Unit One addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. Students learned about a wide range of careers in Hospitality, Recreation and the Arts. They learned about the various kinds of career families and employer types available to employees in the Hospitality, Recreation and the Arts sector.

Unit Two addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assess their own interests and conduct a group research project about careers in the Hospitality, Recreation and the Arts sector.

In Unit Three students consider what it takes to prepare for a career in Hospitality, Recreation and the Arts. They learn about common career pathways and consider how career movement happens in this sector. What kinds of training are required and what kinds of educational opportunities are available for someone interested in working in these fields?

1. **Calculating with Bar Graphs: Education Pays**

   Students read and discuss a graph about levels of educational attainment as they relate to annual earnings, and calculate differences in earnings between various levels of education.

2. **Making Inferences: Reading a Hospitality, Recreation and the Arts Career Brochure**

   Students read a career overview brochure about the Hospitality, Recreation and the Arts sector to learn about common careers in the sector, and practice making inferences by identifying the skills and personal characteristics required for various careers.
3 • A HOSPITALITY, RECREATION AND THE ARTS CAREER MOVEMENT SERIES

Students learn about how career movement happens in Hospitality, Recreation and the Arts using a personal narrative and consider their own career trajectories and values.

3.1 • Ana’s Career Movement Story
Students read a story about the education and career movement of a supermarket employee turned restaurant manager. They learn about the different steps she took and choices she made along the way to discovering her true passion and begin to work in her ideal career.

3.2 • Ana’s Career Map
Drawing on their experiences with map-reading, students consider the trajectory Ana took and portray it as a map. They focus on the steps she took to move from one job to another.

3.3 • Multiple Paths: How Personal Factors Impact Career Movement
Delving more deeply into career pathways, students discuss the personal life factors that cause a worker to choose one path over another, considering their own goals and limitations.

4 • HOSPITALITY, RECREATION AND THE ARTS JOB TRAINING SERIES

Students learn about job training programs—what they are, how to find a good one, what to expect as a participant, and research high-quality Job Training programs in Hospitality, Recreation and the Arts.

4.1 • Job-seeker Terminology
Students learn vocabulary relevant to a job search in any sector, by matching job search terms to their definitions.

4.2 • Know Before You Enroll
Students read a tip sheet and discuss advice about how to find a reputable job training program. They then write letters of advice to friends or family members who might want to enroll in a training program.

4.3 • Developing Questions: Researching Job Training Programs in Hospitality, Recreation and the Arts*
Students develop questions to ask before applying to job training programs, and use them to research training programs for film production assistants, bartenders, and bakers.
CUNY CAN GET YOU THERE SERIES: CUNY PROGRAMS IN HOSPITALITY, RECREATION AND THE ARTS

Students get an overview of CUNY Hospitality, Recreation and the Arts degree and certificate programs and practice using resources to research them, including CUNY college websites.

5.1 • Researching CUNY Degree and Certificate Programs in Hospitality, Recreation and the Arts*
Students learn how to navigate a college website to locate information about degree and certificate programs by searching one CUNY campus website for their Hospitality, Recreation and the Arts programs.

5.2 • Understanding Degree Program Requirements*
Students look at a sample Hospitality, Recreation and the Arts degree program at a CUNY college and discuss the relevance of general education requirements to the major.

5.3 • How Do I Enroll in CUNY?*
Students learn the steps required to apply to CUNY certificate and degree programs.

5.4 • Internships, Volunteering and Professional Associations in Hospitality, Recreation and the Arts*
Using a jigsaw reading strategy, students learn about internships, volunteering and professional associations in general, and then research opportunities offered through one CUNY Hospitality degree program.
Calculating With Bar Graphs: Education Pays

Students read a graph about lifetime earnings and education attainment, then perform computations based on the numbers.

PREP

- Read the graph, *Average Lifetime Earnings and Educational Attainment*
- Write the following Agree/Disagree statements on the board:

  - People with more education usually earn more money than those with less education.
  - People with high school/HSE diplomas usually earn the same amount of money as those who don’t have a HS diploma or HSE.
  - People who have started college, but not yet earned a degree, earn the same amount as HSE diploma holders who have not had any college.
  - People who go to college will be rewarded financially.

MATERIALS

- *Average Lifetime Earnings and Educational Attainment* graph
- *Calculating Earnings* worksheet

EXPLAIN

1. Pursuing higher levels of education and training is a big step. It requires time, money, excellent organization, especially if you have a job and/or family responsibilities, and a lot of hard work. Some people believe it will really help them get ahead financially and professionally. Other people wonder if it is worth the sacrifice. What do you think? Discuss with a partner whether you agree or disagree with the statements on the board.

2. Researchers had some of these same questions, and studied if people who had higher levels of education earned more money than those with lower levels of education. They found out how much money people earned during their lifetimes, and whether or not their education played a role. Read the graph to find out what they learned.

3. Distribute the graph.
Average Lifetime Earnings and Educational Attainment

**MEDIAN WAGE BY EDUCATIONAL ATTAINMENT IN NEW YORK CITY, 2014**

<table>
<thead>
<tr>
<th>Educational Attainment</th>
<th>Median Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than HS/HSE</td>
<td>$25,000</td>
</tr>
<tr>
<td>HS/HSE</td>
<td>$36,000</td>
</tr>
<tr>
<td>Some College, No Degree</td>
<td>$43,000</td>
</tr>
<tr>
<td>Associate</td>
<td>$45,000</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>$65,000</td>
</tr>
<tr>
<td>Master's</td>
<td>$76,000</td>
</tr>
<tr>
<td>Professional*</td>
<td>$110,000</td>
</tr>
<tr>
<td>Doctoral</td>
<td>$88,000</td>
</tr>
</tbody>
</table>

* Includes postsecondary certification and technical training.
** Includes medical doctors, lawyers, dentists, and others.

**SOURCE** | American Community Survey, Public Use Microdata Sample, 2014. Wages are for people ages 25 and older employed full-time.
Prepared by The NYS Labor Market Information Service at The Graduate Center, CUNY.
DISCUSSION QUESTIONS

What does the title mean?

› The median salary earned by workers in 2014 according to their highest level of education completed. Median means that half the salaries were higher and half were lower.

What does each bar in the graph represent? Does each dollar figure represent the amount of money everyone with that educational level earned?

› No, it is the average median salary earned at that education level.

What does median mean?

› Median is one way to get a general idea about data. For example, in terms of this graph, does everyone with at least and only a HS or HSE diploma make $36,000 a year? No, there are lots of different salaries. The same is true for all of the other educational levels. We use different ways to determine a general picture of a set of data. Mean (which you may have heard called “average”) is one of them. The way we figure out the median is to take all the salaries of people with only a HS or HSE diploma and imagine them all lined up in order of their salary, from lowest to highest. The salary of the person in the middle is the median salary. That gives us a general idea about what to expect in salary for a person with a HS or HSE diploma.

What trend or pattern do you notice?

› Higher the education, the greater the earnings. Some show large jumps. Other increases are smaller.

What are 3 examples of professional degrees?

› MD—Medical Doctor, DDS—Doctor of Dental Surgery, M. Arch—Master in Architecture

D  Distribute the Calculating Earnings worksheet. Ask students to work on the problems then discuss them as a class.
Calculating Earnings

1. How much more money does someone with a HS/HSE diploma earn than someone who never earns a HS/HSE diploma? Show your work below.

2. Write one sentence explaining what you did to solve this problem.

3. How much more money does someone with an Associate’s degree earn than someone with only a HS/HSE diploma? Show your work below.
Making Inferences: Reading a Hospitality, Recreation and the Arts Career Brochure

Students read a brochure on careers in Hospitality, Recreation and the Arts, then work to infer the personal qualities and skill requirements necessary for each career. Then, they develop questions they have about the careers.

PREP

Read through the five brochures exploring different career areas of Hospitality, Recreation and the Arts.

MATERIALS

- Careers in the Arts and Media—Behind the Scenes reading
- Careers in the Arts and Media—Visual and Performing Artists, Filmmakers and Writers reading
- Careers in Recreation and Culture reading
- Careers in Hotels and Lodging reading
- Career Map for Cooks and Chefs reading

- Careers in the Arts and Media—Behind the Scenes graphic organizer
- Careers in the Arts and Media—Visual and Performing Artists, Filmmakers and Writers graphic organizer
- Careers in Recreation and Culture graphic organizer
- Careers in Hotels and Lodging graphic organizer
- Career Map for Cooks and Chefs graphic organizer

EXPLAIN

1. Ask students to free-write for 5-10 minutes in response to the following prompt:

What do you know about the Hospitality, Recreation and the Arts sector so far?

What are some examples of Hospitality, Recreation and the Arts careers?

What kinds of places employ Hospitality, Recreation and the Arts workers?
Possible responses include:

- You can work in music, art, travel, sports, and so much more. These jobs are great if you like working with people.
- Some example careers are: barista, film director, amusement park attendants, interior designer for hotels, musicians in an orchestra.
- When you work in this field you can work for film studios, national parks, museums, hotels, and much more.

When students are finished, have them share their free-writes with a partner.

Today we are going to learn about some common careers in the Hospitality, Recreation and the Arts sector, that can be grouped into the following areas:

- Arts and Media—Behind the Scenes
- Arts and Media—Visual and Performing Arts, Filmmakers and Writers
- Recreation and Culture
- Hotels and Lodging
- Cooks and Chefs

Write the five groups on the board and ask students to choose one reading. Form groups based on student interest. Distribute the readings according to each group’s career interest. Ask students to underline anything that seems important or interesting and put a question mark by anything that seems confusing. They should put a star in the margin by things they already knew about the field from their pre-writing exercise and put an exclamation mark by new things they learned about it.

Write the annotation guide on the board as follows:

\[ __________ = \text{important or interesting} \]
\[ ? = \text{confusing} \]
\[ * = \text{information already known} \]
\[ ! = \text{new information} \]

After they annotate, they should discuss the questions below with their group.

1. What is one new thing you learned about this field?
2. Describe one career that you read about that sounds interesting to you, and explain why.

Distribute the graphic organizer that corresponds to each reading, and ask students to complete them in pairs, using information from the reading.
Careers in the Arts and Media—Behind the Scenes

Adapted from http://www.wiu.edu/coehs/rpta/careers.php

New York City is a major entertainment hub. Millions of people travel to New York each year to enjoy theaters, museums, and various other forms of entertainment and recreation. Although in other parts of the country the number of jobs in this sector have been shrinking, in New York City as well as other cities, the industry has grown. Many of the jobs are in film and television production, as well as in cable and broadcasting, video production and the performing arts.

There are many types of jobs in this sector. Some workers who have jobs in arts, media and/or entertainment such as actors, singers and musicians, are involved in the direct creation of entertainment or art. Others who work in this sector, such as sound technicians, videographers and film editors use their technical skills to support the creation of performances and productions, but don’t directly perform.

Some people who work in Recreation work directly with the public in jobs such as park attendant or camp counselor, while others work behind the scenes, for example, as museum curators or administrators.

While some people who are employed in this sector get full-time wages, many jobs in this sector are freelance and seasonal. For example, people working as production assistants or sound technicians for a television production may not have work with the production company when that company is finished filming for the season, and fewer park attendants are needed during the winter. It is also common for a person who works in this industry to hold more than one job. A makeup artist may work for more than one theater company. Or people who are entertainers—for example, actors, singers or musicians—may only have part-time/temporary jobs in these areas and work at additional, steady jobs as waiters or taxi drivers.

Jobs in this sector demand technical skills, artistic imagination, flexibility, problem-solving abilities and interpersonal skills. Work in the arts, media, entertainment and recreation sector often requires teamwork, communication, creative thinking and decision-making abilities. New technologies are also constantly reshaping the skill sets of many of the careers in this industry, so people who are successful are flexible and are willing to learn new skills to keep up to date. •

Photo: http://projvc.com/pro/attributes/CAMERA/photos/general/GY-HD250-007585_1.jpg
## Careers in the Arts and Media—Behind the Scenes

<table>
<thead>
<tr>
<th>High School Diploma Preferred/ Little or No Experience</th>
<th>Experience and/or Some College and/or Some Training</th>
<th>College and/or Very Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lighting Assistant</strong></td>
<td><strong>Make-up Artist</strong></td>
<td><strong>Sound Technician</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Takes care of lighting equipment on a film or stage set, or on location.</td>
<td><strong>DUTIES:</strong> Applies makeup to actors, celebrities, performers, or for special events such as weddings and proms.</td>
<td><strong>DUTIES:</strong> Manages audio equipment during indoor and outdoor events and live performances. Responsible for equipment placement, volume, and quality of sound.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $37,000 to $72,000 per year</td>
<td><strong>PAY RANGE:</strong> $52,380 to $108,310 per year</td>
<td><strong>PAY RANGE:</strong> $40,000 to $106,000 per year</td>
</tr>
<tr>
<td><strong>Stagehand</strong></td>
<td><strong>Camera Operator</strong></td>
<td><strong>Sound Design Editor</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Loads and unpacks props and materials from trucks. Makes sure props are on stage at the beginning of a scene and are removed at the end of a scene.</td>
<td><strong>DUTIES:</strong> Works with digital, electronic, and film cameras and produces required shots by using complex technology and creative visual skill.</td>
<td><strong>DUTIES:</strong> Provides required sounds to accompany screen action working closely with the sound supervisor, the editor, and the director to create original sound elements.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $20,000 to $62,000 per year</td>
<td><strong>PAY RANGE:</strong> $25,780 to $63,490 per year</td>
<td><strong>PAY RANGE:</strong> $45,360 to $107,000 per year</td>
</tr>
<tr>
<td><strong>Production Assistant</strong></td>
<td><strong>Broadcast Technician</strong></td>
<td><strong>Visual Effects Coordinator</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Provides assistance to film crews, helps with set construction, keeps wardrobes in order, performs messenger duties, office duties, helps with props.</td>
<td><strong>DUTIES:</strong> Sets up, operates and maintains the electronic equipment used to transmit radio and television programs.</td>
<td><strong>DUTIES:</strong> Evaluates which parts of a film production will need visual effects; makes sure visual effects shots are filmed correctly; leads a team of artists to oversee all visual effects aspects of film production.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $37,000 to $72,000 per year</td>
<td><strong>PAY RANGE:</strong> $25,030 to $60,540 per year</td>
<td><strong>PAY RANGE:</strong> $86,000 to $161,000 per year</td>
</tr>
</tbody>
</table>
New York City is a major entertainment hub. Millions of people travel to New York each year to enjoy theaters, museums, and various other forms of entertainment and recreation. Although in other parts of the country the number of jobs in this sector have been shrinking, in New York City as well as other cities, the industry has grown. Many of the jobs are in film and television production, as well as in cable and broadcasting, video production and the performing arts.

