

Idaho PTE Business Education Course with Essential Learning Outcomes and Learning Indicators

Course Title	TECHNOLOGY ASSISTANT INTERNSHIP		
SDPTE Course ID	BE 0274	IBED	IBED 10298

A course designed to allow students to practice skills learned in the initial levels of the program by performing the duties of an assistant to the system operator of a computer network or technology center. Duties will be performed in conjunction with adults in the school district. Skills to be learned and reinforced would include installing, maintaining and troubleshooting equipment. In addition, the student would be responsible for providing training and in-service on appropriate equipment to all school personnel, develop communication linkages, and serve as system technician.

Term	One Year	Preq	BE 0270
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Notes:

Business Law BLaw_7: Demonstrate Knowledge of Computer Law

BLaw_7.1 Explain how the advances in computer technology impact upon such areas as property law, contract law, criminal law, and international law.

Learning Indicator: BLaw_7.1.1	Define the key terms and new issues involved in computer law including security, privacy, computer crime and viruses
Learning Indicator: BLaw_7.1.2	Determine when a computer program can be protected by a patent or a copyright and explain the steps in applying for each
Learning Indicator: BLaw_7.1.3	Identify the circumstances under which the copyright of a computer program has been violated
Learning Indicator: BLaw_7.1.4	Determine when computer-related contracts are service contracts and when they are sale of goods contracts
Learning Indicator: BLaw_7.1.5	Outline the various claims and defenses that are available in civil suits involving computer contracts
Learning Indicator: BLaw_7.1.6	Explain how common law, constitutional law, statutory law, and administrative regulations can be used to prevent the use of computers to invade privacy
Learning Indicator: BLaw_7.1.7	Outline the various types of federal and state statutes designed to combat computer crime
Learning Indicator: BLaw_7.1.8	Discuss the impact of the law of different countries and the impact of international law on computer law

Career Development CDev_1: Demonstrate Knowledge of Self-Awareness

CDev_1.1 Assess personal skills, abilities, and aptitudes as they relate to career exploration and development.

Learning Indicator: CDev_1.1.1	List positive characteristics about yourself
Learning Indicator: CDev_1.1.2	Identify personal likes and dislikes
Learning Indicator: CDev_1.1.3	Identify individual talents and interests
Learning Indicator: CDev_1.1.4	Identify personal, physical, and mental characteristics
Learning Indicator: CDev_1.1.5	Complete a series of standardized interest and career identification tests
Learning Indicator: CDev_1.1.6	Compare personal skills and aptitudes with various career options
Learning Indicator: CDev_1.1.7	Assess and analyze personal talents and interests as they may relate to a future career
Learning Indicator: CDev_1.1.8	Correlate personal, physical, and mental characteristics with the requirements of various career opportunities
Learning Indicator: CDev_1.1.9	Demonstrate a realistic understanding of self
Learning Indicator: CDev_1.1.10	Determine attitudes needed for career success
Learning Indicator: CDev_1.1.11	Model the concepts of honesty and dependability

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Learning Indicator: CDev_1.1.12 Provide examples of how feelings and actions of oneself are influenced by other's behaviors

Learning Indicator: CDev_1.1.13 Demonstrate and practice the steps involved in resolving a conflict/stress situation

Learning Indicator: CDev_1.1.14 Demonstrate the ability to use mediation techniques based on peer feedback

Learning Indicator: CDev_1.1.15 Demonstrate ability to adapt to change

CDev_1.2 Assess personal strengths and weaknesses as they relate to career exploration and development.

Learning Indicator: CDev_1.2.1 Identify personal strengths and weaknesses

Learning Indicator: CDev_1.2.2 Assess and analyze strengths and weaknesses relative to a variety of career options

Learning Indicator: CDev_1.2.3 Formulate and implement a plan to address identified weaknesses

Learning Indicator: CDev_1.2.4 Enhance identified strengths related to selected career options

Learning Indicator: CDev_1.2.5 Monitor progress and restructure the plan as needed to manage identified weaknesses

Learning Indicator: CDev_1.2.6 Reassess personal strengths and weaknesses in relationship to career development

Career Development CDev_2: Demonstrate Knowledge of Career Research

CDev_2.1 Utilize career resources to develop a knowledge base of career information.

Learning Indicator: CDev_2.1.1 Identify and learn about careers of family members and/or friends

Learning Indicator: CDev_2.1.2 Define and give examples of career clusters

Learning Indicator: CDev_2.1.3 List and describe various types of occupations in the community (e.g., banker, realtor, etc.)

Learning Indicator: CDev_2.1.4 Identify community business people and learn about career opportunities

Learning Indicator: CDev_2.1.5 Use a variety of research tools in the career exploration process (e.g., computer assisted programs, newspapers, books)

Learning Indicator: CDev_2.1.6 Research several occupational interests

Learning Indicator: CDev_2.1.7 Explain advantages of early career planning

Learning Indicator: CDev_2.1.8 Select and use resources available for projecting career opportunities and trends

Learning Indicator: CDev_2.1.9 Investigate educational opportunities (e.g., resources for training/retraining, career transition)

Learning Indicator: CDev_2.1.10 Design a questionnaire to be used for career exploration interview (e.g., educational requirements, starting salaries, career ladder opportunities)

CDev_2.2 Utilize a Career Information Database to prepare a career portfolio.

Learning Indicator: CDev_2.2.1 Prepare pictorial and/or written documents related to career exploration using a variety of technological resources such as the computer and the Internet

Learning Indicator: CDev_2.2.2 Develop pictorial and/or written documents based on selected career information

Learning Indicator: CDev_2.2.3 Prepare a career portfolio that includes career research materials and work samples

Learning Indicator: CDev_2.2.4 Identify a network of business people to assist in securing a job

Career Development CDev_3: Demonstrate Knowledge of Workplace Expectations

CDev_3.1 Relate work ethic to career development.

