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 various sectors. They learned about the various kinds of career families and employer types.

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, assessed their own interests and conducted a group research project about careers in different sectors.

In Unit Three students consider how to prepare to enter and advance in a career. Education and training requirements for entry-level jobs and the pathways to advancement vary widely among the different sectors. In this unit, students learn about common entry points and career pathways and consider how career movement happens in a variety of sectors. What kinds of training and education opportunities are available across the different sectors?

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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. **Career Movement Series in the Community and Social Services Sector**

   Students learn about how career movement can happen in the Community and Social Services sector using a personal narrative, and then consider their own career trajectories and values.

   2.1 **Norberto’s Career Movement Letter**

   Students read a story about education and career movement from a young
social worker who started out as a volunteer at a hospital. They learn about the different steps he took and choices he made along the way to discovering his true passion and ideal career.

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

2.3 • 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.

3. • THE 5 Ws OF JOB TRAINING
Students learn about the 5Ws of informational texts—Who, What, When, Where and Why—and evaluate what they already know about job training programs.

4. • OVERVIEW OF EDUCATION AND TRAINING BY EMPLOYMENT SECTOR
Students learn about the education and training required by different industries, as well as training-specific vocabulary. Students learn to evaluate training requirements and place them on a continuum.

5. • COMPARING CAREER MAPS IN TWO SECTORS: TECHNOLOGY AND HOSPITALITY
Students read brochures on careers and career pathways in Information Technology and Hospitality, then work to organize the information in each field, compare these two industries and infer the personal qualities and skill requirements necessary for each sector. Lastly, they develop questions they have about the careers.

6. • FACT AND OPINION: WORKING AROUND CAREER BARRIERS
Students read an article on formerly incarcerated individuals working in the Restaurant and Food industry and practice determining an author’s primary purpose and differentiating between fact and opinion.

7. • JOB TRAINING SERIES: FINDING YOUR PATH & CUNY CAN GET YOU THERE
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. Students get an overview of CUNY Social Services certificate and degree programs and practice using available resources to research them, including the CUNY college websites.

**Finding Your Path**

7.1 • Finding Your Path
Students read an informational text on the differences between certification training, Associate's and Bachelor's degree programs and apply this information to their own career exploration.

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

7.3 • 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 job training program.

7.4 • Assessing and Selecting Job Training Programs
Students learn about local training programs by researching training websites and discussing their findings.

**CUNY Can Get You There**

7.5 • CUNY Basics: An Overview of the CUNY System
Students read an overview of CUNY colleges and programs, then read a table to determine where degree and certificate programs in Healthcare are offered. Students also read a map of CUNY campuses to determine which locations are nearest/most convenient.

7.6 • Understanding Degree Program Requirements
Students look at a sample Human Services program at a CUNY college and discuss the relevance of general education requirements to the major.

7.7 • CUNY Certificates: Certified Alcohol and Substance Abuse Counselor (CASAC) and Certified Personal Trainer
Students look at two Community and Social Service certificates offered at several CUNY campuses.

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

8 • A PANEL OF PROFESSIONALS
Students have the opportunity to interact directly with professionals across a variety of sectors. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.
Nothing ever comes to one, that is worth having, except as a result of hard work.

— Booker T. Washington

Born a slave on a Virginia farm, BOOKER T. WASHINGTON (1856-1915) rose to become one of the most influential African-American intellectuals of the late 19th century. In 1881, he founded the Tuskegee Institute, a black school in Alabama devoted to training teachers. Washington was also behind the formation of the National Negro Business League 20 years later, and he served as an advisor to Presidents Theodore Roosevelt and William Howard Taft. Although Washington clashed with other black leaders such as W. E. B. Du Bois and drew ire for his seeming acceptance of segregation, he is recognized for his educational advancements and attempts to promote economic self-reliance among African Americans.

Source: http://www.history.com/topics/black-history/booker-t-washington
Calculating With Bar Graphs: Education Pays

Students read a graph about lifetime earnings and educational attainment, then perform calculations 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 and time management, (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 *Average Lifetime Earnings and Educational Attainment* graph.
Section 1

Average Lifetime Earnings and Educational Attainment

Credit: NYC Labor Market Information Service
**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 a salary for a person with a HS or HSE diploma.*

What trend or pattern do you notice?

▷ *The 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*

4 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.
Career Movement Series in the Community and Social Services Sector

Students read and discuss a letter about career movement from a young Social Worker as he describes the paths he took to end up with a career in Social Work. They track his education and career movements and consider the steps he took to move between each stage of his career. Although an advanced degree is required to become a Social Worker, the Community and Social Services sector has many entry-level options requiring less education or training.

ACTIVITIES IN THIS SERIES

2.1 • Norberto’s Career Movement Letter

2.2 • Norberto’s Career Map

2.3 • Multiple Paths: How Personal Factors Impact Career Movement
Section 2.1

Norberto’s Career Movement Letter

Students read and discuss a letter about career movement from a young Social Worker as he describes the paths he took to end up with a career in Social Work. They track his education and career movements and consider the steps he took to move between each stage of his career.

PREP

- Read Norberto’s Letter to Clients

MATERIALS

- Norberto’s Letter to Clients

EXPLAIN

1 Turn to a partner and discuss the following: 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? Teacher may want to write the questions on the board.

2 Introduce Norberto’s Letter to Clients by explaining that Norberto was a young adult who wasn’t sure what he wanted to do with his life. He always knew he wanted to go to college, but he didn’t have a high school diploma or any idea about what he wanted to study. Norberto is now a Licensed Clinical Social Worker (LCSW) and has written a letter to a group of his clients. They have lived through some difficult life experiences and are now looking towards their future education and career goals. We will learn what steps he took in order to figure out what his education and career goals were and the steps he took to achieve them.

3 Distribute Norberto’s Letter to Clients and ask students to read it. While they are reading, write the following questions on the board.

   a) Why did Norberto write a letter to his clients?
   b) What steps did Norberto have to take in order to get to college?
   c) What did Norberto think he wanted to do when he first started college?
   d) What did Norberto end up choosing as his Associate’s degree and why?
   e) What did he end up choosing to study in undergraduate and graduate school and why?
   f) Describe his sequence of paragraphs. First he talks about __________. Then he talks about __________. Then, __________. This order helps the reader __________.

4 When students are finished, ask them to discuss the questions in pairs.
Dear Clients,

I wanted to share a little about my education and career path with you. I was born and raised in the Dominican Republic and when I was 17, my family moved to the United States. I was only one year away from finishing high school in the DR when we came to New York City, so I was not able to get my high school diploma. After we got settled in New York, I decided I wanted to go back to school, so I signed up for high school equivalency classes to get my GED. I had only just begun to learn English though, so I enrolled in classes that were taught in Spanish.

When it came time to take the GED exam, which is now called the TASC exam, I did great on the math portion. However, because my English wasn't very advanced yet, I did not pass the English part. I was disappointed, but I believed that if I got some help with my English, I could retake the test and pass. So I signed up for ESL classes, where I worked hard for about eight months on improving my English skills, and when I took the test again, I passed everything! I was really proud of myself and it motivated me to keep moving forward.

At the same time, I started volunteering at a local hospital because I wanted to start building a network and I also wanted to explore different kinds of jobs within a hospital setting. At first I was assigned to the Pediatrics department, where all the patients were children. There my duties included calling patients to remind them about their appointments, doing office work, and registering new patients. Over time, I became part of a summer youth program at the hospital with other people my age and was assigned to work in the Occupational Therapy department. There I learned how to assist therapists with daily patient therapy routines, create new devices for patients that allowed them to move more easily and assist the patients with discharge planning. I also worked assisting in creating splints and other devices for hand injuries. Sometimes I would help out by translating for Spanish-speaking patients. Through this volunteer work, I began to realize how much I liked helping others and being in direct contact with patients every day. I liked feeling as though I was making a difference in someone's life when they were going through a hard time.
It also made me feel good that my Spanish language skills were an asset to those around me.

I had always wanted to go to college, and my initial goal after getting my GED was to get into a community college to get an Associate’s degree, so I could get a better paying job with healthcare and retirement benefits. I didn’t really have a specific job in mind; I just wanted a good job that would allow me to live comfortably. So I decided to take some college preparation classes that would help me get ready to take the CUNY college placement exams.

However, when I went to take the placement exams, the same thing happened again—I passed the math, but I didn’t pass the writing exam. I was disappointed, but I was determined to go to college, so I kept studying and retook the exam and by the following semester, I was a student at Hostos Community College. When it came time to pick a major, I was unsure about what I wanted to study, so I chose a Liberal Arts and Sciences major which allowed me to take classes across a broad range of programs. All the while, I was still volunteering at the hospital and began to think about a career in Occupational Therapy. I knew I liked helping people, but I wasn’t sure medicine was the right choice for me.

It turned out that the hospital had a college internship program that I applied for and got into. The program was a paid internship where I would continue working in the hospital as I had been, but I would work more hours and get paid for it. The college internship program allowed me to work in other departments at the hospital besides Occupational Therapy and it really opened my mind to the possibility of other careers. I met psychologists, psychiatrists, and social workers who supported the patients as well. I discovered that I really enjoyed working with the social workers at the hospital because they were so caring with the patients who were going through such a difficult time. When you are having physical health problems, it can also really take a toll on your emotional and psychological well-being, and I could see how much the social workers really impacted a patient’s experience at the hospital by helping them deal with these challenges.

During my time at Hostos, I worked very hard and earned a high GPA. I also got involved in the student Disability Club, and eventually became its president. My academic advisor at Hostos, who I talked to every now and again about how school was going and what I was thinking about for my future, told me about the CUNY College Discovery (CD) program for low income students. She told me that the program supported students who had financial and other challenges. I applied and was chosen to be part of the CD program, where I received tutoring to help with my English skills, career counseling, and networking opportunities with professionals. One of my favorite parts of CD was going to different activities where people who worked in all different kinds of careers...
would talk to us about their career pathways. This experience opened up my mind to the possibility that there was a lot more out there than I was currently thinking about. We got to meet with these professionals, speak with them one-on-one, ask questions about their careers and how they achieved their goals. It really changed my thinking. Before then, I had only been thinking about the short term—get a good job with a good salary so I could be independent—but after participating in the CD program I really started to think about what kind of career I might enjoy long term.

I graduated from Hostos Community College with an Associate’s Degree in Liberal Arts and Sciences, and based on my experiences with social workers and patients, and meeting so many people through the CD program, I decided I wanted to pursue a career in Social Work. I applied to New York University and not only did I get in, but I was awarded a full financial scholarship as a transfer student! I received the scholarship as a result of my good grades and all the extracurricular activities and programs I had participated in at Hostos. My advisor at Hostos was always encouraging me to get involved with these different programs and said that colleges really like to see these kinds of things on students’ applications. And she was right! Because of the scholarship, I was able to focus on my studies at NYU and I graduated with a Bachelor of Science in Social Work.

I knew in order to become a licensed social worker, I would have to attend graduate school, so I decided to do a Masters in Social Work (MSW) at Hunter College. During both my undergraduate and graduate studies, I was an intern in social service organizations and this helped me get real world experience in social work while being supervised by experienced social workers.

As graduation approached, I had to think hard about what kind of setting I wanted to work in and what kinds of people I wanted to work with. One of the great things about being a social worker is that we are needed in so many different kinds of places. Social workers are needed in hospitals, schools, child welfare agencies, community based organizations, and other environments that serve different populations of people. I thought back to my days working in the hospital when the social workers would need me to help translate for the Spanish-speaking patients. I realized that having a translator isn’t the same as having a Spanish-speaking care provider.

Sometimes meaning gets lost in translation and when you are talking to a social worker, you are usually talking about difficult things that can make someone feel vulnerable. It’s important to have the provider really understand the details of what the client is saying. I noticed that sometimes clients would lose their train of thought or decide not to share something important in the time they had
to wait for the translator to translate. I realized that there needed to be more Spanish-speaking social workers, especially in a place like New York City where so many native Spanish speakers live. I also thought a lot about my little brother who struggled in school when we first came to the United States and my parents weren’t able to find any Spanish-speaking professionals that were able to help him. He deserved to be represented and have the best quality of care, just like anyone else. I decided that I wanted to help make this a reality and work primarily with the Spanish-speaking population.