There are many types of jobs in this sector. Some workers who have jobs in arts, media and/or entertainment such as actors, singers and musicians, are involved in the direct creation of entertainment or art. Others who work in this sector, such as sound technicians, videographers and film editors use their technical skills to support the creation of performances and productions, but don’t directly perform.

Some people who work in Recreation work directly with the public in jobs such as park attendant or camp counselor, while others work behind the scenes, for example, as museum curators or administrators.

While some people who are employed in this sector get full-time wages, many jobs in this sector are freelance and seasonal. For example, people working as production assistants or sound technicians for a television production may not have work with the production company when that company is finished filming for the season, and fewer park attendants are needed during the winter. It is also common for a person who works in this industry to hold more than one job. A makeup artist may work for more than one theater company. Or people who are entertainers—for example, actors, singers or musicians—may only have part-time/temporary jobs in these areas and work at additional, steady jobs as waiters or taxi drivers.

Jobs in this sector demand technical skills, artistic imagination, flexibility, problem-solving abilities and interpersonal skills. Work in the arts, media, entertainment and recreation sector often requires teamwork, communication, creative thinking and decision-making abilities. New technologies are also constantly reshaping the skill sets of many of the careers in this industry, so people who are successful are flexible and are willing to learn new skills to keep up to date.
# Careers in the Arts and Media—Visual and Performing Artists, Filmmakers and Writers

<table>
<thead>
<tr>
<th>High School Diploma Preferred/ Little or No Experience</th>
<th>Experience and/or Some College and/or Some Training</th>
<th>College and/or Very Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actor</strong></td>
<td><strong>Radio and Television Host</strong></td>
<td><strong>Journalist</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Portrays characters in theater, film, television productions and in other performing arts media.</td>
<td><strong>DUTIES:</strong> Presents music, news and sports. Interviews guests and moderates panels and discussions on their shows.</td>
<td><strong>DUTIES:</strong> Writes articles for newspapers, magazines and online outlets. Interviews and researches topic.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $36,000 to $92,000 per year</td>
<td><strong>PAY RANGE:</strong> $18,810 to $75,740 per year</td>
<td><strong>PAY RANGE:</strong> $25,000 to $75,000 per year</td>
</tr>
<tr>
<td><strong>Disc Jockey (DJ)</strong></td>
<td><strong>Choreographer</strong></td>
<td><strong>Film Director</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Acts as master of ceremony (MC) and selects recorded music to play at weddings, parties or clubs. Makes sure that musical program is running smoothly; may interact with audience.</td>
<td><strong>DUTIES:</strong> Creates dances for live performances, music videos and film.</td>
<td><strong>DUTIES:</strong> Interprets the written script using vision and technical skill while guiding the technical crew and actors in the fulfillment of that vision. Has a key role in choosing cast members and production design.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $21,490 to $87,340 per year</td>
<td><strong>PAY RANGE:</strong> $49,460 to $88,930 per year</td>
<td><strong>PAY RANGE:</strong> $45,000 to $150,000 per year</td>
</tr>
<tr>
<td><strong>Singer</strong></td>
<td><strong>Visual Artist</strong></td>
<td><strong>Technical/Content Writer</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Performs the vocals of a song for a live audience or records in a studio with other musicians, producers and sound engineers.</td>
<td><strong>DUTIES:</strong> Creates works of visual art using materials such as paper, stone, clay, fabric or found objects by hand or with computers.</td>
<td><strong>DUTIES:</strong> Writes reports, manuals or website materials. May edit other people’s writing.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $31,550 to $92,310 per year</td>
<td><strong>PAY RANGE:</strong> $20,000 to $87,000 per year</td>
<td><strong>PAY RANGE:</strong> $30,000 to $100,000 per year</td>
</tr>
<tr>
<td><strong>Creative Writer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Writes fiction, non-fiction, poetry, plays, screenplays. Conducts interviews or research.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $28,000 to $106,000 per year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Careers in Recreation and Culture

Adapted from http://www.wiu.edu/coehs/rpta/careers.php

New York City is a major entertainment hub. Millions of people travel to New York each year to enjoy theaters, museums, and other forms of entertainment and recreation. Although in other parts of the country the number of jobs in this sector have been shrinking, in New York City as well as other cities, the industry has grown. Many of the jobs are in film and television production, as well as in cable and broadcasting, video production and the performing arts.

There are many types of jobs in this sector. Some are involved in the direct creation of entertainment or art such as Actors, Singers and Musicians. Others use their technical skills to support the creation of performances and productions, but don't directly perform, such as Sound Technicians, Videographers and Film Editors. Some people who work in Recreation work directly with the public in jobs such as Park Attendant or Camp Counselor, while others work behind the scenes, for example, as Museum Curators or Administrators.

While some people who are employed in this sector get full-time wages, many jobs in this sector are freelance and seasonal. For example, people working as Production Assistants or Sound Technicians for a television production may not have work with the production company when filming is finished for the season, and fewer park attendants are needed during the winter. It is also common for a person who works in this industry to hold more than one job. A Makeup Artist may work for more than one theater company. Or people who are entertainers—for example, Actors, Singers or Musicians—may only have part-time/temporary jobs in these areas and work at additional jobs as in restaurants or taxi companies.

Jobs in this sector demand technical skills, artistic imagination, flexibility, problem-solving abilities and interpersonal skills. Work in the Arts, Media, Entertainment and Recreation sector often requires teamwork, communication, creative thinking and decision-making abilities. New technologies are also constantly reshaping the skill sets of many of the careers in this industry, so people who are successful are flexible and are willing to learn new skills to keep up to date.
## Careers in Recreation and Culture

<table>
<thead>
<tr>
<th>High School Diploma Preferred/ Little or No Experience</th>
<th>Experience and/or Some College and/or Some Training</th>
<th>College and/or Very Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreation Worker</td>
<td>Park Maintenance Mechanic</td>
<td>Urban Park Ranger</td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Organizes, leads and conducts activities within a specific recreation program which may include youth and adult sports, special events and other activities. <strong>PAY RANGE:</strong> $18,000 to $34,000 per year</td>
<td><strong>DUTIES:</strong> Ensures the operation of parks machinery and mechanical equipment. <strong>PAY RANGE:</strong> $20,000 to $35,000 per year</td>
<td><strong>DUTIES:</strong> Provides a uniform presence in parks, ensuring the safety and enjoyment of park users and the protection of parks property. Issues summonses for the violation of park rules and regulations. <strong>PAY RANGE:</strong> $60,140 to $76,370 per year</td>
</tr>
<tr>
<td>Camp Counselor</td>
<td>Recreation Director</td>
<td>Landscape Architect</td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Plans and implements programs and experiences for children in a camp setting. <strong>PAY RANGE:</strong> $17,840 to $34,360 per year</td>
<td><strong>DUTIES:</strong> Oversees the recreational programs put on by public and private parks, sports facilities, community centers and other institutions. Plans, organizes, and directs sports and fitness activities and services. <strong>PAY RANGE:</strong> $19,900 to $56,892 per year</td>
<td><strong>DUTIES:</strong> Designs attractive and functional public parks and gardens, playgrounds, residential areas, college campuses and public spaces. Coordinates the design of existing and proposed open spaces. <strong>PAY RANGE:</strong> $54,680 to $88,550 per year</td>
</tr>
<tr>
<td>Spa Attendant</td>
<td>Museum Technician</td>
<td>Museum Curator</td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Works in a wellness center or health spa. Maintains the facility, answers clients’ questions and straightens the room after treatments. <strong>PAY RANGE:</strong> $35,000 to $48,000 per year</td>
<td><strong>DUTIES:</strong> Assists curators and archivists in maintaining and displaying items in the museum’s collection. <strong>PAY RANGE:</strong> $23,000 to $72,000 per year</td>
<td><strong>DUTIES:</strong> Assembles, catalogues, manages, and presents artistic and cultural collections in a museum or art gallery. <strong>PAY RANGE:</strong> $37,150 to $82,850 per year</td>
</tr>
</tbody>
</table>

**Pay Range:** Typical pay range from entry level to experienced. Jobs that are primarily part time are expressed as hourly pay; jobs that may be either are expressed as both hourly and annual pay; jobs that are primarily full-time are shown with annual pay.

**Education:** Minimum education and experience requirements. This may vary from employer to employer.
Careers in Hotels and Lodging

Adapted from: hotel_industry_nyc_rpt2_2017.pdf
https://www.hcareers.com/article/advice-from-employers/5-job-skills-hospitality-employers-want-to-see

The Hotel and Lodging industry has been one of the economy’s faster growing sectors in recent years. New York City has the third largest hotel market in the nation, and throughout New York State, the industry has grown because of an increase in tourism. More than 45,000 hotel rooms were added across the state between 2006 and 2015. As the number of hotels and rooms has increased, so has the number of industry jobs. Most hotel jobs fall into two categories: service and administration. The service division is the larger of the two, and contains jobs most commonly associated with hotels. There are “front of the house” staff who interact directly with the public, such as Front Desk Clerks, Reservationists and Concierges. There are also staff who interact less directly with the public, referred to as “back of the house” staff, such as Housekeepers and Maintenance staff. There are many administrative jobs, including both general management and other kinds of operations work such as Accounting, Security, and Sales.

In New York State, most hotel workers hold full-time jobs; less than 9 percent of the jobs are part-time. The Hotel and Lodging industry has low job turnover. Competition for jobs is strong, and people who get jobs in the industry tend to stay in them for a long time. Many people working in the hotel industry in New York City are unionized. Members receive benefits such as family health and dental care, a pension plan, and ongoing training. Entry-level jobs, especially those in the Housekeeping, Custodial and Food Service areas generally don’t require a degree, and most required tasks can be learned on the job.

People who do well in the Hotel and Lodging industry like to work with the public, have good communication skills and the ability to make connections with customers and other employees. Computer and language skills are especially important for front desk and management jobs, because the industry uses software for many front desk and management functions, and because workers are often required to communicate by telephone and in writing. At all levels, careers in Hospitality require managing multiple responsibilities at the same time, so to thrive in this industry you have to feel comfortable multitasking. You also have to be flexible and willing to work long hours. You have to be ready to switch gears at a moment’s notice if unexpected situations come up.

# Careers in Hotels and Lodging—“Back of the House”

<table>
<thead>
<tr>
<th>High School Diploma Preferred/ Little or No Experience</th>
<th>Experience and/or Some College and/or Some Training</th>
<th>College and/or Very Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housekeeping Attendant</strong></td>
<td><strong>Housekeeping Inspector</strong></td>
<td><strong>Housekeeping Manager</strong></td>
</tr>
<tr>
<td>DUTIES: Stocks and sorts hotel supplies, vacuums, cleans and polishes guest rooms.</td>
<td>DUTIES: Inspects hotel rooms to ensure that cleanliness meets hotel standards.</td>
<td>DUTIES: Supervise housekeepers in their duties to ensure they perform to the prescribed hotel standards.</td>
</tr>
<tr>
<td>PAY RANGE: $19,000 to $38,000 per year</td>
<td>PAY RANGE: $20,800 to $31,200 per year</td>
<td>PAY RANGE: $34,000 to $56,000 per year</td>
</tr>
<tr>
<td><strong>Laundry Attendant</strong></td>
<td><strong>Security Officer</strong></td>
<td><strong>Security Supervisor</strong></td>
</tr>
<tr>
<td>DUTIES: Provides clean linens (such as sheets and towels) for the hotel. May also clean guests’ personal items.</td>
<td>DUTIES: Helps protect guests and their valuables, as well as fellow hotel employees.</td>
<td>DUTIES: Oversees security staff; monitors electronic surveillance equipment; develops and evaluates security plans.</td>
</tr>
<tr>
<td>PAY RANGE: $18,000 to $25,000 per year</td>
<td>PAY RANGE: $21,000 to $34,000 per year</td>
<td>PAY RANGE: $20,000 to 40,000 per year</td>
</tr>
<tr>
<td><strong>PBX Operator</strong> (Telephone Operator)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DUTIES: Operates commercial telephone switching system. Routes incoming calls to the correct individual or department.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAY RANGE: $33,000 to $46,000 per year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Careers in Hotels and Lodging—“Front of the House”

<table>
<thead>
<tr>
<th>High School Diploma Preferred/ Little or No Experience</th>
<th>Experience and/or Some College and/or Some Training</th>
<th>College and/or Very Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell Service</td>
<td>Bell Captain</td>
<td>Front Desk Supervisor</td>
</tr>
<tr>
<td>DUTIES: Assists guests with transporting luggage. Provides other types of assistants to guests as needed.</td>
<td>DUTIES: Manages the bell staff by setting work schedules, assigning duties and supervising day-to-day work.</td>
<td>DUTIES: Trains and manages the front desk team. Resolves customer issues and acts as a resource to the team. Knowledge of hotel reservation software.</td>
</tr>
<tr>
<td>PAY RANGE: $21,000 to $41,000 per year</td>
<td>PAY RANGE: $27,000 to $53,000 per year</td>
<td>PAY RANGE: $39,300 to $71,630 per year</td>
</tr>
<tr>
<td>Valet</td>
<td>Front Desk Agent</td>
<td>Front Office Manager</td>
</tr>
<tr>
<td>DUTIES: Parks and retrieves customers’ vehicles and provides travel directions as needed.</td>
<td>DUTIES: First point of contact with guests. Registers and books guests in and out of rooms, accommodates special requests, provides information about the local area’s attractions. Knowledge of hotel reservation software.</td>
<td>DUTIES: Makes sure that the front office runs smoothly and effectively. Responsible for all front of the house operations including those of concierge, valet, bell services and front desk.</td>
</tr>
<tr>
<td>PAY RANGE: $21,000 to $27,000 per year</td>
<td>PAY RANGE: $20,180 to $35,260 per year</td>
<td>PAY RANGE: $81,000 to $147,000 per year</td>
</tr>
<tr>
<td>Reservation Agent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DUTIES: Assists customers with planning and booking their vacation or stay. Answers customers’ questions, makes suggestions and provides follow-up. Knowledge of reservation software.</td>
<td>Pay Range</td>
<td>Typical pay range from entry level to experienced. Jobs that are primarily part time are expressed as hourly pay; jobs that may be either are expressed as both hourly and annual pay; jobs that are primarily full-time are shown with annual pay.</td>
</tr>
<tr>
<td>PAY RANGE: $23,760 to $41,210 per year</td>
<td>Education</td>
<td>Minimum education and experience requirements. This may vary from employer to employer.</td>
</tr>
</tbody>
</table>
CAREER MAP
FOR COOKS AND CHEFS

New York City is a culinary capital with large numbers of restaurants, hotels, cafeterias and gourmet food markets. Cooks and chefs work in all of these places.

