reading.

- Unit 15: Medical Imaging Services changed to Rehabilitative Services to address new content needs and sequencing and reformatted for ease of reading.
- Unit 16: Health Information Management changed to Respiratory Care Services to address new content needs and sequencing and reformatted for ease of reading.
- Unit 17: Employment Opportunities in Health Care changed to Pharmacology to address new content needs and sequencing and reformatted for ease of reading.
- Unit 18: Clinical Capstone Project added as an opportunity for students to apply knowledge, skills, and attitudes necessary to provide patient-centered care to a fictional patient, as well as contribute to WBL learning requirements.
- Student Competency Profile: Order of units changed to represent new sequencing.
- Appendix A: reformatted for ease of reading.

2024 Health Science Core

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Table of Contents, pg. 2-3 – changed to reflect removal of four appendices (C-F).
- Acknowledgements, pg. 4 – board member and contributor name changes to reflect current board members and contributors.
- Standards, pg. 5 – alphabetized resources and links.
- Mississippi Teacher Professional Resources, pg. 7 – added RCU Help Desk as an additional resource.
- The 2024 document has been revised to reflect the Work-Based Learning model of assessment. The transition from a multiple-choice test to WBL was considered throughout the revision process by industry and experienced health science educators.
- Executive Summary, pg. 8 – Pathway Description shortened for brevity.
- Executive Summary, pg. 8 – Student Prerequisite added requiring a C or higher in Biology (or last science taken as approved by instructor).
- Executive Summary, pg. 9 – RCU Help Desk link added as additional resource.
- Course Outline, pg. 10 – Unit 1, “Orientation and Introduction to Student Organization” changed to 7 hours.
- Course Outline, pg. 10 – Unit 2, “Safety in Healthcare” changed to 10 hours.
- Course Outline, pg. 10 – Unit 6, “Legal and Ethical Practices in Healthcare” changed to 14 hours.
- Course Outline, pg. 10 – Unit 6, “Communication and Teamwork,” was moved to Unit 7 and changed to 12 hours.
- Course Outline, pg. 10 – Unit 3 renamed “Infection Awareness and Prevention” and moved to Unit 5.
- Course Outline, pg. 10 – Unit 4 renamed “Career Preparation” and moved to Unit 3.
- Course Outline, pg. 10 – Added “Health Care Delivery Systems” as Unit 4.
- Course Outline, pg. 10 – Unit 7, “Medical Terminology and Abbreviations” moved to Unit 8 and changed to 24 hours.
- Course Outline, pg. 10 – Unit 8, “Body Organization” moved to Unit 9 and changed to 10 hours.

