

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

Course Title	BUSINESS ADMINISTRATION MANAGEMENT (CAPSTONE)		
SDPTE Course ID	BE 0650 (ME 0650)	IBED	IBED 12049

A course designed to provide students project-based application of essential business and marketing competencies. The course demonstrates proficiency in the following areas: leadership, accounting principles, technology, salesmanship, marketing/entrepreneurship, general business principles, business law, human relations skills, public speaking, business communications, keyboarding skill development, computer applications, career awareness, job seeking skills. NOTE: This class may serve as a “Capstone” course which should be an in-depth project-based application that is inclusive of business management and operation components.

Term	Semester/Trimester/Year	Preq	BE 0022
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Notes:

Accounting Acct_2: Financial Reports

Acct_2.1 **Develop an understanding and working knowledge of an annual report and financial statements.**

Learning Indicator: Acct_2.1.1	Identify sources for obtaining finance reports
Learning Indicator: Acct_2.1.2	Describe the users and uses of financial information
Learning Indicator: Acct_2.1.3	Identify the sections in an annual report and the purpose of each section
Learning Indicator: Acct_2.1.4	Explain the role of management and the auditor in preparing and issuing an annual report
Learning Indicator: Acct_2.1.5	Identify and explain the types of audit opinions
Learning Indicator: Acct_2.1.6	Explain the role of accounting and regulatory organizations in relation to financial reports
Learning Indicator: Acct_2.1.7	Describe the information provided in each financial statement and how the statements articulate with each other
Learning Indicator: Acct_2.1.8	Describe the relationship between assets, liabilities, and equity on the balance sheet
Learning Indicator: Acct_2.1.9	Identify and explain the classifications within assets, liabilities, and equity on the balance sheet
Learning Indicator: Acct_2.1.10	Identify the different formats of an income statement
Learning Indicator: Acct_2.1.11	Identify the classifications in an income statement and explain their relationship to each other (revenue, expense, gains, losses)
Learning Indicator: Acct_2.1.12	Describe changes in the ownership structure using the statement of equity
Learning Indicator: Acct_2.1.13	Explain how and why the conceptual framework of accounting and generally accepted accounting principles provide guidance and structure for preparing financial statements
Learning Indicator: Acct_2.1.14	Describe how the different forms of business ownership are reported in the financial statements
Learning Indicator: Acct_2.1.15	Identify the different types of business operations
Learning Indicator: Acct_2.1.16	Explain how the different types or business operations are reflected in the financial statements
Learning Indicator: Acct_2.1.17	Identify and explain the business activities reported in a statement of cash flows (operating, investing, financing)
Learning Indicator: Acct_2.1.18	Define comprehensive income and describe its relationship to operating results
Learning Indicator: Acct_2.1.19	Describe how disclosure requirements impact financial reporting

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Accounting Acct_3: Financial Analysis

Acct_3.1 Interpret financial statements to make informed business decisions.

Learning Indicator: Acct_3.1.1	Discuss the information that can be obtained from analyzing financial statements
Learning Indicator: Acct_3.1.2	Interpret the need for the primary areas of analysis (trend analysis, profitability, liquidity, capital structure)
Learning Indicator: Acct_3.1.3	Perform a horizontal and vertical analysis of the income statement and balance sheet
Learning Indicator: Acct_3.1.4	Assess profitability by calculating a balance sheet
Learning Indicator: Acct_3.1.5	Assess liquidity and solvency by calculating financial ratios
Learning Indicator: Acct_3.1.6	Compare and contrast debt and equity financing and explain the impact on the financial ratios
Learning Indicator: Acct_3.1.7	Assess capital structure by calculating and interpreting financial ratios
Learning Indicator: Acct_3.1.8	Research industry averages and explain their use in assessing the financial condition, operating results, profitability, liquidity, and capital structure
Learning Indicator: Acct_3.1.9	Apply information technology to conduct financial analysis
Learning Indicator: Acct_3.1.10	Identify and explain common methods for manipulating financial statements and financial ratios
Learning Indicator: Acct_3.1.11	Describe the ethical and legal implications resulting from the manipulation of financial statements and financial ratios
Learning Indicator: Acct_3.1.12	Use the statement of cash flow to analyze business activities (operating, investing, financing)
Learning Indicator: Acct_3.1.13	Analyze cash flow from operating activities to assess profitability and liquidity

Accounting Acct_4: Demonstrate Knowledge of the Accounting Process

Acct_4.4 Complete the various steps of the accounting cycle and explain the purpose of each step.

