

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills
Career and Technical Education (CTE)—Government and Public Administration

Prepared by the State Board of Education TEKS Review Committees

Final Recommendations, October 2014

These draft proposed revisions reflect the changes to the career and technical education (CTE) Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for courses in the **Government and Public Administration Career Cluster**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

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§130.182. Principles of Government and Public Administration (One-Half to One Credit). (One Credit) TEA request

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 9-11.	
(b)	Introduction:	
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	<u>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 United States Constitution, Current Supreme Court and Federal Court Decisions, and the Bill of Rights.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	
(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and</u>	
(F)	<u>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.</u>	
(1) (2)	The student explores major political ideas and forms of government in history. The student is expected to:	
(A)	explain major political ideas in history such as natural law, natural rights, divine right of kings, and	

	social contract theory;	
(B)	identify the characteristics of classic forms of government such as absolute monarchy, authoritarianism, classical republic, despotism, feudalism, liberal democracy, and totalitarianism; <u>and</u>	
(C)	explore aspects of public service and related careers at <u>International</u> , federal, state, and local levels.	CCRS Career exploration areas
(2) (3)	The student understands how constitutional government, as developed in the United States, has been influenced by people, ideas, and historical documents. The student is expected to:	
(A)	analyze the principles and ideas that underlie the Declaration of Independence and the United States Constitution;	
(B)	explain the importance of a written constitution and how the federal government serves the purposes set forth in the Preamble to the United States Constitution;	Delete words to allow Constitutional discussions on entire document.
(C)	explore how the Federalist Papers explain the principles of the American constitutional system of government;	
(D)	evaluate constitutional provisions for limiting the role of government such as republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights;	
(E)	analyze the constitutional processes by which the United States Constitution can be amended;	
(F) (E)	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;	
(G) (F)	evaluate the limits on the national and state governments in the United States federal system of government <u>and how the United States Constitution can be amended;</u>	Combine with deletion of E.
(H) (G)	categorize, <u>diagram, or create a descriptive representation of</u> the government powers as national, state, or shared government;	CCRS 4 and 6, Communication and Demonstrate Innovation
(I) (H)	analyze historical conflicts over the respective roles of national and state governments in the United States; and	
(J) (I)	identify significant individuals and their careers in the field of government and politics <u>including Ambassadors, Elected Officials, and Appointed Officials and their processes;</u>	CCRS Career Exploration.
(3) (4)	The student compares the similarities and differences that exist among the United States system of government and other political systems. The student is expected to:	
(A)	compare <u>and contrast</u> the United States system of government with other political systems	CCRS skills
(B)	contrast advantages and disadvantages of federal, confederate, and unitary systems of government;	
(C) (B)	analyze advantages and disadvantages of presidential and parliamentary systems of government;	
(D)	identify the responsibilities of ambassadors as they relate to the country where they serve.	

(4) (5)	The student explores rights guaranteed by the United States Constitution. The student is expected to:	
(A)	identify the rights guaranteed by the Bill of Rights;	
(B)	evaluate the role of limited government and the rule of law for the protection of individual rights;	
(C)	<u>identify and explain the</u> recognize issues addressed in selected critical cases that involve Supreme Court interpretations of rights guaranteed by the United States Constitution;	CCRS allows for project based work.
(D)	define <u>in a project based style</u> the roles of each branch of government in protecting the rights of individuals;	CCRS allows for project based work. Workforce skills
(E)	explain the importance of due process rights to the protection of individual rights and to the limits on the powers of government;	
(F)	recognize the impact of the Incorporation Doctrine involving due process and the Bill of Rights on individual rights, federalism, and majority rule; and	
(G)	<u>explore describe</u> the roles of immigration personnel as <u>workers and services</u> they provide services to immigrants.	CCRS career exploration.
(5) (6)	The student recognizes the difference between personal and civic responsibilities. The student is expected to:	
(A)	explain the difference between personal and civic responsibilities <u>of citizens versus non-citizens</u> ;	Workforce skills
(B)	evaluate when the obligation of citizenship requires that personal desires and interests be subordinated to the public good;	
(C) (B)	<u>project based presentation on how, why, and evaluate</u> when the rights of individuals are inviolable even against claims for the public good;	CCRS skills
(D) (C)	analyze the consequences of political decisions and actions on society; and	
(E) (D)	investigate the role of municipal management in serving public and personal good.	
(6) (7)	The student recognizes the importance of voluntary individual participation in the United States democratic society. The student is expected to:	
(A)	<u>presentation or project based presentation showing how to</u> measure the effectiveness of participation in the political process at local, state, and national levels;	CCRS skills
(B)	review, <u>document, and explain how</u> historical and contemporary examples of citizen movements to bring about political change or to maintain continuity;	CCRS skills
(C)	evaluate different leadership styles and their impact on participation;	Workforce skills
(D)	state the factors that influence an individual's political attitudes and actions;	
(E)	compare effectiveness of leadership characteristics of state and national leaders; and	

