

# Public Management and Administration



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**Office of the State Superintendent of Education  
Postsecondary and Career Education Division  
Career and Technical Education Department**

**Christina Grant, Ed.D.  
State Superintendent of Education**

**Antoinette Mitchell, Ph.D.  
Assistant Superintendent, Postsecondary and Career Education**

**Kilin Boardman-Schroyer  
Deputy Assistant Superintendent, Postsecondary and Career Education**

**Richard W. Kincaid  
State Director, Career and Technical Education**

The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Public Management and Administration Program of Study. The academic standards in this document are theoretical and performance-based. The standards contain content from Colorado, Maryland, Tennessee, and Texas and were validated by D.C. business and industry partners. All content is used with permission.

In addition to academic standards, OSSE has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; and Work-Based Learning resources and requirements by course level.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.



# Public Management and Administration

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Public Management and Administration		
Course Level	Course Information	Description
Level I	<b>Principles of Government and Public Administration</b> <b>OSSEID:</b> 5070101 <b>Grades:</b> 9-12 <b>Prerequisite:</b> None <b>Credit:</b> 1	Principles of Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States and abroad. Students will examine governmental documents such as the U.S. Constitution, current U.S. Supreme Court and federal court decisions, and the Bill of Rights.
Level II	<b>Planning and Governance</b> <b>OSSEID:</b> 5070102 <b>Grades:</b> 10-12 <b>Prerequisite:</b> Principles of Government and Public Administration <b>Credit:</b> 1	Planning and Governance provides the opportunity for students to formulate plans and policies to meet the social, economic, and physical needs of communities.
Level III	<b>Public Management and Administration</b> <b>OSSEID:</b> 5070103 <b>Grades:</b> 11-12 <b>Prerequisite:</b> Planning and Governance <b>Credit:</b> 1	Public Management and Administration reviews actions and activities that governments and nonprofit administrations commonly use and that resemble private-sector management. Students will be introduced to management tools that maximize the effectiveness of different types and styles of administrators and affect the quality of life of citizens in the community.
Level IV	<b>Practicum in Local, State, and Federal Government</b> <b>OSSEID:</b> 5070104 <b>Grades:</b> 12 <b>Prerequisite:</b> Public Management and Administration <b>Credit:</b> 1	Students in the Practicum in Local, State, and Federal Government will concurrently learn advanced concepts of political science and government workings in the classroom setting and the workplace. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation.

## Industry Certifications

## Work-Based Learning Examples and Resources

Level I Course	Level II Course	Level III Course	Level IV Course
<b>Career Exploration</b> Industry Visits Guest Speakers Participate in a CTSO	<b>Career Awareness</b> <i>All of Level I, plus:</i> Postsecondary Visits Program- Specific Site Tours Mock Interviews	<b>Career Preparation</b> <i>All of Level I and II, plus:</i> Job Shadow Paid/Unpaid Internships	<b>Career Preparation</b> Paid/Unpaid Internships Apprenticeships



Several resources are available to help instructors meet the Level I and Level II WBL requirements, including:

**Career Coach DC** (<http://careercoachdc.emsicc.com>). Online site designed to help students find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training. The resource includes a Career Assessment for students.

**Nepris** (<https://dc.nepris.com/>). Connects educators and learners with a network of industry professionals virtually, bringing real-world relevance and career exposure to all students. Nepris also provides a skills-based volunteering platform for business and industry professionals to extend their educational outreach.

**Virtual Job Shadow** (<https://virtualjobshadow.com>). Provides interactive tools which empower students to discover, plan, and pursue their dreams. Rich video library presents a “day in the life of” view for thousands of occupations.

### Labor Market Information Definitions and Data

Career and Technical Education programs of study in the District of Columbia must meet at least one of the High Wage, High Skill, and In-Demand definitions below to be considered appropriate for our students and the regional labor market. These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEA’s, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Education Northwest. Additionally, previous work was consulted from researchers at MIT’s Labor Wage Index Project and the DC CTE Task Force’s 2012 Strategic Plan for the District of Columbia.