Learning Indicator: Acct_4.4.1	Demonstrate a knowledge of accounting terms, concepts, and processes as they relate to the accounting cycle
Learning Indicator: Acct_4.4.2	Demonstrate a knowledge of the order in which steps in the accounting process are to be performed
Learning Indicator: Acct_4.4.3	Demonstrate an awareness of the content and chronological relationship between each step in the accounting cycle
Learning Indicator: Acct_4.4.4	Describe and prepare a variety of source documents
Learning Indicator: Acct_4.4.5	Analyze business transactions using source documents and describe their effect on the accounting equation
Learning Indicator: Acct_4.4.6	Explain the double-entry system of accounting and apply debit and credit rules when analyzing business transactions
Learning Indicator: Acct_4.4.7	Demonstrate knowledge of recording transactions in the general journal
Learning Indicator: Acct_4.4.8	Analyze and record transactions in the appropriate journals
Learning Indicator: Acct_4.4.9	Explain the purpose of a journal and its relationship to the ledger
Learning Indicator: Acct_4.4.10	Post entries from the journal to the ledger
Learning Indicator: Acct_4.4.11	Identify data needed for calculating adjustments (ending merchandise inventory, end-of-period balance of prepaid insurance, ending supplies inventory, bad debts expense, and depreciation expense)

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Learning Indicator: Acct_4.4.12	Calculate adjustments and complete the worksheet
Learning Indicator: Acct_4.4.13	Prepare a trial balance and explain its uses and limitations
Learning Indicator: Acct_4.4.14	Prepare an income statement
Learning Indicator: Acct_4.4.15	Prepare a capital statement
Learning Indicator: Acct_4.4.16	Prepare a balance sheet for the end of the fiscal period
Learning Indicator: Acct_4.4.17	Record in a general journal the required adjusting entries and post the entries to the general ledger
Learning Indicator: Acct_4.4.18	Post closing entries to the general ledger
Learning Indicator: Acct_4.4.19	Prepare a post-closing trial balance

Accounting Acct_6: Demonstrate Knowledge in the Interpretation and Use of Data

Acct_6.2 Apply differential analysis and present value concepts to make decisions.

Learning Indicator: Acct_6.2.1	Describe how accounting information facilitates management decision-making
Learning Indicator: Acct_6.2.2	Apply differential analysis to make the following types of decisions: make or buy a product; lease or buy and assess; discontinue a department, plant, or product; offer discounted prices on special orders; replace or repair equipment
Learning Indicator: Acct_6.2.3	Apply present-value concepts to evaluate capital investment opportunities

Business Law BLaw_1: Demonstrate Knowledge of Basics of the Law

BLaw_1.1 Analyze the relationship between ethics and the law.

Learning Indicator: BLaw_1.1.1	Explain a person's responsibility to obey the law
Learning Indicator: BLaw_1.1.2	List the most common sources of the law
Learning Indicator: BLaw_1.1.3	Identify ethical character traits (e.g., honesty, integrity, compassion, justice)
Learning Indicator: BLaw_1.1.4	Explain the relationships between law and ethics
Learning Indicator: BLaw_1.1.5	Describe the role of values in constructing an ethical code and a legal system
Learning Indicator: BLaw_1.1.6	Identify unethical and illegal conduct and related consequences
Learning Indicator: BLaw_1.1.7	Describe how to develop an ethical and legal life style
Learning Indicator: BLaw_1.1.8	Explain the way social forces may sometimes conflict
Learning Indicator: BLaw_1.1.9	Demonstrate how a rule of law may be a synthesis of conflicting social forces
Learning Indicator: BLaw_1.1.10	Compare and contrast differences in ethical and legal systems from state to state and nation to nation

BLaw_1.2 Describe the sources of the law.

