

Name _____ ID _____

Enrollment Date _____

Completion Date _____

Credits Completed _____

Instructor _____ School Year _____

I certify that the student received the training in the area indicated.

RATING SCALE:
 3: Skilled, works independently
 2: Competent, may need assistance
 1: Received instruction, skill undeveloped
 0: No exposure, instruction or training
 Measured Competencies listed should be seen as minimums (you can add)

Student Signature _____ Date _____

Instructor Signature _____ Date _____

Competencies _____/40

I. Computer Applications

(lowercase letters are indicators to be considered)

3 2 1 0 1. Personal Information Management

- a. Create calendars/schedules.
- b. Document results.
- c. Create tasks (to-do) list.
- d. Identify PIM applications (MS Outlook, Lotus Notes, and others).
- e. Manage daily/weekly/monthly schedule using applications such as Notes, MS Outlook, etc.
- f. Create and send notes, informal memos, reminder using PIM applications.
- g. Create reminder for oneself.
- h. Access email messages received.
- i. Access email system using login and password functions.
- j. Create e-mail messages in accordance with established business standards (e.g., grammar, word usage, spelling, sentence structure, clarity, email Demonstrate knowledge of email etiquette.
- l. Send email messages.
- m. Access email attachments.
- n. Attach documents to messages.
- o. Demonstrate knowledge of contamination protection strategies for email.
- p. Save email messages/attachments.

3 2 1 0 2. Research and Internet

- a. Locate information using search engine(s) and Boolean logic.
- b. Navigate web sites using software functions.
- c. Select appropriate search procedures and approaches.
- d. Select search engine(s) to use.
- e. Access business and technical information using the Internet.
- f. Access commercial, government, and education resources.
- g. Evaluate Internet resources (e.g., accuracy of information).
- h. Explore browser features.
- i. Test Internet connection.

- j. Unpack files using compression software.
- k. Bookmark web addresses (URLs).
- l. Navigate web sites using software functions (e.g., Forward, Back, Go To, Bookmarks).
- m. Access library catalogs on the Internet.
- n. Compile a collection of business sites (e.g., finance and investment).
- o. Add plug-ins and helpers to the web browser.
- p. Archive files.
- q. Explore the multimedia capabilities of the World Wide Web.
- r. Utilize online tools.
- s. Communicate via email using the Internet.
- t. Explore collaboration tools.
- u. Explore electronic commerce.
- v. Explore newsgroups.
- w. Compile a collection of business sites (e.g., finance and investment).

3 2 1 0 3. Word Processing and Presentations

- a. Create documents (e.g., letters, memos, reports) using existing forms and templates.
- b. Employ word processing utility tools (e.g., spell checker, grammar checker, thesaurus).
- c. Format text using basic formatting functions.
- d. Retrieve existing documents.
- e. Safeguard documents using name and save functions.
- f. Create new word processing forms, style sheets, and templates.
- g. Enhance publications using different fonts, styles, attributes, justification, etc.
- h. Enhance publications using paint/draw functions.
- i. Format new desktop publishing files.
- j. Output desktop publishing files.
- k. Place graphics in document.
- l. Prepare publications using desktop publishing software.
- m. Use advanced formatting features (e.g., headers/footers/dropped caps, and indexing).
- n. Create computer presentation and handouts in accordance with basic principles of graphics design and visual communication.
- o. Edit presentations.

- p. Insert graphic elements (e.g., graph, clip art, table) in a slide.
- q. Identify hardware items that support presentation software (e.g., scanners, digital cameras, printers, and projection systems).
- r. Print a single slide, an entire presentation, an outline, and notes.
- s. Run slide shows manually and automatically.

3 2 1 0 4. Spreadsheets

- a. Create spreadsheets.
- b. Edit spreadsheets.
- c. Print spreadsheets.
- d. Retrieve existing spreadsheets.
- e. Save spreadsheets.
- f. Create charts and graphs from spreadsheets.
- g. Group worksheets.
- h. Input/process data using spreadsheet functions.
- i. Perform calculations using simple formulas.