(F)	define the importance of volunteer public service as a way to bring about political change and maintain continuity.	Workforce skills CCRS skills
(7) (8)	The student recognizes the relationship between government policies and the culture of the United States. The student is expected to:	
(A)	identify a political policy or decision in the United States that was a result of changes in American culture;	
(B)	discuss how changes in American culture brought about by government policies such as voting rights, the GI bill, and racial integration;	
(C)	<u>present or create a project that describes</u> an example of a government policy that has affected a particular racial, ethnic, or religious group; and	CCRS skills
(D)	explain the influence of individuals and/or groups that have affected change in society.	
(8) (9)	The student identifies the influence of geography on governmental and public administrative functions. The student is expected to:	
(A)	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; <u>using maps and GPS locations;</u>	
(B)	review maps to locate places and regions;	
(C) (B)	interpret geographical influences on requirements for international, national, state, and local governments;	
(D) (C)	predict how geographical considerations impact regional change over time;	
(E) (D)	interpret the importance of cultural symbols in the planning of government activities;	
(F) (E)	explore how Geographic Information Systems assist in gathering information; and	
(G) (F)	connect a positive or negative effect of a government policy to the physical and human characteristics of a place or region.	Workforce skills CCRS skills
(9) (10)	The student will interpret and apply concepts of governance to assess functions of government and public administration in society. The student is expected to:	
(A)	recall historical debates and recognize the compromises necessary to reach landmark political decisions;	Workforce skills CCRS skills
(B)	give examples of the processes used by individuals, political parties, interest groups, or the media to affect public policy;	
(C)	explore the impact of political changes brought about by individuals, political parties, interest groups, or the media;	

(D)	recognize how the American beliefs and principles reflected in the United States Constitution contribute to our national identity;	
(E)	evaluate the alignment of institutions of government and public administration with the principles of United States and international law to guide policy development; and	
(F)	Analyze <u>how the United States' foreign policy</u> to determine its <u>is able to</u> affect other countries.	CCRS skills
(10) -(11)	The student will select an appropriate <u>work with different forms and</u> methods of communication <u>used to manage and</u> facilitate the flow of ideas and information among government, public administration, the business community, and the general public. The student is expected to:	CCRS skills
(A)	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;	
(B)	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;	
(C)	analyze the structure and functions of the judicial branch of government, including the federal court system and types of jurisdiction;	
(D)	analyze the functions of selected independent executive and regulatory agencies;	
(E)	explain how certain provisions of the United States Constitution provide for checks and balances among the three branches of government;	Workforce skills
(F)	analyze selected issues raised by judicial activism and judicial restraint;	
(G)	Compare <u>and contrast how</u> the structures and functions of the Texas state government to the federal system;	
(H)	analyze the structure and functions of local government;	
(I)	<u>create a project that shows the student ability to</u> accurately document, report, and record information to conform to legal requirements;	CCRS skills
(J)	research safety standards and practices ensuring public safety and environmental protection;	
(K)	<u>investigate how to</u> comply with directives to ensure protection of confidential information while carrying out duties as a government or public administration employee;	CCRS skills
(L)	<u>compare and contrast the concepts of</u> exercise ethical conduct to comply with all laws and regulations affecting governmental agencies; and	CCRS skills
(M)	<u>create a project based element that describes the</u> apply accepted principles of financial management to administer budgets, programs, and human resources.	CCRS skills
(11) -(12)	The student uses technologies to research common objectives of government and public administration.	

	The student is expected to:	
(A)	access appropriate information technologies to accomplish tasks;	Workforce skills
(B)	integrate appropriate information technologies to accomplish tasks;	Workforce skills
(C)	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;	
(D)	analyze how United States government policies fostering competition and entrepreneurship have resulted in scientific discoveries and technological innovations;	
(E)	analyze the potential impact on society of recent scientific discoveries and technological innovations;	
(F)	analyze the reaction of government to scientific discoveries and technological innovations; and	
(G)	<u>compare and contrast a presentation that explains</u> understand the concept of intellectual property.	CCRS skills

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§130.183. Political Science I (One ~~to Two~~ Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration.	
(b)	Introduction.	
(H)	This course will familiarize the student with political theory through the study of governments; public policies; and political processes, systems, and behavior.	
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	<u>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 United States Constitution , Current Supreme Court and Federal Court Decisions, and the Bill of Rights</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	
(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and,</u>	
(F)	<u>demonstrate time management skills by prioritizing tasks, following schedules, and tending to</u>	

	<u>goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.</u>	
(1) (2)	The student analyzes <u>compares and contrasts current</u> , classic or contemporary political theories. The student is expected to:	
(a)	discuss why theories are important to the study of political science;	
(b)	draw conclusions about the classic political theorists such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx;	
(c)	define the characteristics of contemporary political theories such as behaviorialism, postbehaviorialism, systems theory, modernization theory, structural-functionalism, developmentalism, rational-choice theory, and new institutionalism;	
(d)	compare <u>and contrast</u> the evolution of classic and contemporary theories; and	CCRS skills
(e)	predict and defend <u>individual student's</u> opinions about the future of political science theory.	CCRS skills
(2) (3)	The student explores historical origins of government. The student is expected to:	
(a)	describe the features of different types of government such as democracy, theocracy, republic, monarchy, dictatorship, communism, and socialism;	
(b)	use a map to label where each form of government is currently practiced or has been practiced in the past;	
(c)	explain how each form of government arose throughout history;	
(d)	develop a logical argument as to the origination of different types of government; and	Workforce skills
(e)	hypothesize why some forms of government became obsolete.	
(3) (4)	The student analyzes belief systems that claim to improve society. The student is expected to:	
(A)	define political ideologies such as feminism, Marxism, Nazism, and capitalism;	
(B)	coordinate the four elements of perception, evaluation, prescription, and movement with political ideologies;	
(C)	predict what national or global trends could stimulate the formation of a new ideology; and	
(4) (5)	The student applies the concepts learned in the history and ideology of political science. The student is expected to:	

