

# Logistics III

**Course # 1006**

**Credits 15**

**SEPTEMBER 2016**

## **I. COURSE DESCRIPTION**

Logistics and Supply chain management are vital to the success of every organization. Because of this, job prospects for supply chain professionals are projected to grow much faster than other occupations, and prospects for advancement in these fields are tremendous. For these reasons, the academic community has developed a program of study for high school students. The program adopted by Passaic County Technical Institute was developed by New Jersey Department of Education, Office of Career and Technical Education, and the Southern Regional Education Board (SREB). The curriculum utilizes project-based learning which encourages exploration and acquisition of the basics of supply chain management and global logistics. It also fosters the development of the essential skills such as problem-solving and strategic thinking needed for the workplace. The projects enhance reading, writing and oral communication abilities, and the application of mathematic concepts to authentic career-based content.

**Functional Areas of Logistics:** The ten projects in Logistics III expand student understanding of the concepts they discovered in the previous course as they navigate projects on transportation modes, import/export, technological innovations, ethical sourcing, driver shortages, safety and negotiations. Students use their experiences in this course to discover ways in which professionals minimize the outlay of resources while improving efficiency and ability in the global market. (SREB)

**SREB Course Requirements:** Logistics III consists of five projects for SREB Year 3 and five projects for SREB Year 4. Program requires that students take an online test and survey after completion of each year and provides data for SREB to evaluate the CTE Logistics program.

**OSHA 10 Certification:** This on-line safety program will provide students with the opportunity to better recognize workplace safety needs and prepare them for the business environment.

## II. Outline of Course

### Unit 1

<b>Content Area:</b>	<b>Logistics III</b>	<b>Grade(s)</b>	<b>12</b>
<b>Unit Plan Title:</b>	<b>Functional Areas in Logistics</b>		
<b>NJSL Standard(s) Addressed</b>			
<ul style="list-style-type: none"><li>• 9.3. MN-PRO.2 – Manage safe and healthy production working conditions and environmental risks.</li><li>• 9.3.12. TD.1 – Describe the nature and scope of the transportation, distribution and logistics career cluster and the role of transportation, distribution and logistics in society and the economy.</li><li>• 9.3.12. TD.2 – Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.</li><li>• 9.3.12. TD.3 – Describe the key operational activities required of successful transportation, distribution, and logistics facilities.</li><li>• 9.3.12. TD.5 – Describe transportation, distribution and logistics employee rights and responsibilities and employers’ obligations concerning occupational safety and health.</li><li>• 9,3,12, TD-LOG.1- Develop solutions to provide and manage logistics services for the company and customers.</li><li>• 9.3.12. TD-LOG.2 – Analyze and improve performance of logistics systems to provide logistics planning and management services.</li><li>• 9.3.12. TD-OPS.2 – Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.</li><li>• 9.3.12. TD-OPS.3 – Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.</li><li>• 9.3.12. TD-WAR.1 - Demonstrate efficient and effective warehouse and distribution center operations.</li><li>• 9.3.12. TD-WAR.2 – Describe ways to improve the performance of warehouse and distribution operations.</li><li>• 11-12.RST.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</li><li>• 11-12. RST.2 – Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate term</li><li>• 11-12.WHST.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li><li>• 11-12.WHST.5 – Develop and strengthen writing as needed by planning revising, editing rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li></ul>			

### Essential Questions

- How do we make decisions in the creation of a policy for specifying various modes of transportation?
- How do we manage regulations, documentation, and country-specific conditions that must be considered when importing parts and materials as well as exporting finished goods specifically for your company and to the countries you trade with?
- How do we determine which technology innovations will economically improve communications, reduce fuel consumption and maintenance costs, comply with regulations, and aid drivers?

### Anchor Text

- SREB Project Based Learning Curriculum

### Informational Texts

- <http://www.logisticsmgmt.com/topic/category/logistics> Logistics Management Periodical
- <http://www.logisticslist.com/logistics-publications.html> Directory of Logistics Publications
- <http://www.inboundlogistics.com/cms/index.php> Inbound Logistics
- <http://www.tlimagazine.com/> Transportation and Logistics International
- <http://www.scdigest.com/> Supply Chain Digest
- <http://www.supplychain247.com/> Supply Chain News updates
- <https://www.cbp.gov/trade/basic-import-export> US Customs and Border Protection
- [http://www.logisticsmgmt.com/Technology needs for Logistics](http://www.logisticsmgmt.com/Technology%20needs%20for%20Logistics)
- <https://www.thebalance.com/warehouse-safety-2221202> Warehouse Safety 7-16-16
- <https://www.osha.gov/workers/index.html> US Department of Labor – OSHA

### Career and Life Skills

- Analyze information and present recommendations using various communication skills
- Demonstrate creative, critical thinking, collaboration and problem solving skills during structured learning experiences.
- Discover how to work with others with different opinions and recognize the need to compromise.
- Recognize the importance of creating and meeting schedules.