- Course Outline, pg. 10 – Unit 9, “Integumentary System” moved to Unit 10 and changed to 13 hours.
- Course Outline, pg. 10 – HSC I Unit 10: Skeletal Systems moved to HSC II Unit 11 and changed to 18 hours.
- Course Outline, pg. 11 – Unit 12: .Muscular Systems changed to 20 hours.
- Course Outline, pg. 11 – Unit 13: .Cardiovascular System changed to 22 hours.
- Course Outline, pg. 11 – Unit 14: .Respiratory System changed to 13 hours.
- Course Outline, pg. 11 – Unit 17: .Lymphatic System changed to 5 hours.
- Course Outline, pg. 11 – Unit 19: .Endocrine System changed to 7 hours.
- Course Outline, pg. 11 – Unit 20: .Sensory Organs changed to 8 hours.
- Course Outline, pg. 11 – Unit 21: .Reproductive System changed to 8 hours.
- Course Outline, pg. 11 – Unit 21: .Employability Preparation removed from curriculum.
- Overall hour totals for HSC I and HSC II separately changed to 140 hours.
- Course Outline, pg. 12 – HSC taken as one 2-credit course now totals 280 hours.
- Research Synopsis, pg. 13 – retitled Career Pathway Outlook and lengthened to further describe the possible career pathways and workspaces.
- Career Pathway Outlook, pg. 13-14 – updated to represent current data and projections in the workforce.
- Career Pathway Outlook, pg. 15 – updated to include Perkins V Requirements.
- Best Practices, pg. 16 – “Field Experience” changed to “Work-Based Learning” to represent the new focus on work-based learning and the variety of ways this can take place in and outside of the classroom.
- Best Practices, pg. 16 – “Conclusions” removed for brevity.
- Professional Organizations, pg. 17 – reformatted from two columns to one column for ease of reading.
- Using This Document, pg. 20 – Shortened to reflect current needs and resources, as well as added descriptor for Perkins V Indicators and Enrichment Material.
- All units: Two notes added at the end of each unit to express that safety is to be taught for the entirety of the program, and that content from all units will be used throughout the year.
- Unit 1: Competencies and Suggested Objectives stayed the same as the previous document.
- Unit 2: Competencies and Suggested Objectives stayed the same as the previous document.
- Unit 3: Changed from Infection Control to Career Preparation for new content needs and sequencing.
- Unit 4: Careers in Health Care changed to Health Care Delivery Systems for new content needs and sequencing.
- Unit 5: Legal and Ethical Practices in Health Care changed to Infection Awareness and Prevention for new content needs and sequencing.
- Unit 6: Communication and Teamwork changed to Legal and Ethical Practices in Health Care for new content needs and sequencing.
- Unit 7: Medical Terminology and Abbreviations changed to Communication and Teamwork for new content needs and sequencing.
- Unit 7: Reformatted competencies and objectives for ease of reading.

- Unit 8: Body Organization changed to Medical Terminology and Abbreviations to address new content needs and sequencing.
- Unit 9: Integumentary System changed to Body Organization to address new content needs and sequencing.
- Unit 9: A new competency added in Body Organization to teach tissue organization of the body.
- Unit 10: Skeletal System changed to Integumentary system to address new content needs and sequencing.
- Unit 10: Reformatted competencies and objectives for ease of reading.
- Unit 10: Added new competency to research impact of emerging technologies.
- Unit 11: Muscular System changed to Skeletal System to address new content needs and sequencing.
- Unit 11: Reformatted competencies and objectives for ease of reading.
- Unit 11: Added new competency to research impact of emerging technologies.
- Unit 12: Cardiovascular System changed to Muscular System to address new content needs and sequencing.
- Unit 12: Reformatted competencies and objectives for ease of reading.
- Unit 12: Added new competency to research impact of emerging technologies.
- Unit 13: Respiratory System changed to Cardiovascular System to address new content needs and sequencing.
- Unit 13: Reformatted competencies and objectives for ease of reading.
- Unit 13: Added new competency to research impact of emerging technologies.
- Unit 14: Digestive System changed to Respiratory System to address new content needs and sequencing.
- Unit 14: Reformatted competencies and objectives for ease of reading.
- Unit 14: Added new competency to research impact of emerging technologies.
- Unit 15: Urinary System changed to Digestive System to address new content needs and sequencing.
- Unit 15: Reformatted competencies and objectives for ease of reading.
- Unit 15: Added new competency to research impact of emerging technologies.
- Unit 16: Lymphatic system changed to Urinary System to address new content needs and sequencing.
- Unit 16: Reformatted competencies and objectives for ease of reading.
- Unit 16: Added new competency to research impact of emerging technologies.
- Unit 17: Nervous System changed to Lymphatic system to address new content needs and sequencing.
- Unit 17: Reformatted competencies and objectives for ease of reading.
- Unit 17: Added new competency to research impact of emerging technologies.
- Unit 18: Endocrine system changed to Nervous System to address new content needs and sequencing.
- Unit 18: Diseases and disorders added to competency #2.
- Unit 18: Reformatted competencies and objectives for ease of reading.
- Unit 18: Added new competency to research impact of emerging technologies.
- Unit 19: Sensory Organs changed to Endocrine System to address new content needs and sequencing.