3 2 1 0 5. Data

- a. Enter data using a form.
- b. Locate/replace data using search and replace functions.
- c. Process data using database functions (e.g., structure, format, attributes, relationships, keys).
- d. Perform single- and multiple-table queries (e.g., create, run, save).
- e. Print forms, reports, and results of queries.
- f. Search a database table to locate records.
- g. Sort data using single- and multiple-field sorts.
- h. Verify accuracy of output.
- i. Maintain shared database of contact information.
- j. Manage daily/weekly/monthly schedule using applications.
- k. Participate in virtual group discussions and meetings.
- l. Apply basic commands of operating system software.
- m. Employ desktop operating skills.
- n. Apply appropriate file and disk management techniques.
- o. Recognize the need for regular backup procedures.
- p. Demonstrate knowledge of central processing unit (CPU) control and architecture.
- q. Identify CPU modes of operations.
- r. Define the role of memory management in an

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- operating system.
- s. Demonstrate knowledge of network operating systems.
- t. Demonstrate knowledge of operating system architecture types.
- u. Demonstrate knowledge of the commands used to handle tasks in operating systems.
- v. Differentiate between microcomputer, minicomputer, and mainframe operating systems.
- w. Demonstrate knowledge of the basics of process management.
- x. Demonstrate knowledge of the system utilities used for file management.

3 2 1 0 6. Ethics and Security

- a. Demonstrate knowledge of potential internal and external threats to security.
- b. Assess exposure to security issues.
- c. Demonstrate knowledge of virus protection strategy.
- d. Ensure compliance with security rules, regulations, and codes.
- e. Explore ways to implement countermeasures.
- f. Implement security procedures in accordance with business ethics.
- g. Maximize threat reduction.
- h. Document security procedures.
- i. Understand how to follow a disaster plan.
- j. Identify sources of virus infections.
- k. Understand how to utilize backup and recovery procedures.
- l. Understand how to load virus detection and protection software.
- m. Maintain confidentiality.
- n. Understand how to provide for user authentication (e.g., assign passwords, access level).
- o. Understand how to remove viruses.
- p. Report viruses in compliance with company standards.
- q. Identify the features and benefits of quality planning.
- r. Identify the role of quality within the organization.

3 2 1 0 7. History / Quality Assurance

- a. Demonstrate knowledge of changes brought about by quality industry leaders in the world.
- b. Demonstrate knowledge of successful efforts by industry to improve quality and/or reduce costs.
- c. Demonstrate knowledge of the historical evolution of quality assurance/total quality management (e.g., Deming, ISO 9000).
- d. Demonstrate knowledge of the standards/requirements for the Baldrige award.
- e. Demonstrate knowledge of quality management terminology.

Foundation & 21st Century Competencies

All Information Technology Pathways

(lowercase letters are indicators to be considered)

II. Pathway Foundation Problem Solving and Critical Thinking

3 2 1 0 1. Demonstrate knowledge of the process required to evaluate and verify the nature of a problem.

- a. Demonstrate knowledge of the underlying concepts of the information systems discipline.
- b. Demonstrate knowledge of methods for achieving productivity in knowledge work.
- c. Apply general systems theory to the analysis and development of an information system.
- d. Identify procedures for formal problem-solving.
- e. Demonstrate knowledge of the fundamental concept of information theory and organizational system processes.
- f. Identify the essential properties of information systems.

3 2 1 0 2. Demonstrate knowledge of the process required to solve a problem.

- a. Demonstrate knowledge of problem-solving steps and techniques.
- b. Summarize application planning, development, and risk management for information system.
- c. Identify potential problems in system implementation.
- d. Demonstrate knowledge of the information analysis process.
- e. Demonstrate knowledge of information technology solutions.

III. Cluster Foundation Employability and Career Development

3 2 1 0 1. Demonstrate ability to evaluate and compare employment opportunities and accept employment.