(A)	make observations regarding the political culture of emerging nations or those with recent current events; and	
(B)	complete a project or presentation about the political culture of a researched country.	Workforce skills
(5) (6)	The student identifies the roles played by local, state, and national governments in public and private sectors of the United States free enterprise system. The student is expected to:	
(A)	recognize that government policies influence the economy at the local, state, and national levels;	
(B)	identify the sources of revenue of the United States government and analyze their impact on the United States economy;	
(C)	identify the sources of expenditures of the United States government and analyze their impact on the United States economy;	
(D)	compare <u>and contrast</u> the role of government in the United States free enterprise system and other economic systems;	CCRS skills
(E)	explain the effects of international trade on United States economic and political policies; and	
(6) (7)	The student analyzes public opinion. The student is expected to:	
(A)	investigate sources and influences of public opinion;	Workforce skills
(B)	analyze the effect of public opinion on leadership;	
(C)	analyze how public opinion is measured <u>critique the reliability of public opinion and how it is measured; and</u>	
(D)	critique the reliability of those measurements; and	
(E) (D)	<u>compare and contrast</u> the effects of expressed public opinion on poll items such as elections, elected official behavior, tax policy, services, and environmental protection.	
(7) (8)	The student identifies interest groups. The student is expected to: <u>compare and contrast the positive and negative aspects of interest groups such as public interest research groups, lobbies, and political action committees.</u>	
(A)	classify interest groups such as public interest research groups, lobbies, and political action committees; and	
(B)	compare the positive and negative aspects of interest groups such as public interest research groups, lobbies, and political action committees.	

(8) (9)	The student analyzes the election process. The student is expected to:	
(A)	review the process of electing public officials;	
(B)	recognize the influence of political parties in elections;	
(C)	explore the phenomenon of political image;	
(D)	describe the cause-and-effect relationship of communication style on a campaign; <u>and</u>	Work force skills
(E)	compare <u>and contrast</u> the effectiveness of telephone, television, print media, focus groups, and online resources on elections; and	CCRS skills
(F)	design a mock campaign.	
(9) (10)	The student explores the processes for filling public offices in the United States system of government. The student is expected to:	
(A)	compare <u>and contrast</u> different methods of filling public offices such as elected and appointed offices at the local, state, and national levels; and	CCRS skills
(B)	analyze and evaluate the processes of electing the President of the United States.	Workforce skills
(10) (11)	The student examines the role of political parties in the United States system of government. The student is expected to:	
(A)	discuss the functions of the two-party system;	
(B)	evaluate <u>compare and contrast</u> the role of third parties in the United States;	CCRS skills
(C)	recognize the role of political parties in the electoral process at the local, state, and national levels; and	
(D)	identify opportunities for citizens to participate in the electoral process at the local, state, and national levels.	
(11) (12)	The student applies the concepts of statistical analysis to political science. The student is expected to:	
(A)	examine concepts used in research such as theories, hypotheses, independent and dependent variables, sampling, reliability, validity, and generalizability; and	
(B)	interpret <u>compare and contrast the types of</u> statistical data such as in political science journals, public opinion polls, and surveys.	CCRS skills

§130.184. Political Science II (One to Two Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Government and Public Administration or Political Science I.	
(b)	Introduction.	
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(+)(3)	This course uses a variety of methodological learning methods and approaches to examine the process, systems, and political dynamics of the United States and other nations. The dynamic component of this course includes current United States and world events.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	
(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and</u>	
(F)	<u>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.</u>	
(+)(2)	The student analyzes public administration and public affairs. The student is expected to:	
(A)	explore the ancient history of public administration;	

(B)	consider whether current practices are improvements;	Workforce skills
(C)	explain the term bureaucracy and draw conclusions as to why public perception of bureaucracy is poor;	
(D)	analyze the effects of poor public perception on leadership style;	
(E)	analyze political pluralism (political scientists), displacement and concentration hypothesis (economists), and technological complexity (futurists);	
(F)	examine organizational theory models;	
(G) (F)	recognize that public management involves evaluation of productivity, budgets, and human resources;	Workforce skills
(H) (G)	Research, <u>investigate</u> , and cite <u>explain</u> specific examples of ethics issues in public administration.	CCRS skills
(2) (3)	The student identifies the cause and effect of expression of different viewpoints in a democratic society. The student is expected to:	
(A)	compare different points of view of political parties and interest groups on important contemporary issues;	
(B)	analyze the importance of free speech and press in a democratic society; and	Workforce skills
(C)	express and defend a <u>verbally or within a project the student's</u> point of view on an issue of contemporary interest in the United States.	CCRS skills
(3) (4)	The student analyzes international relations. The student is expected to:	
(A)	examine the historical development of the international system;	
(B)	compare and contrast the classical international system, the transitional international system, the post-World War II international system, and the contemporary international system;	
(C)	research national actors and international interactions;	
(D)	defend the nature of foreign policy by examining the behavior of nation-states;	
(E)	compare types of foreign policy decisions, including micro-, macro-, and crisis decisions;	
(F) (D)	examine the rational actor model;	
(G) (E)	analyze what a nation-state does when faced with a problem that requires resolution;	
(H) (F)	make observations about ethics in foreign policy; and	
(I) (G)	draw conclusions about the role of morality in decision making such as cold war spying and humanitarian intervention.	