WHAT IS A PROFESSIONAL COOK?
There are different types of cooks. Someone could be a prep cook, line cook, pastry cook, grill cook or banquet cook. All of these jobs involve preparing, seasoning and cooking dishes such as soups, meats, vegetables or desserts. Cooks may order supplies, keep records and accounts, plan menus or price items on menus.

WHAT DOES A CAREER AS A COOK OR CHEF LOOK LIKE?
Most of the time, someone entering this line of work will start out as a prep cook or a line cook, and will work under the supervision of a chef or head cook. A cook might be assigned to work at different "stations," such as soups and sauces or preparing grilled, broiled or roasted foods. Sometimes, cooks move around to work under different chefs or gain more experience in different types of restaurants. With several years of experience, cooks may become sous chefs and chefs and may supervise other cooks. They may also go into the "business" side and manage restaurants. In addition to restaurants, cooks may work in hotels, or in cafeterias in schools, hospitals or corporate offices.

WHO LIKES TO WORK AS A COOK OR CHEF?
People who enjoy this field like a fast pace, working with their hands, being creative and serving people. They don't mind being on their feet a lot of the time. They can work under pressure. They have a passion for food. There is also a lot of teamwork involved in a kitchen.

WHAT KIND OF PAY AND HOURS ARE INVOLVED IN THIS WORK?
Pay varies by the type of employer. Cooks and chefs usually make more in fine-dining restaurants and high-end hotels. Most cooks work full time. Because cooks work when people eat out, work shifts usually include early mornings, evenings, weekends and holidays. Many people work overtime, sometimes as much as 50 to 60 hours per week. Schedules for cooks in school cafeterias are more regular. A cook with less than five years of experience generally earns between $22,000 and $31,000 per year in New York City. For entry-level cook positions, pay rates are often hourly.

HOW CAN I BECOME A PROFESSIONAL COOK?
In New York City, cooks typically have an Associate degree, but it is possible to find work with a high school education and some experience related to cooking. There are several schools that prepare students for a career in cooking. The courses typically include cooking terminology, major cooking techniques, baking and pastry, beverage management, food safety and sanitation certification.

Because cleanliness and food safety is especially important when it comes to cooking, employers in New York City prefer their kitchen staff to have the ServSafe certification. Supervisors must pass the NYC Food Handler certification exam offered by the NYC Department of Health and Mental Hygiene.

HOW DOES THE FUTURE LOOK FOR COOKS AND CHEFS?
The future looks bright. Employment of restaurant cooks in New York City is expected to increase by 17 percent between 2010 and 2028, faster than the average for all occupations.
WHAT ARE THE CAREER PATHS FOR COOKS AND CHEFS?

The career map presented here is based on the real-life experiences of people who have worked as Cooks and Chefs in the New York City metro area. In the top restaurant kitchens and in hotels, the chain of command is formal, people have definite job titles and there are clear lines of authority. In other parts of the industry, such as in smaller, family and neighborhood restaurants, the work environment is less formal and job titles are not as meaningful. The varied nature of the industry means that it is open to people who like formal kitchens or structures and to those who like a more informal environment.

People who start out as Cooks usually go in one of four directions. The most common career pathway by far for a Cook with 5 to 10 years of experience is to become a Sous Chef, a job title that is used widely in restaurants, hotels and by food service companies. Much smaller proportions become Pastry Chefs, Food and Beverage Managers and Executive Chefs. From there, some people continue in work at the Executive Sous Chef or Executive Chef level, and others go into the business side of the operation.

KEY

<table>
<thead>
<tr>
<th>COOKING</th>
<th>MANAGEMENT/BUSINESS</th>
<th>COMBINATION</th>
</tr>
</thead>
</table>

MEDIAN ANNUAL PAY ESTIMATES AND TYPICAL EDUCATION ARE SHOWN INSIDE THE CIRCLES FOR EACH JOB.
SOUS CHEF AND BEYOND
Sous Chef is the next step for most cooks who stay in the field. Sous Chefs usually supervise and mentor kitchen employees such as line cooks. A Sous Chef is often the second-in-command in the kitchen. Most employers prefer at least an Associate degree for people in this position. After another five years or so, Sous Chefs might become EXECUTIVE SOUS CHEFS or EXECUTIVE CHEFS. The exact title and progression depends on the size and nature of the restaurant, hotel or food service business.

PAstry CHEf AND BEYOND
Some Cooks become Pastry Chefs and specialize in desserts or pastries. They might supervise pastry cooks or manage a kitchen’s pastry team. A large proportion of people who are Pastry Chefs remain in this title or become EXECUTIVE PASTRY CHEFS. Others leave this specialty and become HEAD CHEFS.

Food & BEVERAGE MANAGER AND BEYOND
A small proportion of Cooks become Food & Beverage Managers within 5-10 years. This is a job title that exists mainly in hotels. In a large hotel, someone might be an Assistant Food & Beverage Manager before becoming a manager. Food & Beverage Managers lead the day-to-day operations of the hotel’s food & beverage departments, which includes restaurants and bars. This job involves managing people while keeping an eye on costs and profits. It also involves coordination with other hotel departments. Some Food & Beverage Managers become FOOD & BEVERAGE DIRECTORS. Others become RESTAURANT MANAGERS or EXECUTIVE CHEFS.

Executive CHEf AND BEYOND
Professional cooks that become Executive Chefs may work in restaurants, hotels or for food service companies. They perform a range of activities that span both “cooking” and “business” functions. Often with the help of a Sous Chef, the Executive Chef is responsible for directing all kitchen activities. On the business side, the Executive Chef makes sure that all kitchen activities operate on schedule so that meals are efficiently prepared and served. On the cooking side, the Executive Chef sets and changes menus. The vast majority of Executive Chefs stay in that title, but they may move to other restaurants. Small percentages become EXECUTIVE SOUS CHEFS or GENERAL MANAGERS of Restaurants or Night Clubs.
OWNING YOUR OWN RESTAURANT

After spending several years working in the field, some chefs become interested in starting their own restaurants. Similar to the functions of Executive Chefs and Executive Sous Chef, this step requires cooking professionals to master both sides of the industry — cooking and management. But there are also some activities, such as raising money, forming a business entity, and navigating health and safety regulations that may be new to even the most experienced, senior-level cooking professionals. The City University of New York (CUNY) offers several professional certifications, continuing education courses, and small business development centers to help equip future and budding restaurant owners with the business skills and information they need to succeed. Check out the back page of this brochure to learn more about these and other CUNY offerings.

FOR MORE INFORMATION

If you would like to request more career maps, please contact:

CURTIS DANN-MESSIER
Assistant Director for Continuing Education
The City University of New York
718-254-7708
curtis.dann-messier@cuny.edu
This information on this career map was derived from online work histories provided to PayScale, Inc. by individuals who worked in the occupations shown in this career map in the New York City metropolitan area. PayScale, Inc. and Monster Government Solutions provided this information to the NYC Labor Market Information Service. This workforce solution was funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership.

The CUNY CareerPATH Program is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities.

### What Programs at CUNY Prepare People for the Jobs on This Career Map?

**Key:**
- **Culinary**
- **Business**

To learn more about professional cooking, culinary arts and related programs available within the CUNY system, please click on the following school links:

- **Baruch College**
- **Borough of Manhattan Community College**
- **The City College**
- **CUNY School of Professional Studies**
- **Guttman Community College**
- **Hunter College**
- **LaGuardia Community College**
- **Queens College**
- **Queensborough Community College**
- **York College**
- **Brooklyn College**
- **Kingsborough Community College**
- **MEDgar Evers College**
- **New York City College of Technology**
- **Bronx Community College**
- **Hostos Community College**
- **Lehman College**
- **College of Staten Island**

* Kingsborough offers several Continuing Education Culinary Arts-related programs including specialty cooking courses; an undergraduate culinary arts certificate that awards 12 credits that can be applied to the Associate Degree program in culinary arts; and Kitchen Ventures, an initiative that helps retail and food entrepreneur hopefuls to build and grow their own businesses.

**Note:** This table is accurate for the 2014-2015 academic year. As CUNY continuously updates its degree and certificate offerings throughout the year, please consult each individual school’s website for the most current listings.

<table>
<thead>
<tr>
<th>Key</th>
<th>Continuing Education/Non-Degree</th>
<th>Associate Degree</th>
<th>Bachelor’s Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary</td>
<td>Food Safety / Protection</td>
<td>Dietary Manager</td>
<td>Culinary Arts</td>
</tr>
<tr>
<td>Culinary *</td>
<td>Culinary Arts *</td>
<td>Business Entrepreneurship *</td>
<td>Culinary Arts &amp; Hospitality Management</td>
</tr>
<tr>
<td>Culinary</td>
<td>Dietetics / Food / Nutrition</td>
<td>Food Service Management</td>
<td>Hospitality Management</td>
</tr>
<tr>
<td>Culinary</td>
<td>Food Service Management</td>
<td>Business Entrepreneurship</td>
<td>Business Entrepreneurship</td>
</tr>
<tr>
<td>Culinary</td>
<td>Food / Entrepreneurship</td>
<td>Nutrition Science</td>
<td>Hospitality Management</td>
</tr>
<tr>
<td>Culinary</td>
<td>Hospitality Management</td>
<td>Business Entrepreneurship</td>
<td>Business Entrepreneurship</td>
</tr>
</tbody>
</table>

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**NOTE:**

- **MANHATTAN**
- **QUEENS**
- **BROOKLYN**
- **BRONX**
- **STATEN ISLAND**

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NYSED/CUNY CareerKit for HSE & ESL Learners (2018) • Hospitality, Recreation & the Arts

UNIT 3 • GETTING PREPARED 213
# Careers in the Arts and Media—Behind the Scenes

Use the information in the brochure to complete the chart below.

<table>
<thead>
<tr>
<th>Career</th>
<th>Sound Technician</th>
<th>Production Assistant</th>
<th>Camera Operator</th>
<th>Makeup Artist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two questions I have about this career</td>
<td>1.</td>
<td>2.</td>
<td>1.</td>
<td>2.</td>
</tr>
<tr>
<td>What characteristics should someone in this occupation possess?</td>
<td>1.</td>
<td>2.</td>
<td>1.</td>
<td>2.</td>
</tr>
</tbody>
</table>

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NYSED/CUNY CareerKit for HSE & ESL Learners (2018) • Hospitality, Recreation & the Arts
## Careers in the Arts and Media—Visual and Performing Artists, Filmmakers, and Writers

Use the information in the brochure to complete the chart below.

<table>
<thead>
<tr>
<th>Career</th>
<th>Two questions I have about this career</th>
<th>What characteristics should someone in this occupation possess?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singer</td>
<td>1.</td>
<td>Singers should have excellent vocal quality.</td>
</tr>
<tr>
<td>Technical/Content Writer</td>
<td>2.</td>
<td>Strong writing and research skills are essential.</td>
</tr>
<tr>
<td>Visual Artist</td>
<td>1.</td>
<td>Artistic vision and creativity are crucial.</td>
</tr>
<tr>
<td>Journalist</td>
<td>2.</td>
<td>Proficiency in research and writing skills is necessary.</td>
</tr>
</tbody>
</table>

---

**Notes:**
- Singer:
  - 1. What are some specific vocal requirements for being a singer?
  - 2. How can one develop their singing skills?

- Technical/Content Writer:
  - 1. Why is strong writing an essential skill for this role?
  - 2. What types of research methods might be used in this field?

- Visual Artist:
  - 1. What artistic qualities are most valued in this profession?
  - 2. How does creativity manifest in visual art?

- Journalist:
  - 1. What academic background is typically required for this career?
  - 2. How does one develop strong research skills?
### Careers in Recreation and Culture

Use the information in the brochure to complete the chart below.

<table>
<thead>
<tr>
<th>Career</th>
<th>What characteristics should someone in this occupation possess?</th>
<th>Two questions I have about this career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp Counselor</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Urban Park Ranger</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Museum Technician</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Recreation Director</td>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

**Student Handout**

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UNIT 3 • GETTING PREPARED

NYSED/CUNY CareerKit for HSE & ESL Learners (2018) • Hospitality, Recreation & the Arts
## Careers in Hotels and Lodging

Use the information in the brochure to complete the chart below.

<table>
<thead>
<tr>
<th>Career</th>
<th>What characteristics should someone in this occupation possess?</th>
<th>Two questions I have about this career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Front Desk Supervisor</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Reservation Agent</td>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Security Supervisor</td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Bell Captain</td>
<td></td>
<td>2.</td>
</tr>
</tbody>
</table>

1. 2. 1. 2. 1. 2. 1. 2.
### Career Map for Cooks and Chefs

Use the information in the brochure to complete the chart below.

<table>
<thead>
<tr>
<th>Career</th>
<th>Cook</th>
<th>Sous Chef</th>
<th>General Manager</th>
<th>Food and Beverage Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two questions I have about this career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What characteristics should someone in this occupation possess?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students learn about how career movement happens in the Hospitality, Recreation and the Arts sector by reading a personal narrative and considering their own trajectories and values.

**ACTIVITIES IN THIS SERIES**

- **3.1 • Ana’s Career Movement Story**
- **3.2 • Ana’s Career Map**
- **3.3 • Multiple Paths: How Personal Factors Impact Career Movement**
Ana’s Career Movement Story

Students read and discuss a story about Ana, a Hospitality worker, as she describes the path she took in her career in Hospitality. They track her education and career movements and consider the steps she took to move between each stage of her career.

PREP

- Read Ana’s Career Movement Story
- Be prepared to explain vocabulary: predictability, diligent, and implication.

MATERIALS

- Ana’s Career Movement Story

EXPLAIN

1. Have you ever needed to make a big decision in your life, but you didn’t know how to go about deciding what to do? What was it and what steps did you take to figure it out?

2. Ana was a young adult who was passionate about and skilled in customer service, but changed jobs several times before finding a career she was happy with. We will read about the steps she took to identify her education and career goals and the steps she would need to take to achieve them.

3. Distribute Ana’s Career Movement Story and ask students to read it. While they are reading, write the following questions on the board.

   a) Why didn’t Ana like her part time jobs at the library and fast-food restaurant? What kind of job did she get later?
   b) Why did Ana decide to return to school?
   c) Why didn’t Ana like her job as a Baker’s Apprentice?
   d) How did Ana learn about her first restaurant job?
   e) Why did Ana decide to become a manager?
   f) Ana’s first and second jobs were not the right job for her. What factors, other than salary, would make a job right for you?