Once I graduated, I applied to work here at this agency with you. An agency that serves many Spanish-speaking people who have gone through some tough times, but are working incredibly hard to get back on their feet and become independent again. As you think about your own passions and dreams for your future, I want you to consider some of the things that helped me along the way to achieving my education and career goals. I believe that three of the most important things you can do in order to be successful along any education or career pathway are:

1. **Explore lots of possibilities by getting real world experience!** Volunteer, join clubs, go to activities and events where you might be exposed to something new. And keep your mind open to things you might never have considered before. You never know what you’re going to like until you try it.

2. **Talk to people!** Talk to teachers and advisors. Talk to people in your family and community. Talk to anyone who is willing to speak with you about their career path. Meeting people will expose you to new experiences and making connections can help advance you in your career later. Often who you know really makes a difference!

3. **Find your passion!** You’re going to spend a lot of time at your job. If you pursue a career you are passionate about, you’ll be happier, healthier, and better at your job. Every career can have its ups and downs, but if you are inspired by the work you do, you’ll be able to stay motivated to work even on your most challenging days.

I wish you all strength, fortitude, and joy as you continue on your paths to achieving your dreams. I am so proud of how far you’ve come already and I am excited to see what the future holds for you.

With Warm Regards,

*Norberto*
Norberto’s Career Map

Drawing on their experiences with map-reading, students consider the trajectory Norberto took and portray it as a map. They focus on the steps he took on the way to becoming a Social Worker.

PREP

- Be prepared to define the terms: **key, legend, symbol, feature**.
- Draw a sample Career Map based on Norberto’s letter.

MATERIALS

- Chart paper and markers
- Teacher’s map of Norberto’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.*
Draw Norberto’s Career Map

Divide students into groups to draw Norberto’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 places Norberto either studied or worked at in the order in which he was at them. Next to each place, list anything Norberto did to help him move forward in his career.

   *Example: Talking to others to learn more or joining a club at school.*

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

3. Draw a legend or key, explaining what the circles, boxes and dotted lines mean.
Multiple Paths: How Personal Factors Impact Career Movement

Students consider what goes into choosing a career path. For example, what would make someone interested in becoming a Library Technician as opposed to an After-School Teacher? 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 Childcare, or pursues higher-level careers that require advanced degrees?
- What life factors might play a role in the pathway workers take? Write their answers on the board. Examples include:
  - Their interests, for example an interest in working with young children or working with technical equipment.
  - Their time. A career change might require a lot of education, which will require a lot of time—something 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?
The 5 Ws of Job Training

Students learn about the 5 Ws of informational texts: Who, What, When, Where and Why, and evaluate what they already know about job training programs.

PREP

- Review *The 5 Ws of Job Training* reading.
- Write 5 large Ws on the board. Write each W on its own line as shown below.

```
W
W
W
W
W
```

MATERIALS

- *The 5 Ws of Job Training* handout
- *Training Knowledge Table* handout

EXPLAIN

1. When reporters are writing a story, they make sure to include the 5 Ws. These are question words that begin with the letter W. The first question is usually Who? Write the word *Who* on the board using the first W.

   What do you think the other 4 Ws might be?
   - What, when, where and why.

2. Answering these five questions will give you basic information on any topic. Today we are going to look at the 5 Ws of job training. What are some 5 W questions you might have about job training?

   - Answers will vary. Sample answers: What is job training? Who should get job training? Where do I go for training? What does it cost?
You are going to read a passage that asks and then answers some 5 W questions about job training. The reading will describe a variety of training options available and give examples of the different training requirements in different industries and for different jobs. Distribute *The 5Ws of Job Training* handout. After reading, they should be able to explain what each of the 5Ws of Job Training entail.

After students have finished reading, check their understanding with sample questions:

- What are some of the different types of training?
- What are some places where people can go for job training?
- What are subsidies or scholarships?
- What are some reasons why people get job training?
- How would you decide what training is right for you?

Distribute the *Training Knowledge Table*. Take a minute and think about a career that you are interested in. How many of the 5 W questions from the reading can you answer? What would you like to know? Apply the information in *The 5Ws of Job Training* reading in order to complete the *Training Knowledge Table*.

Discuss what students want to know and where to find answers with the class.

**DISCUSSION QUESTIONS**

Sample discussion questions include:

What are some things you want to know about how to get the training you need for the job you want?

- *Answers will vary.*

How can you get information about careers and their education or training requirements?

- *Online sites such as CareerZone and Career Cruising, library career centers, resources available in their own schools or programs (if applicable), people who work in this field.*
The 5 Ws of Job Training

WHY go to job training?
Job training is an investment in your future. The type and amount of training will vary with each industry. In some industries, like Technology, even entry-level jobs require training or an Associate’s or Bachelor’s Degree.
People who already have jobs go to training to advance in their careers. For example, in Healthcare, you can get an entry-level job as a Home Health Aide with limited formal education. But if you want to advance to working in a hospital or nursing home as a Patient Care Technician, you need a High School Diploma or Equivalent and training leading to Healthcare certification. It you want to progress to becoming a Registered Nurse in a hospital, you would need to attend college to earn an Associate’s or a Bachelor’s degree. This path from an entry-level to a higher-level job is called a career pathway or a career ladder. Additional education or training is often required to climb the next rung.

WHAT does it cost?
Training costs vary depending on the type of training. Some trainings are offered free or at low cost, particularly to students who meet low income requirements. Others provide free classes but require you to pay for equipment, materials and/or test fees. Students enrolled in credentialed training may also be eligible for Individual Training Grants (ITG). These grants subsidize or reduce the cost of training so that students either pay less money for the training or attend class at no cost to themselves. More advanced or longer trainings, such as those offered at colleges, often cost more, but students may be eligible for subsidies or scholarships, financial aid given to students to help them afford college.

WHEN does job training happen?
Job training can occur at various times. Sometimes you will need training in order to secure employment. At other times, your employer will provide on-the-job training after you have been hired. This training will help you do your job.
People who are already working go to job training in order to get a higher paying job. In many sectors, you need additional educational or training credentials in order to advance. Education and training are offered at different times. Classes can be held in the day, at night or on the weekend. Many training programs and colleges will offer classes at a variety of different times so that students can pick the ones that fit in the best with their schedule and their commitments.
Training Knowledge Table

Think of a job you are interested in. Then fill out the table below identifying what you think you know about the education or training you need for this job and what you want to know.

The job I am interested in is: ____________________________

<table>
<thead>
<tr>
<th>The 5 Ws</th>
<th>What I know…</th>
<th>What I want to know…</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHY go to job training?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHO provides training? WHERE does training happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT does it cost?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHEN does training happen?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What can you do to find out the things you don’t know about the job you are interested in?
___________________________________________________________________________
___________________________________________________________________________

What else do you want to know?
___________________________________________________________________________
___________________________________________________________________________
Overview of Education and Training by Employment Sector

Students learn about the education and training required by different industries, as well as training-specific vocabulary. Students learn to evaluate training requirements and place them on a continuum.

PREP

- Be prepared to define the following terms: **Post-secondary education**, Certification and training leading to certification, Associate’s Degree, Bachelor’s Degree.
- Read *Overview of Education/Training Requirements by Sector* handout.
- Draw two tables on chart paper as per the diagrams below and hang at the front of the room.

| Amount of education or training required for entry-level jobs by industry |
|---|---|---|
| Most entry-level jobs in this industry require a High School Diploma or Equivalent or do not have formal education requirements. | Some entry-level jobs in this industry require a High School Diploma or Equivalent and some require additional training before hire. | Most entry-level jobs in this industry require a High School Diploma or Equivalent and additional training or college. |

| Education or training needed to progress to higher-skilled jobs by industry |
|---|---|---|
| Most promotions in this industry are based on experience and on-the-job training. | Most promotions in this industry require post-secondary training. Often this training will lead to certification. | College education, including an Associate’s or Bachelor’s Degree is required for most promotions in this industry. |
**MATERIALS**

- Overview of Education/Training Requirements by Sector handout
- Education and Training by Sector worksheet
- Chart paper and markers

**EXPLAIN**

1. The term post-secondary education is often used in educational settings. Secondary education is another name for high school. “Post” is a prefix that means “after,” when put at the front of a word. **What do you think this term post-secondary education means?**

   - Education or training that someone goes to after earning a High School Diploma or Equivalent.

2. Some types of training can lead to certification. **What do you think we mean when we talk about certification?**

   - Formal process of making certain that an individual is qualified in terms of particular knowledge or skills often through testing by a certifying agency, such as a professional association or state agency. For example, a teacher in New York State must pass a certification exam given by the New York State Department of Education. Welding certification is given, upon passing an exam by the American Welding Society. Pharmacy Technicians are certified by the National Healthcareer Association. A trainee receives a document showing that she has participated in a certain number of training hours to a satisfactory level and/or has completed a certain amount of supervised work experience.

3. In some sectors, an Associate’s Degree is needed to advance. **What is an Associate’s Degree? How does someone earn one?**

   - Sometimes called a two-year degree, although many students attend college part-time while taking care of family or work responsibilities, or need to take non-credit remedial classes and earn an Associate’s degree in 3-4 years. Associate’s degrees are often granted by a community college upon completion of a course of study.

4. A Bachelor’s Degree is often required for many advanced positions, as well as entry-level positions in some fields. **What is a Bachelor’s Degree? How does someone earn one?**
Section 4

Lesson Guide

A Bachelor's degree is granted by a college or university upon completion of an undergraduate course of study. Depending on family or work responsibilities or financial or other factors, earning a Bachelor's degree usually takes a minimum of four years and can take longer.

Entry-level jobs in some industries require less education or training than in others. Ask the class to suggest some jobs that require a lot of education and training.

Answers will vary. Doctors, Lawyers, Teachers, Engineers, etc.

Then ask the class to suggest some jobs that do not require education and training.

Answers will vary. Food Service Workers, Retail Associates, Machine Operators in Manufacturing jobs (Line Workers), etc.

Each industry has different requirements for entry-level jobs and different paths to promotions. Today we are going to read an overview that summarizes these requirements by industry.

Distribute the Overview of Education/Training Requirements by Sector handout. Ask students to read and annotate it, marking anything that seems important, interesting, surprising or confusing. They can also circle unfamiliar words and write any questions they have in the margins.

NOTE TO THE TEACHER: Higher-level students should read the entire reading, lower-level students should be divided into 5 groups and each groups should be assigned two sectors to read.

Divide the class into 5 groups and distribute the Education and Training by Sector worksheet. Assign each group two industries according to the table below. (If you’ve assigned two sectors for lower-level readers, these should be same sectors they have read about.)

<table>
<thead>
<tr>
<th>Group</th>
<th>Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Hospitality, Recreation &amp; the Arts and Community &amp; Social Services</td>
</tr>
<tr>
<td>Group 2</td>
<td>Education &amp; Child Care and Manufacturing</td>
</tr>
<tr>
<td>Group 3</td>
<td>Technology and Construction</td>
</tr>
<tr>
<td>Group 4</td>
<td>Food Production and Healthcare</td>
</tr>
<tr>
<td>Group 5</td>
<td>Transportation &amp; Warehousing and Retail</td>
</tr>
</tbody>
</table>
Together as a class, examine the first table on the worksheet, starting with its title. Ask a student to read the title and explain it in their own words. Review the headings at the top of each box.

**Say:** Different industries have different educational requirements for entry-level jobs. These differences can be divided into three broad categories.