(4)(5)	The student explores diplomacy as the management of international relations by negotiation. The student is expected to:	
(A)	Connect <u>compare and contrast</u> the ancient practice of sending emissaries to current embassy activities;	CCRS skills
(B)	identify embassy and ambassador roles in international relations;	
(C)	distinguish between types of diplomacy such as public versus secret diplomacy, multilateral versus bilateral, and tacit versus formal;	
(D)	use concepts of bargaining and game theory to solve problems;	
(E)	recognize that nation-states resort <u>nations versus state approaches</u> to armed force when diplomacy breaks down;	Updating of wording.
(F)	analyze force without war, causes of war, and the consequences of war; and	
(G)	analyze the role of international law in treaties, customs, immigration, and human rights.	
(5)(6)	The student analyzes international governmental organizations and non-governmental organizations. The student is expected to:	
(A)	identify the prominent international governmental organizations and non-governmental organizations;	
(B)	explore the functional scope <u>methods of operation and function</u> of international governmental organizations and non-governmental organizations in global problem solving; and	CCRS skills
(C)	conduct a project that proposes a solution for an international relations problem such as arms control, terrorism, commerce, currency, natural resource management, food, and or <u>or</u> population control.	
(6)(7)	The student analyzes the flow of ideas and information among the federal government, public administration, the business community, and the global societies. The student is expected to:	
(A)	examine concepts of authority, rights, and responsibilities to evaluate their impact on the governance of societies;	
(B)	explain the major responsibilities of the federal government for domestic and foreign policy;	
(C)	use communication techniques to stimulate the exchange of ideas and develop international, national, state, and local networks to accomplish the governmental goals;	Workforce skills
(D)	interpret impact of international, national, state, or local politics on the goals of governmental or public administrative agencies; and	
(E)	delineate intergovernmental and private contractor relationships ensuring governmental actions are free from conflict of interest.	

§130.185. Revenue, Taxation, and Regulation (One to Two Credits).

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration <u>or Accounting I and II in Business Management and Administration Clusters.</u>	Opens courses for cross articulation
(b)	Introduction.	CCRS skills
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	Revenue, Taxation, and Regulation is an overview of law and investigative principles and follows agency procedures to examine evidence and ensure revenue compliance. In addition, students learn to facilitate clear and positive communication with taxpayers and become familiar with data analysis systems and revenue-related financial problems. The student prepares <u>projects and class activities to simulate the skills needed</u> to enforce legal compliance and regulatory standards.	Workforce skills
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	

(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and</u>	
(F)	<u>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.</u>	
(1) (2)	The student explores the investigation and evidence collection process in mock situations <u>similar to regulatory commissions and agents</u> . The student is expected to:	Workforce skills
(A)	investigate potential violators by exploring leads and conducting <u>mock</u> client interviews;	CCRS skills
(B)	use persuasive techniques to gain cooperation such as subpoenas and other ethically and legally acceptable means;	Workforce skills
(C)	<u>distinguish identify and contrast</u> between relevant and irrelevant evidence and information;	CCRS skills
(D)	examine evidence of crimes and violations while preserving and observing the rules of evidence;	
(E)	examine business, commercial, industrial, and agency records for accuracy and compliance;	Workforce skills
(F)	accurately organize facts objectively, logically, and concisely;	Workforce skills
(G)	analyze prohibited matters and guides concerning invasion of privacy; and	
(H)	simulate <u>within a mock exercise</u> conducting surveillance while recording facts about observed persons, objects, and events.	CCRS skills
(2) (3)	The student analyzes the process of agency communication with the public. The student is expected to:	
(A)	analyze the common accounting problem of costs deviating from standards;	
(B)	<u>synthesize compare and contrast</u> ways to coordinate work and organize information with others performing similar tasks;	Workforce skills
(C)	prepare <u>a mock exercise that simulates releasing</u> public information to minimize controversy;	CCRS skills
(D)	recognize that problems often arise regarding flow of information after research responsibilities are assigned and completed;	
(E)	create a solution to the problem of information flow and communication; and	Workforce skills
(F)	role play presenting authoritative advice to interested parties and acquainting them with available services.	
(3) (4)	The student uses critical-thinking and problem-solving skills for revenue, taxation, and regulation by analysis and interpretation of accounting data and collection activities. The student is expected to:	

(A)	analyze data to identify matters needing negotiations for resolution;	Workforce skills
(B)	recognize <u>explore and identify different</u> noncompliant practices;	CCRS skills
(C)	recommend application of administrative and judicial remedies; and	
(D)	produce <u>mock style</u> reports to provide a basis for handling similar cases or audits.	CCRS skills
(4) (5)	The student is expected to scrutinize regulatory investigations and enforcement. The student is expected to:	
(A)	conduct dimensional, operational, and process inspections;	
(B)	<u>simulate a mock presentation</u> measure compliance with standards, specifications, and requirements;	CCRS skills
(C)	monitor a <u>explore and review methods of</u> variety of quality characteristics;	CCRS skills
(D)	research consequences of degrees of noncompliance;	
(E)	investigate history and circumstances of violations; and	
(F)	secure expertise and make referrals as needed.	

