

Public Management and Administration

Primary Career Cluster:	Government and Public Administration
Course Contact:	CTE.Standards@tn.gov
Course Code(s):	C15H16
Prerequisite(s):	<i>Principles of Public Service</i> (C15H14)
Credit:	1
Grade Level:	10-11
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 that must be taken from a single program of study to meet the Perkins V concentrator definition requirements.
Programs of Study and Sequence:	This is the second course in the <i>Leadership in Government</i> program of study.
Aligned Student Organization(s):	SkillsUSA: http://tnskillsusa.com/
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/content/tn/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, Community Action Project, Community Service, and Chapter Business Procedure.

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.

- **Standard 1.1** | Interview a local city employee or manager to discuss the importance of interpersonal skills for successful professional relationships in public management and administration.
- **Standard 1.2** | Job shadow a local government diversity specialist.
- **Standard 1.3** | Host a panel discussion with several nonprofit organization representatives to share their roles in public service.
- **Standard 2.1** | Interview an election commission official about strategic planning for the local or state elections.
- **Standard 3.1** | Work with a local government partner or nonprofit partner to analyze strategies and systems used to monitor and control financial resources.
- **Standard 6.2** | Work with local community or city planners to summarize the elements of infrastructure.

Course Description

Public Management and Administration is the second course in the *Leadership in Government* 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.

Course Standards

1. Careers in Public Management and Administration

- 1.1 Career Exploration: Explore and compare **local and regional career opportunities** in the four career areas (public service, public administration, public management, and local governments) of the government and public administration sector. Evaluate labor data to **describe the projected need** for one or more careers in a public management or administration-related field.
- 1.2 Legal & Ethical Standards of Practice: 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.
- 1.3 Professional Practices & Skills: Demonstrate the **application of professional practices and skills** specific to government and public administration workplaces. Describe the importance of **planning and management skills** and summarize strategies for the **development, prioritization, and management of goals and objectives**.

2. Organization and Management

- 2.1. History of Government Organization & Current Trends: Research **historical and current trends** in government organization and management. Summarize **recent changes** in government structure and policies, and analyze the **positive and negative effects** of these changes including any **unintended consequences** of the changes.
- 2.2 Geopolitical Implications: 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 (e.g., natural resources, industries, etc.), and population demographics.

3. Nonprofit Organizations

- 3.1. What is a Non-Profit: Define **nonprofit organization** and use various 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 & Role of Non-Profit 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. Examine the **mission statements** of nonprofit organizations (local, state, national, or international), and discuss how their services seek to fill specific societal or economic needs.
- 3.3. Roles of Non-Profits & Outside Influences: 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. Policies Specific to Non-Profits: 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 & Electoral Processes and Roles of Public Agencies: Compare 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. Procedural & Organizational Policies: Summarize **procedural and organizational policies** specific to government and public agencies, including fiscal regulation, accountability, risk management, and personnel management.
- 4.3. Strategic Plans: Discuss the importance of **strategic planning** for government and public agencies. Identify the **common elements** (such as mission statement, goals, objectives, strategies, performance measures, timeline) found in local government or non-profit organizations' strategic plans (or executive summaries of strategic plans). Use the identified elements as a template to create a strategic plan.
- 4.4. Social, political, and economic trends: Identify **social, political, and economic trends** that affect government and public agency organization objectives and functions. Research and identify 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 Legal, ethical, and technological issues in fiscal management: Summarize **contemporary** legal, ethical, and technological **issues** in the **fiscal management** of public and nonprofit agencies and government entities.
- 5.2 Funding systems: Investigate **funding resources** for public and nonprofit agencies and government entities and identify **common government and private financial sources** (e.g., foundations, institutions, and public grant-making entities).
- 5.3 Monitoring and control of financial resources: 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. Government Provision and Administration of Services

- 6.1 Public and private goods: 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.
- 6.2 Role of government in the development and maintenance of public infrastructure: 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.
- 6.3 Government's role in meeting society's needs: Identify the **roles and contributions of government** in meeting the needs of a diverse society. 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.

6.4 Government management of public affairs and interests: Examine **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**.

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.