4. When students are finished, ask them to discuss the questions in pairs.
Ana’s Career Movement Story

There’s nothing glamorous about being a Restaurant Manager. It requires a lot of hard work and sometimes, very long hours. But if you’re a certain type of person, it can be a supremely satisfying career. It took me some time to find my way into the Hospitality industry, but now that I’m here, I’m very, very happy.

I’m 29 years old, the oldest of six brothers and sisters, and I’ve worked since I was in my teens. We came to the United States from Colombia when I was five years old. My parents couldn’t help me with my homework because they didn’t speak English and didn’t know much about American school customs, so I had a rough start in school, and had to work hard to keep up. By the time I got to high school, my feelings about school were mixed. Even though I enjoyed some of my classes and my grades were above average, my home life was a bit chaotic so I didn’t always spend as much time as I needed to on my homework. I often had to babysit my brothers and sisters or make dinner. When I was sixteen, I quit school and started working.

For the first couple of years, my jobs were part-time. I worked as an aide at our local library, as a crew member at a fast food restaurant and as a cashier in a neighborhood supermarket. All of these jobs involved repetitive activities, like shelving books, assembling sandwiches, and ringing up orders and giving change. As I began to think about my future, I knew I wanted more. I enrolled in an HSE program where I could earn a diploma and broaden my options. In the meantime, I moved from being a Cashier to a Bakery Clerk in the supermarket where I had been working. I also started to work full-time.

I liked helping customers figure out what to buy. Some always ordered the same things, but often, a person would come in and have no idea what they wanted. I got good at describing the baked goods in ways that made people want to buy them. I enjoyed exchanges with customers, even the ones who were cranky and in a rush. It became a personal challenge to get them to smile. Most of the time, I was successful in changing their mood, and this gave me a real charge. I also learned some technical skills like how to operate the bread slicer and the bakery scale and how to finish donuts and pastries. I found I had what they call “people skills,” not just with customers, but with members of the baking team. One of the bakers at the store took a liking to me and taught me how to use some of the more complicated baking machinery. Soon I was promoted to Baker’s Apprentice.

My work as a Baker’s Apprentice was much more technical. I learned to operate all kinds of bakery equipment, and I spent much less time with customers. I worked with a small team of
bakers and apprentices so I wasn’t totally isolated, but my job no longer had the feeling of excitement and unpredictability that’s part of the experience of working with the public. I was offered the chance to become a Baker, the next step up in my supermarket career ladder, and one which would have opened up future opportunities for baking in restaurants and stand-alone bakeries. I was happy that I was offered this promotion, because it meant that my supervisor thought I was diligent, detail-oriented and cooperative, but I didn’t love the job. I decided that I would not take this promotion, because it involved a level of commitment I wasn’t ready to make. Instead, I talked with my work friends, my HSE teachers and advisors and my family about my interest in working with the public to see if they had any ideas.

I wanted to find a job that involved providing customer service in a high energy atmosphere, and that paid a decent salary. One of my coworkers thought I might enjoy working as a waiter, a job that she left because the environment was too hectic and noisy.

According to my colleague, though, the money was good if you were able to get good tips. In addition, the restaurant where she used to work, which is part of a chain, had a training program that could lead to promotion into management.

I spoke with my HSE teacher; she helped me to research this job and possible career ladders connected to it. It sounded perfect for me!

I started looking for a job that was willing to hire me without any serving experience. My bakery friend connected me to a friend of hers who still worked at the restaurant she left. Her friend agreed to talk to me about the job. She and I hit it off and she recommended me for an opening at the restaurant and said she’d be willing to train me. She recommended that I write on my application that I was willing to work any shift, which I think helped my chances. I also submitted my application at a slow time of day when it was possible to meet the manager. I asked to talk with her directly, knowing that my friend had already mentioned me by name. I had my resume handy. When she came out, I described my experience at the supermarket and talked about how the skills I learned there could transfer to restaurant work, especially those involving customer service and team work. I convinced the manager that I was energetic and flexible. I started working for the restaurant a couple of weeks later.

I was trained for two weeks, which I later found out was a trial period for me, to see whether I had the abilities required for the job. I followed experienced waiters as they took orders and brought food to tables. During those first weeks I learned something new every day. I asked a lot of questions and when I made a mistake, I made a mental note of what I had to
do differently. After a couple of weeks, I was given my own wait station.

At first I worked lunch shifts, which were very busy and quick. Our goal was to get the customers in and out as quickly as we could, without making them feel rushed, and to do everything we could to make their dining experience pleasurable, so they’d return. I developed a system for taking orders and bringing food to tables that required the least number of steps. For example, if four different parties were seated at my station at the same time, for example, I learned to take all of their drink orders at once, instead of taking orders and bringing the drinks to one table, then the next, and so forth.

Waiting tables isn’t all that a waiter does. Besides serving guests, I had to prepare my station when I arrived for my shift: I made sure all the tables had enough ketchup, salt, and sugar so that we wouldn’t run out in the middle of a shift; I stacked pre-filled coffee filters, cups and dishes next to the coffee machine and made sure we had a good supply of silverware and napkins. Then I learned about lunch specials and thought about how to describe them to customers so that they sounded delicious.

During my time as a waiter, I learned that I was organized and fast on my feet, and could keep track of many tasks at the same time. I was also good at helping other waiters, and even kitchen staff, when they got stuck. I loved the restaurant atmosphere, but after two years, I wanted more responsibility and decision-making power. I decided to learn about the training courses that the restaurant provided for people interested in management.

Although I was still taking HSE classes, I enrolled in the next training course on supervision. I completed it successfully. There were openings for Assistant Managers at other locations in my chain, but I didn’t want to leave my location because it was close to my home and my school. I waited for a position to open at my local restaurant. In about six months, a position as Assistant Floor Manager became available. I was very nervous, but my colleagues all urged me to apply. To my surprise and pleasure, I got the job! At about the same time, I took the HSE test and passed.

As an Assistant Supervisor, I worked long hours on a regular basis. I was responsible for overseeing the “front of the house” staff, managing shift schedules and keeping the public happy. I organized the training of new waiters and bus staff, made sure there was enough coverage on the floor and handled any problems that came up. This was a high-stress job that kept me in contact with the public.

I had to learn to see the big picture, and to make decisions that had implications for the entire restaurant, not just for myself. For example, I made recommendations to the manager about whether to keep or dismiss new waiters after their training period. I decided whom to offer extra shifts to, and learned to live with my decision even if it meant making some people unhappy. I was the person unhappy customers spoke to about a long wait, undercooked steaks or a drafty table. Somehow, I found the stress and the pace energizing; I had a good knowledge of what it takes to work on the floor of a restaurant, so I found ways to solve problems that were respectful of the perspectives of both the waiters and customers.

After a year in this position, I began to wonder what it would be like to manage an entire restaurant. I knew that the General Manager’s
job involved many more skills than I had, because it required supervising both the “front of the house,” where I worked, and the “back of the house,” where the food preparation occurred. Our manager kept a running inventory of supplies, helped to create menus, planned promotional events and, at least twice since I was employed at the restaurant, consulted with our franchise's legal team when customers and employees registered legal complaints. I knew that she had a college degree. One day I asked her what training she had gotten before she started working at the restaurant.

She told me about the Hospitality Management Program at New York City College of Technology. She said that she enrolled in the AAS program there at the same time that she began working at the restaurant. When I looked up the program later, I learned that the college offered courses leading to both an AAS and a Bachelor’s degree in Hospitality Management. The program prepared students for entry-level management in restaurants and hotels, and both degree programs had courses in management, food preparation, sales and even economics. Despite feeling nervous about whether I’d get accepted or not, I applied. And guess what? I was accepted!

I kept working at the restaurant for the next two years while attending college, and was able to work out a flexible schedule with my manager for the weeks when I needed to study for my exams. Because I was already working in the field, I was able to think about the information from my classes very concretely. Sometimes I had conversations with the back-of-the house staff that helped me write papers on food preparation and kitchen management.

It was hard to attend school and also work full-time, but when I was stressed, I reminded myself how much I wanted to manage my own restaurant and, maybe, move into the
management of other kinds of establishments. Keeping this goal in mind kept me going.

I graduated from City Tech with an AAS degree in Hospitality Management, and within a couple of months, I applied for three positions at my restaurant’s various locations. I was called for interviews at all of the restaurants and was assigned to one of them. That’s where I am now. I was later told that the hiring team was impressed by my ability to work and go to school full time, and to stick it out until I got a college degree. Also my hands-on supervisory experience at the restaurant gave me an advantage.

I have been working as a General Manager for two years now. Hospitality Management involves hard work, and because of the long hours and the hectic pace, it’s not for everyone. It is the right job for me, though. I find it incredibly satisfying to oversee the dining experience of hundreds of people every day, to make decisions that create a relaxing atmosphere. Every day is different.

When I first began to work, I didn’t know I would become a Restaurant Manager. In my early days as a Grocery Clerk and later, as a Baker’s Apprentice, I learned to notice what skills I was good at, and what kind of work I felt passionate about. It was scary to move from the supermarket into the restaurant business, and scarier still to apply to college. These decisions paid off. I love what I do! And because I took the risk of changing course before, I know that, if I decide at a later time that I want to explore another career, I can do it.
Ana’s Career Map

Drawing on their experiences with map-reading, students consider the trajectory Ana took and portray it as a map. They focus on the steps she took to become a Restaurant Manager.

PREP

- Be prepared to define the terms: key, legend, symbol, feature.
- Draw a Career Map based on Ana’s Story.

MATERIALS

- Chart paper and markers
- Teacher’s map of Ana’s Career Movement

DISCUSSION

Ask: What is a map?
   ➔ A visual representation of a geographic location.

How is it used?
   ➔ For navigation. To learn how to travel between points, or how to find where you are, if you’re lost.

Some maps have a key or legend. What does a key on a map usually tell you?
   ➔ It includes symbols that correspond to various types of landmarks, on the map such as medical facilities and religious buildings.

Why is this important?
   ➔ It locates the landmark and identifies its purpose.

Have you ever used a NYC* subway map? What are some of the features and symbols on it and what do they represent?
   ➔ Example: Different colored lines, representing subway lines, squares for terminal stations, open circles and closed circles for express and local stops, dotted lines for subway tracks currently under construction.

Have you ever used another kind of map? What kind? What was easy or difficult about using it? What are some symbols you might find on a map?
   ➔ Straight lines, dotted lines, triangles, circles icons, for example of mountains or restaurants.

*RAENs will provide regional adaptations.
**Draw Ana’s Career Map**

Divide students into groups to draw Ana’s career map. Distribute the paper and markers to each group.

**DISCUSS INSTRUCTIONS**

1. Take out one piece of loose leaf paper for the group. Before you draw the map, list the different jobs Ana had in order. Next to each, list anything Ana did to help her move forward in her career.

   *Example: Talking to others who work in the field or attending training sessions.*

2. On a separate piece of paper, draw a map as follows:
   - Write the places she studied or worked and draw a circle around each one.
   - Write the steps Ana took to get to each point on her career path and draw a box around each step.
   - Draw dotted lines connecting the places and actions showing an order of progression.

3. Draw a legend or key, explaining what the circles, boxes and dotted lines mean.

---

**Career Map**

*(example map)*

- Step
- Job or Education Program
- Step
- Job or Education Program

**KEY:**

- = Step
- = Job or Education Program
- = Time spent before taking the next action
Multiple Paths: How Personal Factors Impact Career Movement

Students consider what goes into choosing a career path. What would make someone interested in Hospitality, Recreation and the Arts become a Film Production Assistant as opposed to a Tour Guide? And in general, what personal factors impact how a worker will change careers?

DISCUSS

What life factors affect whether someone stays at an entry-level career in Hospitality, Recreation and the Arts, or pursues higher-level careers that require advanced degrees?

What life factors might play a role in the pathway workers take? Write answers on the board.

- **Their interests.** For example, an interest in working in film, or working with people as they tour around a new city.
- **Their time.** A career change might require a lot of education, which they might, or might not have.
- **Family.** They might need to spend more or less time taking care of family members.
- **Money.** They might have to invest a good deal of money into their education.
- **Limitations.** They might find a particular career is too difficult physically.
- **Career exploration.** They might try a few different careers before they find one that is a good fit.

Write the following questions on the board. Put students into pairs and have them discuss the questions.

- How does family impact your career choice?
- How does time impact your career choice?
- How does money impact your career choice?
- How does interest or personality impact your career choice?
- What else impacts your career choice?
Students learn about job training programs—what they are, how to find a good one, and what to expect as a participant. Then they read descriptions of high-quality job training programs in Hospitality, Recreation and the Arts. It is recommended that all activities in this series be done sequentially.

**ACTIVITIES IN THIS SERIES**

4.1 • Job-Seeker Terminology

4.2 • Know Before You Enroll

4.3 • Developing Questions: Job Training Programs in Hospitality, Recreation and the Arts*
Job-Seeker Terminology

Students learn vocabulary relevant to a job search in any sector, by matching job search terms to their definitions.

**PREP**
Create one index card for each student, containing either a Job-Seeker term or a description of the term. It’s okay if some of them repeat.

**EXPLAIN**

1. Job training programs offer many different services to people looking to improve their skills to find a job. Before learning about training programs, it’s important to understand what the various services are.

