

Principles of Public Service

Primary Career Cluster:	Government and Public Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C15H14
Prerequisite(s):	None
Credit:	1
Grade Level:	9-10
Focused Elective Graduation Requirements:	This course satisfies one of three credits required for an elective focus when taken in conjunction with other Government and Public Administration courses.
POS Concentrator:	This course satisfies one out of two required courses to meet the Perkins V concentrator definition, when taken in sequence in the approved program of study
Programs of Study and Sequence:	This course satisfies one out of two required courses that must be taken from a single program of study to meet the Perkins V concentrator definition requirements.
Aligned Student Organization(s):	SkillsUSA https://www.skillsusatn.org
Coordinating Work-Based Learning:	Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit https://www.tn.gov/education/career-and-technical-education/work-based-learning.html .
Promoted Tennessee Student Industry Credentials:	Credentials are aligned with postsecondary and employment opportunities and with the competencies and skills that students acquire through their selected program of study. For a listing of promoted student industry credentials, visit https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html
Teacher Endorsement(s):	132, 423, 590, 750
Required Teacher Certifications/Training:	None
Teacher Resources:	https://www.tn.gov/education/career-and-technical-education/career-clusters/government---public-administration.html Best for All Central: https://bestforall.tnedu.gov/

Course at a Glance

CTE courses provide students with an opportunity to develop specific academic, technical, and 21st century skills necessary to be successful in career and in life. In pursuit of ensuring every student in Tennessee achieves this level of success, we begin with rigorous course standards which feed into intentionally designed programs of study.

Students engage in industry relevant content through general education integration and experiences such as career & technical student organizations (CTSO) and work-based learning (WBL). Through these experiences, students are immersed with industry standard content and technology, solve industry-based problems, meaningfully interact with industry professionals, and use/produce industry specific, informational texts.

Using a Career and Technical Student Organization (CTSO) in Your Classroom

CTSOs are a great resource to put classroom learning into real-life experiences for your students through classroom, regional, state, and national competitions, and leadership opportunities. Below are CTSO connections for this course, note this is not an exhaustive list.

- Participate in CTSO Fall Leadership Conference to engage with peers by demonstrating logical thought processes and developing industry specific skills that involve teamwork and project management
- Participate in contests that highlight job skill demonstration; interviewing skills; community service activities, extemporaneous speaking, and job interview
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, and Community Action Project

For more ideas and information, visit Tennessee SkillsUSA at <http://www.tnskillsusa.com>.

Using Work-based Learning in Your Classroom

Sustained and coordinated activities that relate to the course content are the key to successful work-based learning. Possible activities for this course include the following. This is not an exhaustive list.

- **Standards 1-4** | Invite a local legislator or lawyer to speak about the system of government and how the local, state, and national systems relate to one another.
- **Standards 5-6** | Invite a local leader or public service representative to share with students about the management and administration of public services.
- **Standards 7-8** | Visit public service, public administration, public management, and local government offices, and have various employees speak to students during their visits.
- **Standards 9-11** | Have students attend a local city or county commission meeting.
- **Standards 12-16** | Invite a local mayor or city official to speak to students about civic engagement and how they can be active while in high school.
- **Standards 17-18** | Visit local city services such as traffic monitoring, waste-water treatment, and emergency management systems and have employees speak to students about how technology has changed their work.
- **Standards 19-20** | Invite a local official to speak to students about professional practices and skills specific to government and public administration workplaces.

For more ideas and information, visit <https://www.tn.gov/education/career-and-technical-education/work-based-learning.html>.

Course Description

Principles of Public Service is a foundational course in the *Public Management and Administration* program of study. This course covers fundamental philosophies of constitutional government in the United States as well as basic principles of public management and administration, including history and development, organizational structures, and modern functions. Legal and ethical issues faced by public officials are also explored, as is technology's impact on public management. Upon completion of this course, proficient students will explore career options in public management and administration and develop an understanding of the role and importance of civic engagement in democracy.

Program of Study Application

This is the foundational course in the *Public Management and Administration* program of study. For more information on the benefits and requirements of implementing this program in full, please visit the Government & Public Administration website at <https://www.tn.gov/education/career-and-technical-education/career-clusters/government---public-administration.html>

Course Standards

Philosophy and Principles of Constitutional Government

- 1) Identify influential philosophers and other historical figures who shaped fundamental political theories and philosophies of government. Outline these foundational political ideologies and explain how they evolved to influence the development of the United States form of constitutional government.
- 2) Summarize the basic principles of the United States Constitution, citing and interpreting specific language in the text itself. Describe constitutional provisions for limiting the role of government, including the separation of powers among the legislative, executive, and judicial branches and the system of checks and balances.
- 3) Explain the concept of federalism in American government. Drawing evidence from primary source documents, such as the Bill of Rights' Tenth Amendment, describe how the powers of American government are distributed across national, state, and local systems. Outline the different rights and responsibilities accorded to these layers of government in a model or graphic illustration.
- 4) Gather and analyze information from technical texts or digital sources to compare and contrast the structure and functions of local, state, and federal governments. Generate a visual representation (chart, diagram, etc.) to illustrate important connections and distinctions in their organization and purpose. Interpret these structures and functions in the context of Tennessee by identifying how local and state governments interact in this state.