**The first category is:** Most entry-level jobs require a High School Diploma or Equivalent or do not have formal education requirements. **What do you think this means?**

- *You can get an entry-level job in this industry with a high school diploma, or in some cases, even if you have not graduated high school.*

**The second category is:** Some entry-level jobs require a High School Diploma or Equivalent and some require additional training before hire. **What do you think this means?**

- *This industry has a wide range of requirements for entry-level jobs. Some entry-level jobs require a high school diploma while others also require additional training.*

**The third category is:** Most entry-level jobs require a High School Diploma or Equivalent and additional certification-based training or college. **What do you think this means?**

- *In order to get an entry-level job in this industry you will usually need either job training and a certification or a college degree (Associate's or Bachelor's degree.)*

Now let’s look at the second table. Paths to promotion also vary by industry. In some industries, promotions are largely based on experience and on-the-job training. In some industries additional post-secondary training is required. Often this training must lead to a certification. In some industries an Associate’s or a Bachelor’s degree is required in order to advance.

Have each group pick a scribe who will write down the responses on the worksheet and a reporter who will report back to the whole class. The other group members will be collaborators/contributors.

Read the labels at the top of each column on the table. Your group will have to determine which box each of your industries belong in. For example, an industry that has many jobs that do not require formal education or that require a high school diploma but no further education or training would go in the box at the left. This box has the heading “Most entry-level jobs require a High School Diploma or Equivalent or do not have formal education requirements.” Point to this box on the chart at the front of the room.
Industries where most entry-level jobs require certification training or college would go into the box at the right of the table. That box has the heading, “Most entry-level jobs require a High School Diploma or Equivalent and additional certification-based training or college.” Some industries will go in the middle, in the box with the heading: Some entry-level jobs require a High School Diploma or Equivalent and some require additional training before hire.

For your two industries, determine how much education or training is needed to get an entry-level job using the information you learned from the reading. When you have decided which heading best describes your first industry, write the name of that industry in the appropriate box. Repeat that process with your second industry.

In some cases, both industries will end up in the same box. In some cases, the industries will be in different boxes. Complete the questions explaining why you put each industry where you did on the Education and Training by Sector worksheet.

11 Follow the same process for the table titled: Education or Training Needed to Progress to Higher Skilled Jobs by Industry. Each industry will have a different path to promotion. Review your two industries to determine which heading best describes them, and how people advance to higher paying jobs.

12 Each group will take turns coming to the front of the room and writing the names of their two industries in the appropriate boxes on the two tables on the chart paper. The reporter will explain, giving examples from the text, why they put these industries where they did on the table.

13 When all the groups have completed reporting back, discuss the two tables at the front of the room with the class.
SAMPLE DISCUSSION QUESTIONS

TABLE 1:
Amount of Education or Training Required for Entry-level Jobs by Industry

- Which industries require the least education for entry-level positions?
- Which require the most education for entry-level positions?
- Does knowing the educational requirements for an industry you are interested in make you more interested? Less interested? Why?
- How would you summarize the information in this table?
- What conclusions can you draw?

Jobs involving manual labor are less likely to require training.

TABLE 2:
Education or Training Needed to Progress to Higher-Skilled Jobs by Industry

- Which industries are the most likely to promote through on-the-job training and experience?
- Which industries were the most likely to require college in order to advance?
- Does knowing the promotional paths for an industry you are interested in make you more interested? Less interested? Why?
- How would you summarize the information in this table?
- What conclusions can you draw?
Overview of Education/Training Requirements by Sector

Healthcare
Entry-level Healthcare jobs in a home setting, such as Home Health Aide often have minimal educational requirements. Many Home Health Aide companies provide training before placing aides with clients. Entry level Healthcare jobs in a hospital, residential or other Healthcare facility will commonly require a High School Diploma or Equivalent and advanced certification training.

Healthcare workers need additional education and training for higher-level positions. For example, some people start as Receptionists in community health centers and with more education can become Medical Assistants. Some Medical Assistants eventually become Registered Nurses, but this requires graduating from a college or university with a Bachelor’s degree. People in technical positions can go from being Laboratory Technicians to Laboratory Technologists and then into managing a laboratory. Each of these promotions requires advanced education and credentials.


Technology
Although there are a few entry-level Technology jobs that may only require basic training or a professional certification in addition to a High School Diploma or Equivalent, most Technology jobs require at least an Associate’s or a Bachelor’s degree. Entry-level jobs requiring post-secondary training or an Associate’s degree include Help Desk Specialists and Field Technicians. Help Desk Specialists work with users to solve their technological problems such as connecting to the internet, updating software, and resetting passwords. Field Technicians install, replace or repair equipment for users including computers, printers, keyboards and other hardware. Currently, there is a huge demand for higher-level Technology positions and the demand is expected to increase in the future. Examples of higher-level Technology positions include Programmers and Web Developers. These jobs require a Bachelor’s degree and a substantial amount of technical knowledge and expertise.

Community and Social Services

Because the Community and Social Services field is so big and varied, there are many different types of career paths. Many entry-level jobs such as Community Outreach Workers, Beauticians, Barbers and Recreational Aides require a High School Diploma or Equivalent or less. Training however, is often needed to work without a lot of supervision. Other jobs, such as Police Officer or Firefighter often require some college and passing a civil service test before being eligible for employment.

The pathways to promotion are equally varied. Some people begin as Developmental Disabilities Aides, providing direct care to clients to help them live as independently as possible and can then become Job Coaches, specializing in assisting individuals with disabilities to learn and accurately carry out job duties and eventually, with more education, Rehabilitation Counselors who help clients overcome or manage the personal, social, or psychological effects of living with disabilities on employment or independent living.

Someone can begin as a Recreation Assistant leading activities such as arts and crafts, sports, music, or games in a senior center, nursing home, youth program, camp, or fitness center and eventually move into a supervisory position. With experience, it is also possible to move into Program Manager and other administrator positions. Many community based or other non-profit organizations promote people already working in their organization from entry-level to higher-level positions. This is called “promoting from within.” Other jobs require additional education or civil service testing for promotion in addition to experience.


Education and Childcare

Some entry-level positions, such as Teaching Assistant and Child Care Worker, require a High School Diploma or Equivalent, additional training and clearance through a criminal history background check. However, most positions, including many non-teaching ones such as School Secretary, require an Associate’s or Bachelor’s Degree. For most jobs in Education, the more school you have completed, the more money you will earn.

A Bachelor’s or Master’s degree is required for many full-time teaching positions. These jobs usually come with benefits, such as healthcare insurance and paid vacation. Many Education professionals, such as Teachers and School Social Workers or Counselors, must become licensed by the state in order to work in public school settings. As with licenses in many fields, this requires years of study, supervised work experience, and passing statewide exams.

Written by the Labor Market Information Service (LMIS) and Ellen Baxt.
Manufacturing

Many entry-level jobs in Manufacturing require a High School Diploma or Equivalent and provide on-the-job training. These entry-level jobs include Assemblers, who work as part of a team to put together finished products or finished parts and Inspectors, Testers, Sorters, Samplers, and Weighers, who inspect, test, sort, sample, or weigh raw materials, parts or products to see if they are damaged. Entry-level workers can become Machinists, Tool and Die Makers, Welders and Supervisors. On-the-job training, which can include technical classes in the evening and company-sponsored apprenticeship programs are usually needed for advancement. Community colleges and other organizations also provide training. Many Manufacturing companies promote people already working in their organization from entry-level to higher-level positions. This is called “promoting from within.” Due to the impact of technology on Manufacturing, basic computer skills are needed for most jobs.

Adapted from the New York City Labor Market Information Service

Hospitality, Recreation and the Arts

The Hospitality, Recreation and the Arts industry includes food and lodging, recreation, media and the arts. There are many entry-level jobs in food and lodging such as Prep and Line Cooks, Food Servers, Cashiers, Housekeepers and Bellhops that do not have minimum education requirements and emphasize hands-on training, which makes the industry a good career path for individuals with limited education or training who are looking for immediate employment with a chance to advance. This industry, particularly the Restaurant sector, is also welcoming to people with barriers to employment, including those with a history of incarceration. Paths to promotion usually require experience and on-the-job training or company-sponsored apprenticeships. For example, a Line Cook could become a Sous Chef and then an Executive Chef in charge of all restaurant operations. An Executive Chef will generally need an Associate’s Degree.

Many entry-level jobs in Recreation, such as Recreation Workers, Park Attendants and Spa Attendants require a High School Diploma or Equivalent. However, advancing in Recreation, for example from a Camp Counselor to a Recreation Director requires advanced training or college.

The educational and training requirements for performing artists vary widely. Entry-level jobs for “behind the scenes” workers such as Stagehands, Lighting Assistants and Production Assistants require a High School Diploma or Equivalent but limited experience or training is needed. However, a combination of experience and advanced training, including college is necessary to move up. For example, someone could move from a Lighting Assistant to a Lighting Technician and then to a Chief Lighting Technician and eventually to Lighting Director, but many years of experience and a Bachelor’s degree would be required to complete this pathway to the highest level.

Transportation and Warehousing

A High School Diploma or Equivalent is required for most entry-level jobs in Transportation and Warehousing, but some have no minimum education requirement. Entry-level jobs include Baggage Handlers, Taxi, Limousine and other Drivers, Airport Security Agent, Customer Service Agent, Movers, Moving Machine Operators and Security Guards. Many transportation jobs require a “clean” driver’s license, even if the job doesn’t involve driving. Safety and security is one of the highest priorities in the Transportation and Warehousing industry and many jobs require background checks and drug testing. Many jobs in the industry are unionized. These jobs often have higher wages and larger health, vacation, and retirement benefits. Many jobs in Transportation, such as Mass Transit Workers (public bus, subway and commuter rail lines), must be applied for through the Civil Service system and applicants must pass a Civil Service Test. Promotion within Transportation involves both experience and additional training. For example, to move from an Airport Security Agent to a Transportation Security Manager requires post-secondary training, the completion of training in addition to a High School Diploma or Equivalent. College is required to advance to being an Airport Security Director or an Airport Operations Manager. Those employed in the public sector must pass Civil Service Promotional Exams to advance.


Food Production

A High School Diploma or Equivalent is required for most entry-level Food Production jobs. These jobs can include Packers and Packagers, Animal Farmworkers, Crop Farmworkers, Food Inspectors, Bakers, and Filling Machine Operators. Workers are trained in food and farm safety and occupational safety procedures and applicants completing certification in these areas prior to being hired are given special consideration by employers. Entry level Maintenance and Repair workers or Industrial Machinery Mechanics will need certification in addition to a High School Diploma or Equivalent.

Mid-level careers in Food Production include technical jobs such as Food and Agricultural Technicians who assist scientists with research. Mid-level Managerial jobs include Agricultural Managers, who oversee all aspects of operating farms including planting, fertilization, and harvesting, and Food Production Managers who oversee food processing facilities and procedures, supervise employees and monitor product quality. Mid-level administrative jobs include Bookkeepers. These jobs generally pay significantly higher wages than entry-level jobs and often require an Associate’s or a Bachelor's degree.

Adapted from New York City Labor Market Information Service, City University of New York

Photo: https://www.shmoop.com/careers/baker/typical-day.html
Retail

Entry-level jobs such as Salespersons, Cashiers, and Stock Clerks, who unpack merchandise from the warehouse, check for damage or mislabeling, place it on the shelves and update inventory records, commonly require a High School Diploma or Equivalent; some jobs however do not have formal education requirements. Promotions will often be based on experience and require additional credentials. For example, Retail Salesperson could complete post-secondary training to advance to becoming an Assistant Buyer, who assists the Senior Buyer in selecting the merchandise that will be sold, or earn an Associate’s degree to become a Retail Sales Manager. An Associate’s or Bachelor’s degree is commonly required for advanced Buying, Bookkeeping and Accounting, Advertising and Management positions.


Construction

Although a High School Diploma or Equivalent is required for some entry-level jobs, most have no minimum education requirement, and emphasize hands-on training, which makes the industry a good career path for individuals with limited education or training who are looking for immediate employment with a chance to advance. Entry-level positions include Laborers who clean construction sites, load and unload materials, build scaffolding and dig trenches, Helpers who assist skilled trade workers, Drywall and Tile Installers, Painters and Roofers. Industry experts say that people move up based on their technical ability and their social and workplace skills such as how they communicate, take direction and work as part of a team. The better they perform in their jobs and the more they excel, the more likely they’ll be promoted. For example, a Construction Laborer may be promoted to a Construction Equipment Operator or an Insulation Worker through on-the-job training. Skilled jobs such as Electricians, Plumbers and Carpenters require advanced skills and industry-recognized credentials. Many Construction jobs are unionized and require an apprenticeship which is a paid training program where people learn new skills and then practice them in a work setting under supervision.