Learning Indicator: BLaw_1.2.1	Define and describe the Constitution and the branches of government presented in the Constitution
Learning Indicator: BLaw_1.2.2	Define statutory law, identify the purposes of statutory law, and describe how a bill becomes a statute
Learning Indicator: BLaw_1.2.3	Define administrative agencies and regulations; explain where administrative agencies get their power and how they create regulations
Learning Indicator: BLaw_1.2.4	Describe the powers and limitations of the federal government as stated in the Constitution

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Learning Indicator: BLaw_1.2.5	Identify the basic freedoms guaranteed by the Bill of Rights and describe several key Constitutional amendments beyond the Bill of Rights
Learning Indicator: BLaw_1.2.6	Compare and contrast the national constitution with state, territory, and local constitutions
Learning Indicator: BLaw_1.2.7	Determine how courts make law and explain the role of precedent in the legal system
Learning Indicator: BLaw_1.2.8	Analyze the constitutionality of various statutes and regulations
Learning Indicator: BLaw_1.2.9	Compare and contrast the sources of the law in countries outside the United States and Canada
Learning Indicator: BLaw_1.2.10	Compare and contrast sources of international law

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

Business Law BLaw_11: Applications: Legal Specialty Activities

BLaw_11.4 Apply knowledge of terminology related to areas of law, the court system, and the legal office.

Learning Indicator: BLaw_11.4.1	Apply knowledge of terminology involving the legal office environment
Learning Indicator: BLaw_11.4.2	Apply knowledge of terminology involving the law and the court system
Learning Indicator: BLaw_11.4.3	Apply knowledge of terminology involving legal research
Learning Indicator: BLaw_11.4.4	Apply knowledge of terminology involving administrative law
Learning Indicator: BLaw_11.4.5	Apply knowledge of terminology involving litigation
Learning Indicator: BLaw_11.4.6	Apply knowledge of terminology involving contracts
Learning Indicator: BLaw_11.4.7	Apply knowledge of terminology involving torts
Learning Indicator: BLaw_11.4.8	Apply knowledge of terminology involving criminal law
Learning Indicator: BLaw_11.4.9	Apply knowledge of terminology involving family law
Learning Indicator: BLaw_11.4.10	Apply knowledge of terminology involving business organizations

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Learning Indicator: BLaw_11.4.11 Apply knowledge of terminology involving real estate

Learning Indicator: BLaw_11.4.12 Apply knowledge of terminology involving wills

Learning Indicator: BLaw_11.4.13 Apply knowledge of terminology involving estates and guardianships

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

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

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)

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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_3.4 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_4: Demonstrate Knowledge of Career Strategy

CDev_4.1 Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.

- Learning Indicator: CDev_4.1.1 Identify likes and dislikes of home and school responsibilities
- Learning Indicator: CDev_4.1.2 Relate information derived from self-assessment to career areas involving data, people, and/or things
- Learning Indicator: CDev_4.1.3 Relate the importance of career, family, and leisure activities to social and economic well-being
- Learning Indicator: CDev_4.1.4 Describe the relationship of assessed interests, aptitudes, and abilities to academic and occupational skills
- Learning Indicator: CDev_4.1.5 Apply career goals, skills, and interests to selection of high school courses
- Learning Indicator: CDev_4.1.6 Explain how decisions regarding education and work impact major life decisions
- Learning Indicator: CDev_4.1.7 Identify considerations for making responsible educational and occupational choices
- Learning Indicator: CDev_4.1.8 Identify sources of financial assistance
- Learning Indicator: CDev_4.1.9 Complete the steps required to apply for financial assistance
- Learning Indicator: CDev_4.1.10 Develop an action plan to transition from postsecondary education to work

CDev_4.2 Demonstrate an understanding of the goal setting process through setting short- and long-term career goals.

- Learning Indicator: CDev_4.2.1 Identify problems that interfere with obtaining career goals
- Learning Indicator: CDev_4.2.2 Apply steps in the decision-making process; evaluate consequences of decisions
- Learning Indicator: CDev_4.2.3 Describe how career development is a continuous process with a series of choices
- Learning Indicator: CDev_4.2.4 Determine how the expectations of others affect career goals
- Learning Indicator: CDev_4.2.5 Identify personal goals that may be satisfied through a combination of work, community, social, and family roles

