

# **Government and Public Administration**

## **Career Field Technical Content Standards Document**

with  
Academic Content Standards in  
English Language Arts, Mathematics, Science and Social Studies

**2006**

 **Ohio** | Board of Regents  
Department of Education

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## Government and Public Administration Career Field Standards

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## FOREWORD

The *Government and Public Administration Career Field Technical Content Standards* contain the curricular framework for career-technical education programs in government and public administration. This document reflects the career field framework outlined in Ohio Administrative Code 3301-61-03 (Criteria for Secondary Workforce Development Programs).

This document represents a collaborative effort of the following professional partners: the Ohio Department of Education's Office of Career-Technical and Adult Education; the College Tech Prep Curriculum Service Center at the University of Toledo; and the Ohio Resource Center for Mathematics, Science and Reading at The Ohio State University. Secondary and postsecondary educators, along with government professionals, also participated in the development of the technical content standards.

The *Government and Public Administration Career Field Technical Content Standards* combine government standards (reflecting English language arts, mathematics, science, social studies, and technology), academic content standards (English language arts, mathematics, science and social studies) and the business process framework to develop technical literacy in government and public administration. The government and public administration career field includes occupations that focus on governance, public administration, revenue and taxation, regulations, homeland security, environmental policy and resource management technologies. The government and public administration career field is comprised of a single pathway leading to technically-based careers.

This document delineates competencies that outline the knowledge and skills needed for career success in government and public administration. It includes a) core competencies that span the government and public administration career field addressing critical workplace skills, including technical skills, government processes, problem solving and critical thinking, and leadership and teamwork skills; and b) a pathway that describes specific occupational knowledge and skills.

In addition, benchmarks from the Ohio *English Language Arts Academic Content Standards*, the *Mathematics Academic Content Standards*, the *Science Academic Content Standards* and the *Social Studies Academic Content Standards* have been embedded, outlining the language arts, mathematics, science and social studies knowledge and skills associated with specific technical competencies.

The Government and Public Administration document seeks to provide the basis for educational programming that will foster the development of what Doug Bush, vice president and chief information officer, Intel Corporation, refers to as the "T-shaped" employee. The T-shaped employee combines broad knowledge, insight and understanding of business processes, academic attainment, and workplace readiness (the crossbar of the "T") with depth of knowledge and expertise in a career specialty (the post of the "T"). The T-shaped employee is needed to ensure that Ohio's government and public administration workforce of tomorrow is competitive in a global environment that requires specialized skills in a broader context aimed at the innovation of new products and services in an ever-changing economy.

This document forms the basis for developing an integrated delivery system that provides opportunities for new and challenging programs and courses. It is hoped that the document will enhance and expand career-technical education and postsecondary degree programs in government and public administration and related fields.

The document is available on the Internet by searching for “Government and Public Administration Career Field” at [www.education.ohio.gov](http://www.education.ohio.gov).

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## ACKNOWLEDGEMENTS

A number of individuals contributed their time and expertise to the development of this document. Special thanks go to all the government representatives and educators named in this document.

Further acknowledgement is due to:

- David Burns, Executive Director, Secondary Education and Workforce Development, Ohio Department of Education;
- Kathy Shibley, Director, Office of Career-Technical and Adult Education, Ohio Department of Education;
- Leslie Brady, Assistant Director, Office of Career-Technical and Adult Education, Ohio Department of Education; and
- Jane Ensign, Director, Office of Curriculum and Instruction, Ohio Department of Education.

Those listed above provided vision and implementation support for the *Government and Public Administration Career Field Technical Content Standards* and for Ohio's government and public administration educational programs.

Also, special thanks are due to the following professional partners of this project:

- James Piper, Director, College Tech Prep Curriculum Services, University of Toledo;
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The people listed above contributed significant research, subject matter, writing and facilitation expertise to the development of the *Government and Public Administration Career Field Technical Content Standards*.

## **Development of Government and Public Administration Career Field Technical Content Standards**

The process for the development of the *Government and Public Administration Career Field Technical Content Standards* began in October 2005 with the convening of a futuring panel and culminated in June 2006 with the work of a panel of government representatives and educators focusing on academic correlation. Over the course of 2005-06, numerous government representatives as well as secondary and postsecondary educators from across the state of Ohio took part in the formal development process. The following summarizes the various stages of the development process.

### **Futuring Panel**

**October 25, 2005**

The Government and Public Administration Futuring Panel brought together key government representatives from across the state to advise the Ohio Department of Education on future trends impacting the government and public administration career field and to suggest ways in which those trends could be incorporated into the *Government and Public Administration Career Field Technical Content Standards* document.

### **Government Review Panel**

**January 30, 2006**

A diverse group of Ohio government representatives participated on this panel. Drawn from various sectors and regions of the state, the panel identified what government and public administration employees should know and be able to do in the government and public administration pathway. The panel built upon work outlined by the futuring panel, identifying essential and recommended knowledge and skills.

### **Educator Review Panel**

**March 20, 2006**

This panel was composed of representatives from secondary and postsecondary institutions across Ohio. The panel determined when in the educational process (e.g., high school or college) competencies should be addressed and to what depth. In addition, the educator panel was asked to note questions they had on decisions made by the government review panel and formulate suggestions for additions, deletions and editorial changes to the draft document. As it turned out, the educators' input was very compatible with the government review, and very few issues were raised.

