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| <b>Primary Career Cluster:</b>                              | Government and Public Administration  |
| <b>Course Contact:</b>                                      | <a href="mailto:CTE.Standards@tn.gov">CTE.Standards@tn.gov</a>  |
| <b>Course Code(s):</b>                                      | C15H16  |
| <b>Prerequisite(s):</b>                                     | <i>Principles of Public Service</i> (C15H14)  |
| <b>Credit:</b>  | 1   |
| <b>Grade Level(s):</b>                                      | 10-11   |
| <b>Elective Focus-Graduation Requirements:</b>              | This course satisfies one of three credits required for an elective focus when taken in conjunction with other Government and Public Administration courses.  |
| <b>POS Concentrator:</b>                                    | 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.   |
| <b>Programs of Study and Sequence:</b>                      | This is the <del>second</del> <u>Year 2</u> course in the <del>Public Management and Administration Leadership in Government</del> program of study.  |
| <b>Aligned Student Organization(s):</b>                     | SkillsUSA: <a href="http://tnskillsusa.com/">http://tnskillsusa.com/</a> <a href="https://www.skillsusatn.org/">https://www.skillsusatn.org/</a>  |
| <b>Coordinating Work-Based Learning:</b>                    | Teachers are encouraged to use embedded WBL activities such as informational interviewing, job shadowing, and career mentoring. For information, visit <a href="https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html">https://www.tn.gov/education/educators/career-and-technical-education/work-based-learning.html</a> .  |
| <b>Promoted Tennessee Student Industry Credentials:</b>     | 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 <a href="https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/education/career-and-technical-education/student-industry-certification.html</a> <a href="https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html">https://www.tn.gov/content/tn/education/educators/career-and-technical-education/student-industry-certification.html</a> . |
| <b>Teacher Endorsement(s):</b>                              | 132, 423, 590, 750  |
| <b>Required Teacher Certifications/<del>Training:</del></b> | <del>None</del> <a href="#">Please refer to the Occupational Educator Licensure Guidance.</a>   |
| <b><del>Required Teacher Training:</del></b>                | <del>None</del>   |
| <b>Teacher Resources:</b>                                   | <a href="https://www.tn.gov/education/career-and-technical-education/career-clusters/government---public-administration.html">https://www.tn.gov/education/career-and-technical-education/career-clusters/government---public-administration.html</a> <a href="https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/government---public-administration.html">https://www.tn.gov/education/educators/career-and-technical-education/career-clusters/government---public-administration.html</a>   |

# Public Management and Administration

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## Course at a Glance

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

Students engage in industry-~~relevant~~ content through general education integration and experiences such as career and 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 the 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 interviews.
- Participate in leadership activities such as Student2Student Mentoring, National Week of Service, Officer Training, Community Action Project, Community Service, and Chapter Business Procedure.

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

## Using Work-~~B~~ased Learning (WBL) 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 ~~1.1-1.3~~** | Interview a local city employee or manager to discuss the importance of interpersonal skills for successful professional relationships in public management and administration.
- **Standards ~~2.1-2.3 4-6~~** | Job shadow a local government diversity specialist.
- **Standards ~~7-103.1-3.4~~** | Host a panel discussion with several nonprofit organization representatives to share their roles in public service.
- **Standards ~~11-144.1-4.4~~** | Interview the city planner or risk manager about strategic planning for the local or regional government agency to which they are affiliated.
- **Standards ~~15-185.1-5.4~~** | Work with a local government partner or nonprofit partner to analyze strategies and systems used to monitor and control financial resources.
- **Standards ~~19-236.1-6.5~~** | Work with local community or city planners to summarize the elements commonly found in a comprehensive community or city plan then create an outline of the basic steps of the planning process.

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

## Course Description

*Public Management and Administration* is the second course in the *Public Management and Administration* program of study. This course covers basic organization and management principles of public and nonprofit organizations, including standard policies and procedures, emerging trends, community planning, and funding and budgeting. Throughout the course, students will continue to explore career options in public management and administration, while gaining a deeper understanding of the government roles and responsibilities to its citizens. Upon completion of this course, proficient students will be able to articulate roles and responsibilities of individuals involved in government operations.

## Program of Study Application

~~This is the second 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

### 1. Careers in Public Management and Administration

**1.1 Career Exploration:** Explore and compare local and regional career opportunities in **public management and administration**. Drawing evidence from multiple sources, such as the U.S. Bureau of Labor Statistics, **evaluate labor data** to describe the projected need for one or more careers in a public management or administration-related field. Detail in a written or visual representation the knowledge, skills, and abilities necessary for a diverse range of careers in public management and administration.

**1.2 Government Agencies and Non-Profit Organizations:** Gather and compare information from a variety of authoritative sources to synthesize a list of **common government and non-profit organization ethics and policies**. In an informative narrative, explore the philosophical, social, and moral issues associated with the establishment of ethical standards of practice and legal policies specific to employment within public service, government agencies, and non-profit organizations.

**1.3 Professional Skill Requirements:** Assess the importance of **interpersonal skills for successful professional relationships in public management and administration**. Create a checklist of effective oral and written communication skills needed for professional competency in government and public service-oriented careers.

### 2. Organization and Management

**2.1 Trends Leading to Change in Government Organizations:** Research **historical and current trends in government organization and management**. Summarize recent changes in government structure and ~~policies, and policies and~~ compose an informative essay citing evidence to support an analysis of the positive and negative effects of these changes. Include an exploration of any unintended consequences of the changes.

