# Scope & Sequence

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| **Course Name:** Public Management and Administration**TSDS PEIMS Code:** 13018600  | **Course Credit:** 1.0 Credit**Course Requirements:** Grade Placement: 10 – 12. **Prerequisites:** None.**Recommended Prerequisites:** Principles of Government and Public Administration or Business Management or Business Law. |
| **Course Description:** 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. |
| **NOTE:** This is a suggested scope and sequence for the course content. This content will work with any textbook or instructional materials. If locally adapted, make sure all TEKS are covered. |
| **Total Number of Periods****Total Number of Minutes****Total Number of Hours** | 175 Periods7,875 Minutes131.25 Hours | \*Schedule calculations based on 175/180 calendar days. For 0.5 credit courses, schedule is calculated out of 88/90 days. Scope and sequence allows additional time for guest speakers, student presentations, field trips, remediation, extended learning activities, etc. |
| **Unit Number, Title, and Brief Description** | **# of Class Periods\***(assumes 45-minute periods)Total minutes per unit | **TEKS Covered****130.208. (c) Knowledge and skills.** |
| **Unit 1: Professional Standards and Employer Expectations**This unit is designed to inform students about industry expectations for employability skills, professional standards, and personal characteristics. Expectations include communication skills, workplace collaboration, ethical decision-making, and time-management skills. Students will be given multiple opportunities to review, develop, discuss, and demonstrate professional standards and employability skills in classroom activities/mock scenarios in this unit and throughout the course. | 5 Periods225 Minutes | (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:(A) communicate effectively with others using oral and written skills;(B) demonstrate collaboration skills through teamwork;(C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;(D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;(E) show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and(F) 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. |
| **Unit 2: Management Theories**In this unit, students will learn about major management theories and how they relate to government and public administration, and the differences between government and nonprofit agencies and the private sector. Students will create and/or use diagrams, charts, and text to explore and explain 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. | 20 Periods900 Minutes | (2) The student analyzes management theories. The student is expected to:(A) 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(B) compare and contrast management of government and nonprofit agencies to management in the private sector. |
| **Unit 3: Vision, Goals, and Mission**In this unit, students will compare and contrast departmental vision, goals, and mission statements. Students will analyze an assigned or self-selected public agency’s mission, goals, and vision statements, and research and discuss ways to infuse understanding of vision, missions, and goals into all departmental activities. In classroom activities and/or mock scenarios, students will discuss and/or practice and participate in the process of determining how to recruit a diverse workforce in an equitable manner, apply interpersonal skills to grasp opportunities and manage conflicts in a positive and constructive manner, and analyze economic, political, and social trends likely to impact an agency or department. Students will also use appropriate technology and/or assigned materials to analyze the concept of risk management as well as ways to develop professional networks internally and with other organizations. As a unit culminating activity, students will participate in a classroom mock public agency budget meeting and/or attend an actual meeting if time and circumstances permit. | 30 Periods1,350 Minutes | (3) The student compares and contrasts department vision, goals, and mission to support those of a public agency. The student is expected to:(A) analyze economic, political, and social trends likely to impact an agency or department;(B) develop expansive professional networks internally and with other organizations to broaden communication;(C) practice and participate in the process of determining how to recruit a diverse workforce in an equitable manner;(D) apply interpersonal skills to grasp opportunities and manage conflicts in a positive and constructive manner;(E) emphasize the need to infuse understanding of vision, missions, and goals into all departmental activities;(F) analyze the concept of risk management; and(G) legally publicize all meetings at which budget and allocation decisions are to be discussed. |
| **Unit 4: Department Policies and Operations**Students need to be able to translate complex information for the general public and discuss issues effectively, such as explaining and justifying complex issues. In this unit, students will practice the process of facilitating the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations in classroom scenarios and/or other activities. Students will practice and demonstrate an ability to restate complex technical information or issues in language the general public can understand and explain, justify, or discuss public issues effectively. Students will also research and present techniques to handle difficult interviews and situations effectively. | 15 Periods690 Minutes | (4) 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:(A) address reluctance of employees to share work product and intellectual property;(B) restate complex technical information or issues in language the general public can understand;(C) explain, justify, or discuss public issues effectively;(D) present techniques effectively to handle difficult interviews and situations effectively; and(E) afford the public equal opportunity of access to all open records. |
| **Unit 5: Achieving Common Goals**In this unit, students willobtain relevant data relating to public management and non-public management from reliable sources, apply pertinent research and analytical methodologies, and assess the impact of probable changes on the public. Students will present their findings in class discussions and/or other classroom activities. | 20 Periods900 Minutes | (5) 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:(A) obtain relevant data relating to public management and non-public management from reliable sources;(B) apply pertinent research and analytical methodologies; and(C) assess the impact of probable changes on the public. |
| **Unit 6: Planning and Funding**In this unit, students will learn and demonstrate howtouse planning and fiscal services to fund agency priorities. Students will estimate costs according to standards for government accounting, propose options over a range of cost requirements, analyze government resources to find possibilities for new or increased funding of programs, and prepare budgets. Students will present their budgets in small groups and/or other classroom activities. | 25 Periods1,125 Minutes | (6) The student uses planning and fiscal services used to fund agency priorities. The student is expected to:(A) estimate costs according to standards for government accounting;(B) propose options over a range of cost requirements;(C) analyze government resources to find possibilities for new or increased funding of programs; and(D) prepare budgets. |
| **Unit 7: Developing and Managing Plans** Students will learn how to manage agency funds efficiently and ethically by understanding how to work with vendors and coordinating the “bid” process. In classroom activities and discussions, students will develop and manage plans and systems that would meet an agency’s needs without wasting funds or engaging in unethical behavior. Students will also create mock public announcements to elicit vendor interest and bids from qualified sources, identify real or mock sources that match approved vendor criteria, and identify ways to safeguard proprietary information of bidders. | 30 Periods1,350 Minutes | (7) 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:(A) demonstrate an understanding of how to assist departmental staff to fulfill procurement requirements;(B) recommend process changes to improve vendor reliability and performance;(C) determine means of public announcements to elicit vendor interest and bids from qualified sources;(D) identify sources that match approved vendor criteria;(E) manage an evaluation process that would ensure each bid, proposal, or offer is evaluated completely in terms of all relevant and ethical criteria; and(F) identify ways to safeguard proprietary information of bidders and the rights of procurement and determine the need for outside consults. |
| **Unit 8: Laws and Policies to Protect Information** In this unit, students will learn how toapply laws and policies to protect or disclose information as appropriate. Students will become familiar with public information requirements as well as records maintenance and retention requirements and how to explain policy background and rationale to persons denied access to certain public information. In culminating activities, students will demonstrate their understanding of these laws, codes, and policies in classroom mock scenarios and/or other classroom activities. Students will also create and/or use descriptive diagrams, charts, and/or brief oral or written presentations to compare and contrast controls designed to prevent unauthorized access to or release of privileged information. | 30 Periods1,350 Minutes | (8) The student applies laws and policies to protect or disclose information as appropriate. The student is expected to:(A) maintain thorough familiarity with public information requirements; records maintenance and retention requirements such as the Public Information Act, Texas Government Code, Chapter 552; and the records retention requirements of Texas Government Code, Chapter 441, and Texas Local Government Code, Chapters 201-205;(B) identify how to explain policy background and rationale to persons denied access to certain public information; and(C) compare and contrast the reliable controls to prevent unauthorized access to or release of privileged information. |