History of Public Administration

- 5) Define public management and administration. Interpret and cite informational texts, such as scholarly journals and historical archives, examining the development and evolution of the public sector in general, and the management and administration of public services specifically. Write an informative essay that assesses the impact of major developments and advancements in public management and administration in the United States, including technology or practices that have improved the efficiency or effectiveness of services or programs.
- 6) Research and outline philosophies of government stewardship in public management and administration. Synthesize supporting evidence from multiple scholarly and professional sources to examine theories of government provision of services as an essential function of democracy.

Careers in Public Management and Administration

- 7) Use local news media and organizational websites to investigate occupations that make up the four career areas (public service, public administration, public management, and local governments) of the government and public administration sector. Demonstrate an understanding of each occupation by accurately articulating the following:
 - a. Roles and responsibilities of the position
 - b. Comparison of similar careers available in local, state, and federal government as well as non-profit agencies
 - c. Educational, training, and certification requirements
 - d. Location of occupations within the organizational hierarchy of the specific career area
- 8) Prepare a career profile for at least one occupation in each of the four career areas, using print, online, and/or personal interview sources to capture at minimum the following:
 - a. Job description
 - b. Essential knowledge and skills needed for the career
 - c. Program or path of study to reach occupational goals, beginning with high school and proceeding through postsecondary
 - d. Licensure and credentialing requirements
 - e. Non-educational job requirements such as physical fitness tests, minimum age, and psychological evaluations.

Government Provision and Administration of Services

- 9) Define and differentiate between public and private goods (e.g., national resources, national defense, and other public goods – vs. clothing, cars, and similar goods typically considered to be private in nature). Identify the characteristics that constitute a public vs. a private good (i.e., excludable, rivalrous, etc.), and investigate theories as to why the government or the private sector is better suited to provide each. Use supporting evidence to compose an argument for or against privatization of government goods or services with regard to efficiency, ethics, and economics.

- 10) Examine the roles, contributions, and involvement of government in public administration for the development and maintenance of public infrastructure (i.e., education, taxation, etc.). Compose a list of services typically provided by local, state, and federal governments. Identify the role of nonprofit organizations in providing services not available through government agencies.
- 11) Consult media commentary and academic journals on public management to produce a synthesis of current issues and trends surrounding government management of public affairs and interests. Compare the strengths and limitations of government powers such as taxation, defense, licensing, transportation, and related domains across different levels of government, and evaluate how contemporary trends affect the government's continued ability to steward the public good.

Civic Engagement

- 12) Review a variety of resources including historical government and scholarly documents (i.e., United States Constitution, Federalist Papers, etc.) as well as modern digital resources (i.e., government websites, news media) to summarize in an informational essay one's personal and civic roles and responsibilities in a democratic society.
- 13) Compare and contrast the rights and duties of citizens at the local, state, and national levels by consulting specific government legislation and related texts. For example, examine compulsory education laws; requirements for military service; and constitutional guarantees such as freedom of expression and the right to vote.
- 14) Illustrate the scope of civic engagement by creating a visual representation that identifies and differentiates between conventional and progressive forms of civic participation (i.e., voting, campaigning, and similar conventional forms vs. progressive tactics like advocating for special interest groups and conducting public demonstrations). Determine the relationship between civic engagement and the evolution of democratic processes and policies in the United States. For example, assess the impact of special interest groups on legislative priorities.
- 15) Evaluate the role of citizens in a participatory democracy by analyzing opportunities for public policy development, organization, and implementation. Demonstrate an understanding of personal civic competency by creating a checklist of effective citizenship skills, knowledge, and attitudes.
- 16) Identify methods for citizens to promote political awareness, advocacy, and involvement. Research important citizen movements (i.e., voting, labor, and civil rights), and compose an informative text describing their social and political effects.

Technology

- 17) Investigate how the evolution of technology has impacted local city services such as traffic monitoring, waste water treatment, and emergency management systems. Assess the extent

of this impact on such parameters as cost efficiency, safety improvements, and response time to medical or crime-related emergencies.

- 18) Drawing evidence from current events and media/professional commentary, evaluate the security risks posed to individuals and society associated with the advancement of technology. Compare and contrast the benefits and dangers of increased access to public data, for example, or describe current government efforts underway to curb the threat of cyberterrorism.

Professionalism and Leadership

- 19) Explore the social, moral, and ethical issues encountered in public management and administration, such as public scrutiny, use of public funds, and information security. Discuss the legal and ethical standards of practice (confidentiality, privacy, disclosure) that public officials and employees must adhere to in compliance with local, state, and federal laws.
- 20) Demonstrate the application of professional practices and skills specific to government and public administration workplaces. Describe the importance of planning and management skills and develop a summary of strategies for the development, prioritization, and management of goals and objectives.

Standards Alignment Notes

*References to other standards include:

- P21: Partnership for 21st Century Skills [Framework for 21st Century Learning](#)
 - Note: While not all standards are specifically aligned, teachers will find the framework helpful for setting expectations for student behavior in their classroom and practicing specific career readiness skills.