Learning Indicator: CDev_3.1.1 Demonstrate personal qualities related to employability (e.g., promptness, getting along with others, dependability)

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Learning Indicator: CDev_3.1.2	Demonstrate responsible behavior related to personal property (e.g. homework, portfolio, school/home communications)
Learning Indicator: CDev_3.1.3	Discuss the importance of a job well done to an individual and a business
Learning Indicator: CDev_3.1.4	Describe how the following groups depend on one another, work together, and share responsibilities: family members, peers at school, co-workers
Learning Indicator: CDev_3.1.5	State ways in which honesty and integrity affect relationships with others
Learning Indicator: CDev_3.1.6	Describe how honesty and integrity of co-workers affect work performance
Learning Indicator: CDev_3.1.7	Illustrate how personal qualities transfer from school to the workplace
Learning Indicator: CDev_3.1.8	Discuss and/or role-play the effects of a well-developed work ethic on worker and workplace productivity
Learning Indicator: CDev_3.1.9	Model positive workplace behaviors

CDev_3.2 Relate workplace relationships to career development.

Learning Indicator: CDev_3.2.1	Demonstrate the importance of cooperation among people to accomplish a task
Learning Indicator: CDev_3.2.2	Describe work-related activities in the home, community, and school
Learning Indicator: CDev_3.2.3	Explain the importance of dress code, attendance, and other expectations in the workplace
Learning Indicator: CDev_3.2.4	Explain the importance of respect for the feelings and beliefs of others
Learning Indicator: CDev_3.2.5	Demonstrate appropriate social skills for the workplace
Learning Indicator: CDev_3.2.6	Demonstrate problem-solving skills
Learning Indicator: CDev_3.2.7	Describe how the workplace environment influences behavior
Learning Indicator: CDev_3.2.8	Show how behavior influences the actions of co-workers
Learning Indicator: CDev_3.2.9	Practice appropriate interpersonal skills for working with and for others
Learning Indicator: CDev_3.2.10	Role-play appropriate and inappropriate employer and employee interactions in workplace situations
Learning Indicator: CDev_3.2.11	Role-play teamwork and cooperation in business situations
Learning Indicator: CDev_3.2.12	Discuss the importance of positive attitudes in creating a positive working atmosphere

CDev_3.3 Relate workplace diversity to career development.

Learning Indicator: CDev_3.3.1	Discuss the importance of being able to work productively with people who are different from oneself
Learning Indicator: CDev_3.3.2	Describe ways in which work may be affected by social and economic problems
Learning Indicator: CDev_3.3.3	Provide an example of how personal beliefs and attitudes affect decision-making
Learning Indicator: CDev_3.3.4	Show how behavior towards diversity influences the actions of co-workers
Learning Indicator: CDev_3.3.5	Identify the changing roles of men and women in business and family
Learning Indicator: CDev_3.3.6	Describe different cultural behaviors and expectations
Learning Indicator: CDev_3.3.7	Discuss advantages and disadvantages of entering non-traditional occupations
Learning Indicator: CDev_3.3.8	Identify stereotypes, biases, and discriminatory behaviors that may impact opportunities for protected classes in certain occupations
Learning Indicator: CDev_3.3.9	Discuss social and economic factors that have resulted in changing career patterns for women and men
Learning Indicator: CDev_3.3.10	Specify techniques for eliminating gender bias and stereotyping
Learning Indicator: CDev_3.3.11	Formulate strategies for working effectively with co-workers of varying age groups

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CDev_3.4 Relate workplace communication skills to career development.

Learning Indicator: CDev_3.4.1	Practice effective interpersonal skills in a work relationship
Learning Indicator: CDev_3.4.2	Express thoughts and ideas succinctly using various forms of communication (e.g., verbal, written, body language, etc.)
Learning Indicator: CDev_3.4.3	Explain the importance of tolerance and flexibility in interpersonal and group situations
Learning Indicator: CDev_3.4.4	Illustrate strategies for responding to and working with individuals under stress
Learning Indicator: CDev_3.4.5	Develop skills to give/receive constructive criticism
Learning Indicator: CDev_3.4.6	Demonstrate appropriate workplace communication skills and competencies

Career Development CDev_5: Demonstrate Knowledge of School-to-Work Transition

CDev_5.1 Utilize different workplace experiences to make an effective transition from school to work.

Learning Indicator: CDev_5.1.1	Develop an awareness of occupational opportunities (e.g., speakers and field trips)
Learning Indicator: CDev_5.1.2	Research a variety of career clusters (e.g. field trips, speakers, case studies, shadowing, or community service)
Learning Indicator: CDev_5.1.3	Experience paid/unpaid work opportunities in one or more career clusters (e.g., shadowing, mentoring, cooperative work experiences, or community service)

CDev_5.2 Develop an employment portfolio.

Learning Indicator: CDev_5.2.1	Maintain a journal of career-oriented experiences (e.g., speakers and field trips)
Learning Indicator: CDev_5.2.2	Identify examples of work to be included in a portfolio
Learning Indicator: CDev_5.2.3	Prepare resumes and cover letters
Learning Indicator: CDev_5.2.4	Develop a portfolio (e.g. resume, sample cover letter, awards, extracurricular activities, and community service)
Learning Indicator: CDev_5.2.5	Demonstrate portfolio presentation skills
Learning Indicator: CDev_5.2.6	Enhance a portfolio through revisions (e.g., resume, sample cover letter, sample applications, career plan, examples of work and technical skills, awards, community service, and career information database)
Learning Indicator: CDev_5.2.7	Present a career portfolio
Learning Indicator: CDev_5.2.8	Use portfolio in job search process

CDev_5.3 Develop strategies to search for jobs of interest.

Learning Indicator: CDev_5.3.1	Demonstrate proper etiquette for greeting and meeting people
Learning Indicator: CDev_5.3.2	Demonstrate appropriate interviewing techniques (e.g., portfolio presentation, questioning, dress, and etiquette)
Learning Indicator: CDev_5.3.3	Explain the importance of interview follow-up
Learning Indicator: CDev_5.3.4	List tasks to be completed following interview
Learning Indicator: CDev_5.3.5	Identify steps to prepare for an interview
Learning Indicator: CDev_5.3.6	Model behavior that contributes to a successful interview
Learning Indicator: CDev_5.3.7	Develop criteria for selecting prospective employers
Learning Indicator: CDev_5.3.8	Conduct a job search

CDev_5.4 Demonstrate an understanding of all elements involved in the job application process.