Indicator	Definition	Data for the Public Management and Administration Program of Study (source: EMSI, August 2021)
<p><b>High Wage</b></p>	<p>Those occupations that have a 25<sup>th</sup> percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage for the Washington, DC, metropolitan statistical area.</p> <p><i>Note: A 25<sup>th</sup> percentile hourly wage of \$17.02 or greater is required to meet this definition.</i></p>	<p><b>Standard Occupational Code (SOC):</b>            11-1031.00 Legislators            11-1011.00 Chief Executives            19-3051.00 Urban and Regional Planners</p> <p><b>Hourly Wages</b>  <b>25<sup>th</sup> Percentile:</b> \$45.70  <b>50<sup>th</sup> Percentile:</b> \$62.34  <b>75<sup>th</sup> Percentile:</b> \$88.97</p>
<p><b>High Skill</b></p>	<p>Those occupations located within the Washington, DC, metropolitan statistical area with the following education or training requirements: completion of an apprenticeship program; completion of an industry-recognized certification or credential; associate’s degree, or higher.</p>	<p><b>Typical Entry-Level Education:</b>            Master’s Degree</p>



<p><b>In-Demand</b></p>	<p>Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total (growth plus replacement) annual openings over a five-year period.</p> <p><i>Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2020-25 to meet this definition.</i></p>	<p><b>Annual Openings (Growth and Replacement): 182</b></p>
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## Model Six-Year Plan: Public Management and Administration Program of Study

**College:** University of the District of Columbia Community College

**Program/CIP:**

**Plan:**

**Entity:** Office of the State Superintendent of Education

**Career Cluster:** Government and Public Administration

**Program of Study:** Public Management and Administration

High School					College			
Subject	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade	Semester I	Semester II	Semester III	Semester IV
English (4)	English I	English II	English III	English IV				
Math (4)	Algebra I	Geometry	Algebra II	Math				
Science (4)	Biology	Lab Science	Lab Science	Science				
Social Studies (4)	World History and Geography I: Middle Ages	World History and Geography II: Modern World	U.S. History	U.S. Government (.5) and D.C. History (.5)				
Health (.5) and Physical Ed (1)	Health (.5) Physical Ed (.5)	Physical Ed (.5)						
World Languages (2)			World Language I	World Language II				
Art (.5)		Art (.5)						
Music (.5)		Music (.5)						
Elective / Major Courses	Principles of Government and Public Administration	Planning and Governance	Public Management and Administration	Practicum in Local, State, and Federal Government				
<b>Total possible college credits completed in high school: XX</b>					<b>Credit hours required to complete the AAS program: XX</b>			



## Course Standards

### Principles of Government and Public Administration

1. **General requirements.** This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
  - C. Principles of Government and Public Administration introduces students to foundations of governmental functions and career opportunities within the United States and abroad. Students will examine governmental documents such as the U.S. Constitution, current U.S. Supreme Court and federal court decisions, and the Bill of Rights.
  - D. Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and workplace tours relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
    1. communicate effectively with others using oral and written skills;
    2. demonstrate collaboration skills through teamwork;
    3. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    4. demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    5. show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and
    6. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.
  - B. **The student explores major political ideas and forms of government in history. The student is expected to:**
    1. explain major political ideas in history such as natural law, natural rights, the divine right of kings, and social contract theory;
    2. identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism; and
    3. explore aspects of public service and related careers at international, federal, state, and local levels.