- a. Identify job advantages and disadvantages.
- b. Compare job benefits to individual needs.
- c. Compare job opportunities and responsibilities to career plan.
- d. Make decision to accept or reject employment.
- e. Write acceptance or rejection letter without error.
- f. Complete employment forms upon acceptance.

3 2 1 0 2. Demonstrate ability to seek and apply for employment.

- a. Identify resources for finding employment.
- b. Analyze resources to determine those that are most appropriate for desired career.
- c. Compare job requirements with personal qualifications, interests, and aptitudes.
- d. Select job that matches personal qualifications, interests, and aptitudes.
- e. Identify prospective employer's submission requirements.

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- f. Gather information and prepare rough draft of resume.
- g. Put resume in proper format.
- h. Write letter of application for specific job opening in correct format, without error.
- i. Gather information for application.
- j. Complete all questions on application with appropriate and honest answers.
- k. Sign and date application.
- l. Attach any supporting material required or requested.
- m. Submit full application package to employers.
- n. Dress appropriately for interview.
- o. Exhibit professional conduct before, during and after interview.
- p. Explain your qualifications and interests clearly and concisely.
- q. Answer all questions honestly and concisely.
- r. Write follow-up letter after the interview.

3 2 1 0 3. Demonstrate knowledge of career development/progression patterns in the IT industry.

- a. Identify education and training requirements for IT career pathways.
- b. Identify professional organizations in the area of information technology.
- c. Identify benefits derived from membership in specific professional organizations.

3 2 1 0 4. Demonstrate knowledge of the relationship between lifelong learning and IT career development.

- a. Identify present and future IT employment opportunities.
- b. Demonstrate knowledge of the potential impact of IT on future society.
- c. Identify the importance of lifelong learning in the IT field.
- d. Identify certification and/or degree requirements.
- e. Identify required knowledge and skills for career ladder.
- f. Research educational and training opportunities.
- g. Identify present and future IT education and training opportunities.
- h. Design a lifelong learning plan that ties in with career advancement plan.

3 2 1 0 5. Develop a personal career plan to meet career goals and objectives.

- a. Identify career that matches individual interests and aptitudes.
- b. Develop career goal with time frame.
- c. Identify goals and objectives for reaching and advancing in career.
- d. Write a list of strategies for achieving educational requirements.
- e. Identify strategies for obtaining employment experiences.
- f. Write a time line for achieving career goals and objectives.
- g. List alternatives and potential changes.

3 2 1 0 6. Explain written organizational policies, rules and

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procedures to help employees perform their jobs.

- Identify the contents of various organizational publications.
- Determine the appropriate document(s) for specific job responsibilities and work assignments.
- Locate and identify specific organizational policy, rule or procedure to assist with a given situation.
- Articulate how a specific organizational policy, rule or procedure will improve a given situation.

3 2 1 0 7. Identify and demonstrate positive work behaviors and personal qualities.

- Demonstrate regular attendance.
- Follow company dress and appearance standards.
- Exhibit pride in work.
- Demonstrate leadership and teamwork.
- Exhibit ability to handle stress.
- Display initiative and open-mindedness.
- Participate in company orientation and training programs with enthusiasm.
- Identify progressive strategies that will impact efficiency of job.
- Follow established rules, regulations and policies.
- Explain employer/management responsibilities.
- Demonstrate cost effectiveness.
- Demonstrate time management.
- Complete all tasks thoroughly.

3 2 1 0 8. Identify and explore career opportunities in one or more career pathways.

- Locate and interpret career information for at least one career cluster.
- Identify job requirements for three career pathways.
- Identify educational and credentialing requirements for three careers.
- Identify personal interests and aptitudes.
- Identify job requirements and characteristics of selected careers.
- Compare personal interests and aptitudes with job requirements and characteristics.
- Modify career goals based on results of personal interests and aptitudes with career requirements and characteristics.

3 2 1 0 9. Provide examples of how IT is transforming business in various industries.