Learning Indicator: CDev_5.4.1	Locate a job opening
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Learning Indicator: CDev_5.4.2	Complete a resume
Learning Indicator: CDev_5.4.3	Prepare for an interview
Learning Indicator: CDev_5.4.4	Participate in an interview
Learning Indicator: CDev_5.4.5	Complete tests required
Learning Indicator: CDev_5.4.6	Complete forms required
Learning Indicator: CDev_5.4.7	Complete an application letter
Learning Indicator: CDev_5.4.8	Complete a follow-up letter
Learning Indicator: CDev_5.4.9	Complete an acceptance letter
Learning Indicator: CDev_5.4.10	Evaluate a job offer
Learning Indicator: CDev_5.4.11	Evaluate a job rejection

Career Development CDev_6: Demonstrate Knowledge of Lifelong Learning

CDev_6.1 Relate the importance of lifelong learning to personal growth.

Learning Indicator: CDev_6.1.1	Relate various levels of education to careers
Learning Indicator: CDev_6.1.2	Demonstrate the importance of effective study habits, test-taking skills, and learning skills
Learning Indicator: CDev_6.1.3	Develop good health, nutrition, motivation and physical fitness habits; discuss how they enhance performance
Learning Indicator: CDev_6.1.4	Analyze school/work evaluations to assess strengths, weaknesses, and areas for improvement
Learning Indicator: CDev_6.1.5	Relate the importance of education to meeting identified goals
Learning Indicator: CDev_6.1.6	Describe the benefits of participating in school and community activities
Learning Indicator: CDev_6.1.7	Identify skills and knowledge required to upgrade and improve performance
Learning Indicator: CDev_6.1.8	Analyze employment performance evaluations to assess strengths, weaknesses, and areas for improvement
Learning Indicator: CDev_6.1.9	Discuss the social and ethical standards of the workplace
Learning Indicator: CDev_6.1.10	Demonstrate flexibility; adjust goals and plans when necessary

CDev_6.2 Relate the importance of lifelong learning to career growth.

Learning Indicator: CDev_6.2.1	Develop an awareness of how the workplace has changed
Learning Indicator: CDev_6.2.2	Identify trends in the changing workplace
Learning Indicator: CDev_6.2.3	Discuss the need for flexible career planning
Learning Indicator: CDev_6.2.4	Seek challenge in the workplace
Learning Indicator: CDev_6.2.5	Identify career opportunities resulting from new and emerging technologies
Learning Indicator: CDev_6.2.6	Demonstrate appropriate techniques for resigning from a position
Learning Indicator: CDev_6.2.7	Identify strategies for coping with loss of employment
Learning Indicator: CDev_6.2.8	Describe career pathways in career development (upward and cross mobile)
Learning Indicator: CDev_6.2.9	Develop strategies to accommodate impending changes in the workplace

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Communications *Comm_1: Demonstrate Knowledge of Foundations of Communications*

Comm_1.1 Through vocal expression, communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

- Learning Indicator: Comm_1.1.1 Express wants, needs and feelings
- Learning Indicator: Comm_1.1.2 Differentiate between and practice correct pronunciation and enunciation
- Learning Indicator: Comm_1.1.3 Select language appropriate to the situation
- Learning Indicator: Comm_1.1.4 Ask questions with confidence to elicit general and/or specific
- Learning Indicator: Comm_1.1.5 Use proper telephone techniques and etiquette
- Learning Indicator: Comm_1.1.6 Organize thoughts to reflect logical thinking before speaking
- Learning Indicator: Comm_1.1.7 Express opinions and discuss issues positively and tactfully
- Learning Indicator: Comm_1.1.8 Use appropriate techniques to organize impromptu speeches and deliver one
- Learning Indicator: Comm_1.1.9 Identify regional and cultural differences in spoken communications
- Learning Indicator: Comm_1.1.10 Plan and present short presentations, individually or as a member of a group
- Learning Indicator: Comm_1.1.11 Prepare, outline, and deliver a short oral presentation with attention to audience, suitable topic, and scope, with preparation including practicing speech on tape
- Learning Indicator: Comm_1.1.12 Prepare visual material to support an oral presentation with attention to audience, site, appropriateness to topic, and necessary equipment to be used
- Learning Indicator: Comm_1.1.13 Demonstrate an awareness and acceptance of international, regional, and multicultural speech
- Learning Indicator: Comm_1.1.14 Exchange ideas in a formal/informal setting
- Learning Indicator: Comm_1.1.15 Participate in group discussion and role playing
- Learning Indicator: Comm_1.1.16 Participate in group discussions for problem resolution
- Learning Indicator: Comm_1.1.17 Identify various roles within the group and practice listening, synthesizing, and restating information
- Learning Indicator: Comm_1.1.18 Organize and lead discussions
- Learning Indicator: Comm_1.1.19 Preside at meetings
- Learning Indicator: Comm_1.1.20 Answer questions in formal and informal situations
- Learning Indicator: Comm_1.1.21 Dictate using recording equipment

Comm_1.2 Obtain and interpret information through reading.

- Learning Indicator: Comm_1.2.1 Establish a vocabulary
- Learning Indicator: Comm_1.2.2 Read for enjoyment and appreciation
- Learning Indicator: Comm_1.2.3 Read textbooks for information
- Learning Indicator: Comm_1.2.4 Express reading comprehension by restating, annotating, or summarizing
- Learning Indicator: Comm_1.2.5 Retain and interpret information gained through reading
- Learning Indicator: Comm_1.2.6 Apply reading skills to gather information from casual print media
- Learning Indicator: Comm_1.2.7 Obtain appropriate information from graphics, maps, or signs
- Learning Indicator: Comm_1.2.8 Locate and record information from written resources, including current business periodicals
- Learning Indicator: Comm_1.2.9 Analyze the integrity of printed materials
- Learning Indicator: Comm_1.2.10 Read and follow simple directions; evaluate results
- Learning Indicator: Comm_1.2.11 Determine if clarification is necessary in written instructions

