

Foreign Service and Diplomacy





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The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Foreign Service and Diplomacy 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.



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Foreign Service and Diplomacy		
Course Level	Course Information	Description
Level I	Principles of Government and Public Administration OSSEID: 15201G1.0014 Grades: 9-12 Prerequisite: None Credit: 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	Foreign Service and Diplomacy OSSEID: 15900G1.0024 Grades: 10-12 Prerequisite: Principles of Government and Public Administration Credit: 1	Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment.
Level III	National Security OSSEID: 15901G1.0034 Grades: 11-12 Prerequisite: Foreign Service and Diplomacy Credit: 1	National Security introduces the students to the aspects of disaster management. The course includes engaging simulation exercises related to natural disasters, man-made disasters, and terroristic events using homeland security programs and National Incident Management System (NIMS) programs.
Level IV	Practicum in Local, State, and Federal Government OSSEID: 15950G1.0044 Grades: 12 Prerequisite: National Security Credit: 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 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
Career Exploration Industry Visits Guest Speakers Participate in a CTSO	Career Awareness <i>All of Level I, plus:</i> Postsecondary Visits Program-Specific Site Tours Mock Interviews	Career Preparation <i>All of Level I and II, plus:</i> Job Shadow Paid/Unpaid Internships	Career Preparation 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.

Nepri (<https://dc.nepri.com/>). Connects educators and learners with a network of industry professionals virtually, bringing real-world relevance and career exposure to all students. Nepri 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 LEAs, 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 by 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 Foreign Service and Diplomacy Program of Study (source: EMSI, August 2021)
High Wage	Those occupations that have a 25 th 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. <i>Note: A 25th percentile hourly wage of \$23.13 or greater is required to meet this definition.</i>	Standard Occupational Code (SOC): 11-1031.00 Legislators 19-3094.00 Political Scientists Hourly Wages 25th Percentile: \$34.94 50th Percentile: \$48.41 75th Percentile: \$60.52
High Skill	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.	Typical Entry-Level Education: Master’s Degree



In-Demand	<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 2021-2026 to meet this definition.</i></p>	Annual Openings: 410
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Model Six-Year Plan: Foreign Service and Diplomacy 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: Foreign Service and Diplomacy

High School					College			
Subject	9 th Grade	10 th Grade	11 th Grade	12 th 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	Foreign Service and Diplomacy	National Security	Practicum in Local, State, and Federal Government				
Total possible college credits completed in high school: XX					Credit hours required to complete the AAS program: XX			



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.



Foreign Service and Diplomacy

1. **General requirements.** This course is recommended for students in Grades 10-12. Prerequisite: Principles of Government and Public Administration or Principles of Law, Public Safety, Corrections, and Security. 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. Foreign Service and Diplomacy provides the opportunity for students to investigate the knowledge and skills necessary for careers in foreign service. The course includes law, history, media communication, and international relations associated with the diplomatic environment.
 - 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 integrates knowledge and presentation skills related to diplomacy and representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:**
 1. demonstrate the ability to provide host-country officials with information on U.S. government and culture;
 2. demonstrate an understanding of organizing exchange programs to familiarize future host-country decision-makers with U.S. institutions, customs, and culture;
 3. analyze the effectiveness of foreign support programs and other efforts of U.S. economic, intelligence, and affiliate agencies;



4. demonstrate how to address and respond to media personnel on matters of U.S. policy raised in conjunction with visits of U.S. officials; and
 5. demonstrate how to address and respond to media personnel on matters of U.S. policy in reaction to unanticipated events.
- C. **The student applies knowledge of foreign history, law, geography, and natural resources to recommend new or modified foreign service efforts. The student is expected to:**
1. describe responses of host-country personnel to U.S. programs and official visits;
 2. analyze and report the impact of American travelers and popular culture on a host country; and
 3. assess the impact of host-country responses to catastrophic events.
- D. **The student applies U.S. and host-country laws, regulations, policies, and procedures to administrative management. The student is expected to:**
1. apply U.S. immigration laws and regulations to determine the eligibility of individuals;
 2. explain grounds for refusal of visas;
 3. research documents and databases related to U.S. and host-country laws, regulations, policies, or procedures; and
 4. apply identification and documentation procedures.
- E. **The student applies knowledge of host-country laws, customs, and effective administrative practices to manage the conduct of diplomatic operations. The student is expected to:**
1. model negotiations with a host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission; and
 2. design a program that buys and sells goods and services for diplomatic operations.
- F. **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.



National Security

1. **General requirements.** This course is recommended for students in Grades 11-12. Prerequisite: Foreign Service and Diplomacy. 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. National Security introduces the students to the aspects of disaster management. The course includes engaging simulation exercises related to natural disasters, man-made disasters, and terroristic events using homeland security programs and National Incident Management System (NIMS) programs.
 - 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 explores and examines the personnel and organizational structure within a security agency. The student is expected to:**
 1. explore, develop, plan, and implement goals and objectives of an organization within a project or classroom activity;
 2. create and make personnel assignments and align them with job demands within a project or classroom activity;
 3. explore the processes used to implement evaluation systems and standards of a security agency; and
 4. explore and review the usage of available counseling and training resources using online or written materials.



- C. **The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:**
1. identify rules of engagement for local, state, federal, and international agencies;
 2. evaluate U.S. and international laws, treaties, and conventions applicable to military or other security agency conduct;
 3. employ and evaluate the usage of effective training materials;
 4. facilitate and participate in group discussions of ethical issues raised by current events;
 5. investigate compliance with procedures and laws such as U.S. military, international military, maritime, criminal, and civil laws;
 6. apply current rulings and regulatory laws, rules, or standards to appropriate situations; and
 7. recognize and evaluate actions in violation of laws, rules, and standards.
- D. **The student analyzes intelligence information from within and outside the United States through simulated exercises. The student is expected to:**
1. explore the scope and limits of an assigned mission in a simulated exercise;
 2. evaluate physical, psychological, cultural, and military threats of a simulated exercise;
 3. define the specific goals and intentions of foreign entities relevant to a mission;
 4. analyze physical characteristics of areas that could become battlegrounds in time of war;
 5. explore and review methods used to direct ground and sea surveillance;
 6. explore and review methods used to intercept foreign military communications; and
 7. explore and review methods used to coordinate information with other national security agencies.
- E. **The student practices methods that translate and analyze signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals. The student is expected to:**
1. organize evidence to facilitate discovery of a potentially hostile nature; and
 2. evaluate agency and national actions of a potentially hostile nature.
- F. **The student prepares and coordinates strategies to defend against the effects of chemical, biological, nuclear, and cyberterrorism or natural disasters. The student is expected to:**
1. create plans for response to both hostile and unintended events;
 2. explore and evaluate what form of safety equipment and supplies are needed for protection against chemical, biological, or nuclear effects;
 3. explore and evaluate the available intelligence information for determination of response plan implementation;
 4. create a device or project for monitoring local and global intelligence such as using information about weather and geophysical events;
 5. explore and discuss what methods are needed to maintain communications with federal, state, and local agencies; and
 6. identify and review issues that exist within the security and safety of network cyber-based systems.



- G. **The student develops strategies to train persons potentially performing national security tasks. The student is expected to:**
1. explore methods and materials used to analyze missions for which training is to be provided;
 2. plan and evaluate current and past training methods; and
 3. explore and review how agencies devise means of evaluating trainee progress.
- H. **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.



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.