

## Government and Public Administration: Planning Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

This Career Pathway Plan of Study (based on the Planning Pathway of the Government and Public Administration Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. \*This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Planning Pathway	SAMPLE Occupations Relating to This Pathway
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	<ul style="list-style-type: none"> <li>World Concepts and Themes</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>▶ Business/Enterprise Official</li> <li>▶ Census Clerk</li> <li>▶ Census Enumerator</li> <li>▶ Chief of Vital Statistics</li> <li>▶ Commissioner</li> <li>▶ County Director</li> <li>▶ Director (Various Agencies)</li> <li>▶ Economic Development Coordinator</li> <li>▶ Federal Aid Coordinator</li> <li>▶ Planner</li> <li>▶ Program Associate</li> </ul>
	10	English/ Language Arts II	Geometry	Biology	U.S. History		<ul style="list-style-type: none"> <li>Information Technology Applications</li> </ul>	
	11	English/ Language Arts III Foreign Language I	Algebra II	Chemistry or Environmental Science	World History Sociology or Psychology		<ul style="list-style-type: none"> <li>American Government and Comparative Political Systems</li> </ul>	
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>						<ul style="list-style-type: none"> <li>Principles of Governance and Public Administration</li> <li>Internship Experience Recommended</li> </ul>	
	12	English/ Language Arts IV Foreign Language II	Fundamentals of Statistics or other math course	Physics or Geospatial Information Systems	Economics Problems of Democracy			
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>								
POSTSECONDARY	Year 13	English Composition Foreign Language I	Algebra or Calculus	Chemistry or Environmental Science	American Government	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	<ul style="list-style-type: none"> <li>Fundamentals of Planning</li> <li>Strategic Planning</li> </ul>	
	Year 14	Speech/ Oral Communication Foreign Language II	Statistics Accounting	Biological Science or Botany	American History Geography		<ul style="list-style-type: none"> <li>Policy and Plan Development</li> <li>Principles of Management</li> </ul>	
	Year 15		Auditing		Political Science World Cultures		<ul style="list-style-type: none"> <li>Continue Courses in the Area of Specialization</li> <li>Community Service or Internship Experience Recommended</li> </ul>	
	Year 16	Continue courses in the area of specialization.						

### *Creating Your Institution's Own Instructional Plan of Study*

With a team of partners (secondary/postsecondary teachers and faculty, counselors, business/industry representatives, instructional leaders, and administrators), use the following steps to develop your own scope and sequence of career and technical courses as well as degree major courses for your institution's plan of study.

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=88>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=33>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

## Government and Public Administration: Planning

### SAMPLE Sequence of Courses for ► Instructional Leaders ► Administrators ► Counselors ► Teachers/Faculty

# SAMPLE

*Below are suggested courses that could result from steps 1-6 above. However, as an educational institution, course titles, descriptions and the sequence will be your own. This is a good model of courses for you to use as an example and to help you jump-start your process. Course content may be taught as concepts within other courses, or as modules or units of instruction.*

**The following courses are based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=88>. These skills are reinforced through participation in student organization activities.**

#### #1

*World Concepts and Themes:* This semester course will provide a foundation for all other social studies courses. Fundamental concepts and themes from various political, social and economic systems will be examined using specific historical events from the mid-18th century to the present. Emphasis will be on establishing the skills to critically analyze and interpret events from various time periods and regions and on how these events help shape the modern, global world in which we live.

#### #2

*Geography:* This semester course helps students develop broad geographic skills. In addition to learning the basics of world geography, students will learn how economics, culture, history, and political issues all influence geography, and how geography influences other disciplines.

**The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=33>. These skills are reinforced through participation in student organization activities.**

#### #3

*Information Technology Applications:* Students will use technology tools to manage personal schedules and contact information, create memos and notes, prepare simple reports and other business communications, manage computer operations and file storage, and use electronic mail, GIS and Internet applications to communicate, search for and access information.

#### #4

*American Government and Comparative Political Systems:* This course is designed to give students an analytical description of government and politics in the United States and provide students with an understanding of working political systems different from that of the United States. This course involves the study of concepts used to interpret U.S. politics as well as exposure to concepts and theories used to explain comparative political phenomena. Students will be familiar with the institutions, groups, beliefs, cultures and ideas that comprise the U.S. political system.

#### #5

*Principles of Governance and Public Administration:* This course stresses important principles of governance including use of appropriate communication formats to facilitate the flow of ideas and information among various levels of government and the public being served, application of democratic principles in the process of governmental and administrative policy making to achieve the public will, and implementation of plans and policies to respond to public health, safety and environmental needs. Students will also learn what it takes to lead a government or public administration agency, learn to develop an organization vision and strategic plan, learn about practices necessary to meet legal and ethical requirements to meet the public's expectation for government and public administration, and learn how to administer human, financial, material and information resources in a manner that instills public trust. Students will develop a career plan to obtain employment and advance in government and public administration. An internship experience is recommended.

**The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=33> and should include appropriate student activities.**

#### #6

*Fundamentals of Planning:* Students will develop skills related to complex planning that permit coherent integration of plans. Students will develop skills for implementing plans to achieve benefits of investment and planning and learn to articulate progress to various audiences to sustain support for present activities and future plans.

#### #7

*Strategic Planning:* This course teaches the skills of development, interpretation and analysis of local, state and federal comprehensive plans. This includes land use, housing, parks and recreation, transportation, economic development and public facilities to manage change. Students will learn how to partner with citizens, interest groups and public officials to develop a vision and generate quality-of-life standards and plans.

#### #8

*Policy and Plan Development:* Students will learn how to apply planning principles to make job, growth, population and revenue projections in order to formulate plans and policies to meet social, economic and physical needs. Students will also learn how to analyze the environment to forecast demographic and technological change.

#### #9

*Principles of Management:* This course is designed to introduce the processes of planning, controlling, leading, staffing and motivating employees in order to accomplish organizational goals. Emphasis is placed on principles of management, human relations and development, and how to make these principles work in the organization.

# Notes

---

A large rectangular area with a repeating pattern of horizontal stripes in light blue and light orange, intended for taking notes.