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Learning Indicator: Comm_1.2.12	Distinguish between fact and opinion in written materials; identify propaganda and its impact on decision-making
Learning Indicator: Comm_1.2.13	Expand scope of reading materials to include simple business terms
Learning Indicator: Comm_1.2.14	Use corporate vocabulary appropriate for entry-level jobs
Learning Indicator: Comm_1.2.15	Expand scope of reading materials to include business-related publications
Learning Indicator: Comm_1.2.16	Use contextual clues to recognize word meaning
Learning Indicator: Comm_1.2.17	Determine when printed media may have been used out of context to distort reality
Learning Indicator: Comm_1.2.18	Use basic research techniques
Learning Indicator: Comm_1.2.19	Interpret business correspondence, professional articles, and supporting graphic materials.
Learning Indicator: Comm_1.2.20	Interpret information from manuals, computer printouts, and electronic sources
Learning Indicator: Comm_1.2.21	Select an appropriate reading method for a particular situation (e.g., skimming, scanning, speed reading, and in-depth reading)
Learning Indicator: Comm_1.2.22	Distinguish between literal and inferential statements
Comm_1.3	Communicate in a written format in a clear, courteous, concise, and correct manner on personal and professional levels.
Learning Indicator: Comm_1.3.1	Discuss the importance of correct spelling, grammar, word usage, mechanics, and legible writing
Learning Indicator: Comm_1.3.2	Write logical, coherent phrases, sentences, and paragraphs incorporating correct grammar, mechanics, and word usage
Learning Indicator: Comm_1.3.3	Compose simple requests for information, reports, and summaries; edit and revise written work
Learning Indicator: Comm_1.3.4	Outline to facilitate logical and understandable written documents
Learning Indicator: Comm_1.3.5	Use acceptable standards for grammar, mechanics, and word usage
Learning Indicator: Comm_1.3.6	Write coherent business correspondence, instructions, descriptions, summaries, and reports using appropriate formats
Learning Indicator: Comm_1.3.7	Proofread documents to ensure correct grammar, spelling, and punctuation
Learning Indicator: Comm_1.3.8	Distinguish between paraphrasing, documentation, and plagiarism; use proper documentation procedures to avoid plagiarism
Learning Indicator: Comm_1.3.9	Demonstrate a sensitivity to language bias (e.g., sexist, gender, race, religious, physically challenged, etc.) and avoid use of language bias
Learning Indicator: Comm_1.3.10	Use note taking skills incorporating critical listening and reading techniques
Learning Indicator: Comm_1.3.11	Identify factors affecting the readability of text
Learning Indicator: Comm_1.3.12	Compare drafts to final documents and make editorial changes
Learning Indicator: Comm_1.3.13	Proofread business documents to ensure that they are clear, correct, concise, complete, consistent, and courteous
Learning Indicator: Comm_1.3.14	Compose messages that promote positive human behavior
Learning Indicator: Comm_1.3.15	Use a wide variety of references and resources (both electronic and printed) for the purpose of writing business documents
Learning Indicator: Comm_1.3.16	Write formal and informal reports using suitable format supported by appropriate graphic aids
Learning Indicator: Comm_1.3.17	Use the direct or indirect approach in appropriate correspondence situations

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- Learning Indicator: Comm_1.3.18 Analyze and respond in writing to routine business problems both individually and collaboratively
- Learning Indicator: Comm_1.3.19 Write business communications that are sensitive to multicultural situations
- Learning Indicator: Comm_1.3.20 Write appropriate messages for specific audiences, i.e., using empathy in a message, or addressing specific needed improvements
- Learning Indicator: Comm_1.3.21 Write business communications that reflect international differences and address current practice and protocol

Comm_1.4 Students will demonstrate active listening skills.

- Learning Indicator: Comm_1.4.1 Follow oral directions
- Learning Indicator: Comm_1.4.2 Demonstrate courtesy and respect for the speaker through attentive listening
- Learning Indicator: Comm_1.4.3 Listen for meaning
- Learning Indicator: Comm_1.4.4 Record complete and accurate telephone messages
- Learning Indicator: Comm_1.4.5 Determine when more information is needed and ask appropriate questions
- Learning Indicator: Comm_1.4.6 Identify relevant information in oral messages
- Learning Indicator: Comm_1.4.7 Listen attentively for the purpose of taking accurate notes or completing forms
- Learning Indicator: Comm_1.4.8 Include nonverbal cues in message interpretation
- Learning Indicator: Comm_1.4.9 Use active listening techniques
- Learning Indicator: Comm_1.4.10 Listen discriminately to separate fact from opinion
- Learning Indicator: Comm_1.4.11 Evaluate media and oral presentations analytically and critically
- Learning Indicator: Comm_1.4.12 Assess and respond to a speaker's nonverbal messages
- Learning Indicator: Comm_1.4.13 Identify and overcome major barriers to listening
- Learning Indicator: Comm_1.4.14 Discuss the value of silence in communication as a nonverbal cue
- Learning Indicator: Comm_1.4.15 Direct courteous attention to multiple speakers within a group to obtain key facts
- Learning Indicator: Comm_1.4.16 Give examples of how nonverbal messages have different meanings in different cultures

Communications Comm_2: Demonstrate Knowledge of Social Communications

Comm_2.1 Demonstrate the development of a positive self-concept through personal appearance and interaction with others.

- Learning Indicator: Comm_2.1.1 Analyze personal self-concept and design a program for improvement
- Learning Indicator: Comm_2.1.2 Use courtesy, basic etiquette, and tact when dealing with others
- Learning Indicator: Comm_2.1.3 Discuss personal hygiene and grooming
- Learning Indicator: Comm_2.1.4 Identify characteristics of both negative and positive role models
- Learning Indicator: Comm_2.1.5 List characteristics inherent in a positive attitude
- Learning Indicator: Comm_2.1.6 Demonstrate respect for differences of others
- Learning Indicator: Comm_2.1.7 Apply principles of manners and etiquette in a variety of situations
- Learning Indicator: Comm_2.1.8 Practice simple introductions in a variety of situations
- Learning Indicator: Comm_2.1.9 Initiate conversations with people outside one's inner circle
- Learning Indicator: Comm_2.1.10 Demonstrate confidence through participation in group activities
- Learning Indicator: Comm_2.1.11 Explain the role that self-concept plays in one's personal and professional life
- Learning Indicator: Comm_2.1.12 Exhibit professional behavior in the work environment

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Learning Indicator: Comm_2.1.13	Discuss the impact of careless performance on professional image and job retention
Learning Indicator: Comm_2.1.14	Discuss the impact of time management practices on one's personal and professional image
Learning Indicator: Comm_2.1.15	Demonstrate an understanding of and respect for diverse international business manners and etiquette
Learning Indicator: Comm_2.1.16	Respect and adapt to the perspectives and opinions of the establishment and mature workers in the business environment
Learning Indicator: Comm_2.1.17	Participate in a shadowing or mentoring program with a positive, professional role model
Learning Indicator: Comm_2.1.18	Display a positive attitude in personal and professional settings
Learning Indicator: Comm_2.1.19	Participate in school, community, and/or volunteer activities
Learning Indicator: Comm_2.1.20	Demonstrate appropriate work ethic in a business environment
Learning Indicator: Comm_2.1.21	Apply team skills in a business environment
Learning Indicator: Comm_2.1.22	Use leadership abilities in a business setting
Learning Indicator: Comm_2.1.23	Establish a work-related network through social contacts
Learning Indicator: Comm_2.1.24	Differentiate among appropriate business attire (e.g., casual, business-casual, professional business, and formal attire)

Comm_2.2 Apply basic social communication skills in personal and professional situations.