2. Distribute one card to each student, making sure each card has a match, and ask students to find their match.

3. Once students find their match, have pairs share their description with the class.

4. Discuss definitions as a class.
<table>
<thead>
<tr>
<th>Job-Seeker Terminology</th>
<th>Definition of Job-Seeker Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Training</td>
<td>A program, either fee-based or free, in which participants learn a specific workplace skill, such as refrigerator repair or commercial driving.</td>
</tr>
<tr>
<td>Job Placement</td>
<td>A service that assists participants in applying for jobs. It may be part of a job training program or may exist on its own.</td>
</tr>
<tr>
<td>Job Readiness</td>
<td>Teaches general workplace skills such as professional dress and communication, how to write a resume and cover letter, how to prepare for an interview, and workplace expectations such as punctuality and cell phone use.</td>
</tr>
<tr>
<td>Career Advisement/Coaching</td>
<td>One-on-one meetings to discuss a job-seeker’s interests and skills, where to look for jobs and educational opportunities.</td>
</tr>
<tr>
<td>Employment Agency or Office</td>
<td>A company, hired by businesses, to interview and hire new employees, and used by job-seekers to find jobs.</td>
</tr>
<tr>
<td>Degree</td>
<td>A document earned from a college or university showing completion of coursework in a particular area of study. Usually requires a minimum of 2-3 years.</td>
</tr>
<tr>
<td>Certificate</td>
<td>A document earned from a college or university, community based organization, union or private company, showing mastery of a specific job-related skill.</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>“Earn while you learn.” This is paid training in a particular job-related skill, often including classroom and supervised work experience. Participants are sometimes hired by the company that trained them and sometimes receive job placement assistance. They are common in the building trades and more recently in the culinary arts.</td>
</tr>
<tr>
<td>Pre-Apprenticeship</td>
<td>A program that provides participants with the skills they need to participate in a paid training program, such as literacy and math skills related to the job.</td>
</tr>
<tr>
<td>Internship/Field Placement/Practicum</td>
<td>Supervised work experience and workplace-based training often done for school or college credit. It may be accompanied by or part of a class in which training experiences are discussed.</td>
</tr>
<tr>
<td>Trainee</td>
<td>A person who is being trained in a particular job. Usually refers to people who are paid for their training.</td>
</tr>
<tr>
<td>Probation</td>
<td>A period early in employment during which an employee must demonstrate competency at her job before being considered a permanent employee.</td>
</tr>
</tbody>
</table>
Know Before You Enroll*

Students learn how to choose a high quality job training program by reading a training program selection tip sheet and using it to write a letter of advice to a young person in their life who is planning to enroll in a job training program.

PREP

• This activity may be done following the previous activity on terminology for job-seekers, or may be done on its own.
• Read the Know Before You Enroll tip sheet.

MATERIALS

• Know Before You Enroll tip sheet
• Job Training Advice Letter writing assignment

EXPLAIN

1 The New York City Mayor's Office discovered that many students were graduating from job training programs with a lot of debt and without jobs or useful certifications promised by the programs. They created an ad campaign to help New Yorkers choose high quality training programs that would help them be prepared for and find employment in their field. Although it was created in New York City, much of the advice applies to job training programs anywhere.

2 Distribute the Know Before You Enroll tip sheet, and ask students to read and annotate it. In particular, they should underline and take notes about:
   • Any tips in the handout that seem like good ideas, or ones that they hadn’t thought about before.
   • Anything that is confusing to them.

3 Have students share their ideas from the handout in small groups. Which were the best ideas from the handout, and why? What questions did you have or which parts, if any, seemed confusing?
Tell students that they will now apply what they learned to a writing assignment. It's often good to look back at a reading to check what it says, but it's also good to turn it over and not look at it, to challenge your memory and to make sure you're writing about it in your own words. Tell students to put away their handout to write.

Distribute the writing assignment and review the directions.

Before they write, ask students to discuss in pairs the best pieces of advice from the reading (without looking at the reading).

Once students have written the letters, ask them to re-read the tip sheet and mark any points they remembered incorrectly, or any useful points they did not include. Then revise their letters to include these points, putting all information in their own words.
Know Before You Enroll Tip Sheet

THE ISSUE

As the number of enrollees in job training programs grows, there is concern about these schools’ high cost and aggressive marketing. For-profit schools widely market their services on subways and buses, TV and radio, and in community and ethnic newspapers, but many students are unaware of the potential implications of enrolling in a for-profit school or of the free and low-cost education and training programs that are available.

I saw an ad on TV for a two-year school where I could learn graphic design and threw away $25,000 on a worthless diploma. My credits don’t transfer toward a bachelor’s degree, and the school never helped me get the internships and jobs they promised.

Thanks to the City’s Financial Empowerment Centers, I’m paying back my loans and saving to go to CUNY.

– Garvin, Brooklyn

Know Before You Enroll

Visit nyc.gov or call 311 and ask about free and low-cost education and training options and financial counseling.

Know Before You Enroll

Before you take on debt or pay to enroll in a school or training program, do your homework first. Here are 10 important tips to help you protect your money.

1. **Free and low-cost adult education and training options are available.** Visit nyc.gov or call 311 and ask about free and low-cost adult education and job training options. You can attend classes at the Department of Education, City University of New York (CUNY), public libraries, community-based organizations, Workforce1 Career Centers, and more.

2. **If a school or training program sounds too good to be true, it probably is.**

3. **Research, research, research.** Consider multiple schools before deciding which one is right for you. Ask for information on graduation and completion rates, student loan debt, and whether or not the credits you get will transfer to other schools. Sit in on a class, ask to speak to former students who have completed the program, and visit nyc.gov to read reviews from real students in the NYC Training Guide. Ask to see a list of employers that hire graduates, and call those businesses to ask their opinion of the school. You should also research the general field you're interested in to make sure it's the right fit and there's potential for job availability and growth.

4. **Avoid unlicensed schools.** Some schools are operating illegally. If you go to an unlicensed school, you can't take exams to become licensed in many fields such as nursing. Visit nyc.gov or call the New York State Education Department at (212) 639-4700 or (818) 474-3900 to check if a vocational or trade school is licensed. Remember, even if a school has a license, it might not be well run, so research the school before you sign up. Call 311 or visit nyc.gov to file a complaint about an unlicensed school.

5. **Don't sign up the day you visit a school.** Before you sign up, you need to understand how much the program will cost and how you will pay for it. Do not make such an important decision on the spot! Take your time, and research the school. Visit nyc.gov for the NYC Training Guide to learn more about specific schools and programs.

6. **Never sign anything you don't understand.** If a school pressures you to sign a contract or agreement on the spot, walk away. You have the right to bring home important forms so you can read them more carefully and review them with people you trust.

7. **Ask for the school's tuition cancellation policy in writing.** The policy should describe how you can get a refund if you need to cancel or withdraw. However, once you have signed up, it can be tough to get your money back.

8. **Be careful of taking on a lot of debt.** Some schools charge tens of thousands of dollars. Often, the "financial aid" that is available isn't free money, but rather loans you have to pay back—with interest. School loans last a long time, and there's a limit on how much money you can borrow. Loans can also lower your credit score if you don't pay them back on time. Make sure you understand the terms and will be able to make the payments. Remember that free and low-cost education and training options are available. See tip #1!

9. **Avoid schools that "guarantee employment" after you graduate.** A school can't guarantee that you'll get a job when you graduate. Many times, the schools that make these types of promises don't actually place you in a job.

10. **You have the right to file a complaint.** Did you enroll in a school or training program but didn't get what you were promised? Call 311 or visit nyc.gov to file a complaint.

Are you in debt from school? Visit nyc.gov or call 311 and ask for an NYC Financial Empowerment Center, where you can get free one-on-one professional financial counseling.
Job Training Advice Letter

Imagine that your nephew/cousin/friend is planning to enroll in a job training program. Write a letter of advice, explaining what they should do to make sure they choose a high quality program that will help them meet their career goals. In your letter, make sure to use and explain the best pieces of advice you learned from the reading. The letter is started for you below.

Dear ______________________,

I heard that you were planning to enroll in ______________________________. I'm excited for you, and I also wanted to offer some advice before you enroll. ______________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
Developing Questions: Job Training Programs in Hospitality, Recreation and the Arts*

Students learn about training programs that prepare participants for careers in Hospitality, Recreation and the Arts by researching program websites and discussing their findings.

PREP

• This activity references the previous lesson, *Know Before You Enroll*. It is recommended that all lessons in the series be done sequentially. If you have not done the previous lesson, you may want to incorporate the *Know Before You Enroll* tip sheet into this lesson.

MATERIALS

• Computers are recommended for this activity. If not available, use the job training websites listed in the directions below and print out program information to distribute paper copies to students.
• *Developing Research Questions for Job Training Programs* worksheet
• *Job Training Program Research* worksheet

EXPLAIN

1 One pathway into Hospitality, Recreation and the Arts is through a job training program. Why would someone want to do a job training program instead of going to college?

   › *It might be less expensive than college, not as much time is required,*
   › *it prepares participants for a specific job that requires only a short-term training program, job placement may be included.*

2 Today we are going to research job training programs in Hospitality, Recreation and the Arts, including ones for Bartending, Film Production Assistant, and Baking.

3 Divide the students into groups. Ask groups to brainstorm questions they might ask about a job training program. They should recall some of the job training tips from the previous activity as they develop their questions.
Once the brainstorms are complete, have students share their lists of questions with the class. Take notes on the board to create a master list of questions, and add questions they may not have thought about.

Some key questions include:

- What are the program requirements?
- How long is the training program? What is the schedule?
- What will I learn in the training?
- What kinds of jobs does the training prepare people for?
- How much (if anything) does the training program cost? Is there any financial aid available?
- What does the program do to help graduates find jobs?
- What are the job placement rates for graduates?

Distribute the Developing Research Questions for Job Training Programs worksheet, and have students write 6 questions from the board that they want answered when they research job training programs.

Distribute the Job Training Programs Research worksheet and let students choose from the following websites to research a training program:

- **Culinary Arts**
  https://hotbreadkitchen.org/bakers-in-training/
  www.projectrenewal.org/catp/
  drivechangenyc.org

- **Film Production (Production Assistant)**
  https://bwiny.org/made-in-ny-pa-training-program/overview/

- **Bartending**
  1800bartendingschool.com/bartending-classes

- **Recreation**
  www.nycgovparks.org/programs/recreation/shape-up-nyc/instructor-training
  www.nycgovparks.org/opportunities/jobs/lifeguards/training-program

Ask students to complete the Developing Research Questions sheet. Circulate to help students notice which information is and isn’t on the website. If computers are not available, distribute paper copies of the job training programs listed above.
**DISCUSS**

- What did you learn from this research about job training programs (about the programs, possible careers, or how to research a training program)?

- What else would you need to do besides look at the website to be fully informed about the training program?

- What qualities make a good job training program?

- Did you learn about a job training program that was interesting to you? Why or why not?
Developing Research Questions for Job Training Programs

Write six questions you would like answered about your chosen job training program.

1.

2.

3.

4.

5.

6.
Job Training Program Research

Now that you have researched your chosen job training program, use the Know Before You Enroll Tips to try to determine the quality of the program. For each tip in the left column, discuss how your job training program does or does not measure up, citing evidence from the website that led you to make your conclusion.

Job Training Program Name: ____________________________________________

Program Location/Company: ____________________________________________

<table>
<thead>
<tr>
<th>Know Before You Enroll Tip</th>
<th>How Does My Job Training Program Measure Up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Free and low-cost adult education and training options are available.</td>
<td></td>
</tr>
<tr>
<td>#4 Avoid unlicensed schools.</td>
<td></td>
</tr>
<tr>
<td>#7 Clear tuition cancellation policy</td>
<td></td>
</tr>
<tr>
<td>#9 Avoid schools that “guarantee employment” after you graduate.</td>
<td></td>
</tr>
</tbody>
</table>

Do you consider your job training program to be of high quality? Why or why not?

What additional questions do you have?

Are you interested in this training? If yes, why? If no, how can this research activity assist you in researching training programs in your field?
Now that students have been exposed to many careers and are developing preferences, they will begin to wonder, how can I work in this field? CUNY offers many certificate and degree programs in Hospitality, Recreation and the Arts. Students do not need to choose one immediately, but should become comfortable learning how to research them.

**ACTIVITIES IN THIS SERIES**

5.1 • Researching CUNY Degree and Certificate Programs in Hospitality, Recreation and the Arts*

5.2 • Understanding Degree Program Requirements*

5.3 • How Do I Enroll in CUNY?*

5.4 • Internships, Volunteering and Professional Associations in Hospitality, Recreation and the Arts*
Background on CUNY*

The City University of New York has campuses in all five New York City boroughs. It is comprised of 24 colleges in total, offering Associate’s, Bachelor’s, Master’s, Doctoral and Professional degrees, in addition to Certificate programs. Degree programs are offered through the college’s academic departments. Certificate programs are generally offered through the Continuing Education departments.

CUNY COMMUNITY COLLEGES

CUNY’s community colleges, also known as 2-year colleges, include the Borough of Manhattan Community College, Bronx Community College, Guttman Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College and Queensborough Community College. These colleges offer Associate’s degrees and Certificates. Many adult education students enter degree programs through CUNY’s community colleges.

CUNY SENIOR COLLEGES

CUNY’s senior colleges include Baruch College, Brooklyn College, Queens College, York College, The City College of New York, Lehman College, Hunter College and John Jay College of Criminal Justice. All of these offer Bachelor’s degrees. Medgar Evers College, New York City College of Technology and the College of Staten Island offer Bachelor’s and Associate’s degrees.
Understanding Degrees vs. Certificates

Most CUNY colleges* offer both certificate and degree programs. Following are some of the main distinctions.

**WHAT ARE DEGREES AND CERTIFICATES?**

College degrees require several years of study and include coursework in a student’s major as well as foundational coursework in subjects like English, Math and Science. Degree programs require that students have high school or equivalent diplomas, be accepted for admission to the college, and pass placement exams before enrolling in courses for credit. Most Associate’s degrees require 60-65 credits.

Certificate programs vary in their requirements and details. Some are credit-bearing, while others are not. Most require a high school or equivalent diploma, but some do not. Some certificate credits earned may transfer into a degree program if students decide to pursue a degree at a later date. Some lead to licensure, which may have requirements of its own, such as legal residency.

**HOW CAN I PAY FOR DEGREES AND CERTIFICATES?**

The tuition for degree programs is a flat rate for full-time students, those who take 12 or more credits per semester. Part-time students, those who take fewer than 12 credits per semester, are charged a rate per credit hour. Students who receive Financial Aid from the federal and/or state governments can use these grants toward tuition. Other sources of financial support for degree programs include loans and scholarships. CUNY also offers a payment plan allowing students to pay tuition in installments.

The college’s Financial Aid cannot be used for non-degree programs. Financial support for Certificate programs include other government grants, loans and scholarships. Public Assistance grants can be used toward many Certificate programs.

Some students who are not eligible for federal or state Financial Aid may be eligible for scholarships specifically intended for them, such as in the case of undocumented students.
WHICH IS BETTER, DEGREE OR CERTIFICATE?

Both are valid and useful forms of education. Students need to assess their own situations and career goals in order to decide which is right for them. They should consider:

- How much time they can devote to education, on a weekly basis and in total numbers of years.
- What kind of career they are interested in preparing for.
- How much money they can spend on education, including paying out of pocket, using payment plans, or financial aid if eligible. The college websites list tuition charges as well as information on applying for financial aid, scholarships and payment plans.
- If they are willing to take on the sometimes lengthy process of applying for scholarships, including writing personal essays.
- How much weight the credential (degree or certificate) carries in the labor market, in particular, if it is required or beneficial for the career they want to pursue.
Researching CUNY Degree and Certificate Programs in Hospitality, Recreation and the Arts

Students practice using a college website to locate degree and certificate programs in Hospitality, Recreation and the Arts, then choose one degree program to research in further detail.