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§130.186. Public Management and Administration (One to Two Credits) (One Credit)		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Government and Public Administration <u>or Business Management or Business Law.</u>	Cross Curriculum and CCRS
(b)	Introduction.	
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	<u>Public Management and Administration reviews actions and activities that governments and nonprofit administration commonly use and that resemble private-sector management. Students are 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.</u>	CCRS skills
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	
(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and</u>	
(F)	<u>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.</u>	
(1) (2)	The student <u>will have the opportunity to</u> analyze s management theories. The student is expected to:	Updating wording
(A)	explain <u>explore the</u> various management theories such as <u>Venn Diagram</u> , Theory X, Theory Y, and	CCRS updates

	Theory Z and how they are effective <u>in working in Public Administration and Management positions</u> ; and	
(B)	compare <u>and contrast</u> management of government and nonprofit agencies to management in the private sector.	CCRS updates
(2) (3)	The student aligns is <u>able to compare and contrast</u> department vision, goals, and mission to support those of a public agency. The student is expected to:	CCRS updates
(A)	analyze economic, political, and social trends likely to impact an agency or department;	Workforce skills
(B)	develop expansive professional networks internally and with other organizations to broaden communication;	Workforce skills
(C)	<u>practice and participate in the process of how to</u> recruit a diverse workforce in an equitable manner;	CCRS updates
(D)	seek a variety of input from all stakeholders;	
(E) (D)	apply people skills to grasp opportunities and manage conflicts in a positive and constructive manner;	CCRS updates Workforce skills
(F) (E)	emphasize the need to infuse understanding of vision, missions, and goals into all departmental activities;	Workforce skills
(G)	evaluate employees' ability to adapt behavior and work methods in response to new information, changing conditions, or unexpected obstacles;	
(H)	delegate responsibility of power and authority;	
(I) (F)	analyze the concept of risk management; <u>and</u>	Workforce skills
(J) (G)	legally publicize all meetings at which budget and allocation decisions are to be discussed. <u>;</u> and	
(K)	obtain outside expertise as needed.	
(3) (4)	The student facilitates <u>will have opportunity to practice the process of facilitating</u> the flow of ideas and information to keep the agency and its constituency informed of departmental policies and operations. The student is expected to:	CCRS updates
(A)	overcome <u>work on projects reflective of</u> reluctance of employees to share work product and intellectual property;	PBL and CCRS alignment
(B)	restate complex technical information or issues into language the general public can understand;	Workforce skills
(C)	implement verbal skills effectively to explain, justify, or discuss public issues;	
(D)	<u>within the classroom to</u> present techniques effectively to handle difficult interviews and situations; and	CCRS alignment
(E)	afford the public equal opportunity of access to all open records.	Workforce skills

(4) (5)	The student uses agency expertise to help elected officials and others identify, implement, and achieve common goals and objectives. The student is expected to:	
(A)	obtain relevant data <u>relating to public management and non-public management</u> from reliable sources;	CCRS Alignment
(B)	apply pertinent research and analytical methodologies; and	
(C)	assess <u>be able to present a form of assessment</u> the impact of probable changes on the public.	CCRS Alignment
(5) (6)	The student uses planning and fiscal services 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; <u>and</u>	
(D)	prepare and administer budgets;	
(E)	operate accounting systems in compliance with standards for government agency accounting; and	
(F)	disburse monies, prepare financial reports, and arrange for audits.	
(6) (7)	The student develops and manages plans and systems to meet agency needs without wasting funds or engaging in unethical behavior. The student is expected to:	
(A)	assist departmental staff to fulfill procurement requirements;	Workforce skills
(B)	develop event schedules for the public announcement of procurement requirements;	
(C)	allocate resources to fulfill plans and meet customer requirements;	
(D) (B)	recommend process changes to improve vendor reliability and performance;	Workforce skills
(E) (C)	determine means of public announcements to elicit vendor interest and bids from qualified sources;	
(G) (D)	identify and assist sources that match approved vendor criteria;	
(H) (E)	manage an evaluation process to ensure each bid, proposal, or offer is evaluated completely in terms of all relevant and ethical criteria; <u>and</u>	
(I) (F)	safeguard proprietary information of bidders; <u>rights of procurement, and need for outside consults.</u>	CCRS skills
(J)	safeguard rights of the procuring entity; and	
(K)	determine the need for outside consultation.	
(7) (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)	explain policy background and rationale to persons denied access to certain public information;	Workforce skills
(C)	establish compare and contrast the reliable controls to prevent unauthorized access to or release of privileged information; and	CCRS skills

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§130.187. Planning and Governance (One to Two Credits). TEA recommended

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisite: Principles of Government and Public Administration.	
(b)	Introduction. Planning and Governance provides the opportunity for students to formulate plans and policies to meet social, economic, and physical needs of communities.	
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3) (3)	Planning and Governance provides the opportunity for students to formulate plans and policies to meet social, economic, and physical needs of communities.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	
(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and</u>	
(F)	<u>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.</u>	
(2) (2)	The student identifies the skills necessary to manage and modify the community planning process. The student is expected to:	
(A)	relate physical design to functioning of environment <u>in a class role play or activity;</u>	CCRS skills

