

This document crosswalks the definition of global competence, as defined by the Asia Society (<http://asiasociety.org/files/book-globalcompetence.pdf>) to the Common Career Technical Core (CCTC), a state-led initiative to establish a set of rigorous, high-quality standards for Career Technical Education, managed by Advance CTE (<https://www.careertech.org/cctc>). The definition of global competence and the CCTC were developed separately by state education leaders as well as diverse groups of teachers, business and industry experts, administrators, and researchers.

* Please note, if the URL links do not work, copy and paste them into your browser.

Human Services Career Cluster© (HU)							
Cluster Element		Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in the human services.	X		X		Discuss the trends impacting human services and how these are impacted by our changing world.	http://www.govtech.com/health/5-Trends-Driving-the-Future-of-Human-Services.html
2	Evaluate the role of the family, community, and human services in society and the economy.	X	X	X		Research the role of human services in refugee resettlement.	http://www.acf.hhs.gov/orr/about/what-we-do
3	Use effective communication with human services clients and their families.		X	X		Discuss intercultural communication in human services.	http://www.ehow.com/info_8252326_communication-skills-human-services-professional.html
4	Demonstrate ethical and legal conduct in human services settings.		X	X		After reading the ethical standards, discuss how ethical conduct applies to working with a variety of cultures.	http://www.nationalhumanservices.org/ethical-standards-for-hs-professionals
5	Evaluate career opportunities in each of the Human Services Career Pathways.	X				Research international career opportunities in human services.	http://www.publichealthonline.org/human-services/#context/api/listings/prefilter
6	Explain how human development principles enhance the well-being of individuals and families.	X		X		Principles for health and well-being. Discuss principle 7, "Cultural Competence," specifically.	http://www.education.vic.gov.au/Documents/about/department/principlesforhealth.pdf

Consumer Services Career Pathway (HU-CSM)							
Cluster Element		Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Summarize necessary credentials, licensures, or state-specific requirements to prepare for a career in consumer services.	X				Research international organizations with which the Federal Trade Commission works.	https://www.ftc.gov/policy/international/international-consumer-protection
2	Communicate product or equipment features that meet the needs of clients and consumers.		X	X	X	Read the article about communicating the value of products to customers. Select another country and determine how the value may need to be communicated differently. Present findings to an authentic audience of clients or consumers.	http://www.cuttingedgepr.com/articles/marketcomm_communicate_value.asp
3	Make consumer services recommendations meeting the needs of clients or customers.	X		X		Review the Online Review sites. Analyze how the business and product reviews influence consumer usage and financial situations for the company.	http://blog.hubspot.com/blog/tabid/6307/bid/33741/12-Places-Businesses-Should-Be-Collecting-Online-Reviews.aspx#sm.000194j4c0hsudo4sdr1iknanks3u
4	Analyze financial/economic situations when making recommendations about consumer services.	X		X			
5	Use standard business processes or procedures to create consumer service information and facilitate client interactions.		X				
6	Use a variety of methods to educate audiences about consumer services.		X	X			
7	Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services.		X			Select one of the "Latest News" articles from the Consumers International website. Discuss the international implications of this article.	http://www.consumersinternational.org/
8	Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes.						

Counseling & Mental Health Services Career Pathway (HU-CMH)							
Cluster Element		Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Use clear written, spoken, and nonverbal messages when communicating with clients about mental health services and the counseling process.	X	X	X	X	After reading about the cultural barriers to mental health services, select a population of people and research possible barriers specific to that group of people. Develop a plan to use appropriate assessments and marketing materials for that specific demographic. Present findings to an authentic audience.	http://dana.org/Cerebrum/2011/Cross-Cultural_Barriers_to_Mental_Health_Services_in_the_United_States/
2	Utilize functional and specialized assessments to evaluate needs and solutions for counseling and mental health.	X	X	X	X		
3	Evaluate client motivation, strengths, and weaknesses to develop a client treatment program.	X	X	X	X		
4	Demonstrate knowledge of an operational mental health or counseling program that meets organizational goals.						
5	Demonstrate the ethical and legal responsibilities of counseling and mental health services.		X	X	X	Discuss the ethical and legal responsibilities of providing mental health services to people from a variety of cultures based on the ethical standards.	http://www.sulross.edu/sites/default/files/sites/default/files/users/docs/education/counseling-ethics_6.pdf
6	Choose appropriate counseling and therapy techniques to serve identified needs.		X		X	Analyze your own biases and attitudes based on the cross-cultural counseling guidelines.	http://www.sascwr.org/files/www/resources_pdfs/anti_oppression/Guidelines_for_effective_Crosscultural_Counseling.pdf