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Learning Indicator: CDev_4.2.6	Analyze personal leisure choices in relation to lifestyle and the attainment of career goals
Learning Indicator: CDev_4.2.7	Compare advantages and disadvantages of various secondary and post secondary programs to the attainment of career goals
Learning Indicator: CDev_4.2.8	Relate skills developed in academic and technical programs to career goals
Learning Indicator: CDev_4.2.9	Determine how educational achievement impacts one's choice of a college major, further training, and/or entry into the job market
Learning Indicator: CDev_4.2.10	Relate the necessity of lifelong learning to one's ability to achieve goals
CDev_4.3	Develop an individual career plan.
Learning Indicator: CDev_4.3.1	Explain the importance of planning
Learning Indicator: CDev_4.3.2	Develop a career plan that includes the investigation of career clusters
Learning Indicator: CDev_4.3.3	Design a career plan that includes self-assessment, research, career alternatives, and high school course options
Learning Indicator: CDev_4.3.4	Create and implement a career plan that includes the required steps to transition from high school to post secondary education/training or the workplace
Learning Indicator: CDev_4.3.5	Explore appropriate employment opportunities and further education
Learning Indicator: CDev_4.3.6	Continue to revise and update one's career plan

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)

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- 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
- 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

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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

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

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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
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

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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

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

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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
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

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Learning Indicator: Comm_2.2.20 Discuss discrimination cases and legal precedents

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

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

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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_5.5 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

Economics and Personal Finance EcPF_1: Demonstrate Knowledge of Scarcity, Choice, and Opportunity Costs

EcPF_1.1 Identify opportunity costs and trade-offs involved in making choices about how to consume scarce economic resources and the effects they have on budgeting.

Learning Indicator: EcPF_1.1.1 Define and give examples of economic wants and needs

Learning Indicator: EcPF_1.1.2 Explain how economic wants are satisfied

Learning Indicator: EcPF_1.1.3 Identify the resources (factors of production) that are used to satisfy economic wants

Learning Indicator: EcPF_1.1.4 Define and give examples of scarcity

Learning Indicator: EcPF_1.1.5 Explain and give examples of the opportunity costs of choices made by individuals and society

Learning Indicator: EcPF_1.1.6 Explain why scarcity requires individuals, governments, and societies to make choices

Learning Indicator: EcPF_1.1.7 Explain the costs and benefits of alternative choices when making rational economic decisions

Learning Indicator: EcPF_1.1.8 Apply the steps in the rational decision-making process to a situation involving an economic decision by an individual and a group

Learning Indicator: EcPF_1.1.9 Explain the concept of marginalism as it applies to producers and consumers

Learning Indicator: EcPF_1.1.10 Explain the relationship between scarcity or choice and the production possibilities curve

Economics and Personal Finance EcPF_2: Demonstrate Knowledge of Personal Decision Making

EcPF_2.1 Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers.

Learning Indicator: EcPF_2.1.1 Recognize the consequences of making economic choices

Learning Indicator: EcPF_2.1.2 Identify alternative choices

Learning Indicator: EcPF_2.1.3 Make simple economic choices based on personal resources

Learning Indicator: EcPF_2.1.4 Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual

Learning Indicator: EcPF_2.1.5 Differentiate between types of decisions and identify those that require a formal decision-making process

Learning Indicator: EcPF_2.1.6 Apply a rational decision-making process to various types of decisions at different stages of the life cycle

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Economics and Personal Finance EcPF_13: Demonstrate Knowledge of the Role of Citizens

EcPF_13.1 Describe rights and responsibilities of citizens in the U.S. economy.

Learning Indicator: EcPF_13.1.1	Identify examples of consumer rights (e.g., consumer safety, right to be informed)
Learning Indicator: EcPF_13.1.2	Identify responsibilities corresponding to individual consumer rights
Learning Indicator: EcPF_13.1.3	Recognize how competition affects the right to choose from a variety of products at fair or competitive prices
Learning Indicator: EcPF_13.1.4	Describe how legislation defines and protects consumer rights
Learning Indicator: EcPF_13.1.5	Identify actions that demonstrate the exercise of consumer rights and responsibilities
Learning Indicator: EcPF_13.1.6	Examine how societal needs are balanced against the individual's rights and responsibilities (e.g., affirmative action, smokers' rights, protection of environment)
Learning Indicator: EcPF_13.1.7	Explain how an individual's role as consumer and citizen may conflict on public policy issues

Economics and Personal Finance EcPF_15: Demonstrate Knowledge of Making Career Choices

EcPF_15.1 Relate personal interests, wants and abilities to career choices and assess how conditions in the labor market may affect career choices.