PREP

- Go to the Kingsborough Community College (KBCC)* website, www.kbcc.cuny.edu. Under the Academics tab at the top of the page, click on Departments. Locate and read about the various AA and AAS degrees that can lead to work in Hospitality, Recreation and the Arts such as Culinary Arts, Exercise Science/Personal Training, Maritime Technology, Media Arts, Physical Education, Recreation and Recreation Therapy, Theater Arts, and Tourism/Hospitality.

- Next, read about KBCC's two Hospitality, Recreation and the Arts related certificate programs in Culinary Arts and Food Management, and Maritime Technology: Marine Mechanic.

- Be prepared to discuss the terms: college major, college degree, certificates and credential. (See previous pages for definitions.)

- Write the URL for Kingsborough Community College on the board:
  www.kbcc.cuny.edu

MATERIALS

- This session requires use of a computer lab.
- Hospitality, Recreation and the Arts at Kingsborough Community College worksheet
- Exploring a College Degree in Hospitality, Recreation and the Arts worksheet

EXPLAIN

1 Colleges and universities generally offer a number of different programs that culminate in students earning certificates, Associate’s degrees and Bachelor’s degrees, among others. What are the big differences between these programs?
2. What is the difference between a college major and a college degree?

- A major is the subject, program or area of study. A degree is the credential you earn when you complete the program (Bachelor’s, Associate’s, Master’s, etc.).

3. In many, though not all fields, a degree is considered a higher level credential than a certificate but some careers do not require more than a certificate, so both are important to consider. Some jobs in the Hospitality, Recreation and the Arts field require a degree or certificate. Today you’re going to explore the Hospitality, Recreation and the Arts programs that Kingsborough Community College offers.

4. Distribute *Hospitality, Recreation and the Arts at Kingsborough Community College* worksheet. Ask students to navigate to the college’s website (written on the board), then click on Academics, then Departments, and to scroll down the page until they see “Certificates are offered in:” Of the certificates listed, which relate to this sector?

- Culinary Arts and Food Management, and Maritime Technology: Marine Mechanic. Write those under the certificates section of the handout.

5. Ask students to navigate back to Academics and then Degrees and Certificates, and find departments (majors) that offer degrees in Hospitality, Recreation and the Arts. Tell them that because Hospitality, Recreation and the Arts is so large, relevant majors are found across many different Academic Departments. Students should list four.

6. Discuss the experience of using the website. Was it easy to navigate? Difficult? What helped you find what you were looking for?

7. Distribute *Exploring College Degrees in Hospitality, Recreation and the Arts*. Ask students to read the instructions at the top of the page and explain how they will locate the information they need.

- On the Kingsborough webpage go to Academics, then Departments, then Tourism & Hospitality, then Maritime Technology.

Ask them to complete the handout based on the information they see on the webpage.
Hospitality, Recreation and the Arts at Kingsborough Community College

Use the college website to find certificates and majors in Hospitality, Recreation and the Arts offered at the college.

College Website: www.kbcc.cuny.edu

MAJORS THAT LEAD TO CERTIFICATES AND DEGREES IN HOSPITALITY, RECREATION AND THE ARTS

1.
2.
3.
4.

Describe where on the college website you found this information:

CERTIFICATES IN HOSPITALITY, RECREATION AND THE ARTS

1.
2.

Describe where on the college website you found this information:
Exploring College Degrees in Hospitality, Recreation and the Arts

Use the Kingsborough Community College website (www.kbcc.cuny.edu) to first locate the Tourism and Hospitality Department page, then read about the Maritime Technology major, and paraphrase the information you find to complete the questions below. Make sure your answers are in your own words.

1. What is the name of the major?

2. What type of degree is it?

3. Name three things you will learn or practice in this program.
   1. 
   2. 
   3. 

4. How many credits does this degree require?

5. Where is the office on campus to find out more?

6. Is there an internship, placement, or practice portion of this program? Explain.

7. Write about one part of the program that sounds interesting to you and explain why. Write about one part that sounds like it might be challenging for you and explain why.
Understanding Degree Program Requirements*

Students read a description of a sample Hospitality, Recreation and the Arts major and identify the roles of various general education requirements within the overall course of study. Requirements of majors at other colleges may be organized differently from those at CUNY.

PREP

- Researching college degrees involves learning about which courses are required of which majors. Every major has course requirements. Some requirements specify a particular course; other requirements allow students to choose from several related courses. Most students are required to take two semesters of English composition. Other requirements may include Math, Science, Humanities, Social Sciences, Foreign Languages and/or Arts courses. Sometimes the relevance of general education requirements to the major isn't immediately obvious. This activity helps students (and teachers and staff) understand the purpose of degree requirements.

- Requirements for majors are divided into two main areas—Curriculum Requirements, which are the courses that relate directly to the major; and General Education requirements, which are divided into two parts: Required Core and Flexible Core requirements. Course requirements of the major are usually outlined in the description of the major in the Academics section of the college website. See the description of the Maritime Technology major at Kingsborough Community College on the next page as an example.

- Read the Maritime Technology description in the Kingsborough Community College website, first navigating to the Hospitality and Tourism Department page, then to the Maritime Technology major.

MATERIALS

- This session requires use of a computer lab.
- Understanding General Education Requirements worksheet
- Course Descriptions for Maritime Technology Majors

EXPLAIN

1. Today we’re going to practice navigating a college website to learn how to identify the courses required for a given major. We’re going to use Maritime Technology as a sample major. In the future, you will be able to research any major or certificate that you are interested in, using your skill in navigating college websites.
What do you think the Maritime Technology major is all about?

- *The major prepares students to work in the maritime industry, with technologies related to ships, boats, and ports.*

2 What courses do you think are required for this major?

- *Oceanography, piloting, marine operations, vessel technology*

3 NOTE: You may want to show one of the two videos on the department page, either *Video Overview of the Program* or *Greenboat Video*. After playing the video, ask students if they would enjoy this major, and what students learn in the program.

4 Write KBCC.cuny.edu on the board and have students navigate there, circulating to make sure they are all on the correct page. Then ask them to navigate to the *Tourism and Hospitality* department, and then click on *Marine Technology*. Next, ask them to click on *Courses of Study* and then on *AAS Degree*.

5 Explain that the major requirements come in two parts: *curriculum requirements* and *general education requirements*. General education requirements are further divided into *core* and *flexible core* requirements. Curriculum requirements are the courses that directly relate to the major or career. Core and flexible core requirements are courses that students in this and other majors take across a variety of departments, many of which prepare students for further study in their major area.

6 Distribute the *Understanding General Education Requirements* worksheet and the *Course Descriptions for Maritime Technology Majors*. Divide students into groups of three and ask them to complete the worksheet using the course descriptions.

7 When students are finished, facilitate a discussion of their answers where you ultimately clarify and reinforce:

- The differences between general, core and flexible core requirements.
- Why courses that are not specific to the major are required.
- Why hands-on training is important to this career and what it might look like.
- Many careers in HRA require hands-on training inside of and outside of the classroom. Ask students to think of other HRA careers that might require hands-on training and why that might be important. Some examples include:

  - *Baking, cooking, hospitality management, radio, film, television, theater, art, and more.*
Understanding General Education Requirements*

Using the Requirements for Matriculates area of the Maritime Technology website, and the course descriptions handout, answer the questions below.

1. **ENG 1200**: How will this course help Maritime Technology professionals?

2. **MAT 900**: What is this, and why is it required for Maritime Technology?

3. **EPS 3200**: What is this course and why do you think it is required?

4. What do students do in MT 4600 and why is it required?
5. Which courses involve hands-on training with equipment and/or boat cruises?

6. Why do you think Maritime Technology students are required to have hands-on training and boat cruises? How might they benefit from this experience?

7. Describe the differences between College Requirements, Core Requirements and Flexible Core Requirements.

8. Having learned about Maritime Technology, is this a career you would consider pursuing? Why or why not?
# Course Descriptions for Maritime Technology Majors

## KINGSBOROUGH COMMUNITY COLLEGE

**Maritime Technology Program**

### A.A.S. Degree MARITIME TECHNOLOGY

**FOUR SEMESTER COURSE OF STUDY**

#### FIRST SEMESTER, (FALL)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 12, English (same as ENG 1200)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>EPS 32, Oceanography (EPS 3200)</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>MT 46, Coastal Piloting and Seamanship (MT 4600)</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Group A – D Requirement</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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#### SECOND SEMESTER, (SPRING)

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<thead>
<tr>
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<tbody>
<tr>
<td>ENG 24, English</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>BA 60, Introduction to Computers</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MT 33, Vessel Technology I (MT 3300)</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>MT 43, Marina Operations</td>
<td>3</td>
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<tr>
<td>Group A – D Requirement</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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#### THIRD SEMESTER, (FALL)

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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>MT 34, Vessel Technology II</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>MT 50, Intro to Outboards</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MT 51, Intro to Diesels</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MT 52, Welding</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MT 53, Fiberglass and Hydraulic Repairs</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MT 54, Low Voltage Electrical Systems</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>MT 55, Marine Electronics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td>22</td>
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#### FOURTH SEMESTER, (SPRING)

<table>
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<tr>
<th>Course</th>
<th>Credits</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HE 20, Cardiopulmonary resuscitation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>HE 35, First Aid</td>
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<td>2</td>
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<tr>
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<tr>
<td>Group A – D Requirement</td>
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<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>18</td>
</tr>
</tbody>
</table>

ENGLISH DEPARTMENT  
Room C-309, Ext. 5849

FRESHMAN ENGLISH PROGRAM  
At CUNY’S community colleges the CUNY Reading and Writing exams are used to determine placement into or exemption from developmental reading and writing courses. Students cannot begin Freshman English until they have completed all required developmental work and passed both the CUNY Reading and Writing exams.

FRESHMAN ENGLISH  
Kingsborough’s Freshman English requirement consists of a two course sequence, ENG 1200 (3 credits) followed by ENG 02400 (3 credits). ENG 1200 is a pre/co-requisite for all credit-bearing English courses.

ENG 1200 – FRESHMAN ENGLISH I (3 crs. 4 hrs.)  
College-level reading and writing, and the development of ideas in essays, including how language communicates facts, ideas and attitudes. Writing is practiced as a process involving revision based on feedback from readers. College-level essays emphasize close reading and intertextual analysis, and reading across and between texts drawn from various disciplines.  
Prerequisite: Passing scores on the CUNY Reading and Writing exams  
Required Core: English Composition

ENG 2400 – FRESHMAN ENGLISH II (3 crs. 4 hrs.)  
Multidisciplinary reading, writing and research focusing on the various ways knowledge is produced and articulated within the academy. Through a multidisciplinary process of inquiry, several required projects will emphasize different modes of research and information literacy.  
Prerequisite: ENG 1200  
Required Core: English Composition

DEVELOPMENTAL ENGLISH  
Kingsborough’s approach to developmental education emphasizes a full and integrated grounding in reading, writing, and critical thinking, as well as the study skills that students need in order to cope with their academic and career training programs. This grounding also prepares students to pass the CUNY Reading and Writing exams. Upon completing the top level course, students retake the CUNY exams in Reading and Writing.

~ Developmental Course

# ~ ENG 88A6 – INTENSIVE READING (0 crs. 4 hrs. - 4 equated crs.)  
A pre-freshman course offered in the summer and winter modules for students who have not succeeded in any English Department and CUNY measure at the conclusion of the fall and/or spring English 92A6 course. Offered during summer and winter, this six-week course focuses on the development of critical reading and thinking abilities through instruction and intensive practice in vocabulary and comprehension. Students read and analyze interdisciplinary materials in preparation for required readings in typical college courses. At the end of this course, students will retake the English Department and CUNY reading measures.  
Prerequisite: Open to students who complete ENG 92A6 in the fall or spring and do not pass

# ~ ENG 91A5 – DEVELOPING FLUENCY IN READING AND WRITING (0 crs. 6 hrs. - 6 equated crs.)  
A pre-freshman integrated reading and writing course for students who score a 47 and below on the CATW and receive any reading score on the CUNY ACT Reading. Students in ENG 91A5 will build fluency in both reading and writing. Fluency refers to the ability to understand reading assignments and to write comprehensible essays. The primary focus of ENG 91A5 is the development of fluent expression and comprehension. To that end, students will do a significant quantity of reading and writing. These reading and writing activities ask students to focus on the construction of meaning as they build fluency.