Early Childhood Development & Services Career Pathway (HU-EC)							
Cluster Element		Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Demonstrate communication techniques with children to facilitate ongoing development and enhance learning.	X	X	X	X	Select one of the ideas from the early childhood news article to research further. Create a plan for global education in the early childhood education classroom.	http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=141
2	Communicate effectively with fellow staff members to facilitate child development activities.	X	X	X	X		
3	Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes.						
4	Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning.		X	X	X	Read about ways to develop partnerships with families in early childhood education. Develop a plan to create and maintain such relationships within a multicultural community.	https://www.kidsmatter.edu.au/families/role-families/partnerships/building-partnerships-between-families-and-early-childhood-staff
5	Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards.						
6	Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families.		X	X		Legal responsibilities. Read about U.S. laws and choose another country to compare to.	http://www.mun.ca/educ/ed4361/virtual_academy/campus_b/zlegalteacher.htm
7	Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide comprehensive program offerings.		X	X		Explore cultural differences in childhood development and discuss how these cultural backgrounds can be mis-perceived in an early childhood setting.	http://www1.ucsc.edu/currents/02-03/03-24/human_development.html
8	Evaluate curriculum for inclusiveness of children with special needs.	X	X	X	X	General Ed classroom with special needs inclusion. Read and discuss universal design principles.	http://www.specialeducationguide.com/pre-k-12/inclusion/the-general-ed-teachers-guide-to-the-inclusive-classroom/

Family & Community Services Career Pathway (HU-FAM)							
Cluster Element		Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action	International Application	Resources
1	Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan.						
2	Identify community resources to provide family and community services.	X	X	X	X	Develop a community needs assessment for your community.	http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main
3	Communicate effectively to gain support from the client's family and other support groups.		X	X		Use the Intercultural Communication lesson plan. Following the activity, discuss how working with diverse families can relate to this activity.	http://iteslj.org/Lessons/Kajiura-Intercultural.html
4	Comply with laws and procedures that govern abuse, neglect, confidentiality, and other health and safety situations.	X	X	X		Have students choose another country and research their child protection laws. Are they weaker or stronger? What laws could the U.S. consider adapting or adopting based on this knowledge? Have students propose updated laws based on what they learn and present them in a campaign style pamphlet (printed	
5	Evaluate crisis prevention, intervention, and resolution techniques to formulate emergency plans.						

Personal Care Services Career Pathway (HU-PC)							
Cluster Element	Investigate the World	Weigh Perspectives	Communicate Ideas	Take Action	International Application	Resources	
1	Analyze basic principles of biology, chemistry, and human anatomy for safe and effective utilization and selection of personal care products and services.						
2	Evaluate an individualized personal care plan that reflects client preferences, needs, and interests for a course of treatment/action.		X	X	Utilize the lesson plan on "Making a Difference: Personal Care Services" to create individualized personal care plans.	http://cte.sfasu.edu/lesson-plans/making-a-difference-personal-care-services/	
3	Utilize data and information to maintain electronic records of client services and make recommendations for personal care services.		X	X			
4	Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services.						
5	Develop organizational policies, procedures, and regulations that establish personal care organization priorities, accomplish the mission, and provide high-quality service to a diverse set of clients and families.		X	X			
6	Identify personal care business opportunities enhanced by community involvement, self-improvement, and current trends.	X	X	X	X	Consider the global personal care market. In teams, have students select a personal care service or product they believe is a business opportunity to research and develop. Each team creates a presentation for the class on their service/product and their business plan.	https://home.kpmg.com/xx/en/home/insights/2016/07/chemical-suppliers-keep-pace-global-personal-care-markets.html ; http://www.consultgsi.com/industry-expertise/health-personal-care/ ; http://www.consultgsi.com/docs/GSI%20Industry%20Expertise%20-%20Health,Nutrition+Personal%20Care.pdf
7	Apply methods of obtaining feedback to understand expectations and promote high-quality personal care services standards.		X				