- C. **As developed in the United States, the student understands how people, ideas, and historical documents have influenced the constitutional government. The student is expected to:**
1. analyze the principles and ideas that underlie the Declaration of Independence and the U.S. Constitution;
  2. explain the importance of a written constitution and how the federal government serves the purposes outlined in the U.S. Constitution;
  3. explore how the Federalist Papers describe the principles of the U.S. constitutional system of government;
  4. evaluate constitutional provisions for limiting the role of government such as republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;
  5. analyze the contributions of the political philosophies of the founding fathers and explain why they created a distinctly new form of federalism and adopted a federal system of government instead of a unitary system;
  6. evaluate the limits on the national and state governments in the U.S. federal system of government and how the U.S. Constitution can be amended;
  7. categorize, diagram, or create a descriptive representation of the government powers as national, state, or shared government;
  8. analyze historical conflicts over the respective roles of federal and state governments in the United States; and
  9. identify significant individuals and their roles in government and politics, including ambassadors, elected officials, and appointed officials.
- D. **The student compares the similarities and differences that exist among the U.S. system of government and other political systems. The student is expected to:**
1. compare and contrast the U.S. system of government with other political systems; and
  2. analyze advantages and disadvantages of presidential and parliamentary systems of government.
- E. **The student explores rights guaranteed by the U.S. Constitution. The student is expected to:**
1. identify the rights guaranteed by the Bill of Rights;
  2. evaluate the role of limited government and the rule of law for the protection of individual rights;
  3. identify and recognize issues addressed in critical cases that involve U.S. Supreme Court interpretations of rights guaranteed by the U.S. Constitution;
  4. define the roles of each branch of government in protecting the rights of individuals;
  5. explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government; and
  6. recognize the impact of the incorporation doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule.
- F. **The student recognizes the difference between personal and civic responsibilities. The student is expected to:**
1. explain the difference between private and civic responsibilities of citizens versus non-citizens;
  2. present how, why, and when the rights of individuals are inviolable even against claims for the public good;
  3. analyze the consequences on society of political decisions and actions; and
  4. investigate the role of municipal management in serving public and personal good.



- G. The student recognizes the importance of voluntary individual participation in the U.S. democratic society. The student is expected to:**
1. present how to measure the effectiveness of participation in the political process at local, state, and national levels;
  2. review, document, and explain how historical and contemporary examples of citizen movements were used to bring about political change or to maintain continuity;
  3. evaluate different leadership styles and their impact on participation;
  4. explain the factors that influence an individual's political attitudes and actions;
  5. compare the effectiveness of leadership characteristics of state and national leaders; and
  6. explain the importance of volunteer public service in bringing about political change and maintaining continuity.
- H. The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:**
1. identify a political policy or decision in the United States that was a result of changes in American culture;
  2. discuss changes in American culture brought about by government policies such as voting rights, the GI Bill, and racial integration;
  3. present an example of a government policy that has affected a particular racial, ethnic, or religious group; and
  4. explain the influence of individuals and/or groups that have effected change in society.
- I. The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:**
1. draw conclusions about the political significance to the United States of the location and geographic characteristics of critical regions compared to the economic significance of the geographic characteristics of selected places such as oil fields in the Middle East using maps and Global Positioning System (GPS) locations;
  2. interpret geographical influences on requirements for international, national, state, and local governments;
  3. predict how geographical considerations impact regional change over time;
  4. interpret the importance of cultural symbols in the planning of government activities;
  5. explore how geographic information systems assist in gathering information; and
  6. connect a positive or negative effect of a government policy to a place or region's physical and human characteristics.