Learning Indicator: EcPF_15.1.1	Give examples of various types of jobs
Learning Indicator: EcPF_15.1.2	Explain how types and availability of jobs are determined by consumer demand
Learning Indicator: EcPF_15.1.3	Assess personal interests, abilities, and life goals
Learning Indicator: EcPF_15.1.4	Differentiate among various occupational choices (e.g., service, manufacturing, agricultural, public service, professional, technical)
Learning Indicator: EcPF_15.1.5	Analyze the characteristics and requirements of occupations of interest
Learning Indicator: EcPF_15.1.6	Discuss the factors that affect income such as supply and demand, location, level of education, type of industry, union or non-union membership, gender, ethnicity, skill levels, and work ethics
Learning Indicator: EcPF_15.1.7	Identify trends that cause change in the labor market
Learning Indicator: EcPF_15.1.8	Describe the role of entrepreneurs in our economy, and assess entrepreneurship as a career option
Learning Indicator: EcPF_15.1.9	Use a rational decision-making process in the selection of possible career choices
Learning Indicator: EcPF_15.1.10	Produce a plan for preparing to enter a specific career

Entrepreneurship Entr_1: Demonstrate Knowledge of Entrepreneurship Characteristics

Entr_1.1 Identify unique characteristics of an entrepreneur and evaluate the degree to which one possesses those characteristics.

Learning Indicator: Entr_1.1.1	Identify the characteristics of a successful entrepreneur
Learning Indicator: Entr_1.1.2	Describe the characteristics of a successful entrepreneur
Learning Indicator: Entr_1.1.3	Identify one's own personal traits that are typical characteristics of an entrepreneur
Learning Indicator: Entr_1.1.4	Identify the costs and benefits of choosing to become an entrepreneur
Learning Indicator: Entr_1.1.5	Explain and evaluate the primary characteristics of a successful entrepreneur
Learning Indicator: Entr_1.1.6	Analyze the degree to which one possesses the characteristics of an entrepreneur
Learning Indicator: Entr_1.1.7	Analyze the personal advantages and risks of owning your own business

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Entr_1.3 Analyze potential business opportunities in relation to personal preferences, financial worthiness, and perceived risk.

Learning Indicator: Entr_1.3.1	Recognize opportunities from other people's wants and perceived needs
Learning Indicator: Entr_1.3.2	Describe opportunities that led to the development of successful entrepreneurial endeavors
Learning Indicator: Entr_1.3.3	Describe an entrepreneurial opportunity in a local area and explain the next steps in establishing a business oriented toward that opportunity
Learning Indicator: Entr_1.3.4	Identify and evaluate factors of perceived risk associated to a particular opportunity
Learning Indicator: Entr_1.3.5	Contrast the advantages and disadvantages of buying an existing business
Learning Indicator: Entr_1.3.6	Explain the methods used to determine the financial value of an existing business

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_2: Demonstrate Knowledge of Marketing

Entr_2.1 Develop a marketing plan for identifying the market.

Learning Indicator: Entr_2.1.1	Determine the wants of specific consumers
Learning Indicator: Entr_2.1.2	Determine potential buyers of specific products at various price levels
Learning Indicator: Entr_2.1.3	Define and give examples of market segmentation
Learning Indicator: Entr_2.1.4	Define and give examples of target markets for specific products
Learning Indicator: Entr_2.1.5	Define and give examples of the concept of market share
Learning Indicator: Entr_2.1.6	Estimate market share for the specific product or service
Learning Indicator: Entr_2.1.7	Identify target markets for potential new businesses

Entr_2.2 Develop a marketing plan for reaching the market.

Learning Indicator: Entr_2.2.1	Identify the components of marketing (i.e., product, place, price, promotion, people)
Learning Indicator: Entr_2.2.2	Design/select products to meet customer wants
Learning Indicator: Entr_2.2.3	Explain the importance of the location of a business
Learning Indicator: Entr_2.2.4	Price a product in order to yield a profit
Learning Indicator: Entr_2.2.5	Create promotional activities for a given product
Learning Indicator: Entr_2.2.6	Discuss factors that affect pricing
Learning Indicator: Entr_2.2.7	Select an appropriate location for a specific business
Learning Indicator: Entr_2.2.8	Select/prepare appropriate publicity activities for a business
Learning Indicator: Entr_2.2.9	Select/prepare appropriate advertising activities for a business
Learning Indicator: Entr_2.2.10	Design a new product to meet unfilled consumer wants
Learning Indicator: Entr_2.2.11	Design a marketing plan for a specific business

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Entr_2.3 Develop a marketing plan for keeping and increasing your market.