### Suggested Writing Assessments

- Maintain a management log to identify project progress and timelines

<ul style="list-style-type: none"> <li>• Develop a transportation policy for utilizing various modes of transportation.</li> <li>• Write a plan identifying a comprehensive import/export solution.</li> <li>• Write a proposal identifying a problem and identify the appropriate technology solutions.</li> </ul>	
<b>Resources (Websites, Canvas, Documents)</b>	
<ul style="list-style-type: none"> <li>• SREB curriculum resources</li> <li>• SREB Team Contract Template</li> <li>• <a href="https://www.youtube.com/watch?v=WtW9IyE04OQ">https://www.youtube.com/watch?v=WtW9IyE04OQ</a> How to take Cornell Notes</li> <li>• <a href="http://www.inboundlogistics.com/cms/logistics-glossary/#L">http://www.inboundlogistics.com/cms/logistics-glossary/#L</a> Supply Chain Terms</li> <li>• <a href="https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf">https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf</a> Owl Citation Chart</li> <li>• <a href="http://www.screencast.com/t/RoSyeuVhnfa">http://www.screencast.com/t/RoSyeuVhnfa</a> Citations for Websites</li> </ul>	
<b>Suggested Time Frame:</b>	9 Weeks

## Unit 2

<b>Content Area:</b>	<b>Logistics III</b>	<b>Grade(s)</b>	<b>12</b>
<b>Unit Plan Title:</b>	<b>Functional Areas in Logistics 2</b>		
<b>NJSL Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>• 9.3. MN-PRO.2 – Manage safe and healthy production working conditions and environmental risks.</li> <li>• 9.3.12. TD.1 – Describe the nature and scope of the transportation, distribution and logistics career cluster and the role of transportation, distribution and logistics in society and the economy.</li> <li>• 9.3.12. TD.2 – Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.</li> <li>• 9.3.12. TD.3 – Describe the key operational activities required of successful transportation, distribution, and logistics facilities.</li> <li>• 9.3.12. TD.5 – Describe transportation, distribution and logistics employee rights and responsibilities and employers’ obligations concerning occupational safety and health.</li> <li>• 9, 3, 12, TD-LOG.1- Develop solutions to provide and manage logistics services for the company and customers.</li> <li>• 9.3.12. TD-LOG.2 – Analyze and improve performance of logistics systems to provide logistics planning and management</li> </ul>			

services.

- 9.3.12. TD-OPS.2 – Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.
- 9.3.12. TD-OPS.3 – Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.
- 9.3.12. TD-WAR.1 - Demonstrate efficient and effective warehouse and distribution center operations.
- 9.3.12. TD-WAR.2 – Describe ways to improve the performance of warehouse and distribution operations.
- 11-12.RST.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 11-12. RST.2 – Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate term
- 11-12.WHST.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- 11-12.WHST.5 – Develop and strengthen writing as needed by planning revising, editing rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### Essential Questions

- How can we negotiate a mutually beneficial agreement for the transportation of LTL (less-than-truckload) and TL (truckload) shipments?
- How can we attract and retain truck drivers at our company?
- How can we make the best decisions regarding ethical sourcing for our products?

### Anchor Text

- SREB Project Based Learning Curriculum

### Informational Texts

- <http://www.logisticsmgmt.com/topic/category/logistics> Logistics Management Periodical
- <http://www.logisticslist.com/logistics-publications.html> Directory of Logistics Publications
- <http://www.inboundlogistics.com/cms/index.php> Inbound Logistics

- <http://www.tlimagazine.com/> Transportation and Logistics International
- <http://www.scdigest.com/> Supply Chain Digest
- <http://www.supplychain247.com/> Supply Chain News updates
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- <https://www.osha.gov/workers/index.html> US Department of Labor – OSHA

### Career and Life Skills

- Analyze information and present recommendations using various communication skills
- Demonstrate creative, critical thinking, collaboration and problem solving skills during structured learning experiences.
- Discover how to work with others with different opinions and recognize the need to compromise.
- Recognize the importance of creating and meeting schedules.