- Unit 19: Reformatted competencies and objectives for ease of reading.
- Unit 19: Added new competency to research impact of emerging technologies.
- Unit 20: Changed from Reproductive System to Sensory Organs to address new content needs and sequencing.
- Unit 20: Reformatted competencies and objectives for ease of reading.
- Unit 20: Added new competency to research impact of emerging technologies.
- Unit 21: Changed from Employability Preparation to Reproductive System to address new content needs and sequencing.
- Unit 21: Reformatted competencies and objectives for ease of reading.
- Unit 21: Added new competency to research impact of emerging technologies.
- Student Competency Profile: Order of units changed to represent new sequencing.
- Appendix A: reformatted for ease of reading.

2024 Heating, Ventilation, Air, Cooling, and Refrigeration (HVACR)

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Program Name changed from HVAC to HVACR.
- Removed Accreditation Process from standards.
- Course Outline: Revised Hours.
- Unit 2 Basic Safety moved to Unit 5.
- Unit 2 is now Employability Skills.
- Unit 4 added 1.c. Demonstrate reading and writing requirements in on-the-job situations.
- Unit 5. Added a Second Note regarding the time allotted.
- Unit 6. Added a Second Note regarding the time allotted.
- Unit 7. Split into Units 7 and 8. Added list of Hand tools. Added Note regarding the time allotted.
- Unit 8. Split from Unit 7. Added list of power tools. Added Note regarding the time.
- Unit 9. Added 1-c. Demonstrate the use of an engineer's and architect's scales.
- All units aligned with the new level 1 HVACR standards.
- Changed Student Profile to reflect changes.
- Changed Standards matrix to reflect changes.
- Removed Appendices B-E.

2024 Instrumentation

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Removed Accreditation Process from standards.
- Course Outline: Revised Hours.
- Unit 2 Basic Safety moved to Unit 5.
- Unit 2 is now Employability Skills.
- Unit 4 added 1.c. Demonstrate reading and writing requirements in on-the-job situations.

- Unit 5. Added Second Note regarding the time allotted.
- Unit 6. Added Second Note regarding the time allotted.
- Unit 7. Split into Units 7 and 8. Added list of Hand tools. Added Note regarding the time allotted.
- Unit 8. Split from Unit 7. Added list of power tools. Added Note regarding the time.
- Unit 9. Added 1-c. Demonstrate the use of an engineer's and architect's scales.
- Changed Student Profile to reflect changes.
- Changed Standards matrix to reflect changes.
- Removed Appendices B-E.

2024 Metal Fabrication

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Course Outline: Revised Hours were changed to reflect additional units.
- Removed Accreditation Process from standards.
- Unit 2 Basic Safety moved to Unit 5.
- Unit 2 is now Employability Skills.
- Unit 4 added 1.c. Demonstrate reading and writing requirements in on-the-job situations.
- Unit 5. Added Second Note regarding the time allotted.
- Unit 6. Added Second Note regarding the time allotted.
- Unit 7. Split into Units 7 and 8. Added list of Hand tools. Added Note regarding the time allotted.
- Unit 8. Split from Unit 7. Added list of power tools. Added Note regarding the time.
- Unit 9. Added 1-c. Demonstrate the use of an engineer's and architect's scales.
- All units aligned with the new level 1 Welding standards.
- Added Unit for Introduction to Measurement, Materials, and Safety in year one. Added Note regarding the time.
- Added Unit for Advanced Measurement, Materials, and Safety in year two. Added Note regarding the time.
- Unit 22: 3.a-g: added E6010/E6011 and E7018 Electrode numbers per revised standards.
- Changed Student Profile to reflect changes.
- Changed Appendix A to reflect changes.
- Removed Appendices B-E.

2024 Precision Machining

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Course Outline: Revised Hours.
- Removed Appendices B-E.