**Education and Training by Sector Worksheet**

List the two industries you have been assigned, below. Then discuss each industry and determine which of the boxes below best describes the training requirements for the industry. Write the name of the industry in the appropriate box. For each industry, explain why you placed each industry where you did, giving examples from the reading.

Industry #1: ______________________________________

Industry #2: ______________________________________

<table>
<thead>
<tr>
<th>Amount of education or training required for entry-level jobs by industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most entry-level jobs in this industry require a High School Diploma or Equivalent or do not have formal education requirements.</td>
</tr>
</tbody>
</table>

1. Using examples from the reading, explain why you placed Industry #1 where you did.

2. Using examples from the reading, explain why you placed Industry #2 where you did.
### Education or training needed to progress to higher skilled jobs by industry

<table>
<thead>
<tr>
<th>Industry #1</th>
<th>Industry #2</th>
<th>Industry #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most promotions in this industry are based on <strong>experience and on-the-job training</strong>.</td>
<td>Most promotions in this industry require <strong>post-secondary training</strong>. Often this training will lead to <strong>certification</strong>.</td>
<td>College education, including an <strong>Associate’s</strong> or <strong>Bachelor’s Degree</strong> is required for most promotions in this industry.</td>
</tr>
</tbody>
</table>

1. Using examples from the reading, explain why you placed Industry #1 where you did.

   [Additional explanation text]

2. Using examples from the reading, explain why you placed Industry #2 where you did.

   [Additional explanation text]
Comparing Career Maps in Two Sectors: Technology and Hospitality

Students read brochures on careers and career pathways in Information Technology and Hospitality, then compare these two industries with very different training requirements and infer the personal qualities and skill requirements necessary for each sector. Lastly, they develop questions they have about the careers.

NOTE
This is a long, complex activity that can be abbreviated for a lower level class, and done in its full form, described below, for a higher level class. To abbreviate the activity, teachers might choose to use one small excerpt from the text and read it together as a class, or assign groups small chunks of it.

PREP
• Read the Career Map: Tech Support and Beyond handout.
• Read the Mapping Your Future: Careers in Accommodations handout.
• Review Compare Career Maps in Technology and Accommodations worksheet. Be prepared to discuss the difference between a skill and a personal characteristic.
• Write the following questions on the board:
  • What do you know about the Technology sector?
  • What are some examples of Technology careers?
  • What do you know about the Accommodations (Hotels and Lodging) field?
  • What are some examples of careers in Accommodations (Hotels and Lodging)?

MATERIALS
• Career Map: Tech Support and Beyond handout
• Mapping Your Future: Careers in Hotels and Lodging handout
• Compare Career Maps in Technology and Accommodations worksheet
• Writing Prompt: Which Industry Do I Prefer?
EXPLAIN

1. Ask students to freewrite for 5-10 minutes in response to the questions on the board.

2. When students are finished, have them share their freewrites with a partner.

3. Today we are going to learn about some common careers in Technology and in Accommodations. Check to make sure students understand the term accommodations. A good way to do this is to ask students about its root word: accommodate. Explain that jobs in the Accommodations field, or jobs in Hotels and Lodging, are part of the Hospitality, Recreation, and the Arts sector.

Distribute Career Map: Tech Support and Beyond. Ask students to read the first page and to underline parts that seem important, interesting, or confusing. While they read, they should take note of things they already knew about the field from their pre-writing exercise and new things they learned about it.

4. When students are finished, say: Now read the second page. Read it at least twice, and as many times as you need to try to figure out the differences between the jobs listed. How are they similar to each other? How are they different?

5. Read the third page. In the margin next to each passage, in one sentence, write a brief description of the job in your own words. This is called paraphrasing.

6. Let’s go back to the second page and discuss it together. It is a complicated diagram, also called an infographic, that mentions a lot of different careers. If students are unfamiliar with infographics, explain that they are a kind of text that uses graphics to represent information or data. Ask questions to assess student comprehension. Sample questions include:

Where do we start reading this chart?
› On the left side of the page.

The box on the left side of the page lists entry-level careers in Technology.
How many entry-level jobs are listed in the career map?
› Three entry-level jobs are listed.

What is the general heading for entry-level jobs in Technology?
› Computer User Support Specialist.

Next to the heading, it says $43K. What do you think that means?
› The average annual salary for these jobs is $43,000 per year.
Give examples of entry-level jobs in Technology.

- IT Support Specialist/Technician, Desktop Support Specialist, Help Desk Analyst.

What level of education or training is required for these jobs?

- High School Diploma or Equivalent plus additional technical certification or an Associate’s degree. There is a range all the way from HS or Equivalent Diploma to Associate’s degree. That’s because hiring practices vary from company to company.

How would you find mid-level jobs that entry-level workers in Technology could advance to?

- Go to the next column of jobs to the right.

How many mid-level jobs are listed?

- Five.

What is the range of salaries you can earn in a mid-level Technology job?
What is the lowest? What is the highest?

- A Computer User Support Specialist earns $54,000 and a Computer & Information Systems Manager earns $110,000.

What education is required?

- An Associate’s or Bachelor’s degree is required for a Computer User Support Specialist and a Bachelor’s degree is required for all the others.

If you wanted more information about some of these careers, where could you find it?

- At the bottom of the page, color coded.

What is the difference in the kind of information you see in the diagram and the kind of information contained in the descriptions?

- The diagram lists only job title and salary. The passage at the bottom of the page includes information on what the job entails, what the worker is expected to do at work.

7 Divide the class into 3 groups. Assign each group one of the pages of the handout. Each group should prepare a 2-minute presentation explaining their page to the rest of the class. You might say, “Imagine you are describing the job opportunities in Technology to someone who doesn’t know much about the field. Explain what your assigned page says about this sector using your own words so that it can be understood by someone who is not very familiar with this sector.”

8 Students present their assigned material.
Discuss the process. You might say, “Regardless of whether or not you are interested in working in Technology, what skills did you practice during this activity?”

- **Reading comprehension.** Using context clues to understand new words without looking them up, visual literacy skills by making meaning from how small bits of text are arranged graphically, paraphrasing, summarizing, organizing ideas, collaborating with others, making a presentation.

We’re now going to review the career map for Accommodations.

How many career maps are presented in Accommodations? How are they organized?

- There are two career maps. They are organized by “Back of the House,” and “Front of the House.”

What is the difference between “Back of the House,” and “Front of the House jobs?”

- Back of the House jobs deal with support jobs to make guests stay comfortable. Front of the House jobs deal directly with guests.

What are some other differences between the Technology career map and the Accommodations career map?

- They look different. The Accommodations career map is organized into columns and rows, the education or training required are in headings at the top, etc.

What are the similarities between the career maps between Technology and Accommodations?

- Both are divided into entry-level, mid-level and higher-level jobs. Both list salary and educational requirements.

Sometimes, when comparing two different sources, the information is presented differently. For example, both career maps give salary information for various jobs in that sector. However, the Technology career map gives the salary information in yearly averages. For example, an IT Support Specialist earns $43,000 per year. The Accommodations career map gives a salary range. For example, a Housekeeping Attendant earns between $19,000 and 38,000 per year.

What are the advantages of listing a salary range?

- It gives an idea of the lowest amount and the most money you can earn in that job.
What are the advantages of listing an average?

› It’s easier to look at just one number, it gives you an idea what the average person makes in this field.

How does having two separate ways of listing salaries make comparing them more difficult?

› It’s hard to know whether to compare the lowest or the highest number of the range to the average. Looking at two different sets of numbers makes it more difficult, etc.

How could we get a rough estimate of the average salary for jobs in Accommodations in order to compare them? (NOTE TO THE TEACHER: Emphasize to the class that this will not be exact, we are trying to get a rough idea of the average salary so that we can compare the two industries.)

› We can calculate an average.

How do we calculate an average?

› To calculate an average add the lowest and highest number together and divide the sum by 2.

Let’s try that. Give an example and demonstrate on the board:

If a Housekeeping Attendant earns between $19,000 and 38,000 per year:

\[
19,000 + 38,000 = 57,000 / 2 = 28,500
\]

Distribute the Compare Career Maps in Technology and Accommodations worksheet. Explain that they are now going to work in their groups to compare the two industries.

Explain that although the group works together to fill out the worksheet, each group member should fill out their own copy, as the information will be needed for an individual writing prompt: Which Industry Do I Prefer? Before groups begin working, you may want to briefly discuss the difference between a “skill” and a “personal characteristic” and give some examples.

After the groups complete the Compare Career Maps in Technology and Accommodations worksheet, discuss the following as a class:
What life factors might play a role in the pathway workers take? Write answers on the board.

- **Interests.** For example an interest in working with patients or working with technical equipment.
- **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 physically difficult.
- **Career exploration.** They might try a few different careers before they find one that is a good fit.

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?

If you or someone you know were interested in a career in these fields, what are some actions you could take to find out more?

- Conduct an informational interview with someone working in the field, explore your personal interests and strengths, use the brochure to answer questions about specific jobs within the field.

13 Distribute the writing prompt: *Which Industry Do I Prefer?* If you had to choose between working in Information Technology or Hospitality, which would you prefer? Think about which sector you would prefer to work in. Then fill out the writing prompt, using the information in the handout for examples.
Technology is everywhere and so are tech jobs. With virtually everyone using computers, smartphones, tablets and other devices, there is more and more demand for people to answer user questions and make sure that everything is operating smoothly.

**WHAT IS TECH SUPPORT?**
- Tech support staff help computer users.
- The job might be called Help Desk Technician, Desktop Support Specialist, or IT Specialist.
- Tech support staff set up and take care of computers, scanners, printers and other devices.
- They install software, troubleshoot problems with email, software or lost files, and make sure servers and networks are working the way they are supposed to.
- They keep track of everything they do so that they can build on what they have learned before.

**WHERE DO TECH SUPPORT PEOPLE WORK?**
- Tech support people work for every type of employer.
- The top industries are computer companies, colleges and universities, and elementary and secondary schools.
- Corporate headquarters, government offices, legal services, non-profit organizations, and health care providers all hire tech support professionals.

**WHO LIKES TO WORK IN TECH SUPPORT?**
- People who enjoy this work:
  - Like working with technology and helping people.
  - Are good at figuring out what the computer user is saying, calming him or her down, and communicating in non-technical language.
  - Have patience and are positive and reassuring.
  - Enjoy solving problems and can think out-of-the-box.
  - Can document every step they take to solve the problem.

**WHAT KIND OF PAY AND HOURS ARE INVOLVED IN THIS TYPE OF WORK?**
- Most tech support people have full-time work schedules.
- While some facilities might offer 24/7 tech support, most employers offer support to computer users during the standard work day, typically 8 AM – 6 PM.
- In New York City in 2015, an entry-level tech support person earned approximately $38,150.
- Pay increases with experience, education, and moving to higher level jobs on the career path.

**WHAT DOES THE FUTURE LOOK LIKE FOR TECH SUPPORT?**
- Between 2012 and 2022, these jobs are projected to grow by 22 percent.
- There are thousands of online job advertisements for tech support positions every year.
WHAT DOES A CAREER IN TECH SUPPORT LOOK LIKE?

Jobs in tech support vary by the type of job and from employer to employer. Usually, the Help Desk function is handled with people at higher tiers handling more complicated problems. With more experience, education, and certifications, tech support professionals can move from entry-level jobs such as Help Desk Tier 1, Desktop Support or IT Specialist to other jobs on this career map.

This career map is based on the real experiences of actual people. The information comes from real online work histories of people who have worked in tech support in the New York City Metropolitan Area. PayScale, Inc. and Monster.com supplied this data.