- Demonstrate knowledge of how both PCs and larger computer systems impact people and are used in business/industry/government and other institutions.
- Demonstrate knowledge of the impact of computers on career pathways in business/industry (e.g., how computers have eliminated and created jobs).
- Demonstrate knowledge of the impact of computers on access to information and information exchange worldwide.
- Demonstrate knowledge of ethical issues that have surfaced in the information age.

All Information Technology Pathways

Ethics and Legal Responsibilities

3 2 1 0 1. Demonstrate appropriate knowledge and behaviors of legal responsibilities and of positive cyber-citizenship.

- Demonstrate knowledge of the legal issues that face information technology professionals.
- Identify issues and trends affecting computers and information privacy.

3 2 1 0 2. Demonstrate knowledge of social, ethical, and legal issues in the information technology field.

- Analyze the social implications of decisions made and actions taken as an information technology professional.
- Demonstrate knowledge of the ethical issues that face information technology professionals.
- Determine the practical implications of lawsuits in terms of good will, client relations, the bottom line, diversion of company resources, cash flow and accounts receivable.
- Demonstrate knowledge of basic business law concepts.

3 2 1 0 3. Demonstrate knowledge of the rights and responsibilities of IT workers.

- Identify generally accepted business ethics.
- Demonstrate knowledge of federal laws governing discrimination and harassment.
- Demonstrate knowledge of key concepts related to employment discrimination.
- Demonstrate sensitivity to diversity, including differences in gender, culture, race, language, physical and mental challenges, and family structures.
- Establish procedures for maintaining the confidentiality of client information.

Leadership and Teamwork

3 2 1 0 1. Build interpersonal skills with individuals and other team members.

- Analyze the interdependence of empathetic listening, synergy, and consensus building.
- Define roles within the group decision-making process.
- Demonstrate knowledge of how to apply team methods to empower coworkers.
- Apply knowledge of group dynamics.
- Promote teamwork, leadership, and empowerment.
- Identify strategies for fostering creativity.

3 2 1 0 2. Demonstrate knowledge of the skills needed for leadership in the IT environment.

- Demonstrate knowledge of how to apply team methods to empower coworkers.
- Establish goals and objectives for IS.
- Define mission and critical success factors.
- Identify desired group and team behavior in an IS context.

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Safety, Health, and Environmental

3 2 1 0 1. Maintain a safe working environment.

- Demonstrate knowledge of the relationship between health, safety, and productivity.
- Identify health and safety standards established by government agencies.
- Access needed safety information using company and manufacturers' references (e.g., procedural manuals, documentation, standards, and flowcharts).
- Ensure maintenance of a clean work area.
- Solve safety problems using problem-solving, decision-making, and critical thinking strategies.
- Demonstrate knowledge of ergonomics and repetitive strain injury.

Systems

3 2 1 0 1. Demonstrate knowledge of the nature of IT in business.

- Determine how business activities interface with data processing functions.
- Differentiate between the role of information systems within a company and their role in a global environment.
- Measure increases in productivity realized by the implementation of information systems.

3 2 1 0 2. Demonstrate knowledge of the operation of cross-functional teams in achieving project goals.

- Consider the benefits of using a cross-functional team in policy and procedure development.
- Identify desired group and team behavior in an IS context.

3 2 1 0 3. Explain/discuss general strategies for maximizing organizational learning and productivity in a high tech environment.

- Assess the importance of new technologies to future developments and to the future knowledge worker productivity.
- Demonstrate knowledge of methods for achieving productivity in knowledge work.
- Create/maintain an environment supportive of productivity.

IV. Academic Foundations

Language Arts Courses

3 2 1 0 1. Demonstrate language arts knowledge and skills required to pursue the full-range of career and post-secondary education opportunities within the IT career cluster.

- Listen actively.
- Adapt language (diction/structure, style) for audience, purpose, situation.
- Collect/organize oral and written information.
- Compose/edit (agenda, audio-visuals, bibliographies, drafts, forms/documents, notes, oral presentations, reports,

technical terminology).