- J. The student interprets and applies governance concepts to assess the functions of government and public administration in society. The student is expected to:**
1. recall historical debates and recognize the compromises necessary to reach landmark political decisions;
  2. give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy;
  3. explore the impact of political changes brought about by individuals, political parties, interest groups, or the media;
  4. recognize how the American beliefs and principles reflected in the U.S. Constitution contribute to our national identity;
  5. evaluate the alignment of institutions of government and public administration with the principles of U.S. and international law to guide policy development; and
  6. analyze how U.S. foreign policy affects other countries.
- K. The student works with different forms and methods of communication used to manage and facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:**
1. analyze the structure and functions of the legislative branch of government such as the bicameral structure of Congress, the role of committees, and the procedure for enacting laws;
  2. analyze the structure and functions of the executive branch of government such as the constitutional powers of the president, the growth of presidential power, and the role of the cabinet and executive departments;
  3. analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;
  4. explore the functions of selected independent executive and regulatory agencies;
  5. explain how specific provisions of the U.S. Constitution provide for checks and balances among the three branches of government;
  6. analyze selected issues raised by judicial activism and judicial restraint;
  7. compare and contrast the structures and functions of the District of Columbia government to the federal system;
  8. analyze the structure and functions of local government;
  9. document, report, and record information to conform to legal requirements;
  10. research safety standards and practices ensuring public safety and environmental protection;
  11. investigate how to comply with directives to ensure the protection of confidential information while carrying out duties as a government or public administration employee;
  12. compare and contrast the concepts of ethical conduct to comply with all laws and regulations affecting governmental agencies; and
  13. describe the accepted principles of financial management to administer budgets, programs, and human resources.
- L. The student uses technologies to research common objectives of government and public administration. The student is expected to:**
1. access appropriate information technologies to accomplish tasks;
  2. integrate appropriate information technologies to accomplish tasks;
  3. identify examples of government-assisted research that, when shared with the private sector, has resulted in improved consumer products such as computer and communication technologies;



4. analyze how U.S. government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations;
5. analyze the potential impact on society of recent scientific discoveries and technological innovations;
6. analyze the reaction of government to scientific discoveries and technological innovations; and
7. explain the concept of intellectual property.

**M. The student develops technology skills. The student is expected to:**

1. use technology as a tool to research, organize, evaluate, and communicate information;
2. use digital technologies (computers, PDAs, media players, GPSs, etc.); communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to function in a knowledge economy successfully;
3. demonstrate using current and new technologies specific to the program of study, course, and/or industry; and
4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Planning and Governance

1. **General requirements.** This course is recommended for students in Grades 10-12. Prerequisite: Principles of Government and Public Administration. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
  - C. Planning and Governance provides the opportunity for students to formulate plans and policies to meet the social, economic, and physical needs of communities.
  - D. Students will participate in at least two Career Awareness Work-Based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. communicate effectively with others using oral and written skills;
    2. demonstrate collaboration skills through teamwork;
    3. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    4. demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    5. show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and
    6. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.
  - B. **The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:**
    1. relate physical design to functioning of environment;
    2. analyze data relative to a project on present and future needs;
    3. assess legal aspects of regulatory compliance in planning;
    4. evaluate the presentation of class activity in regard to regulations and procedures;
    5. perform mapping and graphic functions skills;



6. predict the interaction between economy, transportation, health and human services, and land regulation and make recommendations for the future of an activity or project; and
  7. record or document observations about local, state, and federal programs to provide future planning recommendations.
- C. **The student develops a workplace or activity-based project and plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:**
1. identify emerging trends and barrier issues;
  2. practice or perform problem-solving techniques to overcome barriers to plan implementation; and
  3. evaluate the style of strategies available and necessary for achieving goals.
- D. **The student creates a coherent plan for project management. The student is expected to:**
1. initiate a project, including securing class or instructor approval of project scope;
  2. plan a project;
  3. execute a project, including responding to requests for information;
  4. monitor and control a project, including demonstrating effective, cogent presentation skills for public meetings and creating a format to monitor plan budgets;
  5. close a project; and
  6. maintain professionalism in challenging group and one-on-one situations.
- E. **The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:**
1. extract and evaluate ideas from research library resources and online materials;
  2. organize, structure, and conduct practice interviews with students; and
  3. compile original data and reliable source information into a student-designed objective database.
- F. **The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:**
1. analyze and implement classical and modern patterns of rhetoric;
  2. analyze differing political, social, ideological, and philosophical perspectives;
  3. critique facts and statistical claims for accuracy and relevance; and
  4. ensure materials meet ethical standards.
- G. **The student develops political instincts and an understanding of political processes to gain consensus. The student is expected to:**
1. compare and contrast interests of various individuals, groups, and their representatives;
  2. explore options for promoting tolerance toward individuals and groups;
  3. employ mediation techniques;
  4. suggest alternative proposals that keep discussions from collapsing; and
  5. discuss methods of openness for decision-making or problem-solving processes.
- H. **The student advocates new policies or policy changes to gain support for new or revised laws, regulations, ordinances, programs, or procedures. The student is expected to:**
1. deliver compelling arguments regarding issues or proposals;