NETWORK AND COMPUTER SYSTEMS ADMINISTRATOR

Computer network administrators manage and maintain computer networks. They ensure that network equipment and software are up to date and that networks run efficiently. Network administrators may work in a variety of settings, including businesses, schools, and government agencies. They may also work in the field of information technology (IT).

PROJECT MANAGER

There are many types of project managers. Some plan and manage IT projects like network design, while others may oversee software development projects. They serve as a liaison between business and technical aspects of projects. They must ensure that deadlines, standards, and cost targets are met. The most popular certification for this job is Project Management Professional (PMP).

COMPUTER AND INFORMATION SYSTEM MANAGER

People in these jobs plan, direct or coordinate activities in technology fields. They help determine the IT goals of an organization and are responsible for implementing computer systems to meet these goals. People in these jobs often work more than 40 hours per week and are on-call in case of IT emergencies.

COMPUTER SYSTEMS ANALYST

People in this role bring business and technology together. They understand the needs of users and potential problems. They may also adapt computer systems to serve new purposes or improve work flow. People in these jobs may have backgrounds in technology and business administration. Many people have experience working in a specific industry like advertising, health care, or finance.

GENERAL AND OPERATIONS MANAGER

Some people move out of specializing only in IT. They oversee larger parts of an organization. People in these jobs plan, direct, or coordinate the operations of public or private sector organizations. They may be responsible for technology as well as other functions.
WHAT ARE SOME OTHER TYPES OF CAREERS IN TECH?

In addition to jobs in tech support, there are many other types of tech jobs. Most of these jobs have to do with creating and managing software, which may also be known as computer programming. Here are some of the major types of software jobs:

WEB DEVELOPMENT
Web development brings together the programming skills and communication skills needed to design appealing applications for consumers. There are many functions in web development. Depending on the company, people can carry out some or all of them. For example, some jobs in this field involve designing websites, and others involve developing content. There are jobs for people who monitor a website’s performance, such as its speed and traffic. Some people specialize in making sure that the website makes sense and is appealing. Other people program the “back-end,” like the databases that run in the background of sites like Amazon or Facebook. Typical education: Bachelor’s degree. Typical major: Computer Science or Web Development.

SOFTWARE DEVELOPMENT
Software includes operating systems like Windows, office applications like Excel, mobile “apps” and games. People who work in these jobs are the creative minds behind the computer programs. Some jobs focus on making sure the customers get what they want. Other jobs involve writing the programs that make the software run. People in this field usually know more than one programming language. While certain programming skills, such as JavaScript, Microsoft C#, Java, and C++ are in high demand, different industries demand different software skills. Typical education: Bachelor’s degree. Typical major: Computer Science.

DATABASE MANAGEMENT
Database managers or administrators use specialized software to collect, store, organize, and analyze data, such as financial information, customer shipping records, or student data. They make sure that data are well-documented, available to users, and secure from unauthorized access. Typical education: Bachelor’s degree. Typical major: Computer Science or Data Science.

CYBERSECURITY
People who work in this field carry out security measures to protect computer networks, systems, and the information they hold. Their responsibilities are continually expanding as the number of cyberattacks increases. Cybersecurity jobs are in demand and growing across the economy. The fastest increases in demand are in industries that manage volumes of consumer data, such as Finance, Health Care and Retail Trade. Online job postings for cybersecurity have grown three times as fast as openings for IT jobs overall. Cybersecurity positions are more likely to require certifications than other IT jobs. Some also require a government security clearance. Typical education: Bachelor’s degree and at least three years’ experience and/or Masters of Business Administration (MBA) in Information Systems. Typical major: Computer Science.

FOR MORE INFORMATION
If you would like to request more career maps, please contact the Center for Economic & Workforce Development at Kingsborough Community College at cewd@kbcc.cuny.edu or (718) 368-4637.
If you would like to learn more about the research methodology or to create a map that focuses on a different occupation or field, please email NYCLMIS at nyclmis@gc.cuny.edu or (212) 817-2031.
The Accommodations industry, which is part of the Hospitality, Recreation and the Arts sector, has been one of the economy's faster growing industries 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, 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. Competition for jobs is strong, and people who get jobs in the industry tend to stay in them for a long time. In other words, the Accommodations industry has low job turnover. 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 Accommodations 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 Accommodations 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 Accommodations—“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 (Telephone Operator)</strong></td>
<td><strong>MAP KEY</strong></td>
<td></td>
</tr>
<tr>
<td>DUTIES: Operates commercial telephone switching system. Routes incoming calls to the correct individual or department.</td>
<td>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.</td>
<td>Education: Minimum education and experience requirements. This may vary from employer to employer.</td>
</tr>
<tr>
<td>PAY RANGE: $33,000 to $46,000 per year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Careers in Accommodations—“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 assistance 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>MAP KEY</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 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>
<td>Education Minimum education and experience requirements. This may vary from employer to employer.</td>
</tr>
<tr>
<td>PAY RANGE: $23,760 to $41,210 per year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Compare Career Maps in Technology and Accommodations Worksheet**

Discuss the readings in your groups. Pool your knowledge to complete the table below. Each group member should have their own copy of the completed table which you will use for a writing assignment.

When you have finished completing the table, discuss the questions below in your groups.

<table>
<thead>
<tr>
<th>ACCOMMODATIONS</th>
<th>TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job</td>
<td>Salary</td>
</tr>
<tr>
<td>Job</td>
<td>Salary</td>
</tr>
</tbody>
</table>

List any jobs requiring only a High School Diploma or Equivalent

<table>
<thead>
<tr>
<th>Job</th>
<th>Salary</th>
<th>Job</th>
<th>Salary</th>
</tr>
</thead>
</table>

List any jobs requiring some post-secondary training or some college

<table>
<thead>
<tr>
<th>Job</th>
<th>Salary</th>
<th>Job</th>
<th>Salary</th>
</tr>
</thead>
</table>
### Section 5

#### ACCOMMODATIONS

<table>
<thead>
<tr>
<th>Job</th>
<th>Salary</th>
</tr>
</thead>
</table>

List any jobs requiring a college degree (Associate's or Bachelor's Degree)

#### TECHNOLOGY

<table>
<thead>
<tr>
<th>Job</th>
<th>Salary</th>
</tr>
</thead>
</table>

What are the skills necessary for this industry?

<table>
<thead>
<tr>
<th>Job</th>
<th>Salary</th>
</tr>
</thead>
</table>

What are the personal characteristics necessary for this industry?

<table>
<thead>
<tr>
<th>Job</th>
<th>Salary</th>
</tr>
</thead>
</table>
Comparison Questions

1. How would you compare the amount of education or training required in Accommodations with the amount of education required in Technology?

2. How would you compare the salaries in these fields?

3. How would you compare the skills and personal characteristics necessary for each sector?

4. What conclusions can you draw about these fields?

5. What do you know now about the fields that you didn’t know before this assignment?
Which Industry Do I Prefer?

Write a paragraph on which industry you would be more interested in entering—Technology or Accomodations. Give three examples, based on the Compare Career Maps in Technology and Accommodations worksheet to support why you prefer this industry.
Fact and Opinion: Working Around Career Barriers

Students read an article on formerly incarcerated individuals working in the Restaurant and Food industry (part of the Hospitality, Recreation and the Arts sector) and practice determining an author’s primary purpose and differentiating between fact and opinion.

PREP

- Read A Good Match: The Restaurant Industry and Formerly Incarcerated Workers reading.
- Be prepared to explain vocabulary terms: incarceration/incarcerated, criminal justice system, therapeutic, gravitate, meager.

MATERIALS

- A Good Match: The Restaurant Industry and Formerly Incarcerated Workers reading
- Fact and Opinion: A Good Match worksheet

EXPLAIN

1. Personal factors can influence what industry a person chooses to go into, such as their interests and the amount of time and money available to invest in training and education. Past experiences, both positive and negative, also factor in, making someone more or less employable in a given field. Today we’re going to read about how the Restaurant and Food industry has become a leader in employing people who are formerly incarcerated and are re-entering their communities after completing a prison or jail sentence.

2. Distribute A Good Match: The Restaurant Industry and Formerly Incarcerated Workers handout. Ask students to annotate anything that seems important, interesting, or confusing. They can also circle unfamiliar words and write any questions they have in the margins.

3. In a class discussion, ask the students to describe the reading focusing on the author’s primary purpose in writing the article and on differentiating between fact and opinion. Discussion questions can include:
What are some benefits to formerly incarcerated workers of working in restaurants? Put class responses on the board.

- Steady work, restaurants are willing to give them a chance, many entry-level jobs, potential to advance.

What are some of the advantages to restaurants of hiring formerly incarcerated workers?

- Dedicated, hard-working staff, appreciative of the opportunity and interested in keeping stable work.

Does the author present the Restaurant and Food industry in a positive light for hiring the formerly incarcerated? Does it present restaurant work as a good option? Have students give examples.

- The passage presents the Restaurant industry’s actions in a positive light when it gives examples of people who got a chance through the industry and have advanced. The article also presents the hard reality of restaurant work when it describes the working conditions including long hours, low pay and physical labor involved.

Why do you think the author wrote this article? In other words, what was their primary purpose?

- To inform readers about the relationship between the Restaurant industry and formerly incarcerated workers.

Some of these things are facts and some are opinions.

What is the difference between a fact and an opinion?

- A fact is a statement that can be proven true or false. An opinion is an expression of a person’s feelings that cannot be proven. Opinions can be based on facts or emotions.

Look at the list of your responses on the board.

Which of these are facts and which are opinions?

- Answers will vary.

4 Explain to students that they are going to re-read the article and try to underline anything they think is a fact and circle anything they think is an opinion. It could be the author’s opinion or someone else’s. Practice finding one or two of each together as a class. Then ask students to do the same thing to the rest of the article.

5 When students are finished, distribute Fact and Opinion: A Good Match worksheet and ask students to use the information in the passage to complete the worksheet.

6 After students have completed the worksheet, review the answers with the entire class.
A Good Match: The Restaurant Industry and Formerly Incarcerated Workers

“It’s really hard when you are trying to change your life and have no place to go.”

That’s Shannon Wilson, business manager at Hot Chicken Takeover, the fast-casual restaurant in Columbus, Ohio, that trains and employs those who have been affected by the criminal justice system. “I feel like we’re ostracized.”

According to a study by the Ella Baker Center for Human Rights, 76 percent of formerly incarcerated individuals call the search for work “very difficult or nearly impossible,” and two-thirds remain unemployed or underemployed a full five years after leaving prison. Wilson, who was incarcerated for four years at the Ohio Reformatory for Women after a drug and alcohol addiction she battled starting when she was a teenager, is one of those individuals. After leaving prison and starting to look for work, she, like many other formerly incarcerated individuals, had trouble finding someone to hire her. “I got shut down every time.”

Enter: the Restaurant industry.

While being one of the fastest-growing sectors of the economy, according to the National Restaurant Association, it’s also an industry having trouble filling entry-level positions. “People are really struggling to find reliable, engaged team members,” Joe DeLoss, founder of Hot Chicken Takeover, says. “It’s a pretty pervasive problem.” This translates to an incredible opportunity, financially and socially,

A fellow at Drive Change
Photo: Jeyhoun Allebaugh at https://www.tastingtable.com/dine/national/restaurants-formerly-incarcerated-drive-change

for both formerly incarcerated people and food businesses.

The Restaurant industry is currently the “top employer of former inmates in the United States,” Saru Jayaraman, cofounder and co-director of Restaurant Opportunities Centers United (ROC), says in an article for Fast Company. Indeed, the culinary world across the board—from fast-casual joints to fine dining spots, bakeries to food trucks—is stepping up to the plate.

More than just a “fair chance,” these restaurants provide training and skills that ideally help launch careers and fight...
unemployment. The restaurants, in turn, don't see the high turnover rates that plague the rest of the industry. “We're at 70 percent retention,” DeLoss says of his fast-casual spot.