# ~ ENG 92A6 – DEVELOPING COMPETENCE IN READING AND WRITING (0 crs. 6 hrs. - 6 equated crs.)  
A pre-freshman course focused on the development of critical reading, writing, and thinking abilities necessary for success in college-level courses. Also emphasized is the use of writing to develop ideas in relation to rich and complex texts.  
Prerequisites: A score of 48-55 on the CUNY Writing exam and a score of 55-69 on the CUNY Reading exam

Section 5.2

MAT 1CN – INTRODUCTION TO ALGEBRA (0 crs. 4 hrs.)
Designed to help students pass the Mathematics A High School Regents Exam. Topics include: number concepts, algebraic reasoning, introductory geometry, the coordinate plane and probability.
Prerequisites: Students that the high school identifies as being in need of extra assistance in order to pass the Mathematics A Regents Exam on the first try or students who have taken and failed the Mathematics A Regents Exam and enrollment in the “College Now” Program

MAT 3CN – INTERMEDIATE ALGEBRA (0 crs. 4 hrs.)
Designed to help students pass the Mathematics B High School Regents Exam. Inequalities, rational expressions, exponents, quadratic equations, radicals, complex numbers, functions, logarithms and exponential functions.
Prerequisites: Students that the high school identifies as being in need of extra assistance in order to pass the Mathematics B Regents Exam on the first try or students who have taken and failed the Mathematics B Regents Exam and enrollment in the “College Now” Program

MAT 4AO – MATHEMATICAL AND QUANTITATIVE REASONING (3 crs. 3 hrs.)
This course enhances students’ quantitative reasoning and mathematical skills useful in solving problems in mathematics and in other fields of study. Students learn to communicate solutions to mathematical problems in written and oral form. Topics include mathematical modeling, financial mathematics, units, percentages and statistical reasoning.
Prerequisite: A passing score on the CUNY Mathematics Skills Test (COMPASS) or successful completion of CUNY Mathematics remediation
Required Core: Mathematical and Quantitative Reasoning

MAT 600 – MATHEMATICS OF FINANCE (4 crs. 4 hrs.)
Mathematical concepts readily applicable to business situations including: logarithms, progressions, simple and compound interest, equations of equivalence, nominal and effect rates, simple annuities, ordinary general annuities, amortization, depreciation, sinking funds, stocks and bonds, introduction to life insurance and graphic presentation of data.
Prerequisite: MAT 900

MAT 700 – PRINCIPLES OF MATHEMATICS (3 crs. 4 hrs.)
A basic course in mathematical discovery. Students participate in the development and investigation of topics such as number sequences, calculating devices, extrapolation, mathematical mosaics and curves, probability and topology.
Prerequisite: A passing score on the CUNY Mathematics Skills Test (COMPASS) or successful completion of CUNY Mathematics remediation
Required Core: Mathematical and Quantitative Reasoning

MAT 800 – PRACTICAL MATHEMATICS FOR TODAY’S WORLD (4 crs. 4 hrs.)
Critical-thinking and mathematical skills useful in making informed decisions on many aspects of modern life involving quantitative concepts. Topics include logical analysis and inference, mathematics of finance, statistical reasoning and probability.
Prerequisite: A passing score on the CUNY Mathematics Skills Test (COMPASS) or successful completion of CUNY Mathematics remediation

MAT 900 – COLLEGE ALGEBRA (3 crs. 4 hrs.)
A comprehensive treatment of the following: real numbers, absolute value, integer and rational exponents, polynomial operations, factoring techniques, roots and radicals, linear and quadratic equations, graphing techniques, systems of linear equations, Gaussian elimination. Introduces the study of functions in preparation for the study of pre-calculus. Demonstration of proficiency in subject matter via departmental final exam is required for successful completion.
Prerequisites: Successful completion of Pre-Algebra and a grade of 45 or higher on the Elementary Algebra portion of the CUNY Mathematics Skills Test (COMPASS) or successful completion of Pre-Algebra and a grade of 88 or higher on the CEAFE exam or MAT R300
Required Core: Mathematical and Quantitative Reasoning
Flexible Core: Scientific World (Group E)

MAT 1000 – COLLEGE TRIGONOMETRY (3 crs. 3 hrs.)
Functions, graphing techniques, angle measurement, functions of right angles, linear interpolation, inverse functions, laws of Sine’s and Cosines, circular functions, formulas, identities, waves and conditional equations.
Prerequisite: MAT 900

MAT 1100 – FINITE MATHEMATICS (4 crs. 4 hrs.)
Analysis of polls, linear programming by graph, introduction to probability, games and game theory, Markov chains, growth and decay problems, savings plans, annuities, amortization and other problems in the mathematics of management, such as PERT, simulation and forecasting. Calculators and/or minicomputers are used to do calculations. Designed as an elective for liberal arts or business students interested in some practical problems solved by mathematics.
Prerequisite: MAT 900

MAT 1200 – CONCEPTS OF MODERN MATHEMATICS (4 crs. 4 hrs.)
Introduction to the spirit of mathematical investigation and mathematical logic including: the prime numbers, the Fundamental Theorem of Arithmetic, the rational and irrational numbers, tiling, congruence and number bases.
Prerequisite: MAT 900

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Kingsborough Community College  211
**CHM 3200 – ORGANIC CHEMISTRY II (5 crs. 9 hrs.)**
Continued study of structure and reactivity of organic compounds including structure and bonding, nomenclature, synthesis, stereochemistry and reaction mechanisms of the important functional groups of organic compounds. Laboratory covers basic processes of organic chemistry, advanced instrumental methods, study of functional groups and derivatives and qualitative organic analysis. Select students may be introduced to research methods.
**Prerequisite:** CHM 3100

**CHM 81XX – INDEPENDENT STUDY (1-3 crs. 1-3 hrs.)**
Independent study of chemistry is developed individually between student and faculty member and must be approved by the Department.

**CHM 82XX – (1-3 crs. 1-3 hrs.)**
This course is of a topical and pilot nature and is designed to meet the immediate needs and interests of various student populations. It is offered for a maximum of two semesters.

**ENGINEERING SCIENCE**

**EGR 2100 – ENGINEERING DESIGN (3 crs. 5 hrs.)**
For a beginning engineering students, hands-on investigations and an appreciation of the importance of engineering in our society. In the laboratory, students will investigate problems relevant to the study of engineering, including mechanical, robotic and bridge design. Computers will be utilized for all relevant laboratory sessions. Lecture discussions will include preparation for the labs and discussions of approaches engineers have used to solve difficult problems.
**Prerequisites:** Passing scores on the CUNY Reading and Writing exams and MAT 900
**Corequisite:** MAT 1400

**EGR 2200 – INTRODUCTION TO ELECTRICAL ENGINEERING (3 crs. 4 hrs.)**
First course in electrical engineering, includes: circuit elements and their voltage-current relations, Kirchoff’s laws, elementary circuit analysis, continuous and discrete signals, differential and difference equations, first order systems.
**Required for Engineering Science Majors.**
**Prerequisites:** MAT 2100 and PHY 1400
**Corequisite:** MAT 5500

**EGR 2300 – INTRODUCTION TO ENGINEERING THERMODYNAMICS (3 crs. 4 hrs.)**
First course in engineering thermodynamics. Topics include Zeroth Law and absolute temperature, work, heat, First Law and applications, Second Law, Carnot theorems, entropy, thermodynamic state variables and functions, reversibility, irreversibility, and availability functions, Ideal gas mixtures, mixtures of vapors and gas, humidity calculations.
**Required for Engineering Science Majors.**
**Prerequisites:** CHM 1200 and PHY 1400
**Corequisite:** CS 1200

**EARTH AND PLANETARY SCIENCE**

**EPS 3100 – METEOROLOGY (4 crs. 6 hrs.)**
Fundamental physical and chemical structure of the atmosphere including weather, climate, meteorological instrumentation, and air pollution.
**Prerequisites:** Passing scores on the CUNY Reading and Writing exams and a passing score on the COMPASS parts 1 and 2 or a passing grade in MAT M200 or Department permission
**Required Core:** Life and Physical Sciences
**Flexible Core:** Scientific World (Group E)

**EPS 3200 – OCEANOGRAPHY (4 crs. 6 hrs.)**
Factors that have a major influence on the physical and chemical structure of the oceans includes tides, waves, currents, oceanographic instrumentation and coastal oceanography. Course includes a laboratory component.
**Prerequisites:** Passing scores on the CUNY Reading and Writing exams and a passing score on the COMPASS parts 1 and 2 or a passing grade in MAT M200, or Department permission
**Required Core:** Life and Physical Sciences
**Flexible Core:** Scientific World (Group E)

**EPS 3300 – PHYSICAL GEOLOGY (4 crs. 6 hrs.)**
Study of the nature of the Earth and its processes includes: mineral and rock classification, analysis of the agents of weathering and erosion, dynamics of the Earth’s crust as manifest in mountain building, volcanoes and earthquakes, recent data concerning the geology of other planets, field and laboratory techniques of the geologist.
**Prerequisites:** Passing scores on the CUNY Reading and Writing exams and a passing score on the COMPASS parts 1 and 2 or a passing grade in MAT M200, or Department permission
**Required Core:** Life and Physical Sciences
**Flexible Core:** Scientific World (Group E)
Section 5.2

**MT 3300 – VESSEL TECHNOLOGY I (3 crs. 5 hrs.)**
Seamanship theory and fundamentals of vessel operations, including vessel handling, piloting, major phases of applied engineering technology, operating rigging and deck machinery. Extensive on-board training for operations in tight quarters and open sea. Consideration of Coast Guard procedures, towing, vessel stability and meteorology. Open only to Maritime Technology Majors.

**MT 03400 – VESSEL TECHNOLOGY II (3 crs. 5 hrs.)**
Practical experience aboard vessels engaged in party-and-charter-boat fishing, oceanographic survey work, vessel delivery and cruising. Day and overnight cruises aboard the R/V CUNY at Kingsborough vessel. Introduction to maritime industry opportunities.
Prerequisite: MT 3300

**MT 4300 – MARINA OPERATIONS (3 crs. 4 hrs.)**
Basic skills required to operate a full service marina or boatyard includes, dock and storage facilities, parts and service department, boat engine sales, ship’s store, and business and marketing. Consideration of marina products in relation to operations and clientele.

**MT 4600 – COASTAL PILOTING AND SEAMANSHIP (4 crs. 6 hrs.)**
Introduction to nautical chart work, coastal piloting and the principles of general seamanship. Marine compass, nautical charts, piloting, tides and currents, position determination, navigational aids and electronic navigation are covered. Also included are the seamanship principles of life saving, firefighting, the Rules of the Road and marlinspike seamanship. Two hands-on cruises, Jamaica Bay and New York Harbor, are included.

**MT 5000 – INTRODUCTION TO OUTBOARD MOTORS (2 crs. 3 hrs.)**
The principles of the internal combustion gasoline engine are covered. Included are the topics of construction, testing and maintenance of these engines as well as the methods of converting the generated energy into vessel propulsion. Propulsion topics primarily focus on outboards and out-drives.

**MT 5100 – INTRODUCTION TO DIESEL ENGINES (2 crs. 3 hrs.)**
The principles of the diesel engine operation, construction, testing and maintenance are covered. Troubleshooting and the emergency repairs of these engines as well as the difference between two-cycle and four-cycle diesel are reviewed.

**MT 5200 – WELDING (2 crs. 3 hrs. / 1 hr. lecture, 2 hrs. laboratory)**
This course covers the basic skills required for maintaining and repairing steel and aluminum vessels; also included is the fabrication of stainless steel items. Emphasis is placed on welding safety and making emergency repairs.

**MT 5300 – FIBERGLASS, REFRIGERATION AND HYDRAULIC REPAIRS (2 crs. 3 hrs.)**
This course covers the basic skills required for maintaining and repairing fiberglass hulls. The basic principles of hydraulic and refrigeration systems and common ship board system designs are presented. Installation, application, operation, maintenance and troubleshooting of vessel hydraulic and refrigeration systems are covered.

**MT 5400 – LOW VOLTAGE ELECTRICAL SYSTEMS (2 crs. 3 hrs.)**
This course is designed to give the student the background necessary to be able to read and implement the directions common in most marine electronics manuals. The course focuses on series and parallel circuits, low voltage AC and DC systems, hull wiring, and the installation of common marine electronics including echo-sounders, chart plotters, RADAR, loran, GPS, VHF, and SSB radios.

**MT 5500 – MARINE ELECTRONICS (2 crs. 3 hrs.)**
This course is designed to give the student the background necessary to be able to read and implement the directions common in most marine electronics users manuals as well as develop the skills necessary to properly operate representative models of the more common forms of marine electronics. Through lecture and lab work in the college’s ship bridge simulator, the student will develop skills in radio telephones, RADAR, SONAR, GPS, and electronic chart plotters as well as LORAN-C. Utilizing the ship simulator, students will learn the proper radio protocol and procedures and how to send a distress signal.
Prerequisite: MT 4600

**MT 5600 – ADVANCED OUTBOARDS (3 crs. 4 hrs. /2 hrs. lecture, 2 hrs. laboratory)**
Builds upon the theory and practical knowledge learned in *Introduction to Outboards*, as it applies to current outboard technology. Ignition systems, lower units/gear cases, and periodic maintenance are covered.
Prerequisite: MT 5000

**MT 5700 – VESSEL SYSTEMS, THEORY, MAINTENANCE AND TROUBLESHOOTING (3 crs. 4 hrs. /2 hrs. lecture, 2 hrs. laboratory)**
Builds upon knowledge of the following systems: domestic water and sanitation plumbing, engine cooling systems, fuel systems tanks, delivery and external filtering systems, AC power generators and distribution, steering systems, and advanced data and power distribution networks, including NMEA 0183, NMEA 2000, and CAN Bus networks. Emphasis will be placed on troubleshooting and repair of each system. Students will use Microsoft Visio® software to document vessel systems for service purposes.
Prerequisites: MT 5300 and MT 5400
How Do I Enroll in CUNY?*

CERTIFICATES

CUNY certificate programs are administered through the colleges’ Continuing Education departments. Students should contact the college’s Continuing Education office to determine if there are any prerequisites, as well as the cost, schedule, location, deadlines, and other pertinent information. Many programs require a high school diploma or equivalency as a prerequisite, but some, such as home health aide, do not.

In addition to the programs that CUNY offers, there are a range of low-cost or free short-term certificate programs in New York City offered at community-based organizations.

DEGREES

Once students have received a high school diploma or equivalent, they may apply to a CUNY college. They should research which college they want to attend, in order to find the best fit for their needs and interests. Once they are accepted, they will take placement exams in Reading, Writing, and Math, which will determine whether they are placed into credit or developmental (remedial) courses. Students who need remediation should consider enrolling in CUNY Start or CLIP to improve basic skills at a low cost.

STEP 1: Research programs and colleges

There are many factors to consider when researching a college program, such as:

- Does it offer the major I am interested in?
- Where is the college located and how will I get there?
- Can I afford the tuition, either through payment, financial aid or scholarships?
- Are classes offered at times that work for me?
- How much time will I need to devote to attending classes, commuting and class preparation, including reading, completing assignments, group projects, and preparing for exams?

STEP 2: (May be concurrent to Step 1) Earn high school or equivalent diploma.

STEP 3: Apply to CUNY through the college’s Admission Office, known as Direct Admit, or online through the college website. CUNY does not ask students about their legal residency status.

STEP 4: Apply for Financial Aid—Pell, the federal grant and TAP, the New York State grant, through the website, www.fafsa.gov
**STEP 5:** Once accepted, take **CUNY placement exams** in Reading, Writing and Math.

**STEP 6:** If remediation is required, enroll in CLIP or CUNY Start.

The CUNY Language Immersion Program is for students who are non-native English speakers and need to improve their reading and writing in English before enrolling in credit-bearing college courses.

CUNY Start is for fluent English speakers who need to improve reading, writing or math skills before enrolling in credit-bearing courses.

**STEP 7:** Attend New Student Orientations.

### Special Programs

Beginning college can be overwhelming to many new students. The following CUNY programs provide students with smaller settings and more individual attention, academic support, such as instructional immersion and tutoring, financial support, such as contributing to tuition, travel expenses and book costs, and personal and academic advisement.

### LOW COST PROGRAMS FOR STUDENTS WITH REMEDIAL NEEDS

**CLIP (CUNY Language Immersion Program)**—An intensive English as a Second Language (ESL) program for CUNY students who need to improve their academic English language skills. Classes meet five hours a day, five days a week, in day or evening sessions in all five boroughs.