Learning Indicator: Comm_2.2.1	Define interpersonal communications and human relations skills
Learning Indicator: Comm_2.2.2	Respect the rights and feelings of others
Learning Indicator: Comm_2.2.3	Demonstrate proper respect for authority
Learning Indicator: Comm_2.2.4	Work cooperatively with one's peers and authority figures
Learning Indicator: Comm_2.2.5	Develop a sensitivity for and awareness of cultural diversity
Learning Indicator: Comm_2.2.6	Practice tact and courtesy in relationships with peers and authority figures
Learning Indicator: Comm_2.2.7	Explain the value of interpersonal communications in personal/social relationships
Learning Indicator: Comm_2.2.8	Model the process for conflict resolution
Learning Indicator: Comm_2.2.9	Address cultural conflicts and identify appropriate solutions
Learning Indicator: Comm_2.2.10	Explain the basic principles of group dynamics
Learning Indicator: Comm_2.2.11	Discuss the types of discrimination and their impact on interpersonal relationships
Learning Indicator: Comm_2.2.12	Explain the purpose of authority
Learning Indicator: Comm_2.2.13	Differentiate among passive, assertive, and aggressive behaviors
Learning Indicator: Comm_2.2.14	Demonstrate appropriate responses to passive, assertive, and aggressive behaviors
Learning Indicator: Comm_2.2.15	Explain the value and impact of interpersonal relationships in the business environment
Learning Indicator: Comm_2.2.16	Practice conflict resolution in academic, social, and business environments
Learning Indicator: Comm_2.2.17	Discuss the negative impact of different types of discrimination
Learning Indicator: Comm_2.2.18	Apply the principles of group dynamics in structured activities
Learning Indicator: Comm_2.2.19	Explain the importance of following chains of command
Learning Indicator: Comm_2.2.20	Discuss discrimination cases and legal precedents

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Communications *Comm_3: Demonstrate Knowledge of Technological Communications*

Comm_3.1 Use technology to enhance the effectiveness of communications.

Learning Indicator: Comm_3.1.1	Demonstrate proper telephone etiquette, including cellular phones
Learning Indicator: Comm_3.1.2	Demonstrate basic keyboarding and computer functions
Learning Indicator: Comm_3.1.3	Use basic software applications (e.g., word processing, spreadsheets, etc.)
Learning Indicator: Comm_3.1.4	Use CD-ROMs, laser disks, videos, and modems for knowledge acquisition
Learning Indicator: Comm_3.1.5	Project a positive first impression on the telephone
Learning Indicator: Comm_3.1.6	Use the telephone to gather personal and consumer information
Learning Indicator: Comm_3.1.7	Use basic functions of databases, spreadsheets, and programming languages by formatting documents
Learning Indicator: Comm_3.1.8	Refine documents using an electronic spell checker, a thesaurus and a grammar checker
Learning Indicator: Comm_3.1.9	Use a wide variety of references and research resources such as electronic bulletin boards and information services
Learning Indicator: Comm_3.1.10	Operate electronic message technologies to include voice mail, conference calls, pagers, and e-mail
Learning Indicator: Comm_3.1.11	Use computer networks (e.g., communicating computers, Internet, or on-line databases) to facilitate collaborative or individual learning and communicating
Learning Indicator: Comm_3.1.12	Discuss the use of the following communication systems: WATS lines, LAN systems, cellular technology, and voice recognition dictation
Learning Indicator: Comm_3.1.13	Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware
Learning Indicator: Comm_3.1.14	Address the ethical issues regarding ownership of information generated electronically
Learning Indicator: Comm_3.1.15	Apply the rules of electronic messaging etiquette
Learning Indicator: Comm_3.1.16	Evaluate the select messages which may be addressed best by electronic media
Learning Indicator: Comm_3.1.17	Incorporate the use of international electronic resources such as the Internet to complete higher level projects
Learning Indicator: Comm_3.1.18	Use techniques to protect confidential messages that are transmitted via technology to avoid identity theft

Communications *Comm_4: Demonstrate Knowledge of Employment Communications*

Comm_4.1 Integrate all forms of communication in the successful pursuit of a career.

Learning Indicator: Comm_4.1.1	Write a simple application letter and resume for simulated job opportunities
Learning Indicator: Comm_4.1.2	Role-play interview situations for simulated job opportunities
Learning Indicator: Comm_4.1.3	Discuss the importance of an informal personal network in job search strategy
Learning Indicator: Comm_4.1.4	Use a personal network in the job search situation
Learning Indicator: Comm_4.1.5	Write a formal application letter, resume, and follow-up letter for job opportunities
Learning Indicator: Comm_4.1.6	Participate in and analyze mock interviews, emphasizing critical times at the beginning and the end of an interview
Learning Indicator: Comm_4.1.7	Discuss and demonstrate the importance of appropriate dress in an interview situation
Learning Indicator: Comm_4.1.8	Respond to mock interview questions
Learning Indicator: Comm_4.1.9	Complete job application forms

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Learning Indicator: Comm_4.1.10	List and discuss qualities that employers expect in potential employees
Learning Indicator: Comm_4.1.11	Use correct strategies for accepting or rejecting an offer
Learning Indicator: Comm_4.1.12	Discuss alternative sources for job placement (e.g., career centers, employment agencies, headhunters, etc.)
Learning Indicator: Comm_4.1.13	Discuss potential problems with signing employment contracts
Learning Indicator: Comm_4.1.14	Use established network of professionals to assist in the job search
Learning Indicator: Comm_4.1.15	Discuss the significance of nonverbal communications in the interviewing process
Learning Indicator: Comm_4.1.16	Prepare a list of questions to ask interviewer
Learning Indicator: Comm_4.1.17	Research the job market and specific potential employers
Learning Indicator: Comm_4.1.18	Discuss appropriate oral and written steps in leaving a job (resignation, down-sizing, exit interview)
Learning Indicator: Comm_4.1.19	Discuss expectations of an exit interview

Communications *Comm_5: Demonstrate Knowledge of Organizational Communications*

Comm_5.1 Incorporate appropriate customer-service strategies to communicate effectively with various business constituencies.