### Suggested Writing Assessments

- Maintain a professional notebook with research, reflections and vocabulary for each project.
- Maintain a management log to identify project progress and timelines
- Write a brief identifying a problem with sourcing and propose a solution.
- Write a proposal in which you identify problems responsible for driver turnover and propose solutions.

### Resources (Websites, Canvas, Documents)

- SREB curriculum resources
- SREB Team Contract Template
- <https://www.youtube.com/watch?v=WtW9IyE04OQ> How to take Cornell Notes
- <http://www.inboundlogistics.com/cms/logistics-glossary/#L> Supply Chain Terms
- [https://owl.english.purdue.edu/media/pdf/20110928111055\\_949.pdf](https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf) Owl Citation Chart
- <http://www.screencast.com/t/RoSyeuVhnfa> Citations for Websites
- <https://people.hofstra.edu/geotrans/> Geography of transit systems

Suggested Time Frame:

9 Weeks

### Unit 3

<b>Content Area:</b>	<b>Logistics III</b>	<b>Grade(s)</b>	<b>12</b>
<b>Unit Plan Title:</b>	<b>Functional Areas in Logistics 3</b>		
<b>NJSL Standard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>• 9.3. MN-PRO.2 – Manage safe and healthy production working conditions and environmental risks.</li> <li>• 9.3.12. TD.1 – Describe the nature and scope of the transportation, distribution and logistics career cluster and the role of transportation, distribution and logistics in society and the economy.</li> <li>• 9.3.12. TD.2 – Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.</li> <li>• 9.3.12. TD.3 – Describe the key operational activities required of successful transportation, distribution, and logistics facilities.</li> <li>• 9.3.12. TD.5 – Describe transportation, distribution and logistics employee rights and responsibilities and employers’ obligations concerning occupational safety and health.</li> <li>• 9.3.12. TD-LOG.1- Develop solutions to provide and manage logistics services for the company and customers.</li> <li>• 9.3.12. TD-LOG.2 – Analyze and improve performance of logistics systems to provide logistics planning and management services.</li> <li>• 9.3.12. TD-OPS.2 – Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.</li> <li>• 9.3.12. TD-OPS.3 – Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.</li> <li>• 9.3.12. TD-WAR.1 - Demonstrate efficient and effective warehouse and distribution center operations.</li> <li>• 9.3.12. TD-WAR.2 – Describe ways to improve the performance of warehouse and distribution operations.</li> <li>• 11-12.RST.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</li> <li>• 11-12. RST.2 – Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate term</li> <li>• 11-12.WHST.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>• 11-12.WHST.5 – Develop and strengthen writing as needed by planning revising, editing rewriting, or trying a new approach,</li> </ul>			



focusing on addressing what is most significant for a specific purpose and audience.

### Essential Questions

- How can we negotiate a mutually beneficial agreement for the transportation of LTL (less-than-truckload) and TL (truckload) shipments?
- What procedures can we implement to meet standards and keep our employees safe in the workplace?
- How can we minimize the carbon footprint required for us to offer our products?

### Anchor Text

- SREB Project Based Learning Curriculum

### Informational Texts

- <http://www.logisticsmgmt.com/topic/category/logistics> Logistics Management Periodical
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### Career and Life Skills

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- Demonstrate creative, critical thinking, collaboration and problem solving skills during structured learning experiences.
- Discover how to work with others with different opinions and recognize the need to compromise.  
Recognize the importance of creating and meeting schedules

### Suggested Writing Assessments

- Maintain a professional notebook with research, reflections and vocabulary for each project.
- Maintain a management log to identify project progress and timelines.

- Propose a shipment plan in which you discuss a potential negotiations and evaluate suitability to all parties.
- Write a Standard Operating Procedure in which you relate proper safety procedures for the chosen department.
- Write a report in which you argue for the best area in which your company can minimize its carbon footprint.

#### Resources (Websites, Canvas, Documents)

- SREB curriculum resources
- SREB Team Contract Template
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- <http://www.inboundlogistics.com/cms/logistics-glossary/#L> Supply Chain Terms
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- <http://www.screencast.com/t/RoSyeuVhnfa> Citations for Websites