**CUNY Start**—Provides intensive preparation in academic reading, writing, math, and advisement. An academic program with social supports, CUNY Start helps students prepare for college level courses and re-take placement exams in Reading, Writing and Math.

### FINANCIAL AND ACADEMIC SUPPORTS FOR DEGREE STUDENTS

**ASAP (Accelerated Studies in Associate’s Programs)**—Helps associate degree students earn their degrees as quickly as possible, ideally within three years. ASAP includes a consolidated block schedule, cohorts by major, small class size, and requires full-time study. It also includes tuition waivers for financial aid-eligible students, textbook assistance, and monthly MetroCards.

**College Discovery**—Available to financially eligible students, College Discovery offers a pre-college summer program, tutoring, counseling and advisement, tuition assistance, book and materials stipends.

The above programs are university-wide programs. Individual CUNY colleges offer additional programs. Representatives are often available to present on panels or to classes.
Internships, Volunteering and Professional Associations in Hospitality, Recreation and the Arts

Using a jigsaw reading strategy, students learn about internships, volunteering and professional associations in Hospitality, Recreation and the Arts. They research these opportunities within one CUNY degree program* and share the information with classmates. They discuss the similarities and differences between these opportunity types and consider how someone might choose between them.

PREP

- Navigate to http://www.citytech.cuny.edu/.
- Click on Academics, then Degrees and Areas of Study, Business & Hospitality, then Hospitality Management. Read the program overview and degree requirements for the Associate’s in Applied Science (A.A.S.) degree in Hospitality Management.
- Pay special attention to the internship, volunteer and professional associations opportunities listed in the overview. Note, these are not requirements of the program, but additional opportunities for students.

MATERIALS

- Internships handout
- Volunteering handout
- Professional Associations handout
- This activity requires computers
EXPLAIN

Many people with lifelong careers in Hospitality, Recreation and the Arts began by volunteering or having an internship through their school or a professional association. How do you think an internship is different from a volunteer job?

An intern is someone explicitly hired to be developed into a worker in the industry. Ideally, there are significant expectations placed upon interns and they receive guidance from an experienced worker.

Since working in Hospitality, Recreation and the Arts often requires a passion for working with people, internships can be an important step in gaining experience and discovering if the industry is right for you. Today we’re going to learn about a few different kinds of opportunities that are offered at CUNY campuses.* We’re also going to learn about professional associations which exist in nearly every industry and can provide many advantages to people who join them. Even if you are not interested in a career in Hospitality, Recreation and the Arts, these kinds of opportunities are often available and are valued across a variety of sectors, since they provide supervised work experience and professional development.

Distribute the “Internships” article to a third of the class, “Volunteering” to another third, and “Professional Associations” to the final third. Ask students to pair up with someone who has the same topic as them.

You and your partner are going to learn about one kind of career opportunity: internships, volunteering or professional associations. As you read, what kinds of things are you going to look for and discuss with your partner in preparation for sharing the information with someone who hasn’t read your article?

The main idea, new terms, information that might be useful to students, anything surprising or interesting, any questions you might have.

Students should read their assigned article and take notes, and then discuss it with their partner.

Ask students to form groups of 3, so that there is someone representing each of the different readings in the group. Each student mentions what stood out to them about their assigned topic, while the other group members take notes.

When students are finished, ask them to stay with their group members and navigate to [http://www.citytech.cuny.edu](http://www.citytech.cuny.edu). Using the navigation steps included in the Prep section of this lesson, guide students to the program overview for the Associate in Applied Science (AAS) in Hospitality Management.
We are going to look at one CUNY program, the Associate’s in Applied Science in Hospitality Management at CityTech, and the internship, volunteer and professional association opportunities available to students enrolled in that program. Ask students to read the first two paragraphs and the bulleted list in the Overview.

**Then ask:** What do students in the Hospitality Management program learn? Are they training for one specific career or will they have options about which career they want to choose?

- Communication, critical thinking, community service, management and business for hotel, culinary, pastry, and beverage facilities.
- The program prepares students for a flexible career path—they will be able to choose from a variety of hospitality specialties.

Ask students to read the rest of the overview page and locate examples of the type of opportunity they read about in their article—whether internships, volunteering, or professional associations—offered by the program. Each student should share examples they find with their group to form a complete picture of the available career opportunities. If a student has trouble identifying examples of their assigned type of career opportunity, their group members can assist. Groups should also discuss which career opportunity is the most appealing to them and why.

When students are finished, have a brief discussion as a class in which you clarify and reinforce the following:

- Why someone might choose a volunteer or internship opportunity while they are in school.
- Why someone might choose a volunteer or internship opportunity after school as opposed to applying for a permanent position right away.
- Why someone might make it a priority to not only join but participate in a professional association.
- How someone might find information on these kinds of opportunities.
- How someone might decide which opportunity is right for them. What factors would be important to consider in making this decision.
- Why someone might choose to participate in these kinds of opportunities even if they are not a requirement of their program of study.
- Does the Hospitality Management program at CityTech sound like something you’d be interested in? Why or why not?

http://citytech.cuny.edu/hospitality/hospitality-management-aas.aspx
Internships

Adapted from https://www.thebalance.com/what-is-an-internship-1986729

An internship is an opportunity offered by employers, both in the non-profit and for-profit sectors, usually to students or recent graduates interested in an industry. An intern works at the company or organization for a fixed period of time, usually three to six months.

Some students will have a part-time internship, where they work for just a few days or hours a week. Others will have full-time internships, meaning they work the same hours as the company's full-time employees.

Internships can be any time of the year, including over the summer and during the regular semester.

Why Are Internships Important?
Internships offer students and recent graduates a hands-on opportunity to work in their desired field. They learn how their course of study applies to the real world and build valuable experience that makes them stronger candidates for jobs.

An internship can be an excellent way to “try out” a certain career. For instance, you may think you want a fast-paced job in advertising after college, but after an internship, you may find that it’s not for you; that’s valuable insight that will help you choose your career path. In some colleges, internships also count towards course credit.

Who Can Be an Intern?
Interns are usually college students or recent graduates. Having several internships while in college can be very impressive to potential employers.

What Do Interns Do?
The daily tasks of an intern can vary widely, even within the same industry. It is largely dependent on the organization itself. In some internships, you may do mainly administrative tasks or run errands. But in others, you will be an important part of team, making substantial contributions.

Will I Be Paid?
Unpaid internships are common, but there are plenty of paid internships too. Whether or not you will get a wage depends on your industry and role. For instance, editorial...
Interns are rarely paid, while engineering interns almost always are. If you can afford it, an unpaid internship can still be an extremely beneficial experience. You can get serious work experience, build a portfolio and establish a network of professional contacts which can help you after you graduate.

**Will I Be Offered a Job?**

Some companies do extend full-time job offers to interns once the internship has ended, though this is not guaranteed and is the exception rather than the norm. To increase your chances of this happening, be proactive in your work, pay attention to detail, be willing to listen and take criticism and volunteer for special projects. Positioning yourself as a hardworking, reliable worker puts you in good standing for consideration. If the organization is not hiring at the time your internship ends, do not be disappointed or think it’s a reflection of your work. It’s often a financial issue. You may still be able to get a glowing reference, which you can leverage when applying for jobs later on.

**Internships in Hospitality, Recreation and the Arts**

Many people with lifelong careers in Hospitality, Recreation and the Arts got their start through an internship with an organization, company or establishment in their community. Many employers hire interns who are interested in becoming hospitality managers, film or television producers, recreation specialists, and many other positions within the sector.

**Civil Service Internships**

New York City and other cities offer internship programs in various fields including Recreation and the Arts. Examples of internship programs through the City of New York include the NYC Parks Fellowship and Conservation Corps Program. Some civil service internships require applicants to be currently attending college or have recently graduated, while others are open to all applicants with a high school diploma or HSE diploma. Each internship has its own unique application requirements. Visit [www1.nyc.gov/jobs](http://www1.nyc.gov/jobs) to learn more about internship opportunities through the city.
Volunteering

By Nancy Collamer

Adapted from http://www.forbes.com/sites/nextavenue/2013/06/24/proof-that-volunteering-pays-off-for-job-hunters/#3b383dbc3c6c

The Corporation for National and Community Service, a federal agency that promotes volunteerism, tracked more than 70,000 jobless people between 2002 and 2012 and found that those who volunteered had a 27% better chance of finding a job than those who didn’t.

Why Volunteering Can Help You Get Hired

One reason, according to the authors of the study “Volunteering as a Pathway to Employment”: acquiring skills or knowledge as a volunteer and then putting them to use may “demonstrate higher levels of capacity, potentially making the volunteer more attractive to and productive for employers.”

The report’s link between volunteering and getting a job was supported by a new study from the Center for Economic and Policy Research. The study—“Does it Pay to Volunteer?”—found that unemployed people who volunteered between 20 and 99 hours during the year were roughly 7% more likely to have found employment one year later compared to those who didn’t volunteer.

A Boost for the Long-Term Unemployed

While these results are important for all job seekers, they’re especially welcome news for the long-term unemployed (those out of work for at least six months); the average duration of unemployment for job seekers 55 and older is over 13
months, according to AARP. That’s because the longer you’re unemployed, the weaker your social networks tend to be and the harder it then becomes to get a referral.

As a career coach, I’ve seen many examples of volunteering’s benefits for the unemployed, but even I was surprised by this research. I knew it was valuable for job seekers, but 27% more valuable? That’s impressive.

The Job-Search Technique with Maximum Impact

I can’t think of a single job-search strategy that’s been proven to have that much impact. There are numerous reasons why volunteering can be so beneficial to your job hunt, in addition to the one noted in the Corporation for National and Community Service’s report. Employers like to hire people who can demonstrate that they’re motivated and hard-working, even if they haven’t been getting paid for their efforts lately. Volunteering can also provide you with an insider’s advantage by building relationships with people who may have information about new job openings.

Two Big Benefits of Volunteering

Two of the biggest benefits are:

Volunteering helps lift job seekers’ spirits by making them feel needed and productive.
That’s an important psychological benefit for people dealing with a prolonged job search. Keeping a positive mindset is arguably the single most critical element of success for finding work.

I’ll never forget the time I spoke at a job-search support group and heard someone say: “I’ve been unemployed for a year and I’m feeling very discouraged. The one thing that has kept me sane is my volunteer job with EMS. I volunteer once a week and when I’m out in that ambulance, I’m just like everyone else. My services are needed and I’m able to make a difference. Seeing someone lying on a stretcher reminds me that my life isn’t so bad after all. I always feel better about myself after I volunteer.”

Volunteering lets you expand your network of contacts easily and effectively.
Finding a job these days is about networking. And when you volunteer, you gain access to people you might not otherwise meet, creating opportunities to develop positive relationships outside a traditional work environment. Those contacts could be people who might ultimately hire you or who could refer you to others with job openings. But as valuable as volunteering is, it’s important to remember that some types of unpaid work are better than others for securing your next paid job.
Volunteer Work That Can Help You Most
Before you sign up to volunteer, consider these three pointers:

1. **Find the right fit.**
   Many of us agree to help out because a friend asks and we feel obligated. But don't volunteer by default. Seek out meaningful volunteer jobs that will provide you with new contacts, skills or expertise closely aligned with your professional goals.

2. **Treat your volunteer job like a paid job.**
   Even if you provide assistance for only a few hours each week, it's important to demonstrate professionalism and a serious commitment.

   Look for opportunities to take on assignments with greater responsibilities, like leadership roles or board positions.

   Don't forget to connect with your volunteer network on LinkedIn, just as you would with work colleagues and remember to incorporate your unpaid nonprofit duties into your LinkedIn profile, other social media and resume.

3. **Put the expertise and skills you have to use.**
   You already have plenty of knowledge and talents to share, so take advantage of them to benefit the organization you volunteer with and develop new skills. Businesses are grateful when you can help them do things they either don't know how to do or don't have time to do, like project management, fundraising and strategic planning.

   Taking on volunteer work is a win-win strategy for all involved. The organization gets the benefit of your unique abilities and you’ll rack up new accomplishments to talk about during your next job interview, which just might lead to an offer.

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Professional Associations

by Kelly A. Cherwin

Adapted from https://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=157

If you are interested in furthering your career, joining a professional association is a good start. There are associations for nearly every profession or area of interest and many have national, state and local chapters. An association is a synergistic group, meaning that the effect of a collection of people is greater than just one person. Professional associations may have informal networking events such as coffees and picnics for members where you can meet other, more seasoned professionals in your field and chat with them in a comfortable setting. Or they may have more structured events, such as lectures from experts on a particular topic of interest to people in your field. Here are some benefits of joining an association.

Enhance your network

Creating professional relationships is important, and joining a group allows you to have a sense of security and trust, enabling peers in the same field and help one another in reaching their professional goals. Associations sponsor numerous events throughout the year that allow you to connect with your peers. You can share ideas, ask for advice, volunteer to be a speaker or become a member of a committee. Since most associations have national or local conferences, you can participate and have the opportunity to learn about breaking news in your career, learn “best practices” or new ideas, hear about key achievers in your field and also meet and brainstorm with others who are also looking to share and learn new information. Another benefit of enhancing your network is that you may find a mentor to help you with your professional needs or you may be in a position to become a mentor to someone else. Giving back can be the greatest reward and benefit. Participating in forums, chat groups or discussion boards sponsored by the association is also a great way to grow your network. This allows you to use your peers as sounding boards and often make some great friends with the same interests as you.
Take charge of your career
Another important reason to consider membership to a professional organization is to take advantage of their career resources. Associations often have job listings online or in print available only to their members. This is a great way to find targeted job postings for your area of interest. Additionally, many associations have career resources available such as tips on effective resumes or cover letters, job searching strategies and negotiating techniques. Some associations even have panels of experts that you can contact for specific questions on career issues. Other benefits include information about seminars, training or certification classes. Often these classes can be done through web- or podcasts so you don’t even have to leave your home. And don’t forget, listing your association membership on your resume is impressive to current or future employers as it shows that you are dedicated to staying connected in your profession.

Broaden your knowledge
Most associations provide an enormous amount of access to resource information such as case studies, articles, and books written by experts in your field or area of interest. Journal, magazine and newsletter access is provided as a part of your membership privileges. Additionally, associations provide a source for scholarship information, links to publications, and awards for persons achieving excellence in their field. No matter what your field is, staying on top of all of these issues is important.

Good for students
Members of professional associations are student-friendly and want to mentor incoming workers as they transition to the professional world. So, whether you are looking to learn about job postings in your field, network in your professional community, or gain access to current events in your career area, joining a professional association can be a step in the right direction.