2. create effective media presentations and projects;
  3. employ workplace skills to show the process reactions and responses and adjust appeals accordingly;
  4. evaluate and utilize techniques for motivating staff; and
  5. create project steps and activities for avoiding ethical pitfalls.
- I. **The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information;
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.); communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to function in a knowledge economy successfully;
  3. demonstrate using current and new technologies specific to the program of study, course, and/or industry;  
and
  4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Public Management and Administration

1. **General requirements.** This course is recommended for students in Grades 11-12. Prerequisite: Planning and Government. Students shall be awarded one credit for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
  - C. Public Management and Administration reviews actions and activities that governments and nonprofit administrations commonly use and resemble private-sector management. Students will be introduced to management tools that maximize the effectiveness of different types and styles of administrators and affect the quality of life of citizens in the community.
  - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which might include paid or unpaid internship experiences relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. communicate effectively with others using oral and written skills;
    2. demonstrate collaboration skills through teamwork;
    3. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    4. demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    5. show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and
    6. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.
  - B. **The student analyzes management theories. The student is expected to:**
    1. explore the various management theories such as Venn Diagram, Theory X, Theory Y, and Theory Z and how they are used effectively in public administration and management; and
    2. compare and contrast management of government and nonprofit agencies to the private sector.



- C. **The student compares and contrasts department vision, goals, and mission to support a public agency. The student is expected to:**
1. analyze economic, political, and social trends likely to impact an agency or department;
  2. develop expansive professional networks internally and with other organizations to broaden communication;
  3. practice and participate in the process of determining how to recruit a diverse workforce equitably;
  4. apply interpersonal skills to grasp opportunities and manage conflicts in a positive and constructive manner;
  5. emphasize the need to infuse an understanding of vision, missions, and goals into all departmental activities;
  6. analyze the concept of risk management; and
  7. legally publicize all meetings at which budget and allocation decisions are to be discussed.
- D. **The student practices the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:**
1. address the reluctance of employees to share work product and intellectual property;
  2. restate complex technical information or issues in language the general public can understand;
  3. explain, justify, or discuss public issues effectively;
  4. present techniques effectively to handle challenging interviews and situations; and
  5. afford the public equal opportunity of access to all open records.
- E. **The student uses agency expertise used by elected officials and others to identify, implement, and achieve common goals and objectives. The student is expected to:**
1. obtain relevant data relating to public management and non-public management from reliable sources;
  2. apply pertinent research and analytical methodologies; and
  3. assess the impact of possible changes on the public.
- F. **The student uses planning and fiscal services used to fund agency priorities. The student is expected to:**
1. estimate costs according to standards for government accounting;
  2. propose options over a range of cost requirements;
  3. analyze government resources to find possibilities for new or increased funding of programs; and
  4. prepare budgets.
- G. **The student develops and manages plans and systems that would meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:**
1. demonstrate an understanding of how to assist departmental staff in fulfilling procurement requirements;
  2. recommend process changes to improve vendor reliability and performance;
  3. determine means of public announcements to elicit vendor interest and bids from qualified sources;
  4. identify sources that match approved vendor criteria;
  5. manage an evaluation process that would ensure each bid, proposal, or offer is entirely evaluated in terms of all relevant and ethical standards; and
  6. identify ways to safeguard proprietary information of bidders and the rights of procurement and determine the need for outside consults.
- H. **The student applies laws and policies to protect or disclose information as appropriate. The student is expected to:**