Learning Indicator: Comm_5.1.1	Differentiate between internal and external customers
Learning Indicator: Comm_5.1.2	Discuss the use of customer profiles
Learning Indicator: Comm_5.1.3	Discuss the importance of the telephone as a customer service tool
Learning Indicator: Comm_5.1.4	Demonstrate how one might take personal responsibility for customer satisfaction by adopting an entrepreneurial spirit
Learning Indicator: Comm_5.1.5	Employ appropriate strategies for dealing with dissatisfied customers on the telephone, face-to-face, and in writing
Learning Indicator: Comm_5.1.6	Establish reciprocal relationships with customers
Learning Indicator: Comm_5.1.7	Discuss the concept of a comprehensive customer service philosophy
Learning Indicator: Comm_5.1.8	Define corporate culture; compare and contrast corporate cultures of diverse organizations
Learning Indicator: Comm_5.1.9	Analyze the impact of company policies and procedures on communications
Learning Indicator: Comm_5.1.10	Demonstrate initiative to do more than the minimum required
Learning Indicator: Comm_5.1.11	List reasons why customers leave the company
Learning Indicator: Comm_5.1.12	Explain the long-term monetary impact of a lost customer
Learning Indicator: Comm_5.1.13	Analyze situations in which technology can positively and negatively impact customer service

Comm_5.2 Incorporate appropriate standards of personal ethics to communicate effectively with various business constituencies.

Learning Indicator: Comm_5.2.1	Discuss the fact that all organizations are political entities because they distribute the power, resources, and rewards
Learning Indicator: Comm_5.2.2	Define and discuss office politics
Learning Indicator: Comm_5.2.3	Express gratitude to colleagues when appropriate
Learning Indicator: Comm_5.2.4	Discuss the pros and cons of romantic relationships in the workplace
Learning Indicator: Comm_5.2.5	Discuss the career impact of decisions relating to family and friends
Learning Indicator: Comm_5.2.6	Discuss sexual harassment and its implications

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- Learning Indicator: Comm_5.2.7 Discuss the positive and negative aspects of the "grapevine"
- Learning Indicator: Comm_5.2.8 Promote and gain acceptance for one's ideas and retain credit for them
- Learning Indicator: Comm_5.2.9 Show interest in and support of the ideas of others
- Learning Indicator: Comm_5.2.10 Write personal notes to business colleagues in special circumstances (e.g., congratulations, sympathy, appreciation, etc.)
- Learning Indicator: Comm_5.2.11 Discuss the potential relationship between nonverbal cues and political posturing
- Learning Indicator: Comm_5.2.12 Use assertiveness to overcome feelings of intimidation
- Learning Indicator: Comm_5.2.13 Assess an audience in a social situation and select conversation and behavior accordingly
- Learning Indicator: Comm_5.2.14 Discuss the ramifications of social behavior on professional image

Comm_5.3 Incorporate appropriate leadership techniques to communicate effectively with various business constituencies.

- Learning Indicator: Comm_5.3.1 Identify effective leader characteristics
- Learning Indicator: Comm_5.3.2 Organize and lead informal groups
- Learning Indicator: Comm_5.3.3 Write short-term personal goals and professional goals
- Learning Indicator: Comm_5.3.4 Explain why each meeting should have a purpose
- Learning Indicator: Comm_5.3.5 Prepare and distribute an agenda prior to the meeting
- Learning Indicator: Comm_5.3.6 Assess the impact of physical environment on meeting success
- Learning Indicator: Comm_5.3.7 Plan, organize, and conduct meetings to achieve identified purpose
- Learning Indicator: Comm_5.3.8 Demonstrate proper parliamentary procedures
- Learning Indicator: Comm_5.3.9 Seek opportunities to practice leadership techniques
- Learning Indicator: Comm_5.3.10 Demonstrate effective consensus building techniques
- Learning Indicator: Comm_5.3.11 Identify and discuss different motivational theories
- Learning Indicator: Comm_5.3.12 Determine the wants, needs, and motives of the audience to identify a motivational strategy
- Learning Indicator: Comm_5.3.13 Use appropriate leadership language that includes optimism, encouragement, and action
- Learning Indicator: Comm_5.3.14 Assume a leadership posture that incorporates confidence, assurance, and conviction
- Learning Indicator: Comm_5.3.15 Lead a brainstorming session
- Learning Indicator: Comm_5.3.16 Discuss behavior alteration techniques
- Learning Indicator: Comm_5.3.17 Discuss reward and punishment theories as they relate to the business setting
- Learning Indicator: Comm_5.3.18 Explain the concepts of employee empowerment

Comm_5.4 Incorporate appropriate supervision techniques to communicate effectively with various business constituencies.

- Learning Indicator: Comm_5.4.1 Participate in group activities in a supervisor position
- Learning Indicator: Comm_5.4.2 Supervise a group activity promoting team-building concepts
- Learning Indicator: Comm_5.4.3 Use delegation techniques
- Learning Indicator: Comm_5.4.4 Discuss supervision as a process for reaching goals through the use of human resources, technology, and material resources
- Learning Indicator: Comm_5.4.5 Discuss the importance of listening to subordinates
- Learning Indicator: Comm_5.4.6 Use techniques to provide appropriate feedback
- Learning Indicator: Comm_5.4.7 Discuss the concept that power is a trust and a responsibility

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Learning Indicator: Comm_5.4.8 Explain the types of power and identify appropriate uses of each

Learning Indicator: Comm_5.4.9 Discuss basic concepts of negotiations

Comm_5.5 Incorporate standards of personal ethics to communicate effectively with various business constituencies.

Learning Indicator: Comm_5.5.1 Discuss common types of unethical behavior in the workplace

Learning Indicator: Comm_5.5.2 Define ethics and identify the process by which individuals develop the foundation for making ethical decisions

Learning Indicator: Comm_5.5.3 Discuss the importance of taking moral responsibility for all oral and written communications and actions taken

Learning Indicator: Comm_5.5.4 Solve problems using techniques which include considerations of personal and ethical values

Information Systems IS_1: Demonstrate Knowledge of the Foundations of Information Systems

IS_1.2 Demonstrate a knowledge of computers and the ability to use them.