(B)	analyze data <u>relative to project</u> on present and future needs;	CCRS skills
(C)	assess legal aspects of regulatory compliance in planning <u>in a class role play or activity</u> ;	CCRS skills
(D)	evaluate the <u>presentation of class activity in regards to</u> drafting, analysis, and refinement of regulations and procedures;	CCRS skills
(E)	prepare special planning studies;	
(E) (F)	perform mapping and graphic functions <u>skills in a class activity or role play</u> ;	CCRS skills
(F) (G)	predict the interaction between economy, transportation, health and human services, and land regulation and make recommendations for the future <u>of activity or project</u> ; and	CCRS skills
(G) (H)	<u>record or document</u> make observations about local, state, and federal programs in order to provide future planning recommendations.	CCRS wording
(3) (2)	The student develops <u>a workplace or activity based project</u> ; comprehensive plans for land use, housing, parks and recreation, transportation, economic development, and public facilities to manage change. The student is expected to:	Workplace skills
(A)	identify emerging trends and <u>barrier</u> issues;	
(B)	identify barriers to plan implementation;	
(B) (C)	<u>practice or role play the</u> perform problem-solving techniques to overcome barriers to plan implementation; and	CCRS skills
(C) (D)	evaluate <u>the style of</u> strategies <u>available and necessary</u> for achieving goals.	CCRS skills
(4) (3)	The student creates a coherent plan for project management. The student is expected to:	
(A)	secure <u>class or instructor</u> approval of integrated plans;	CCRS skills in classroom
(B)	<u>create a format to</u> monitor plan budgets;	CCRS skills
(C)	respond to <u>classroom, student, or instructor</u> citizen and official requests for information;	CCRS skills
(D)	demonstrate <u>through role play an</u> effective, cogent presentation skills at public meetings; and	CCRS skills
(E)	maintain professionalism <u>in group and one on one</u> in challenging situations.	CCRS workplace skills
(5) (4)	The student uses advanced research and organizational skills to influence matters of public policy. The student is expected to:	
(A)	extract and evaluate ideas from research library resources <u>and online materials</u> ;	CCRS skills
(B)	organize, structure, and conduct interviews with <u>students in role play format</u> experts ; <u>and</u>	CCRS skills
(C)	compile original data and reliable source information into an <u>student designed</u> objective database.; and	
(D)	apply systematic thinking to identify and contain the scope of the issue or problem at hand.	

(6) (5)	The student develops reasoned, persuasive arguments to support public policy options or positions. The student is expected to:	
(A)	analyze and implement classical and modern patterns of rhetoric;	
(B)	analyze differing political, social, ideological, philosophical, and other perspectives;	
(C)	critique facts and statistical claims for accuracy and relevance; <u>and</u>	
(D)	ensure materials meet ethical standards; and	
(E)	omit irrelevant, distracting, or digressive material.	
(7) (6)	The student develops political instincts and understanding of political processes to gain consensus. The student is expected to:	
(A)	compare and contrast interests of various individuals, groups, and their representatives;	
(B)	<u>explore options for using</u> assess -tolerance of - <u>towards</u> individuals and groups for consideration of compromise ;	CCRS skills
(C)	employ mediation techniques <u>with role play in class</u> ;	CCRS skills
(D)	suggest alternative proposals that keep discussion from collapsing; and	Workforce skills
(E)	<u>discuss in classroom the methods of</u> maximize openness of decision-making or problem-solving processes.	CCRS skills
(8) (7)	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:	
(A)	deliver compelling arguments regarding issues or proposals <u>in classroom role play</u> ;	CCRS skills
(B)	create <u>student designed</u> effective media presentations <u>and projects for class use</u> ;	CCRS skills
(C)	<u>workplace skills to show the</u> employ kinesthetic sensitivity and emotional intelligence to process reactions and responses and adjust appeals accordingly;	CCRS skills
(D)	adapt constituent expectations to coincide with desired timeliness without losing support;	
(D) (E)	evaluate and employ techniques <u>in role play or class activity</u> for motivating staff; and	CCRS skills
(E) (F)	create <u>project steps and activities</u> procedures for avoiding ethical pitfalls.	CCRS skills

§130.188. National Security (Two to Three Credits): <u>(One Credit)</u> TEA recommendation		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Recommended prerequisites: Principles of Government and Public Administration and Public Management and Administration <u>or Principles of Law, Public Safety, Corrections, and Security or JROTC coursework.</u>	Allows course to be taught in both clusters
(b)	Introduction.	Updating materials used to current levels
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(4) (3)	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 <u>using Homeland Security Programs and NIMS management programs.</u>	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	
(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and</u>	
(F)	<u>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.</u>	
(4) (2)	The student <u>explores and examines</u> identifies the personnel and organizational structure within a security agency. The student is expected to:	CCRS skills