1. maintain thorough familiarity with public information requirements and records maintenance and retention requirements such as the Freedom of Information Act (D.C. Code §§ 2-531-53) and the records retention requirements of the Government of the District of Columbia.
  2. identify how to explain policy background and rationale to persons denied access to certain public information; and
  3. compare and contrast the reliable controls to prevent unauthorized access to or release of privileged information.
- I. **The student develops technology skills. The student is expected to:**
1. Use technology as a tool to research, organize, evaluate, and communicate information.
  2. Use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks to access, manage, integrate, evaluate, and create information to function in a knowledge economy successfully.
  3. Demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry.
  4. Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.



## Practicum in Local, State, and Federal Government

1. **General requirements.** This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of courses in the Government and Public Administration Career Cluster. Prerequisite: Public Management and Administration or National Security. Students shall be awarded one for successful completion of this course.
2. **Introduction.**
  - A. Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
  - B. The Government and Public Administration Career Cluster focuses on planning and performing governmental functions at the local, state, and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
  - C. Students in the Practicum in Local, State, and Federal Government will concurrently learn advanced concepts of political science and government workings in the classroom setting and in the workplace. In addition, students will apply technical skills pertaining to government and public administration in a direct mentorship by individuals in professional settings such as government, public management and administration, national security, municipal planning, foreign service, revenue, taxation, and regulation.
  - D. Students will participate in a Career Preparation Work-Based Learning experience in this course, which includes paid or unpaid internship, pre-apprenticeship, or apprenticeship experiences relevant to the program of study.
  - E. Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
3. **Knowledge and skills.**
  - A. **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**
    1. communicate effectively with others using oral and written skills;
    2. demonstrate collaboration skills through teamwork;
    3. demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;
    4. demonstrate a positive, productive work ethic by performing assigned tasks as directed;
    5. show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and
    6. demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.



- B. The student analyzes classical and modern political theories. The student is expected to:**
1. review the works of theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx; and
  2. analyze contributions to modern political science from classical theorists such as Polybius, St. Thomas Aquinas, Dante, Bodin, Montesquieu, Kautilya, Ibn Khaldun, Hume, Rousseau, Kant, Smith, Nietzsche, Gandhi, and Keynes.
- C. The student analyzes the U.S. Constitution and constitutional law. The student is expected to:**
1. review basic information related to the U.S. Constitution such as the Articles of Confederation, framers of the Constitution, constitutional conventions, separation of powers, checks and balances, ratification, and the amendment process; and
  2. create a classroom constitution and bill of rights simulating the U.S. Constitution.
- D. The student explores government ethics. The student is expected to formulate a plan for avoiding ethical problems in the future.**
- E. The student conducts a project using analytical problem-solving techniques. The student is expected to:**
1. research a problem such as a government and public administration issue, a feasibility study, or a product evaluation;
  2. investigate the issues associated with the problem;
  3. collect primary data such as interviews, surveys, and observations;
  4. express thoughts logically and sequentially in preparing a formal report;
  5. interpret and present quantitative data in graph format within the report;
  6. prepare visuals and handouts to support the presentation; and
  7. make a final presentation of the study to the appropriate stakeholders.
- F. The student documents knowledge and skills attained in the practicum. The student is expected to:**
1. update a professional portfolio to include recognitions, awards, scholarships, a resume, a sample of work, and an evaluation from the practicum supervisor; and
  2. present the portfolio to interested stakeholders.
- G. The student develops technology skills. The student is expected to:**
1. use technology as a tool to research, organize, evaluate, and communicate information;
  2. use digital technologies (computers, PDAs, media players, GPSs, etc.); communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to function in a knowledge economy successfully;
  3. demonstrate using current and new technologies specific to the program of study, course, and/or industry; and
  4. apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.