Take Wilson, who moved up the ranks at Hot Chicken Takeover from Dishwasher to Business Manager, for example. As she explains, “The fact that they gave me a chance has made me extremely devoted and loyal.”

Roy Waterman, who spent the entirety of his 20s in prison, is the Owner and Head Chef of Caribbean Soul Caterers in New York City and the Director of Engagement for Drive Change, an organization that teaches job skills to young people with criminal backgrounds via a food truck. “Food is therapeutic,” Waterman says. “A lot of people in prison, they gravitate towards food because you can get lost in the dish you're making… and the power of a shared meal.”

The Restaurant field is quick to acknowledge that restaurants aren't necessarily an easy career path. Hard work, as any Chef will tell you, is essential to long-term success in the industry. The hours are long and nontraditional, the pay can be meager, and, in most positions, there's a fair amount of physical labor involved. “This is a tough industry and if you don't really love it, you're just not going to last no matter what,” says Aviva Paley of Kitchens for Good, a program providing culinary training and job placement for the formerly incarcerated.

However, restaurants are often ideal places for someone with a record to start, according to Geoffrey Golia, Program Director at Getting Out and Staying Out (GOSO). The 16- to 24-year-old justice-involved men he works with can see an ad from a restaurant and be assured that there will be real work for them the next day. The Food industry may be uniquely set up to help former inmates change their lives because there are many points of entry involved in both Food Manufacturing and restaurant work and many ways to move up. “You can start off as a Dishwasher and work yourself up to a Prep Cook, to the Sous Chef, to the Head Chef, to the Owner,” said Roy Waterman at the Second Chance Summit.

“We’re happy to have a job that starts out at a living wage and to be afforded the same opportunities in the company as everyone who doesn’t have a criminal background,” explains Ronnie Elrod of Dave’s Killer Bread. After his second stint in prison (which was 15 years long), he was hired as an Oven Operator in the bakery and has worked his way up to Director of Manufacturing, his current position, in just six years.

As Wilson puts it, “I had worked so long when I was in prison to overcome and change and be a different person.” Then DeLoss invited her for an interview, and the rest is history. “Joe told me, ‘We’re not gonna judge you by your past. We’re going to judge you by your future.’”

Employees at Dave’s Killer Bread
Photo: https://civileats.com/2016/07/11/how-the-food-industry-is-providing-second-chances-to-the-formerly-incarcerated/
Fact and Opinion: A Good Match

Using the facts that you underlined in the story, paraphrase three of them below.

1.

2.

3.

Using the opinions that you circled in the story, paraphrase three of them below.

1.

2.

3.

In the passage, Aviva Paley of Kitchens for Good says, “This is a tough industry and if you don’t really love it, you’re just not going to last no matter what.” Do you agree or disagree with this statement? Why or why not? Do you think you need to love the restaurant industry to stay in it? Write a paragraph citing examples from the story to support your opinion.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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? In this series, 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 across various sectors.

Students also get an overview of CUNY Social Services certificate and degree programs and practice using available resources to research them, including the CUNY college websites. CUNY offers dozens of certificate and degree programs across all sectors. Students do not need to know what they want to study or choose a program immediately; instead the goal is to focus on becoming comfortable researching programs.

It is recommended that the activities in each series be done sequentially.

**FINDING YOUR PATH**

- 7.1 • Finding Your Path
- 7.2 • Job-Seeker Terminology
- 7.3 • Know Before You Enroll
- 7.4 • Assessing and Selecting Job Training Programs*

**CUNY CAN GET YOU THERE**

- 7.5 • CUNY Basics: An Overview of the CUNY System*
- 7.6 • Understanding Degree Program Requirements*
- 7.7 • CUNY Certificates: Certified Alcohol and Substance Abuse Counselor (CASAC) and Certified Personal Trainer
- 7.8 • How Do I Enroll in CUNY?*
Finding Your Path

Students read an informational text on the differences between certification training, Associate’s and Bachelor’s degree programs and then apply this information to their own career exploration.

PREP

• Review the *Three Types of Job Training and Education: Certification, Associate’s and Bachelor’s Degrees* reading.

MATERIALS

• *Three Types of Job Training and Education: Certification, Associate’s and Bachelor’s Degrees* reading

EXPLAIN

1 There are many different paths people take to get the training they need in order to get the jobs that they want. Some people are trained while they work in on-the-job training or through apprenticeship programs where participants both attend class and then put their training into practice under supervision on the job.

Three of the most common types of education or training are certification training programs and Associate’s or Bachelor’s degree programs from a community or senior college or university.

2 Distribute *Three Types of Job Training and Education: Certification, Associate’s and Bachelor’s Degrees* reading. Ask students to read and annotate it, marking anything that seems important, interesting, surprising or confusing. They should also circle unfamiliar words and write any questions they have in the margins.

3 After students have finished reading, check their understanding with sample questions. Write these questions on the board, as well as the students’ responses.

• What is certification training?
• How do you earn a certification?
• What is an Associate’s degree?
• Where do you go to earn an Associate’s degree?
• What is a Bachelor’s degree?
• List some differences between certification training, an Associate’s degree and a Bachelor’s degree.

› **Length of time** *(Certification commonly less than a year, Associate’s degree 2–4 years, Bachelor’s degree 4 or more years.)*

› **Course of study** *(Certification focused on specific job skills, Associate’s degree can be vocational or liberal arts, Bachelor’s general studies plus a major.)*

› **Potential earnings:** *on average earnings increase with greater education.*

**DISCUSSION QUESTIONS**

You’re helping a friend figure out what job they want and what training they need. Apply the reading to determine what are some of the questions you would ask to help them figure this out?

• What careers are they interested in? What industries are they interested in?

• What training do they need to get this job? Do they need a certification? An Associate’s degree? A Bachelor’s degree?

**NOTE TO TEACHER:** If entry-level position does not require training, think about what position you would want to advance to and what training would be required.

• Where do you find that training?

• If there’s a choice between trainings, how will you narrow your choices and decide on one?

What factors would go into their decision?

• Area of interest. What are they interested in?

• Amount of time they can invest in initial education.

• Financial considerations.

• How long they want to spend in preparation. Do they want or need to work as soon as possible?
Three Types of Job Training: Certification, Associate’s and Bachelor’s Degrees

Many people need education or training in order to get the jobs that they want or need to advance. Some people attend programs that provide certification training in community colleges, community-based organizations, vocational schools or unions. Others attend community colleges and earn an Associate’s degree or attend senior colleges and earn a Bachelor’s degree. With all these options, how do you decide which one fits your needs?

What is Certification Training?
Certification training often takes less than a year. It is focused on training people to work at a specific job. Upon completion of the training course, graduates may take a certifying exam, given by a government agency or by an outside organization that is recognized by the industry. For example, someone who wants to be a Pharmacy Technician attends a job training program. Upon completion of the course, they take a certification exam held by the National Healthcareer Association. Pharmacy Technician training programs across the country in colleges and vocational schools are designed to prepare participants to pass this national exam. People who hold the certification can go anywhere in the United States and employers will know they are prepared to work as Pharmacy Technicians. Most certification programs require a High School Diploma or Equivalent.

How is it different from an Associate’s degree or a Bachelor’s degree?
Certification training is short-term training that is focused on the tasks needed for a specific job. The training fees tend to be lower than for degrees, however financial aid programs aimed at helping people afford college often do not apply to this training. Other aid programs, such as Individual Training Grants (ITGs) may apply to people who meet low income guidelines. Certification training is offered in a wide variety of places including community-based organizations, community and senior colleges.

What is an Associate’s degree?
A student can earn an Associate’s degree by taking about 20 classes within a specific curriculum designed by the school. Most Associate’s degrees are awarded by community colleges, sometimes called junior colleges or 2-year colleges. Some colleges, such as New York College of Technology or the College of Staten Island, offer Associate’s degrees as well as Bachelor’s degrees or higher. Students can take courses in preparation for a specific career, or they can take classes in general studies or liberal arts where they study a variety of subjects. Credits earned for an Associate’s degree can be counted toward completion of a Bachelor’s degree. The average annual salary in 2014 for New York City workers with an Associate’s degree was $45,000.

Adapted from:
https://neha.org/professional-development/education-and-training/differences-between-credentials-certifications
https://www.careeronestop.org/FindTraining/Types/college.aspx
https://study.com/articles/Difference_Between_an_Associate_Degree_and_Bachelors_Degree.html
Common Associate’s degree programs include studies in fields such as Art and Design, Business, Communication, Dental Hygiene, Culinary Arts, Automotive Repair, Electronics, Healthcare, Human Services and Health Information Technology. Students who may want to transfer their credits to a Bachelor’s degree program, but aren’t sure which major they want to pursue, may earn an Associate’s degree in Liberal Arts. Typically, most credits from Liberal Arts transfer to Bachelor’s degree programs. A High School Diploma or Equivalent is required for entrance into community college.

**How is it different from certification programs and a Bachelor’s degree?**

An Associate’s degree is a college diploma. Credits earned through passing classes can be transferred to a senior college if the student decides to pursue a Bachelor’s degree. This can be done immediately after completion of an Associate’s degree or several years in the future. Most certification programs do not lead to college credits or a college diploma.

Associate’s degrees generally require half the number of credits and take half as long to earn as Bachelor’s degrees. An Associate’s degree takes less time, but many jobs require Bachelor’s degrees.

**What is a Bachelor’s degree?**

A student can earn a Bachelor’s degree by completing approximately 120-semester credits or roughly 40 college courses within a specific curriculum designed by the school.

A Bachelor’s degree includes both general education or liberal arts courses in areas such as English, psychology, history, and math, as well as credit hours in the major area of study. In most cases, only 30 to 36 credits are in your major study area. The average annual salary in 2014 for New York City workers with a Bachelor’s degree was $65,000.

The three most common degree types are a Bachelor of Arts (B.A.), a Bachelor of Science (B.S.), and a Bachelor of Fine Arts (B.F.A). A B.A. is typically considered less job-oriented than some other degree options. These degrees are designed for those with an interest in the liberal arts, such as literature, philosophy, mathematics, and social and physical sciences.

A B.S. is considered more career-focused. For example, degrees in the medical, business, engineering or technology fields are often Bachelor of Science degrees. Individuals pursuing a B.F.A. are typically those interested in entering creative arts fields. Students pursuing B.F.A.s often aspire to be dancers, actors, singers, painters, and sculptors. A High School Diploma or Equivalent is required. Colleges will often also require additional testing or have additional requirements.

**How is it different from certification programs and an Associate’s degree?**

A Bachelor’s degree takes the longest of the three options. Bachelor’s degrees are sometimes referred to as four-year degrees. However, due to personal and financial considerations, students often take longer than four years to complete a Bachelor’s degree. Although it takes longer to earn a Bachelor’s degree, on average people with Bachelor’s degrees have more employment options and tend to earn more money in annual salary. A Bachelor’s degree is necessary for employment in many professional careers including Teaching, Engineering, and more. It is also a requirement in many fields in order to advance from entry-level to higher-level positions.
Lesson Guide

**Section 7.2**

### Job-Seeker Terminology

Students learn about job training programs—what they are, how to find a good one, what to expect as a participant—and read case studies of high-quality training programs in New York.

**PREP**

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

**EXPLAIN**

1. Explain that there are lots of programs that help people find jobs and help employers fill positions, and lots of differences between them.

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.
## Job-Seeker Terminology

<table>
<thead>
<tr>
<th>Job-Seeker Terminology</th>
<th>Definition of Job-Seeker Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Training</strong></td>
<td>A program, either fee-based or free, in which participants learn a specific workplace skill, such as refrigerator repair or commercial driving. May include job search assistance.</td>
</tr>
<tr>
<td><strong>Job Placement</strong></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><strong>Job Readiness</strong></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><strong>Career Advisement/Coaching</strong></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><strong>Employment Agency or Office</strong></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><strong>Degree</strong></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><strong>Certificate</strong></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><strong>Apprenticeship</strong></td>
<td>“Earn while you learn.” This is paid training in a particular job-related skill, often including classroom and work experience hours. 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><strong>Pre-Apprenticeship</strong></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><strong>Internship/Field Placement/Practicum</strong></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><strong>Trainee</strong></td>
<td>A person who is being trained in a particular job. Most trainees are paid for their training.</td>
</tr>
<tr>
<td><strong>Probation</strong></td>
<td>A period early in employment during which an employee must demonstrate her 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**
- 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?
4 Tell students that they will now use what they learned for 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 of what it said, and to make sure you’re writing about it in your own words. Tell students to put away their handout to write.