2024 Sports Medicine and Therapeutic Services

- Document in new curriculum format.
- All items listed below as "Moved," "Created," or "Revised" in any way, or "Combined" were implemented upon the attending industry representatives' requests.
- Competencies and objectives reflect current standards and industry recommendations.
- Program name changed from Sports Medicine to Sports Medicine and Therapeutic Services to reflect added content and curriculum changes.
- Table of Contents, pg. 2-3 – changed to reflect new unit ordering and removal of four appendices.
- Acknowledgements, pg. 4 – board member and contributor name changes to reflect current board members and contributors.
- Standards, pg. 5 – alphabetized resources and links.
- Mississippi Teacher Professional Resources, pg. 7 – added RCU Help Desk as additional resource.
- The 2024 document has been revised to reflect the Work-Based Learning model of assessment. The transition from a multiple-choice test to WBL was considered throughout the revision process by industry and the experienced health science educators.
- Executive Summary, pg. 8 – College, Career, and Certifications revised to note that MS adopted Mississippi College and Career Ready Standards (MS CCRS) for the clarity and understanding of students, teachers, and parents.
- Executive Summary, pg. 8 – Grade Level and Class Size Recommendation revised to note that students can enter this program as sophomores, juniors or seniors, and a maximum of 15 students is recommended per class.
- Executive Summary, pg. 8 – Student prerequisites changed by removing C or higher in Health Science Core.
- Executive Summary, pg. 9 – RCU Help Desk link added as additional resource
- Course Outlines, pg. 10 – Unit 1: Orientation, Safety, and Communication changed to 10 hours.
- Course Outlines, pg. 10 – Unit 2: The Sports Medicine Team changed to Employment Preparation and Embedded Work-Based Learning and changed to 10 hour.
- Course Outlines, pg. 10 – Unit 3: Health Care Administration changed to Therapeutic Services.
- Course Outlines, pg. 10 – Unit 4: Protective Equipment and Techniques changed to The Sports Medicine Team and changed to 15 hours.
- Course Outlines, pg. 10 – Unit 5: First Aid in Sports changed to Health Care Administration.
- Course Outlines, pg. 10 – Unit 6: Emergency Care in Sports changed to Protective Equipment and Techniques and changed to 30 hours.
- Course Outlines, pg. 10 – Unit 7: Fundamental Concepts of Evaluation changed to First Aid in Sports and changed to 15 hours.
- Course Outlines, pg. 10 – Unit 8: Therapeutic Rehabilitation and Modalities changed to Emergency Care in Sports and changed to 30 hours.
- Sports Medicine I now total 140 hours.