(A)	<u>explore</u> , develop, <u>plan</u> and implement goals and objectives of an organization <u>within a project or classroom activity</u> ;	CCRS skills
(B)	<u>create</u> , align, <u>and assign</u> personnel assignments with job demands;	CCRS skills
(C)	assess the demands of assigned tasks and responsibilities on personnel;	
(C) (D)	<u>explore the processes used to</u> implement evaluation systems and standards of the organization; and	CCRS skills
(D) (E)	<u>explore and review the usage of</u> access and use available counseling and training resources <u>using online or written materials in a class activity or project</u> .	CCRS skills
(3) (2)	The student analyzes the leadership skills necessary to ensure compliance with rules of engagement and other applicable ethical standards. The student is expected to:	
(A)	identify rules of engagement <u>for state, local, international and federal based agencies</u> ;	Updating language
(B)	evaluate United States and international laws, treaties, and conventions applicable to military or other security agency conduct;	
(C)	employ <u>and evaluate the usage of</u> effective training materials;	CCRS skills
(D)	facilitate <u>and participate in classroom or group designed</u> discussions of ethical issues raised by current events;	CCRS skills
(E)	investigate compliance procedures such as United States military, international military, maritime, criminal, and civil law;	
(F)	apply <u>current rulings and regulatory</u> laws, rules, or standards to appropriate situations; and	Updating language
(G)	evaluate and recognize actions in violation of laws, rules, and standards.	
(4) (3)	The student analyzes intelligence information from within and outside the United States through simulated exercises <u>in classroom and in computer modules</u> . The student is expected to:	CCRS skills
(A)	<u>explore and practice a project</u> work within the scope and limits of the assigned mission in the simulated exercise;	CCRS skills
(B)	evaluate physical, psychological, cultural, and military threats <u>of the class exercise</u> ;	CCRS skills
(C)	define the specific goals and intentions of foreign entities relevant to mission;	
(D)	analyze physical characteristics of areas that could become battlegrounds in time of war;	
(E)	analyze foreign troop and equipment movement;	
(E)	<u>explore and review methods of used to direct ground and sea surveillance</u> ;	CCRS skills
(F)	evaluate aerial and satellite information;	
(G)	direct ground and sea surveillance;	

(H)	prepare intelligence reports, maps, and charts;	
(I)	innovate methods to test for security leaks;	
(F)(4)	<u>explore and review methods used to</u> intercept foreign military communications; and	CCRS skills
(G)(K)	<u>explore and review methods used to</u> coordinate information with other national security agencies.	CCRS skills
(5)(4)	The student <u>will participate in a classroom or student project that allows them to practice methods that</u> translates and analyzes signals to discover elements indicative of intent, plans, and operations of potentially hostile governments, groups, or individuals through simulated exercises. The student is expected to:	CCRS skills
(A)	organize evidence to facilitate discovery of a potentially hostile nature; and	
(B)	<u>evaluate and practice agency and national</u> interpret actions actions of a potentially hostile nature.	CCRS skills
(6)(5)	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:	
(A)	create and implement plans for response to both hostile and unintended events;	
(B)	<u>explore and evaluate what form of safety</u> secure equipment and supplies needed for protection against chemical, biological, or nuclear effects;	CCRS skills
(C)	<u>explore and</u> evaluate <u>the available</u> intelligence information for determination of response plan implementation	CCRS skills
(D)	<u>create a student made device or project for being able to</u> monitor local and global intelligence such as information about weather and geophysical events;	CCRS skills
(E)	<u>explore and discuss what methods are needed to</u> maintain communications with federal, state, and local agencies; and	CCRS skills
(F)	<u>identify and review issues that exist within</u> evaluate the security and safety of network cyber-based systems.	CCRS skills
(7)(6)	The student develops and implements strategies to train persons potentially performing national security tasks. The student is expected to:	
(A)	<u>explore methods and materials used to</u> analyze missions for which training is to be provided;	CCRS skills
(B)	plan and evaluate <u>current and past training</u> teaching methods;	Update language
(C)	<u>explore and review how agencies</u> devise means of evaluating student progress; and	
(D)	prepare units of instruction that recognize mission priorities	

§130.189. Foreign Service and Diplomacy (Two to Three Credits). <u>(One Credit)</u> TEA Recommendation		
TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Principles of Government and Public Administration <u>or Principles of Law, Public Safety, Corrections, and Security.</u>	Allows for cross teaching in clusters
(b)	Introduction.	
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3)	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.	
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	
(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and</u>	
(F)	<u>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.</u>	
(1) (2)	The student integrates knowledge and presentation skills related to diplomacy when representing the United States to host-country officials, media personnel, and traveling officials. The student is expected to:	
(A)	demonstrate the ability to provide host-country officials with information on United States government and	