**Suggested Time Frame:**

9 Weeks

## Unit 4

<b>Content Area:</b>	<b>Logistics III</b>	<b>Grade(s)</b>	<b>12</b>
<b>Unit Plan Title:</b>	<b>Global Logistics Management</b>		
<b>NJSLStandard(s) Addressed</b>			
<ul style="list-style-type: none"> <li>• 9.3. MN-PRO.2 – Manage safe and healthy production working conditions and environmental risks.</li> <li>• 9.3.12. TD.1 – Describe the nature and scope of the transportation, distribution and logistics career cluster and the role of transportation, distribution and logistics in society and the economy.</li> <li>• 9.3.12. TD.2 – Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.</li> <li>• 9.3.12. TD.3 – Describe the key operational activities required of successful transportation, distribution, and logistics facilities.</li> <li>• 9.3.12. TD.5 – Describe transportation, distribution and logistics employee rights and responsibilities and employers’ obligations concerning occupational safety and health.</li> <li>• 9.3.12. TD-LOG.1- Develop solutions to provide and manage logistics services for the company and customers.</li> <li>• 9.3.12. TD-LOG.2 – Analyze and improve performance of logistics systems to provide logistics planning and management services.</li> <li>• 9.3.12. TD-OPS.2 – Analyze performance of transportation operations in order to improve quality and service levels and increase efficiency.</li> <li>• 9.3.12. TD-OPS.3 – Comply with policies, laws and regulations in order to maintain safety, security and health and mitigate the economic and environmental risk of transportation operations.</li> <li>• 9.3.12. TD-WAR.1 - Demonstrate efficient and effective warehouse and distribution center operations.</li> <li>• 9.3.12. TD-WAR.2 – Describe ways to improve the performance of warehouse and distribution operations.</li> <li>• 11-12.RST.1 – Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</li> <li>• 11-12. RST.2 – Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate term</li> <li>• 11-12.WHST.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</li> <li>• 11-12.WHST.5 – Develop and strengthen writing as needed by planning revising, editing rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> </ul>			

### Essential Questions

- How will you select third parties to invite to bid on your company's transportation needs?
- How can improvements in the supply chain compensate for the 2.3% Affordable Care excise tax?

### Anchor Text

- SREB Project Based Learning Curriculum

### Informational Texts

- <http://www.logisticsmgmt.com/topic/category/logistics> Logistics Management Periodical
- <http://www.logisticslist.com/logistics-publications.html> Directory of Logistics Publications
- <http://www.inboundlogistics.com/cms/index.php> Inbound Logistics
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- <https://www.thebalance.com/warehouse-safety-2221202> Warehouse Safety 7-16-16
- <https://www.osha.gov/workers/index.html> US Department of Labor – OSHA

### Career and Life Skills

- Analyze information and present recommendations using various communication skills
- Demonstrate creative, critical thinking, collaboration and problem solving skills during structured learning experiences.
- Discover how to work with others with different opinions and recognize the need to compromise.
- Recognize the importance of creating and meeting schedules

### Suggested Writing Assessments

- Maintain a professional notebook with research, reflections and vocabulary for each project.
- Maintain a management log to identify project progress and timelines
- Write a proposal in which you argue for the companies that should be included in the bid process.
- Write a proposal in which you identify a problem with the costs of the current supply chain and propose a solution.

**Resources (websites, Blackboard, documents, etc.)**

- SREB curriculum resources
- SREB Team Contract Template
- <https://www.youtube.com/watch?v=WtW9IyE04OQ> How to take Cornell Notes
- <http://www.inboundlogistics.com/cms/logistics-glossary/#L> Supply Chain Terms
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- <http://www.screencast.com/t/RoSyeuVhnfa> Citations for Websites

**Suggested Time Frame:**

9 Weeks

### **III. Methods of Student Evaluation (including assessment and evaluation)**

To determine whether the learning objectives have been met, a combination of formal and informal assessment methods is used.

Formal Assessment:

- Multiple-choice exam.
- Calculations.
- Essays.
- Short-answer or problem solving exam.
- Research paper.
- Performance based.
- Oral presentations.
- Professional Notebook.
- SREB PROJECT 3 ON LINE STUDENT TESTING AND SURVEY
- SREB project 4 on line student testing and survey

Informal Assessment

- Teacher observations.
- Questioning.
- Do Now and Exit Slip tickets.
- Peer teaching.
- 5 Minute Quiz.
- Notebook/Journal reflections.

### **IV. Instructional Strategies Based on Instructional Goals (Applying Universal Design for Learning)**

A combination of various instructional strategies is used based on students learning styles and the subject content. Examples of those strategies are:

- Collaborating with teammates to complete projects.
- Discussing text materials, newspaper articles, supplementary materials, PowerPoint presentations and videos.