- Course Outlines, pg. 10 – Unit 9: Injuries to the Head and Spine changed to Fundamental Concepts of Evaluation, transferred from Sports Med I and changed to 20 hours.
- Course Outlines, pg. 10 – Unit 10: Injuries to the Chest and Abdomen changed to Modalities and changed to 20 hours.
- Course Outlines, pg. 11 – Unit 11: Injuries to the Upper Extremities changed to Injuries to the Head and Spine and lowered to 10 hours.
- Course Outlines, pg. 11- Unit 12: Injuries to the Lower Extremities changed to Injuries to the Chest and Abdomen and lowered to 10 hours .
- Course Outlines, pg. 11 – Unit 13: Basics of Training and Conditioning Techniques changed to Injuries to the Upper Extremities and lowered to 18 hours.
- Course Outlines, pg. 11 – Unit 14: Nutrition in Sports changed to Injuries to the Lower Extremities and lowered to 18 hours.
- Course Outlines, pg. 11 – Unit 15: Pharmacology and Drugs in Sports changed to Basics of Training and Conditioning Techniques and changed to 8 hours.
- Course Outlines, pg. 11 – Unit 16: Employment Opportunities in Health Care changed to Nutrition in Sports and lowered to 8 hours.
- Course Outlines, pg. 11 – Unit 17: Pharmacology and Drug in Sports moved from Unit 15 due to additional content and changed to 8 hours.
- Course Outlines, pg. 11 – Unit 18A and Unit 18B: Clinical Capstone added as an opportunity for students to apply knowledge and further explore either Sports Medicine (18A) or Therapeutic Services (18B).
- Sports Medicine II now totals 140 hours.
- Course Outlines, pg. 12 – All unit titles and hours for the one 2-credit course were adjusted accordingly.
- Sports Medicine taken as one 2-credit course now totals 280 hours.
- Research Synopsis, pg. 13 – retitled Career Pathway Outlook and lengthened to further describe the possible career pathways and workspaces.
- Career Pathway Outlook, pg. 13-14 – updated to represent current data and projections in the workforce.
- Career Pathway Outlook, pg. 15 – updated to include Perkins V Requirements.
- Best Practices, pg. 16 – “Field Experience” changed to “Work-Based Learning” to represent the new focus on work-based learning and the variety of ways this can take place in and outside of the classroom.
- Best Practices, pg. 16 – “Conclusions” removed for brevity.
- Professional Organizations, pg. 17 – reformatted from two columns to one column for ease of reading.
- Using This Document, pg. 20 – Shortened to reflect current needs and resources, as well as added descriptor for Perkins V Indicators and Enrichment Material.
- Unit 1: Orientation, Safety, and Communication competencies adjusted slightly to address current instructional needs.
- Unit 2: The Sports Medicine Team changed to Employment Preparation and Embedded Work-Based Learning to address new content needs, sequencing, and addition of embedded WBL into curriculum.
- Unit 3: Health Care Administration changed to Therapeutic services to address new content needs and sequencing.

- Unit 4: Protective Equipment and Techniques changed to The Sports Medicine Team to expanded upon to address new content needs and sequencing.
- Unit 5: First Aid in Sports changed to Health Care Administration and shortened to address new content needs and sequencing.
- Unit 6: Emergency Care in Sports changed to Protective Equipment and Techniques and expanded upon to address new content needs and sequencing.
- Unit 7: Fundamental Concepts of Evaluation changed to First Aid in Sports and expanded upon to address new content needs and sequencing.
- Unit 8: Therapeutic Rehabilitation and Modalities changed to Emergency Care in Sports to address new content needs and sequencing.
- Unit 9: Injuries to the Head and Spine changed to Fundamental Concepts of Evaluation and expanded upon to address new content needs and sequencing.
- Unit 10: Injuries to the Chest and Abdomen changed to new unit, Modalities, to address new content needs and sequencing.
- Unit 11: Injures to the Upper Extremities changed to Injuries to the Head and Spine address new content needs and sequencing.
- Unit 12: Injuries to the Lower Extremities changed to Injuries to the Chest and Abdomen and shortened to address new content needs and sequencing.
- Unit 13: Basics of Training and Conditioning Techniques changed to Injuries to the Upper Extremities to address new content needs and sequencing.
- Unit 14: Nutrition in Sports changed to Injuries to the Lower Extremities to address new content needs and sequencing.
- Unit 15: Pharmacology and Drugs in Sports changed to Basics of Training and Conditioning Techniques to address new content needs and sequencing.
- Unit 16: Employment Opportunities in Health Care changed to Nutrition in Sports and expanded upon to address new content needs and sequencing.
- Unit 17: Pharmacology and Drugs in Sports moved due to new content needs and sequencing.
- Unit 18: Clinical Capstone Project added to as an opportunity for students to apply knowledge and further explore either Sports Medicine (18A) or Therapeutic Services (18B).
- Student Competency Profile: Order of units changed to represent new sequencing.
- Appendix B: National Health Science Standards replaced Industry Standards-Board of Certification to address current instructional and curriculum needs.
- Appendix D-F: Removed to address current instructional and curriculum needs.