- e. Comprehend oral and written information (cause/effect, comparisons/contrasts, conclusions, context, purpose, charts/tables/graphs, evaluation/critiques, mood, persuasive text, sequence, summaries, technical matter).
- f. Evaluate oral and written information (accuracy, adequacy/sufficiency, appropriateness, clarity, conclusions/solutions, fact/opinion, propaganda, relevancy, validity, relationship of ideas).
- g. Identify oral and written assumptions, purpose, outcomes/solutions, and propaganda techniques.
- h. Predict outcomes/solutions from oral and written information trends.
- i. Present formal and informal speech for the purposes of discussion, supplying/requesting information, interpretation, and persuasion.
- j. Use library, text and Internet resources.

Communications Courses

3 2 1 0 2. Apply active listening skills to obtain and clarify information.

- a. Determine familiarity of discussion.
- b. Respond accordingly using appropriate verbal and nonverbal language.
- c. Explain the message given in your own words.
- d. Ask questions to seek or confirm understanding.
- e. Paraphrase and/or repeat information.
- f. Record and summarize information in written notes.
- g. Follow directions and/or respond in a positive way with clear, concise comments.

3 2 1 0 2. Build customer relations.

- a. Identify organizations' products and services (including own strengths as a sales agent).
- b. Recognize the importance of all customers to the business.
- c. Determine customers' individual needs.
- d. Project a professional business image (e.g., appearance, voice, grammar, word usage, enunciation, nonverbal communication).
- e. Interact with customers and colleagues in a professional (e.g., prompt, friendly, courteous, respectful, helpful, knowledgeable, and understandable) manner.
- f. Comply with established business protocols and company policies.
- g. Communicate company policies to customers.
- h. Handle merchandise returns in accordance with customer service policy.
- i. Handle customer complaints in accordance with customer service policy.
- j. Facilitate customer service through the maintenance of key information systems.
- k. Follow through on commitments made to customers (e.g., special orders, delivery specifications, new items).

3 2 1 0 3. Comprehend and use reading strategies to learn meaning, technical concepts, vocabulary, and follow instructions.

- a. Use reading strategy to achieve intended purpose.
- b. Identify purpose of text.
- c. Identify complexity of text.
- d. Explain purpose of text.
- e. Determine relevance, accuracy and appropriateness to purpose.
- f. Identify complexities and discrepancies in information.
- g. Analyze information presented in a variety of formats, such as tables, lists, figures.
- h. Identify key technical concepts and vocabulary.
- i. Follow all instructions as specifically given.
- j. Explain meaning of new terms, vocabulary and concepts.
- k. Interpret technical materials used.
- l. Summarize overall meaning of text.
- m. Write specific steps for applying information to task or new situation.
- n. Write set of directions for others sharing information learned and applying that to task or new situation.

3 2 1 0 4. Conduct meetings.

- a. Plan meeting.
- b. Set agenda.
- c. Schedule meeting.
- d. Reserve meeting room.
- e. Invite appropriate personnel.
- f. Identify need for outside speakers.
- g. Assign someone to take minutes.
- h. Make introductions.
- i. Invite questions, comments, and group participation.
- j. Determine appropriate action, time frame, and person accountable for identified tasks.
- k. Monitor time.
- l. Publish minutes in timely manner.

3 2 1 0 5. Demonstrate sensitivity in communicating with a diverse workforce.

- a. Identify factors (e.g., culture, ethnicity, equity, special/exceptional needs) that impact communication.
- b. Identify strategies for successful communication with a diverse workforce.
- c. Determine communication style appropriate for listener(s).
- d. Bridge communication styles.
- e. Establish guidelines for dealing with conflict.

3 2 1 0 6. Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.

- a. Know subject matter well enough to be independent of written aids.
- b. Identify characteristics of the audience and adjust to their ability to understand.
- c. Use technical terms and concepts correctly.