Learning Indicator: Entr_2.3.1	Discuss the importance of responding to customer concerns
Learning Indicator: Entr_2.3.2	Identify ways to respond to customer concerns
Learning Indicator: Entr_2.3.3	Discuss the importance of a business giving back to the community
Learning Indicator: Entr_2.3.4	Discuss the impact of competition on keeping/increasing market share
Learning Indicator: Entr_2.3.5	Develop strategies for obtaining customer feedback
Learning Indicator: Entr_2.3.6	Identify ways a business can contribute to the community
Learning Indicator: Entr_2.3.7	Discuss how networking can help maintain/increase market share
Learning Indicator: Entr_2.3.8	Identify networking opportunities
Learning Indicator: Entr_2.3.9	Select appropriate methods to respond to customer concerns
Learning Indicator: Entr_2.3.10	Identify new product/service opportunities
Learning Indicator: Entr_2.3.11	Establish strategies for maintaining customer loyalty
Learning Indicator: Entr_2.3.12	Participate in a business-sponsored community service activity
Learning Indicator: Entr_2.3.13	Establish quality control procedures
Learning Indicator: Entr_2.3.14	Develop policies and procedures for serving customers

Entrepreneurship Entr_3: Demonstrate Knowledge of Economics

Entr_3.1 Apply economic concepts when making decisions for an entrepreneurial venture.

Learning Indicator: Entr_3.1.1	Define opportunity costs and give examples
Learning Indicator: Entr_3.1.2	Explain the importance of opportunity costs when making a decision
Learning Indicator: Entr_3.1.3	Analyze a decision in terms of marginal costs and marginal benefits
Learning Indicator: Entr_3.1.4	Determine the differences between marginal costs and sunk costs

Entrepreneurship Entr_4: Demonstrate Knowledge of Finance

Entr_4.3 Interpret financial statements to make appropriate decisions.

Learning Indicator: Entr_4.3.1	Examine a profit/loss statement to determine whether a business is profitable
Learning Indicator: Entr_4.3.2	Describe why the analysis of financial statements is important for the business
Learning Indicator: Entr_4.3.3	Analyze for decision-making purposes the financial health of a business
Learning Indicator: Entr_4.3.4	Analyze for decision-making purposes the cash flow of a business
Learning Indicator: Entr_4.3.5	Analyze for decision-making purposes the worth of a business
Learning Indicator: Entr_4.3.6	Determine when financial experts should be consulted for the interpretation of financial data
Learning Indicator: Entr_4.3.7	Determine the number of products to be sold to make a profit (break-even analysis)
Learning Indicator: Entr_4.3.8	Identify factors which cause changes in the financial picture of a business

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Entrepreneurship Entr_5: Demonstrate Knowledge of Accounting

Entr_5.3 Demonstrate and understanding of how to establish and use appropriate records based on the needs of a business.

Learning Indicator: Entr_5.3.1 Identify and complete basic records for a business (e.g., cash sales, credit card, checkbook, promissory notes)

Learning Indicator: Entr_5.3.2 Select and complete appropriate records for a business based on the needs of a given business

Learning Indicator: Entr_5.3.3 Identify the advantages and disadvantages of keeping records manually or electronically

Learning Indicator: Entr_5.3.4 Identify and use appropriate software to fulfill record keeping needs

Learning Indicator: Entr_5.3.5 Prepare an opening-day balance sheet for a planned business

International Business IntB_3: Demonstrate Knowledge of International Business Communications

IntB_3.3 Apply technology to communication in a necessary and appropriate manner for effective and profitable international business relations.

Learning Indicator: IntB_3.3.1 Communicate internationally using electronic communications such as the telephone, fax, telex, and other electronic communication channels such as the Internet and e-mail

Learning Indicator: IntB_3.3.2 Evaluate which telecommunication methods are most appropriate for given international business situations

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?

