

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

Course Title	COMPUTER DESIGN & NETWORKING		
SDPTE Course ID	BE 0280	IBED	IBED 10252

A course designed to examine computer design, assembly, and maintenance, as well as develop foundational computer networking competencies; to include a study of appropriate procedures for working with hubs, switches, and routers. Students will learn associated workplace skills including inventory tracking, scheduling, component research and acquisition, and related business procedures.

Term		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_3: Demonstrate Knowledge of Workplace Expectations*

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

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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

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

CDev_3.5 Maintain safe and healthy environment.

Learning Indicator: CDev_3.5.1 Comply with safety and health rules

Learning Indicator: CDev_3.5.2 Select correct tools and equipment

Learning Indicator: CDev_3.5.3 Utilize equipment correctly

Learning Indicator: CDev_3.5.4 Check to make sure work area is ergonomically correct

Learning Indicator: CDev_3.5.5 Use appropriate action during emergencies

Learning Indicator: CDev_3.5.6 Maintain clean and orderly work area

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

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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_5: Demonstrate Knowledge of Organizational Communications

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
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

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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
- 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

Computation *Comp_6: Demonstrate Knowledge of Problem-Solving Applications*

Comp_6.9 Use mathematical procedures to analyze and solve business problems for inventory records.

- Learning Indicator: Comp_6.9.1 Determine inventory valuation according to different plans (e.g., LIFO, FIFO, specific identification, and weighted average)
- Learning Indicator: Comp_6.9.2 Determine cost of goods sold for a given period using different inventory valuation methods
- Learning Indicator: Comp_6.9.3 Determine gross profit for a given period using different inventory valuation methods

Entrepreneurship *Entr_1: Demonstrate Knowledge of Entrepreneurship Characteristics*

Entr_1.4 Apply the steps in the problem-solving process to solve actual and potential business problems.

- Learning Indicator: Entr_1.4.1 Apply the steps in the problem-solving process
- Learning Indicator: Entr_1.4.2 Generate alternative solutions to a given problem
- Learning Indicator: Entr_1.4.3 Utilize the problem-solving process to resolve a business problem
- Learning Indicator: Entr_1.4.4 Given a business dilemma for a consumer, identify the problem and analyze possible solutions
- Learning Indicator: Entr_1.4.5 Identify potential problems facing a planned business
- Learning Indicator: Entr_1.4.6 Develop contingency plans for solving identified problems

Entrepreneurship *Entr_5: Demonstrate Knowledge of Accounting*

Entr_5.1 Explain why it is important to keep appropriate records to make business decisions.

- Learning Indicator: Entr_5.1.1 Identify the reasons for keeping business records
- Learning Indicator: Entr_5.1.2 Describe problems that might occur as a result of not keeping business records
- Learning Indicator: Entr_5.1.3 Describe the resulting consequences to a business of specific problems relating to keeping poor quality business records

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

IS_1.1 Identify and use various input technologies that include keyboarding, voice recognition, handwriting recognition, optical character recognition, and other forms of emerging input technologies.

- Learning Indicator: IS_1.1.1 Develop proper input techniques for the keyboard and 10-key pad
- Learning Indicator: IS_1.1.2 Build keyboarding skills, including speed and accuracy
- Learning Indicator: IS_1.1.3 Master touch-keying for letter, punctuation, numeric, and symbol keys
- Learning Indicator: IS_1.1.4 Apply proofreading skills
- Learning Indicator: IS_1.1.5 Select and apply various appropriate input technologies such as image and text scanning, voice recognition, handwriting recognition, digital cameras, student response systems, touch screen mouse or stylus and tablet forms of input
- Learning Indicator: IS_1.1.6 Develop proper input techniques for emerging technologies to optimize performance in composing documents
- Learning Indicator: IS_1.1.7 Describe ergonomic issues and recognize how to prevent repetitive stress injuries related to input technologies
- Learning Indicator: IS_1.1.8 Demonstrate proper safety techniques using input technologies (e.g., burning and copying media and DVD's)
- Learning Indicator: IS_1.1.9 Organize and arrange workspace area

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_3.2 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

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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_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

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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_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

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

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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
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
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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

Management Mgmt_1: Demonstrate Knowledge of Functions of Management

Mgmt_1.1 Illustrate how the planning function is implemented and explain why it is important.

Learning Indicator: Mgmt_1.1.1	Explain what planning is and why it is done
Learning Indicator: Mgmt_1.1.2	Demonstrate the ability to set priorities
Learning Indicator: Mgmt_1.1.3	Apply the decision-making process to a business application
Learning Indicator: Mgmt_1.1.4	List the steps in problem solving
Learning Indicator: Mgmt_1.1.5	Define the role of strategic planning in a business
Learning Indicator: Mgmt_1.1.6	Identify factors involved with a strategic plan
Learning Indicator: Mgmt_1.1.7	Describe the process involved in developing a budget
Learning Indicator: Mgmt_1.1.8	Identify tools used in project planning (e.g., PERT, GANTT)

Management Mgmt_11: Demonstrate Knowledge of Operations Management

Mgmt_11.1 Apply generally accepted operations management principles and procedures to design a product and schedule its production.

Learning Indicator: Mgmt_11.1.1	Identify methods used to design or redesign products and tools that assist in the process [e.g., computer assisted design (CAD)]
Learning Indicator: Mgmt_11.1.2	Design a product
Learning Indicator: Mgmt_11.1.3	Identify the factors considered in scheduling production and tools that assist in the process [e.g., computer assisted management (CAM), robotics]
Learning Indicator: Mgmt_11.1.4	Prepare a production schedule

Mgmt_11.3 Apply generally accepted operations management principles and procedures to managing inventory.

Learning Indicator: Mgmt_11.3.1	Identify the problems associated with having too much or too little inventory
Learning Indicator: Mgmt_11.3.2	Apply methods used to count and inspect incoming inventory
Learning Indicator: Mgmt_11.3.3	Identify the basic forms of inventory carried by a manufacturing firm (e.g., materials and parts, work in process, finished goods)
Learning Indicator: Mgmt_11.3.4	Identify appropriate situations in which a Just-In-Time inventory system can and should be used
Learning Indicator: Mgmt_11.3.5	Develop a system for maintaining inventory control (e.g., receiving, tracking, securing, reordering)