5 Distribute the writing assignment and review the directions.

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

7 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) 643-4760 or (518) 474-3950 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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Assessing and Selecting Job Training Programs

Students learn about local job training programs by researching training 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.
- Check the links on the *Links to Sample Job Training Programs* handout to make sure that they are still active. If any have become inactive, find an updated link for the training program or choose a new program to highlight.

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
- *Links to Sample Job Training Programs* handout

EXPLAIN

1. One way to enter the workplace is through a job training program.

What is a job training program?

- Shorter term programs (typically less than a year) that focus on tasks needed for specific jobs.

Can you name some job training courses?

- Ones that prepare participants to work as Home Health Aides, Nurse Aides, Computer Careers, Barbers, Personal Trainers, Substance Abuse Counselors, etc.

Why would someone want to do a job training program instead of going to college?
Tell students that today they will research job training programs in a variety of job sectors, including ones for Barbering, Cable Installation, Computer Coding, Bartending and Baking. Before they read about these programs, they are going to brainstorm questions that they might ask when investigating them.

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 their brainstorm or others they think of that they want answered when they research job training programs.

Distribute the Job Training Programs Research worksheet and the Links to Sample Job Training Programs handout and let students choose from the training program websites listed to research a training program. You may want to have students work individually or they can work in small groups according to their program choices.

Ask students to complete the Developing Research Questions sheet. Circulate to help students notice which information is and isn't on the website.

When students are finished, they can share or present their research to the class. Student should make sure to include in their presentation whether they believe their program is a high-quality training program or not and explain their reasoning based on evidence.

Discuss as a class what they learned from this activity, what skills they practiced and how they might use the skills and information in the future.
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 and how you determined this.

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 Ask for the school’s tuition cancellation policy in writing.</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?
Links to Sample Job Training Programs

NOTE: We are NOT endorsing or recommending any of the training programs on the list. This list is for information purposes only to practice evaluating job training programs.

COMMUNITY AND SOCIAL SERVICES

Barbering:
American Barber Institute*
http://abi.edu/

Personal Trainer:
American Academy of Personal Trainers*
http://aapt.edu/

TECHNOLOGY

Cable Installation:
Brooklyn Networks cable installation training at Brooklyn Workforce Innovations*:
http://bwiny.org/pages/programs/brooklynnetworksa.html

Computer Coding:
Coalition for Queens: Access Code*:
http://www.c4q.nyc/accesscode/

HOSPITALITY, RECREATION AND THE ARTS

Bartending Training at 1800 Bartending Schools
http://1800bartendingschool.com/bartending-classes

Baker Training
http://hotbreadkitchen.org/bakers-in-training/
CUNY Basics:
An Overview of the CUNY System

Students read an overview of CUNY colleges and programs, then read a table to determine where degree and certificate programs in Healthcare are offered. Healthcare is used as an example for this section but other sectors can be explored in a similar fashion.

PREP

- Read CUNY Basics handout
- Read Where are Healthcare Degree and Certificate Programs Located in CUNY? handout

MATERIALS

- CUNY Basics handout
- List of CUNY Community Colleges by Borough handout
- Where are Healthcare Degree and Certificate Programs Located in CUNY? handout
- Locating Degree and Certificate Programs in CUNY handout

EXPLAIN

1 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.

2 Before we begin reading, what are some questions that you have about Degree and Certificate Programs? Students might ask questions such as:

   ➢ What is the difference between degree and certificate programs?
   ➢ Where are programs offered? How do I find out what is available?
   ➢ How do I pay for them?
   ➢ How much do they cost?

Let students know these questions will be covered in the next series of lessons.
Distribute *CUNY Basics* handout. This handout provides basic information about CUNY. Ask students to annotate anything that seems important, interesting, or confusing. They can also circle unfamiliar words and write any questions they have in the margins.

Which do you think is better, a 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.
- What factors would influence which campus you attended?
  > *What courses were offered, convenience to home or work, what kind of program you’re looking for.*

Two important factors are what courses you are looking for and where they are located. Today we are going to use the courses offered in Healthcare as an example. Distribute the *Where are Healthcare Degree and Certificate Programs Located in CUNY?* and *List of CUNY Community Colleges by Borough* handouts.

CUNY has dozens of colleges across five boroughs and hundreds of majors. This chart helps people identify which colleges have which academic programs.

What is the information in the left hand column?
  > *A list of the Associate’s and Bachelor’s degrees granted.*

Where are the colleges listed?
  > *On the top row.*
As you can see this table lists ALL the Associate’s and Bachelor’s degree programs offered throughout the CUNY system. Which ones relate to Biology or Healthcare?

Sample answers are Aging & Health Studies, Biochemistry, Biology, Biomedical Informatics, Biotechnology, Chemical Technology, Community Health/Education, Dental Hygiene, Dental Laboratory Technology

Some boxes have an “A.” What does an “A” indicate?

An Associate’s degree.

Some boxes have a “B.” What does a “B” indicate?

A Bachelor’s degree.

If you wanted to enroll in a Certified Medical Technician certificate program at the CUNY campus closest to where you live, can you describe how you would use these pages to help you figure out where that is?

Look on the table that has the Certificate programs, find the Medical Technician certificate program in the left-hand column, follow it across to see which campuses offer that certificate, and then look at the list of campuses by borough to see which campus is closest to you.

Distribute the Locating Degree and Certificate Programs in CUNY worksheet. When the class has completed the worksheet, discuss the answers.
CUNY Basics

The City University of New York (CUNY) offers a range of educational and training programs, from short term job training programs to Associate’s and Bachelor’s degree programs through its community colleges and senior colleges. Community colleges offer Associate’s degree programs. Senior colleges offer Bachelor’s degrees, although a few colleges—Medgar Evers College, New York City College of Technology and the College of Staten Island—offer both Bachelor’s and Associate’s degree programs. Degree programs are offered through the college’s academic departments. Both community and senior colleges offer certificate and certification job training programs. Certificate programs are generally offered through the Continuing Education departments. CUNY has campuses in all five New York City boroughs. It has 24 colleges in total, offering Associate’s, Bachelor’s, Master’s, Doctoral and Professional degrees, in addition to Certificate programs.

Certification training typically takes less than a year. It is focused on training people to work at a specific job. Upon completion of the training course, graduates will take a certification exam and earn an industry-recognized credential. Certificate programs are offered at both community and senior colleges.

A student can earn an Associate’s degree by taking approximately 60–65 credits or roughly 20 classes within a specific curriculum designed by the school. Associate’s degree students generally have to declare a major when registering for classes. Associate’s degrees are commonly awarded by community colleges, although some senior colleges also award Associate’s degrees. Students can take courses in preparation for a specific career, or they can major in liberal arts where they study a variety of subjects. Students at one of CUNY’s community colleges can transfer to a senior college and credits earned for an Associate’s degree can be counted toward completion of a Bachelor’s degree.

A student can earn a Bachelor’s degree by completing approximately 120-semester credits or roughly 40 college courses within a specific curriculum designed by the school. Most Bachelor’s degree programs require that you choose a major or a course of study, but you generally do not have to decide on a major until later in your college career. A Bachelor’s degree includes both general education or liberal arts courses in areas such as English, psychology, history, and math, as well as credit hours in your major area of study. Bachelor’s degree programs are offered at CUNY’s senior colleges. Because there are so many options within the CUNY system, there are many factors to consider in picking the option that works best for each individual. Some factors to consider are:

- **TIME/PROGRAM LENGTH:**
  Do you need to complete training and enter the workforce right away? Have you identified a job you’re interested in and want to jump into training and working as soon as possible? Or do you want to and can you spend a longer time in education or training that may result in higher pay? Are you unsure which career is right for you and want to take general courses first?
Certification programs typically take less than one year to complete. However, in general, you do not earn college credits for certification training. Associate’s degrees are sometimes referred to as a two-year degree. However, due to personal and financial considerations, students can often take 3–4 years to complete an Associate’s degree. They offer both general academic and vocational options. A Bachelor’s degree takes the longest of the three options. Bachelor’s degrees are sometimes referred to as four-year degrees. However, due to personal and financial considerations, students can often take longer to complete a Bachelor’s degree. They combine general education and vocational classes.

**ADMISSIONS REQUIREMENTS:**
A High School Diploma or Equivalent is required for most certification programs at CUNY. Students applying to Associate’s and Bachelor’s degree programs are required to have a High School Diploma or Equivalent and to take the CUNY Assessment Test (CAT). All applicants with a High School Diploma or Equivalent are eligible for admission to CUNY community college Associate’s degree programs, regardless of CAT score. However, students may have to take remedial courses based on the assessment test results. Acceptance into a senior college is dependent on CAT results. Students interested in attending a senior college sometimes begin their college career at a community college and then transfer to a senior college upon the completion of remedial and credit courses.

**POTENTIAL EARNINGS:**
Although there isn’t specific information on average earnings for workers with certification training, the average annual salary in 2014 for New York City workers with a High School Diploma and some college without a college degree was $43,000. The average annual salary in 2014 for New York City workers with an Associate’s degree was $45,000 and the average for workers with a Bachelor’s degree was $65,000.

**COST AND FINANCIAL AID:**
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. Some full-time students may be eligible for an Excelsior Scholarship. 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.
### List of CUNY Community Colleges by Borough

#### Community Colleges by Borough

**MANHATTAN**
- Borough of Manhattan Community College (BMCC)
- Guttman Community College (Guttman)

**BRONX**
- Bronx Community College (BCC)
- Hostos Community College (Hostos)

**BROOKLYN**
- Kingsborough Community College (KCC)

**QUEENS**
- LaGuardia Community College (LGCC)
- Queensborough Community College (QCC)

#### Senior Colleges by Borough

**MANHATTAN**
- Baruch College (Baruch)
- The City College of New York (City)
- Hunter College (Hunter)
- John Jay College of Criminal Justice (John Jay)

**BRONX**
- Lehman College (Lehman)

**BROOKLYN**
- Brooklyn College (Brooklyn)
- Medgar Evers College (Medgar)
- New York City College of Technology (City Tech)

**STATEN ISLAND**
- College of Staten Island (CSI)

**QUEENS**
- Queens College (Queens)
- York College (York)
Where are Healthcare Degree and Certificate Programs Located in CUNY?

This is a sample page from Discover CUNY. It lists ALL the Associate’s and Bachelor’s degree programs offered throughout the CUNY system. Find the ones that relate to Biology or Healthcare.

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Baruch</th>
<th>Brooklyn</th>
<th>City</th>
<th>CSI</th>
<th>Hunter</th>
<th>John Jay</th>
<th>Lehman</th>
<th>Medgar</th>
<th>City Tech</th>
<th>Queens</th>
<th>SPS</th>
<th>York</th>
<th>BMCC</th>
<th>GCC</th>
<th>GC</th>
<th>RCC</th>
<th>LCCC</th>
<th>GCC</th>
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<tbody>
<tr>
<td>Accounting - Dental Laboratory Technology</td>
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<td>Actuarial Science/Studies</td>
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<td>African-American Studies</td>
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*For more information on financial aid eligibility and updates and student supplies and transportation, visit [www.cuny.edu/inquire](http://www.cuny.edu/inquire).
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CUNY also offers many certification and certificate programs. Below is a listing of many of their programs.