Learning Indicator: IS_1.2.1 Describe how to cold boot (start up) and warm boot (restart/reset) a computer. Explain the difference. Which should be attempted first?

Learning Indicator: IS_1.2.2 Identify (list) the basic components of your computer system and peripherals

Learning Indicator: IS_1.2.3 Define, explain or demonstrate written knowledge of the following components: Ports Modem, RAM, CPU, Mouse, File Server, Network (LAN & WAN), Serial Ports, Parallel Ports, Operating Systems, Files, Folders, Subfolders, Hard Drive, Storage Disks, CD-ROM, Zip Drives, LCD Displays

Learning Indicator: IS_1.2.4 List and describe the different types of printers available and their main differences

IS_1.3 Identify the need for applications of technology in business, industry, society and on a global scale.

Learning Indicator: IS_1.3.1 Demonstrate the ability to access information regarding applications of computers and technology in business, industry, society and on a global scale

Learning Indicator: IS_1.3.2 Cite uses of computer and technology in business, industry, society and on a global scale

Learning Indicator: IS_1.3.3 Create a brief list of business, industry, society and global references and sources where information about applications of computers and technology can be found

Information Systems IS_3: Demonstrate Knowledge of Common Applications of Information Systems

IS_3.1 Identify, select, evaluate, and use application software.

Learning Indicator: IS_3.1.1 Identify the types of application software and explain their purpose or use

Learning Indicator: IS_3.1.2 Select application software types appropriate for specific tasks

Learning Indicator: IS_3.1.3 Describe emerging application software

Learning Indicator: IS_3.1.4 Use reference materials, such as on-line help, vendor bulletin boards, tutorials, and manuals available for application software

Learning Indicator: IS_3.1.5 Identify, select, and apply the features of software products, such as galleries, templates, and macros

Learning Indicator: IS_3.1.6 Evaluate application software products in terms of their features

Learning Indicator: IS_3.1.7 Select application software products appropriate to various computer platforms

Learning Indicator: IS_3.1.8 Import and export text, data, and images between software programs

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IS_3.2 Install, upgrade, and customize application software.

Learning Indicator: IS_3.2.1 Store and maintain application software

Learning Indicator: IS_3.2.2 Install, upgrade, and customize application software

Information Systems IS_5: Demonstrate Knowledge of Communications Systems and Networking

IS_5.1 Use, select, and evaluate communications and networking systems software and hardware to include hubs, switches and routers.

Learning Indicator: IS_5.1.1 Identify the types of communications hardware and explain their functions and use

Learning Indicator: IS_5.1.2 Identify the types of communications software and explain their functions and use

Learning Indicator: IS_5.1.3 Select communications hardware appropriate for specific tasks

Learning Indicator: IS_5.1.4 Select communications software appropriate for specific tasks

Learning Indicator: IS_5.1.5 Demonstrate knowledge of basic telecommunication concepts in relation to technology, applications, and system components

Learning Indicator: IS_5.1.6 Perform computer activities in communications with modems

Learning Indicator: IS_5.1.7 Identify and describe the different components of the telecommunications industry

Learning Indicator: IS_5.1.8 Identify and explain various types of on-line services (e.g., Internet, Intranet, and Extranet)

Learning Indicator: IS_5.1.9 Access, navigate, and use on-line services (e.g., Internet, Intranet, and Extranet)

Learning Indicator: IS_5.1.10 Send and receive e-mail messages, voice messages, and faxes

Learning Indicator: IS_5.1.11 Identify the basic components of any communications system

Learning Indicator: IS_5.1.12 Transfer files between varying types of computers, both local and remote

Learning Indicator: IS_5.1.13 Communicate between varying computer platforms

IS_5.2 Design, implement, and repair communications and networking systems using cable, fiber optics and/or wireless communications.

Learning Indicator: IS_5.1.14 Identify the types of networks and their features and use

Learning Indicator: IS_5.1.15 Discuss impact of local and wide area networks on delivery of information

Learning Indicator: IS_5.1.16 Provide comparisons of topologies and protocols available for local area networks

Learning Indicator: IS_5.1.17 Install local area network hardware

Learning Indicator: IS_5.1.18 Generate and maintain the operating system

Learning Indicator: IS_5.1.19 Introduce bridges and gateways

Learning Indicator: IS_5.1.20 Select communications software appropriate for specific hardware

Learning Indicator: IS_5.1.21 Evaluate communications software products in terms of their features

Learning Indicator: IS_5.1.22 Install and customize communications software

Learning Indicator: IS_5.1.23 Identify, evaluate, and select telephone systems for various organizational needs

Learning Indicator: IS_5.1.24 Identify business concerns such as procurement, accounting, security, and other concerns

Information Systems IS_6: Demonstrate Knowledge of Adaptations for Students with Special Needs

IS_6.2 Select and apply information systems across the curriculum.

Learning Indicator: IS_6.2.1 Demonstrate how information systems can support learning in all curriculum areas

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Learning Indicator: IS_6.2.2 Select and apply information systems hardware and software appropriate to accomplish tasks across the curriculum

Information Systems IS_7: Demonstrate Knowledge of Information Systems Ethical Issues

IS_7.1 Establish and use a personal code of ethics for information systems use and management.

Learning Indicator: IS_7.1.1 Identify and explain property, privacy, access, and accuracy issues pertaining to information systems

Learning Indicator: IS_7.1.2 Analyze various information systems to distinguish ethical issues and problems

Learning Indicator: IS_7.1.3 Develop a code of ethics for information systems

Learning Indicator: IS_7.1.4 Apply ethical considerations to the operation and management of information systems common to organizations

Learning Indicator: IS_7.1.5 Demonstrate knowledge of laws and statutes relative to use of technology including copyright, equal access, fair use, educational opportunity, and least restrictive learning environment

Learning Indicator: IS_7.1.6 Discuss ethical and human issues relative to the use of technology in schools

Information Systems IS_8: Demonstrate Knowledge of the Social and Economic Impact of Information Systems

IS_8.1 Demonstrate a knowledge of the social and economic impact of information systems.