	culture;	
(B)	organize exchange programs to enable future host-country decision makers to acquire familiarity with the United States institutions, customs, and culture;	
(C)	analyze the effectiveness of foreign support programs and other efforts of United States economic, intelligence, and affiliate agencies;	
(D)	arrange for United States experts to speak to selected audiences;	
(E)	provide routine information services by electronic and other means;	
(D) (F)	address and respond to media personnel on matters of United States policy raised in conjunction with visits of United States officials; and	
(E) (G)	address and respond to media personnel on matters of United States policy in reaction to unanticipated events.	
(3) (2)	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:	
(A)	describe responses of host-country personnel to United States programs and official visits;	
(B)	analyze and report on impact of American travelers and popular culture on host country;	
(C)	analyze and report on expressions of opinion arising from host country events, official statements, and political actions;	
(C) (D)	assess impact of host-country responses to catastrophic events; and	
(E)	forecast and formulate risk management solutions regarding catastrophic events of host countries.	
(4) (3)	The student applies United States and host-country laws, regulations, policies, and procedures to manage administrative matters. The student is expected to:	
(A)	apply United States immigration laws and regulations to determine eligibility of individuals;	
(B)	explain grounds for refusal of visas to applicants, lawyers, congresspersons, and other interested parties;	CCRS skills
(C)	research documents and databases;	CCRS skills
(D)	apply identification and documentation procedures;	
(E)	develop or analyze an existing network of key host country contacts; and	
(F)	exchange information with other agencies.	
(5) (4)	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:	
(A)	<u>role play an actual practice trying to</u> negotiate with the host government on reciprocity issues, taxation, diplomatic status, and other matters affecting welfare, security, and status of mission; and	

(B)

role play an actual program that buys and sells~~procure~~ goods and services for diplomatic operations.

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§130.190. Practicum in Local, State, and Federal Government (~~Two to Three Credits~~). (One Credit) TEA recommendation

TEKS with edits		Committee Comments
(a)	General requirements. This course is recommended for students in Grade <u>Grades 11- 12</u> . 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 cluster.	Opens the course to advanced students in Jr and Sr year of cluster.
(b)	Introduction.	
(1)	<u>CTE 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.</u>	
(2)	<u>The Government and Public Administration Career Cluster focuses on planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.</u>	
(3) (3)	Students concurrently learn advanced concepts of political science <u>and government workings</u> in the classroom setting <u>and in the workplace</u> . 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.	CCRS skills
(4)	<u>Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.</u>	
(5)	<u>Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</u>	
(c)	Knowledge and skills.	(c)
(1)	<u>The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</u>	
(A)	<u>communicate effectively with others utilizing oral and written skills;</u>	
(B)	<u>demonstrate collaboration skills through teamwork;</u>	
(C)	<u>demonstrate professionalism by conducting ones' self in a manner appropriate for the profession and work place;</u>	
(D)	<u>demonstrate a positive, productive work ethic by performing assigned tasks as directed;</u>	
(E)	<u>show integrity by choosing the ethical course of action and complying with all applicable rules, laws, and regulations; and,</u>	
(F)	<u>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.</u>	

(1) (2)	The student analyzes classic and modern political theories. The student is expected to:	(1)
(A)	review <u>the published works of theorists</u> philosophers such as Plato, Aristotle, Cicero, Machiavelli, Confucius, Hobbes, Locke, Hegel, and Marx; and	Establishes location of review with technology access in classroom.
(B)	analyze contributions to modern political science from complex classical theorists such as Polybius, St. Thomas Aquinas, Dante, Bodin, Montesquieu, Kautilya, Ibn Khaldun, Hume, Rousseau, Kant, Smith, Nietzsche, Gandhi, and Keynes.	(B)
(2) (3)	The student analyzes the United States Constitution and constitutional law. The student is expected to:	(1)
(A)	review basic information about the United States Constitution such as the framers, Articles of Confederation, Constitutional Conventions, separation of powers, checks and balances, ratification, and the amendment process;	(A)
(B)	Create and implement a classroom Constitution and Bill of Rights simulating the United States Constitution;	Delete to meet the reduced credit.
(C)	enforce the Classroom Constitution and Bill of Rights; and	
(D)	research and role play a current event in constitutional law.	
(3) (4)	The student explores government ethics <u>by formulating a plan for avoiding ethical problems in the future.</u> The student is expected to:	
(A)	examine local, state, national, and international ethic issues;	
(B)	hypothesize the origins of ethics violations; and	
(C)	formulate a plan for avoiding ethical problems in the future.	Workforce skills
(4) (5)	The student conducts a project using analytical problem-solving techniques. The student is expected to:	
(A)	research a problem during student mentorship such as a government and public administration issue, a feasibility study, or a product evaluation;	
(B)	investigate the issues associated with the problem;	Workforce skills
(C)	collect primary data such as interviews, surveys, and observations;	Workforce skills
(D)	collect secondary data such as printed materials and Internet information;	
(E)	evaluate alternative solutions;	

(F)	determine the most appropriate solution;	
(G)(D)	express thoughts logically and sequentially in preparing a formal report;	Workforce skills
(H)(E)	interpret and present quantitative data in graph format within the report;	Workforce skills
(I)(F)	prepare visuals and handouts to support the presentation; and	CCRS
(J)(G)	make a final presentation of the study to the appropriate stakeholders, including <u>advisory board members</u> teachers, mentors, and business and industry representatives.	Update wording for class.
(5)(6)	The student documents knowledge and skills attained in the practicum. The student is expected to:	
(A)	update a professional portfolio to include: <u>recognitions, awards, scholarships, résumé, sample of work, and an evaluation from the practicum supervisor; and</u>	CCRS
(i)	recognitions, awards, and scholarships;	
(ii)	extended learning experiences such as community service and active participation in career and technical organizations and professional organizations;	
(iii)	an abstract of the practicum;	
(iv)	résumé;	
(v)	samples of work; and	
(vi)	an evaluation from the practicum supervisor; and	
(B)	present the portfolio to all interested stakeholders.	