2.2 Implications of Geopolitical Conditions on Government: Consult informational texts, such as *The CIA World Fact Book*, to assess the **implications of a variety of geopolitical conditions on government organization, management, and administration**, including geographical location, economic significance of specific regions (natural resources, industries, etc.), and population demographics.

2.3 Contributions of Government to Meeting Needs: Identify the **roles and contributions of government in meeting the needs of a diverse society**. Using both print and electronic resources, examine scholarly analyses (such as public policy review journals and case studies) and popular media to evaluate the positive and negative effects of government policies on certain populations based on their geographic location, culture, or religious affiliation. For example, evaluate how interpretation of the Free Exercise Clause of the First Amendment affects religious expression.

### 3. Nonprofit Organizations

3.1 Nonprofit Organizations and Non-profit Classifications: Define **nonprofit organization and use a variety of resources**, such as the *IRS Guide to Tax Information for Charities and Other Non-Profits*, to compose a checklist of fundamental **requirements for legal classification of non-profit status**.

3.2 Evolution of Nonprofit Organizations: Research the **evolution of nonprofit organizations in the United States**, examining theories related to the nonprofit sector's role in the provision of public services. Select three nonprofit organizations (local, state, national, or international), examine their mission statements, and discuss how their services seek to fill specific societal or economic needs.

3.3 Roles and Services of Nonprofit Organizations: Compare and contrast common **roles and services of nonprofit organizations and government agencies**. Identify social, political, and economic trends that affect nonprofit organization objectives and functions.

3.4 Nonprofit Organization Policies: Summarize the organizational **elements and policies specific to nonprofit entities**, including tax exemptions and incentives, transparency and accountability, and risk management.

### 4. Procedures, Policies, and Trends

4.1 Legislative and Electoral Processes in Government: With the aid of public documents, textbooks, or government websites, create a chart that **compares the legislative and electoral processes of city, county, and state governments**. Identify the roles of public agencies in supporting elected officials to meet goals and objectives, and in endorsing approved legislation.

4.2 Agency Strategic Planning: Discuss the importance of **strategic planning for government and public agencies**. Summarize procedural and organizational policies specific to government and public agencies, including fiscal regulation, accountability, risk management, and personnel management.

**4.3 Comparison of Varying Strategic Plans:** Compare two simple (25 or fewer pages) **strategic plans** (or executive summaries of strategic plans) **from local government agencies or non-profit organizations** (for example, the *Downtown Memphis Strategic Plan* and the *Tennessee Technology Center at Memphis Strategic Plan*) and identify the common elements (such as mission statement, goals, objectives, strategies, performance measures, timeline) found in each. Use the identified elements as a template to create a strategic plan for a school organization.

**4.4 Trends Affecting Government Agencies:** Identify **social, political, and economic trends that affect government and public agency organization objectives and functions**. Research and generate connections between media exposure of political issues or events and the subsequent impact on individuals, political parties, interest groups, and government officials and employees.

## 5. Fiscal Management

**5.1 Fiscal Management:** Using print and digital media coverage of current events, **summarize contemporary legal, ethical, and technological issues in the fiscal management** of public and nonprofit agencies and government entities.

**5.2 Financial Sources:** Investigate **resources for the funding of public and nonprofit agencies and government entities** and compose a list of common **government and private financial sources** (such as foundations, institutions, and public grant-making entities).

**5.3 Strategies and Systems for Financial Management:** Analyze **strategies and systems used to monitor and control financial resources**. Compare and contrast accounting procedures and budgeting systems used in public and non-profit agencies and government entities. Examine regulations associated with accounting procedures and identify established standards and requirements.

**5.4 Procurement Procedures:** Identify **procurement procedures common to public and nonprofit agencies and government entities**, including public disclosure of required information, preparation and dissemination of documentation as required by law or policy, and contract creation, monitoring, and fulfillment.

## 6. Community Planning

**6.1 Historical Development in Community Planning:** Define **community planning and conduct a short research project on its historical development in the United States**. Using community planning case studies publicly available from government agency websites such as [fhwa.dot.gov](http://fhwa.dot.gov), [fema.gov](http://fema.gov), [faa.gov](http://faa.gov), and [epa.gov](http://epa.gov), examine the modern roles of public agencies in planning for transportation, emergency services, and public protection.

**6.2 Community Planning Process:** Drawing on examples (found in plans or minutes of meetings) retrieved from public agency websites, nonprofit documents, or campaign literature related

to community initiatives, **summarize the elements commonly found in a comprehensive community plan**. Create an outline that **illustrates the basic steps of the community planning process**.

**6.3 Data Used in Community Planning:** Compare and contrast **types of data (demographics, tax base, etc.) used in community planning**. Develop guidelines for accurate data collection and objective data interpretation for the evaluation and response to current and future public needs of a target community.

**6.4 Barriers in Community Planning Processes:** Identify **common barriers in community planning processes including environmental, legal, political, and fiscal issues**. Research a selected target community to **identify specific community planning barriers and compose an action plan** (including goals, action steps, and methods of evaluation) for addressing those barriers, justifying selected actions with claim(s) and counterclaim(s) and sound reasoning. Review action plan with peers and strengthen plan with revisions based on feedback.

**6.5 Specialized Technologies in Public Planning:** Investigate the **application of specialized technologies in public planning in the local area**. Examples might include the use of geographic information systems (GIS) by appraisal districts, smart meters used by public utilities, automated emergency announcements, and streamed video of live meetings.

## 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.