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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_2: Demonstrate Knowledge of Industry Standard Software Applications

IS_2.1	Select and apply word processing software.
Learning Indicator: IS_2.1.1	Explain the purposes, functions, and common features of word processing software
Learning Indicator: IS_2.1.2	Explain the meaning of common word processing terminology
Learning Indicator: IS_2.1.3	Sequence and define steps of an information processing cycle
Learning Indicator: IS_2.1.4	Use word processing software to demonstrate file functions including creating, modifying, storing, retrieving, printing, and merging documents
Learning Indicator: IS_2.1.5	Demonstrate editing functions including cutting, pasting, importing and exporting text and graphics
Learning Indicator: IS_2.1.6	Apply layout and insert functions including tabs, margins, hanging indents, word-wrap, columns, headers/footers, and tables
Learning Indicator: IS_2.1.7	Apply formatting functions including fonts, sizes, styles, and positioning
Learning Indicator: IS_2.1.8	Apply word processing functions including spell checking, thesaurus, grammar checking, and the help functions of the software
Learning Indicator: IS_2.1.9	Proofread and edit documents for accuracy and content, and for correct grammar, spelling, and punctuation
Learning Indicator: IS_2.1.10	Input, edit, store, and output letters, memorandums, tables, and reports
Learning Indicator: IS_2.1.11	Use an office operations manual
IS_2.2	Select and apply spreadsheet software.
Learning Indicator: IS_2.2.1	Explain the purposes, functions, and common features of spreadsheet software
Learning Indicator: IS_2.2.2	Explain the meaning of common spreadsheet terms
Learning Indicator: IS_2.2.3	Use spreadsheet software to demonstrate file functions including creating, saving, loading, printing, and merging documents
Learning Indicator: IS_2.2.4	Demonstrate editing functions including inserting, cutting, pasting, and importing of text into spreadsheets
Learning Indicator: IS_2.2.5	Apply formatting functions including fonts, styles, size, and formulas
Learning Indicator: IS_2.2.6	Apply layout functions including columns, rows, and sheets
Learning Indicator: IS_2.2.7	Demonstrate ability to apply tool functions including sorting, navigating, and searching

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Learning Indicator: IS_2.2.8	Apply tools including spell checking, thesaurus, grammar checking, and the help functions of the software
Learning Indicator: IS_2.2.9	Design and enter common formulas that permit users to analyze spreadsheet data
Learning Indicator: IS_2.2.10	Test spreadsheet formulas and design for accuracy

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

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_7: Demonstrate Knowledge of General Management skills

Mgmt_7.2 Describe and use technology as it relates to the management process.

Learning Indicator: Mgmt_7.2.1	Describe the role of technology in the overall management process
Learning Indicator: Mgmt_7.2.2	Use current technology in various facets of the managerial process

Marketing Mktg_1: Demonstrate Knowledge of Marketing Roles

Mktg_1.1 Identify the roles of marketing and analyze the impact of marketing on the individual, business, and society.

Learning Indicator: Mktg_1.1.1	Describe the historical evolution of marketing
Learning Indicator: Mktg_1.1.2	Define and describe the marketing concept

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Learning Indicator: Mktg_1.1.3	Explain the impact of marketing on personal life
Learning Indicator: Mktg_1.1.4	Explain diversity of activities involved in marketing
Learning Indicator: Mktg_1.1.5	Compare and contrast marketing strategies for products, services, ideas, and persons
Learning Indicator: Mktg_1.1.6	Analyze ethical and social responsibility issues related to marketing
Learning Indicator: Mktg_1.1.7	Explain the role of utility in facilitating exchange (i.e., form, time, place, possession, information)
Learning Indicator: Mktg_1.1.8	Compare the American marketing system with those found in other countries

Marketing Mktg_3: Demonstrate Knowledge of External Factors to Business

Mktg_3.5 Identify and explain how technology influences/dictates marketing decisions.

Learning Indicator: Mktg_3.5.1	Identify current technological advances affecting market strategy
Learning Indicator: Mktg_3.5.2	Explain the importance of having a technological edge over competition (e.g., faster to market with new products)
Learning Indicator: Mktg_3.5.3	Determine new ways of marketing products using emerging technologies (e.g., Internet, television shopping)
Learning Indicator: Mktg_3.5.4	Demonstrate the ability to use the latest technology in marketing activities