### **Stakeholder Review Panel**

**March and April 2006**

Since there were very few issues raised by the educator panel, the stakeholder review was addressed electronically. The electronic review provided a forum to ensure that the final document facilitates the seamless education of students interested in pursuing a career in government and public administration.

### **Academic Alignment Panel**

**June 21-22, 2006**

The academic review panel brought together government representatives, secondary and postsecondary technical educators, and academic educators to identify benchmarks from the *Ohio Academic Content Standards for English Language Arts, Mathematics, Science and Social Studies* that are embedded within the technical competencies. This incorporation of academic content standards with career field technical content standards provides an opportunity for instructional integration of content, helping to contextualize learning for students and providing the basis for collaboration across disciplines.

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# Philosophy and Principles for Implementation

## Ohio Career Field Initiative

The overarching framework for Ohio career-technical education is outlined in the Ohio Revised Code and subsequent administrative rules, which specify career-technical programming based on 16 career fields. To view the full text of Administrative Rule 3301-61-03 (Criteria for Secondary Workforce Development Programs), go to [www.ode.state.oh.us](http://www.ode.state.oh.us) and type “CTAE Administrative Rules” in the search engine. These fields provide the framework for an Ohio career field initiative that seeks to foster the educational shift needed to respond to the needs of a rapidly changing global environment.

A career field is a “grouping of occupations and broad industries based on commonalities” (see [www.careercluster.org](http://www.careercluster.org)). Career fields are the basis for developing both broad and specialized technical content standards that serve as a framework for curriculum, instruction, assessment and program design, addressing the needs of an entire industry and business sector. Ohio’s 16 career fields align with national efforts to broaden career-technical education, integrate career-technical with academic study and reflect the workforce needs of today and tomorrow. For today’s students to be adequately prepared for tomorrow’s workforce, they must have an education that:

- **incorporates a broad, long-term conception of work in combination with the depth of specialization skills;**  
Employees need a comprehensive understanding beyond a single occupational area. Occupationally focused programming needs to be provided in a larger context, so students can generalize learning, make connections between education and work, and adapt to changes in their careers. Workplace knowledge and skills are needed to prepare employees for collaborating and problem solving while contributing to the broader business process.
- **emphasizes the acquisition of strong academic knowledge and skills; and**  
Academic skills provide the foundation for career success. The integration of academic content standards with career field technical content standards helps to contextualize learning for students, making English language arts, mathematics, science and social studies relevant to students as a means to an important end—success at work and in life.
- **facilitates high-school-to-postsecondary transitions.**  
A lifetime of change means a lifetime of learning, including postsecondary education. Students need knowledge and skills for success in a variety of postsecondary options, including apprenticeships, industry credentialing through adult education, two- and four-year college degree programs, and graduate school.

## **Ohio Career Field Technical Content Standards**

Career field technical content standards outline the knowledge and skills needed for success within a career field, multiple pathways and, in some cases, areas of specialization. Validated by Ohio government and public administration representatives in conjunction with Ohio educators, these standards form the basis for developing educational programming in Ohio secondary and postsecondary schools. The standards also serve as the framework for developing strong career pathways that connect secondary, adult and postsecondary education systems with the workplace.

While mirroring the diverse nature of each career field, all career field technical content standards documents delineate competencies that outline the knowledge and skills that span the career field (core competencies), as well as those that relate to specific career field pathways (pathway competencies) and, in some cases, career field specialization (specialization competencies).

Additionally, academic benchmarks from Ohio's academic content standards for English language arts, mathematics, science and social studies are correlated with the career field technical content standards. The embedded benchmarks have been determined by government representatives and academic and technical educators from secondary and postsecondary institutions to be strongly related to specific knowledge and skills statements or competencies for the given career field.

Key features of Ohio Career Field Technical Content Standards include:

1. Broad as well as specialized technical competencies;
2. Embedded benchmarks for the English Language Arts, Mathematics, Science and Social Studies Academic Content Standards; and
3. Workplace readiness competencies (communications; safety, health and environment; problem solving and critical thinking; leadership, management and teamwork; information technology applications; ethics and legal responsibility; fundamentals of government; and career development and employability).

## Career Pathways

A key component of the Ohio Career Field Initiative is a career pathway, which is a series of academic and technical career-focused course work and other learning experiences leading to a career specialty and employment in a career field. Pathways facilitate a seamless transition from high school to postsecondary education (including apprenticeships, adult education, two- and four-year colleges, and graduate school) and from postsecondary education to the workplace.

To effectively facilitate the transition from secondary to postsecondary education and a career, high school career pathways should encompass:

1. Challenging technical course work in a chosen career field based on career field technical content standards;
2. Rigorous academics that meet Ohio's academic content standards and grade-level expectations;
3. Electives that relate to career objectives;
4. Instructional enhancements such as experiential and authentic learning opportunities (e.g. work-based learning, mentorships, internships) and career-technical student organization participation;
5. Opportunities (when appropriate) for program and student certification and licensure;
6. Preparation for transition to further study that includes college readiness and opportunities to earn college credit while in high school;
7. Preparation for transition to employment with advancement opportunities; and
8. Performance targets that include high school academic and technical testing/exit and postsecondary entry/placement requirements.

For additional information on the Career Field Initiative, including Ohio Career Field Technical Content Standards and Career Pathways, visit [www.ode.state.oh.us](http://www.ode.state.oh.us).