- d. Use proper organization and structure to achieve coherence of major points.
- e. Identify media and visual aids appropriate to understanding of topic.
- f. Prepare visual aids and support materials for easy viewing and without error.
- g. Smoothly and efficiently operate any equipment used with support.
- h. Deliver presentation without grammatical error.
- i. Speak clearly with appropriate volume, rate and gestures while making and maintaining appropriate eye contact.
- j. Use support materials in the presentation that enhance the understanding of the topic and the interest level of the audience.
- k. Stay within presentation time parameters.
- l. Evaluate listeners' interest and receptiveness.
- m. Use verbal and nonverbal feedback strategies to engage discussion and adjust message and delivery.
- n. Respond to questions and comments.

3 2 1 0 7. Interpret and use tables, charts, and figures to support written and oral communications.

- a. Compile facts and arrange in an organized manner for a table, chart or figure.
- b. Document sources of data.
- c. Determine most appropriate way to display data for effective coherence.
- d. Prepare table, chart, graph or figure for inclusion in publication or presentation.
- e. Evaluate reference or source of data for authenticity and reliability.
- f. Explain information presented in tables, charts and figures.
- g. Prepare written summary of findings expressed in tables, charts and figures.

3 2 1 0 8. Interpret verbal and nonverbal behaviors to enhance communication with co-workers and clients/participants.

- a. Identify verbal cues.
- b. Observe voice speed, voice quality and tone.
- c. Explain message conveyed by verbal behaviors.
- d. Identify nonverbal cues.
- e. Observe eye contact, facial expressions, posture, gestures and other body language.
- f. Explain message conveyed by nonverbal behaviors.

3 2 1 0 9. Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.

- a. Identify topic.
- b. Conduct search of information using card catalog, keywords, and/or search engines.
- c. Locate variety of resources such as books, journals, and magazines.
- d. Locate information from electronic forms including the Internet.

- e. Organize resources to use key information.
- f. Read and take notes from selected resources.
- g. Prepare outline that emphasizes major points with supporting data.
- h. Present information in organized, easy-to-follow manner.
- i. Prepare working bibliography according to MLA, APA, CBE, or Chicago, depending on the warranted language style.
- j. Prepare a bibliography according to MLA, APA, CBE, or Chicago, depending on the warranted language style.
- k. Use parenthetical, footnotes and endnotes text citations accurately.
- l. Follow plagiarism and copyright rules and regulations.

3 2 1 0 10. Use correct grammar, punctuation and terminology to write and edit documents.

- a. Organize and arrange information for effective coherence.
- b. Report relevant information in order of occurrence.
- c. Interpret information, data, and observations correctly.
- d. Present main ideas and supporting facts.
- e. Use technical terms and concepts.
- f. Incorporate and use references effectively and accurately.
- g. Report objective and/or subjective information.
- h. Use correct grammar and sentence structure.
- i. Use correct spelling.
- j. Use correct punctuation and capitalization.
- k. Use word processing software to develop text, charts, graphs or figures correctly.
- l. Use presentation software to prepare visual support materials.
- m. Format written documents with correct font and layout for easy reading.

Mathematics Courses**3 2 1 0 1. Demonstrate mathematics knowledge and skills required to pursue the full range of career and post-secondary education opportunities within the IT career cluster.**

- a. Identify whole numbers, decimals, fractions, complex numbers, polynomials, and geometrical figures.
- b. Apply basic arithmetic (addition, subtraction, multiplication, and division) operations.
- c. Apply relational (equal, not equal, greater than, less than, etc.) and logical operators in a logical expression.
- d. Understand the relationship of data and measurements to the problem.
- e. Produce mathematical formulae, expressions, and/or sequence of solution steps from problem statements.
- f. Analyze problem statements for missing/irrelevant data, estimate/exact values, inconsistent parameters.
- g. Construct charts/tables/graphs from functions and data.
- h. Describe problem-solving techniques (e.g., successive approximation, trial and error).

Science Courses**3 2 1 0 1. Demonstrate science knowledge and skills required to pursue the full range of career and post-secondary education opportunities within the IT career cluster.**

- a. Analyze/evaluate conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables.
- b. Use computers for information processing, mathematical applications and problem-solving.
- c. Apply/use scientific methods in qualitative and quantitative analysis, data gathering, direct and indirect observation, predictions, and problem identification.