Learning Indicator: IS_8.1.1 Describe how information systems have changed the breadth and level of worker responsibilities

Learning Indicator: IS_8.1.2 Describe how information systems have changed social norms, including worker/manager protocols, and attitudes toward work, family, school, and other cultures

Learning Indicator: IS_8.1.3 Describe how information systems have fostered greater interdependence among workers, organizations, and nations

Learning Indicator: IS_8.1.4 Describe how new developments in information systems affect supply/demand dimensions in the job market

Learning Indicator: IS_8.1.5 Describe how information systems have changed organizational structure

Learning Indicator: IS_8.1.6 Describe how information systems have transformed business processes and relationships

Learning Indicator: IS_8.1.7 Describe how information systems have changed the manner in which training is offered and implemented

Learning Indicator: IS_8.1.8 Explain how information systems have contributed to worker productivity

Information Systems IS_9: Demonstrate Knowledge of Computer Architecture

IS_9.1 Describe current and emerging computer architecture; configure, install, and upgrade hardware systems; and diagnose and repair hardware problems.

Learning Indicator: IS_9.1.1 Identify hardware components such as hubs, switches and routers

Learning Indicator: IS_9.1.2 Explain the purpose, operation, and care of hardware components

Learning Indicator: IS_9.1.3 Identify examples of emerging hardware technology

Learning Indicator: IS_9.1.4 Diagnose hardware problems

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Learning Indicator: IS_9.1.5	Illustrate various configurations of hardware components
Learning Indicator: IS_9.1.6	Describe ergonomic principles in the configuration of computer workstations
Learning Indicator: IS_9.1.7	Remove, upgrade, and install computer hardware
Learning Indicator: IS_9.1.8	Repair computer hardware problems

Information Systems IS_10: Demonstrate Knowledge of Operating Systems, Environments, and Utilities

IS_10.1 Identify, select, evaluate, use, install, upgrade, customize, diagnose and solve problems with various types of operating systems, environments, and utilities.

Learning Indicator: IS_10.1.1	Describe various types of operating systems, environments, and utilities
Learning Indicator: IS_10.1.2	Describe emerging operating systems technology
Learning Indicator: IS_10.1.3	Perform "start-up" procedures on a computer system
Learning Indicator: IS_10.1.4	Use operating system commands
Learning Indicator: IS_10.1.5	Demonstrate a knowledge of operating systems/languages
Learning Indicator: IS_10.1.6	Prepare flow charts for business applications
Learning Indicator: IS_10.1.7	Import, export, and merge data stored in different formats
Learning Indicator: IS_10.1.8	Compare and contrast the functions and features of different operating systems, environments, and utilities
Learning Indicator: IS_10.1.9	Select operating systems, environments, and utilities appropriate to specific hardware and software
Learning Indicator: IS_10.1.10	Organize and maintain directories and files using various operating systems
Learning Indicator: IS_10.1.12	Diagnose and repair installation and operational problems of operating systems, environments, and utilities
Learning Indicator: IS_10.1.11	Install operating systems, environments, and utilities

Information Systems IS_11: Demonstrate Knowledge of Information Systems Planning, Acquisition, Analysis and Design

IS_11.1 Plan the selection and acquisition of information systems; analyze and design information systems using appropriate development tools.

Learning Indicator: IS_11.1.1	Identify sources for information systems hardware and software
Learning Indicator: IS_11.1.2	Develop design specifications for reports, screens, and data stores
Learning Indicator: IS_11.1.3	Complete appropriate documentation for information systems
Learning Indicator: IS_11.1.4	Identify and describe various structured analysis and design tools
Learning Indicator: IS_11.1.5	Using structured systems analysis tools, analyze the current system
Learning Indicator: IS_11.1.6	Using structured systems analysis tools, define the system requirements
Learning Indicator: IS_11.1.7	Design information systems interfaces appropriate to end-user needs
Learning Indicator: IS_11.1.8	Develop a training plan

Information Systems IS_12: Demonstrate Knowledge of Programming

IS_12.1 Demonstrate knowledge of computer history.

Learning Indicator: IS_12.1.1	Give a brief history of computers
Learning Indicator: IS_12.1.2	Describe how hardware and software make up computer architecture

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Learning Indicator: IS_12.1.3 Describe the binary representation of data and programs in computers

Learning Indicator: IS_12.1.4 Discuss the evolution of programming languages

Learning Indicator: IS_12.1.5 Describe the software development process

Learning Indicator: IS_12.1.6 Discuss the fundamental concepts of object-oriented programming

IS_12.2 Demonstrate ability to create a simple computer program.

Learning Indicator: IS_12.2.1 Describe the structure of a simple program

Learning Indicator: IS_12.2.2 Write a simple program - hello world

Learning Indicator: IS_12.2.3 Edit, compile, and run a program

Learning Indicator: IS_12.2.4 Format a program to give a pleasing, consistent appearance

Learning Indicator: IS_12.2.5 Locate compile-time errors

Learning Indicator: IS_12.2.6 Write a simple graphics program

Information Systems IS_13: Demonstrate Knowledge of Communications Systems and Networking

IS_13.1 Design and implement security plans and procedures for information systems.

Learning Indicator: IS_13.1.1 Identify risks to information systems facilities, data, communications systems, and applications

Learning Indicator: IS_13.1.2 Identify and select controls for information systems facilities, data, communications, and applications appropriate to specific risks

Learning Indicator: IS_13.1.3 Apply procedures used to restart and recover from situations such as system failure and viral infection

Learning Indicator: IS_13.1.4 Identify federal and state legislation pertaining to computer crime, fraud, and abuse

Learning Indicator: IS_13.1.5 Design and implement a security plan for an information system

Learning Indicator: IS_13.1.6 Develop and implement data retention and destruction schedules

Learning Indicator: IS_13.1.7 Develop and implement disaster prevention and recovery procedures

Information Systems IS_14: Demonstrate Knowledge of Information Systems Careers

IS_14.1 Describe positions and career paths in information systems.

Learning Indicator: IS_14.1.1 Identify positions and career paths in the field of information systems

Learning Indicator: IS_14.1.2 Identify common tasks performed by information systems workers

Learning Indicator: IS_14.1.3 Describe education, experience, skills, and personal requirements for careers in information systems

Learning Indicator: IS_14.1.4 Recognize the impact of technological change on information systems positions and the resulting need for lifelong learning and retraining