

## Human Services: Consumer Services

### Career Pathway Plan of Study for ▶ Learners ▶ Parents ▶ Counselors ▶ Teachers/Faculty

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

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/or Degree Major Courses for Consumer Services Pathway	SAMPLE Occupations Relating to This Pathway	
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>									
<b>SECONDARY</b>	<b>9</b>	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	• Introduction to Human Services	<ul style="list-style-type: none"> <li>▶ Account Executive</li> <li>▶ Banker</li> <li>▶ Buyer</li> <li>▶ Certified Financial Planner</li> <li>▶ Consumer Advocate</li> <li>▶ Consumer Affairs Officer</li> <li>▶ Consumer Credit Counselor</li> <li>▶ Consumer Goods or Services Retail Representative</li> <li>▶ Consumer Research Department Representative</li> <li>▶ Customer Service Representative</li> <li>▶ Employee Benefits Representative</li> <li>▶ Event Specialist</li> <li>▶ Field Merchandising Representative</li> <li>▶ Financial Advisor</li> <li>▶ Hospital Patient Account Representative</li> <li>▶ Inside Sales Representative</li> <li>▶ Insurance Representative</li> <li>▶ Investment Broker</li> <li>▶ Market Researcher</li> <li>▶ Real Estate Service Representative</li> <li>▶ Sales Consultant</li> <li>▶ Small Business Owner</li> </ul>	
	<b>10</b>	English/ Language Arts II	Geometry	Biology	U.S. History		• Information Technology Applications		
	<b>11</b>	English/ Language Arts III	Algebra II	Chemistry	World History Sociology		• Consumer Education • Entrepreneurship and Business Management		
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>								
	<b>12</b>	English/ Language Arts IV	Accounting or Statistics or other math course	Physics or other science course	Psychology Economics or Personal Finance		• Introduction to Consumer Services		
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>									
<b>POSTSECONDARY</b>	<b>Year 13</b>	English Composition	Algebra	Chemistry	American Government Psychology	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	• Consumer and Financial Services		
	<b>Year 14</b>	Speech/ Oral Communication Technical Writing	Statistics	Biological Science Physical Science	American History Economics		• Business Procedures and Communications		
	<b>Year 15</b>				Sociology		• Continue Courses in the Area of Specialization		
	<b>Year 16</b>	Continue courses in the area of specialization.					• Complete Consumer Services Major (4-Year Degree Program)		

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

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

- 1** Crosswalk the Cluster Foundation Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=91>) to the content of your existing secondary and postsecondary programs/courses.
- 2** Crosswalk the Pathway Knowledge and Skills (available at <http://www.careerclusters.org/goto.cfm?id=50>) to the content of your existing secondary/postsecondary programs and courses.
- 3** Based on the crosswalks in steps 1 and 2, determine which existing programs/courses would adequately align to (cover) the knowledge and skills. These programs/courses would be revised to tighten up any alignment weaknesses and would become a part of a sequence of courses to address this pathway.
- 4** Based on the crosswalks in steps 1 and 2, determine what new courses need to be added to address any alignment weaknesses.
- 5** Sequence the **content** and **learner outcomes** of the existing programs/courses identified in step 3 and new courses identified in step 4 into a course sequence leading to preparation for all occupations within this pathway. (See list of occupations on page 1 of this document.)
- 6** The goal of this process would be a series of courses and their descriptions. The names of these courses would be inserted into the *Career and Technical Courses* column on the Plan of Study on page 1 of this document.
- 7** Below is a **sample result** of steps 1-6, and these course titles are inserted into the Plan of Study on page 1 of this document.
- 8** Crosswalk your state academic standards and applicable national standards (e.g., for mathematics, science, history, language arts, etc.) to the sequence of courses formulated in step 6.

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

# SAMPLE

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

**The following course is based on the Cluster Foundation Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=91>. These skills are reinforced through participation in student organization activities.**

#### #1

*Introduction to Human Services:* This course will build an understanding of the academic, communication and technical skills in all aspects of the industry. Learners will investigate a broad range of human services careers through interest inventories and observations. This may be taught as a career exploration course in conjunction with other foundation Career Cluster courses.

**The following courses are based on the Cluster Foundation Knowledge and Skills as well as the Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=50>. These skills are reinforced through participation in student organization activities.**

#### #2

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

#### #3

*Consumer Education:* This course provides education on consumer rights, responsibilities, and privileges. Attention is focused on the importance of management, consumer awareness, economy of living, transportation and career opportunities in consumer services.

**The following courses expose students to Pathway Knowledge and Skills found at <http://www.careerclusters.org/goto.cfm?id=50> and should include appropriate student activities.**

#### #4

*Entrepreneurship and Business Management:* Students will apply economic and accounting principles and practices to promote business success and growth. Students will also apply principles of mechanics to choose, evaluate and maintain business equipment to provide client services. A work-based learning/practicum experience will be provided.

#### #5

*Introduction to Consumer Services:* This course introduces applications within professions related to consumer services. Students will identify requirements for obtaining credentials and licensures for careers in consumer services, and study consumer services laws and ethics to obtain state licensure. Students will obtain a broad-based knowledge in consumer products and industry equipment to allow demonstration of product/equipment features and associated uses, and read and understand current research information to include in presentations to clients and consumers. This course emphasizes the importance for individuals in consumer services to behave ethically to provide recommendations in the best interest of the client/consumer. A work-based learning/practicum experience will be provided. This course may include elements of courses 6 and 7.

#### #6

*Consumer and Financial Services:* This course content includes how to use critical thinking skills of analyzing, synthesizing and evaluating economic and budgeting principles to solve financial/economic problems. Students will practice ethical behavior as they apply principles of consumer services to analyze client/consumer preferences and needs to create recommendations; create plans to balance purchases, budgets, businesses, real estate investments, financial instruments or portfolio investments; and apply investing or purchasing strategies to make client/consumer recommendations. These skills will be practiced by learning to establish a physically and psychologically healthy environment to offer consumer services in a safe environment. A practicum will be provided.

#### #7

*Business Procedures and Communications:* Students will learn to motivate clients/consumers to follow through with recommendations to serve the clients'/consumers' best interest, communicate to clients/consumers orally and in writing to explain consumer services offered, and provide accurate and key public service information to educate various audiences. Students will learn to use business procedures to produce successful client outcomes and business success. Course content includes using appropriate technology to manage funds, following business procedures to place customer and supply orders, and answering questions correctly while offering advice to satisfy customer expectations. A practicum will be provided.



# Notes

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