- Reading materials from a variety of reliable sources.
- Interviewing industry experts.
- Role-playing authentic situations: team meetings, safety procedure, etc.
- Watching and responding to videos and presentations.
- Brainstorming to solve critical issues in the project.
- Journal writing.
- Free writing in response to written, visual materials and oral presentations.
- Researching current events which affect global supply chain.
- Researching solutions to authentic problems.
- Debating business ethics crisis.
- Providing peer with constructive feedback.

## V. SCOPE AND SEQUENCE

<p style="text-align: center;"><b>SKILLS TO BE LEARNED</b></p>	<p><b>I = Introduce</b>  <b>D = Develop in Depth</b>  <b>R = Reinforce</b>  <b>M = Master</b></p>
<p>3.1 Comprehensive Modes: Manage decisions in the creation of a policy for specifying various modes of transportation.</p>	<p><b>I-D-R-M</b></p>
<p>3.2 Import Export: Managing regulations, documentation, and country-specific conditions that must be considered when importing parts and materials as well as exporting finished goods specifically for your company and to the countries you trade with.</p>	<p><b>I-D-R-M</b></p>
<p>3.3 Technology Innovations: Determine which technology innovations will economically improve communications, reduce fuel consumption and maintenance costs, comply with regulations, and aid drivers.</p>	<p><b>I-D-R-M</b></p>

3.4 Ethical Sourcing: Make the best decisions regarding ethical sourcing for our products.	<b>I-D-R-M</b>
3.5 Driver Shortage: Attract and retain truck drivers at our company.	<b>I-D-R-M</b>
4.1 Negotiation: Negotiate a mutually beneficial agreement for the transportation of LTL (less-than-truckload) and TL (truckload) shipments.	<b>I-D-R-M</b>
4.2 Safety: Inform employees of safety standards so that they remain safe in the workplace.	<b>I-D-R-M</b>
4.3 Carbon Footprint: Minimize the carbon footprint required for us to offer our products?	<b>I-D-R-M</b>
4.4 Intermediaries: Select third parties to invite to bid on your company's transportation needs?	<b>I-D-R-M</b>
4.5 Supply Chain Management Case Study: How can improvements in the supply chain compensate for the 2.3% affordable care excise tax?	<b>I-D-R-M</b>
OSHA10 Certification	<b>I-D-R-M</b>

## **VI. Logistics 3 Student Proficiencies Handout**

### **COURSE DESCRIPTION**

Logistics and Supply chain management is vital to the success of every organization. Because of this, job prospects for supply chain professionals are projected to grow much faster than other occupations, and prospect for advancement in these fields is tremendous. For these reasons, the academic community has developed a program of study for high school students. The program adopted by



Passaic County Technical Institute has been developed by New Jersey Department of Education, Office of Career and Technical Education, and the Southern Regional Education Board (SREB). The curriculum utilizes project-based learning which encourages exploration and acquisition of the basics of supply chain management and global logistics. It also fosters the development of the essential skills such as problem-solving and strategic thinking needed for the workplace. The projects enhance reading, writing and oral communication abilities, and the application of mathematic concepts to authentic career-based content.

**Functional areas of logistics:** The projects expand student understanding of the concepts they discovered in the previous course as they navigate projects on transportation modes, import/export, technological innovations, ethical sourcing, driver shortages, safety and negotiations. Students use their experiences in this course to discover ways in which professionals minimize the outlay of resources while improving efficiency and ability in the global market. (SREB)

# Logistics III

## Proficiencies

Upon successful completion of this course, the student will be able to:

1. Evaluate various modes of transportation and develop a policy.
2. Recognize that regulations, documentation, and country-specific conditions must be considered when importing/exporting parts and materials needed by a company.
3. Determine technologies that would improve a trucking operation.
4. Recognize the importance of ethical sourcing for items that affect a retailer.
5. Identify various methods to reduce the turnover rate for truck drivers.
6. Recognize the importance of negotiating beneficial agreements for transportation of LTL and TL shipments.
7. Identify and inform employees of workplace safety standards.
8. Minimize the carbon footprint required to produce and move products of a company.
9. Identify transportation needs and have third party companies bid on the process.
10. Identify improvements needed to offset costs of an excise tax on medical devices.
11. Research and analyze various documents to recommend process changes.
12. Discover how to work with others with different opinions and recognize the need to compromise.
13. Recognize the importance of creating and meeting schedules
14. Analyze information professionally and present recommendations through various methods including presentations, procedures, policies, and journals.
15. Demonstrate creative, critical thinking, collaboration and problem solving skills during structured learning experiences
16. Obtain OSHA10 Certification using on-line safety program.