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### Section 7.5

#### Certificate Programs

**Biology and Health**

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* Please note that this table was created by reviewing the websites for each community and senior college in the CUNY system. There is no single, comprehensive listing of all certification programs at CUNY. This list is subject to change depending on CUNY certification program offerings.
Located in Every Borough of NYC

Stay Connected!
Join our email list for exciting university updates and student life information.
www.cuny.edu/inquire

FOUR-YEAR COLLEGES
Baruch College
Brooklyn College
City College
City College of New York
City Tech
John Jay College of Criminal Justice
Lehman College
Macaulay Honors College
Medgar Evers College
Queens College
Queens College
School of Professional Studies
York College

COMMUNITY COLLEGES
BMCC
Borough of Manhattan Community College
BCC
Bronx Community College
Guttman
Guttman Community College
Hostos
Hostos Community College
KCC
Kingsborough Community College
LGCC
LaGuardia Community College
QCC
Queensborough Community College

The Macaulay Honors College is available at eight colleges: Baruch College, Brooklyn College, the City College of New York, City College of Staten Island, Hunter College, John Jay College of Criminal Justice, Lehman College and Queens College.
Financial Aid
Save More By Borrowing Less

When you look at the quality and cost of a CUNY education, you see right away that it is a tremendous value. But still, the cost of a college education is a significant investment and one to be carefully considered.

If you think you will need assistance to pay for educational expenses, we recommend that you apply for financial aid. While you and your family have the primary responsibility of paying for your education, funding is available from the federal, state and city government and from CUNY to help you pay college expenses. These expenses include tuition and fees, room and board, books and supplies and transportation.

Visit www.cuny.edu/financialaid for more information on financial aid eligibility and how to apply.

<table>
<thead>
<tr>
<th>Type of Student</th>
<th>New York State Residents</th>
<th>Out-of-State Residents</th>
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<tr>
<td>Full-time at Four-Year College*</td>
<td>$6,030 per year</td>
<td>$16,050 per year</td>
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<tr>
<td>Full-time at Community College*</td>
<td>$4,500 per year</td>
<td>$9,000 per year</td>
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*As of Fall 2014

58% of students attend CUNY tuition free
Locating Degree and Certificate Programs in CUNY

Refer to the table for the following questions:

1. If you were looking for a Bachelor’s degree in Dietetics, which colleges could you attend?

2. If you were looking for an Associate’s degree in Community Health, which colleges could you attend?

3. What colleges would you want to transfer to if you decided to go for a Bachelor’s degree instead?

4. Which colleges seem to have a focus in health at the following levels?
   
   Bachelor’s degree Programs: ____________________________________________

   Associate’s degree Programs: ____________________________________________

   Certificate Programs: ____________________________________________
5 There are Bachelor’s and Associate’s degree programs in the Healthcare field. What are three factors that would influence which one you choose?

1. 

2. 

3. 

6 When you are considering various CUNY programs what factors would influence which location you choose?

1. 

2. 

3. 


Understanding Degree Program Requirements*

Students read a description of a sample Social Services 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 students have difficulty understanding the relevance of general education requirements to their major.

- Requirements for majors are divided into two main areas—Major 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 Human Services major at Bronx Community College on the next page as an example.

- Read the Human Services description in the Bronx Community College website, and practice navigating there from the Academics area of the BCC website.

MATERIALS

- This session requires use of a computer lab.

- Understanding Degree Program Requirements worksheet
LESSON GUIDE

Section 7.6

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 Human Services as a sample major. In the future, you will be able to research a major or certificate that you are interested in, using your skill in navigating college websites.

What do you think the Human Services major is all about?
- The major prepares students to work with clients who need support with issues such as poverty, aging, housing or mental wellness.

2. What courses do you think are required for this major? Answers will vary.

3. Write BCC.cuny.edu on the board and have students navigate there, circulating to make sure they are on the correct page. Then ask them to click on Academics, then Academic Degree Programs, then find and click on the A.A.S. in Human Services. Make sure that students are not on the Liberal Arts and Sciences—Human Services major, which is different.

4. Explain that the major requirements come in two parts: major requirements and general education requirements. Major requirements are the courses that directly relate to the major or career. General education requirements are further divided into core and flexible core requirements. 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.

5. Ask students to read the description of the major and identify some of the tasks they think might be required of people who work in the field of Human Services. Write their responses on the board.
   - They might say things like: counsel people who are looking for jobs or struggling with addictions, or connect people to public benefits, such as food stamps.

6. Divide students into groups of three.
   - Ask each group to navigate to the Academics section of the BCC website, then Academic Resources, then click on the College Catalog. They will need to read the course descriptions in the catalog to answer the questions on the worksheet.
   - Distribute the Understanding Degree Program Requirements worksheet and ask students to complete it using the course descriptions.
HUMAN SERVICES
Associate in Applied Sciences Degree | Career Program | Department of Social Sciences

The Human Services curriculum prepares students for entry-level career positions in a variety of human services occupations. Students interested in transferring to a four-year college to major in Social Work after completing their studies at BCC should see the program description for the Human Services Option of the Liberal Arts and Sciences Associate in Arts.

The AAS curriculum prepares students for employment as mental health aides, group residence workers, neighborhood outreach workers, social case work assistants, geriatric counselors, assistant probation officers and other similar positions. Employment opportunities exist in such areas as day care, mental health, social services, aging, rehabilitation of the disabled, group and community work at the public and private level.

Graduates are prepared to pursue further education at senior colleges leading to a baccalaureate degree in several professional areas including social work, gerontology, juvenile justice, psychology, sociology, education and counseling. Human Services students are required to participate in two Human Services field work internships which provide supervised learning experiences in work situations. Students learn to apply theoretical material from the classroom and test career choices in the real world.

The degree articulates with SUNY Empire State College and Boricua College. Students are encouraged to visit the Transfer Planning web site for more information.

Curriculum Coordinator: Professor Gregory Cobb

HUMAN SERVICES CURRICULUM (PATHWAYS)
60 Credits required for AAS Degree

Required Core
A. English Composition
   • ENG 10 Fundamentals of Composition and Rhetoric OR ENG 11 Composition and Rhetoric I (3 Credits)
   • ENG 12 Composition and Rhetoric II OR ENG 14 Written Composition and Prose Fiction OR ENG 15 Written Composition and Drama OR ENG 16 Written Composition and Poetry (3 Credits)

B. Mathematical and Quantitative Reasoning
   • MTH 21 Survey of Mathematics I OR MTH 23 Probability and Statistics (3 Credits)

C. Life and Physical Sciences
   • BIO 21 The Human Body (4 Credits)

Flexible Core
A. World Cultures and Global Issues
   • SOC 11 Sociology (3 Credits)
   • HIS 10 or History of the Modern World OR HIS 11 Introduction to the Modern World (3 Credits)

B. U.S. Experience in its Diversity
   • POL 11 American National Government (3 Credits)

C. Creative Expression
   • ART 11 Introduction to Art History OR ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East OR MUS 11 Introduction to Music OR MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (3 Credits)

D. Individual and Society
   • PSY 11 Introduction to Psychology (3 Credits)

SUBTOTAL 15

Major Requirements
   • COMM 11 Fundamentals of Interpersonal Communication OR COMM 20 Public Speaking and Critical Listening (3 Credits)
   • HLT 91 Critical Issues in Health (2 Credits)
   • HSC 10 Human Services and Social Welfare Institutions (3 Credits)
   • HSC 11 Case Management (3 Credits)
   • HSC 12 Human Services Skills and Methods (3 Credits)
   • HSC 91 Fieldwork and Seminar in Human Services I (3 Credits)
   • HSC 92 Fieldwork and Seminar in Human Services II (3 Credits)
   • PSY 31 Abnormal Psychology (3 Credits)
   • PSY 40 Life Span Development (3 Credits)
   • SOC 35 Introduction to Social Work (3 Credits)
   • SOC 37 Social Inequity (3 Credits)

SUBTOTAL 32

SCHOOL OF SOCIAL SCIENCES | 2016-2017 COLLEGE CATALOG

NYSED/CUNY CareerKit for HSE & ESL Learners (2018) • Career Fundamentals
UNIT 3 • GETTING PREPARED 301
Human Services
Social Sciences

HSC 10 3 rec 3 cr

Human Services and Social Welfare Institutions
Introduces the student to the foundations and influences of social welfare policy and the human services movement. Social welfare institutions and societal response to human needs will be examined. The course will discuss the influences of political, social and cultural factors upon past and present approaches to meeting the needs of individuals, families, groups and communities.
Corequisites: ENG 2 or RDL 2 if required and PSY 11 or SOC 11

Flexible Core - U.S. Experience in its Diversity

HSC 11 3 rec 3 cr

Introduction to Case Management
Addresses the complex situation of children and adolescents who require long-term assistance and whose needs fall along a continuum of care. Objective is to facilitate and ensure the effective delivery of service by improving the ‘fit’ between client capacity and demands of the environment. Includes focus on crisis intervention with regard to child abuse, family violence, substance abuse, HIV and AIDS and teenage pregnancy.
Prerequisite: HSC 10, PSY 11, SOC 11

HSC 12 3 rec 3 cr

Human Services Skills and Methods
This course introduces students to essential skills, techniques and methods necessary for success in the field of human services. The course will help students transfer knowledge gained in the classroom to future practice and fieldwork placements. Students will become acquainted with the methods and skills used in the human service field to assist clients on an individual basis (micro-level) or in larger group settings (mezzo-level). Counseling approaches used to assist clients from culturally diverse backgrounds will be explored. Advocacy techniques which aid clients who are receiving inadequate services from public assistance agencies will be discussed.
Prerequisite or Corequisite: HSC 10

HSC 91 2 rec 14 hrs field work 3 cr
Field Work and Seminar in Human Services I
Supervised fieldwork at a community social agency to provide practical human service skill development in the diagnosis, treatment and evaluation of individual, family, group and institutional problems. Weekly seminars are designed to assure that skills and values are being appropriately integrated.
Prerequisites: PSY 11, SOC 11, HSC 12 and permission of department
Prerequisites or Corequisites: ENG 10 or ENG 11, HSC 11, SOC 35

HSC 92 2 rec 14 hrs field work 3 cr
Field Work and Seminar in Human Services II
Supervised field work at a community social agency to provide practical human service skill development in the diagnosis, treatment and evaluation of individual, family, group and institutional problems. Weekly seminars to assure that skills and values are being appropriately integrated.
Prerequisite: HSC 91 and permission of department

Italian
Modern Languages

ITL 23 3 rec 3 cr
Dante’s Divine Comedy
The course will introduce Dante’s Divine Comedy and will cover a selection of canti from Inferno, Purgatorio and Paradiso. Through readings, oral reports and written assignments students will explore historical, literary, cultural and political themes which will provide a backdrop of the Commedia. Course will be conducted in English.
Corequisites: ENG 2 and RDL 2 if required
Flexible Core - Creative Expression

ITL 111 3 rec, 1 conf/rec 3 cr
Beginning Italian I
This introductory language course is designed for beginners of Italian. This course is not for native or heritage speakers of Italian. Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on Italian cultural themes. Use of instructional technology.
Flexible Core - World Cultures and Global Issues
Understanding Degree Program Requirements*

Read the A.A.S in Human Services description on the BCC website, www.bcc.cuny.edu.*
Use the Course Catalog to read more about each course listed below, then reach your own conclusions about how each course is relevant to Human Services students to answer the questions below.

1. **English Composition**: How will the required English courses help Human Services professionals?
   *Read the course descriptions on p. 207-208 of the College Catalog to answer this question.*

2. **Mathematical and Quantitative Reasoning**: Why do Social Service professionals need to use math?
   *Read the course descriptions on p. 226 of the College Catalog to answer this question.*

3. **Life and Physical Sciences**: Why do you think this course is required?
   *Read the course descriptions on p. 189 of the College Catalog to answer this question.*
4. What do students do in HSC 11 and why is it required?  
   Use the course description on p. 219.

5. What do students do in HSC 91 and why is it required?  
   Use the course description on p. 219.

6. Having learned about the A.A.S in Human Services degree, is this a career you would consider pursuing? Why or why not?
CUNY Certificate Programs: Certified Alcohol and Substance Abuse Counselor (CASAC) And Certified Personal Trainer*

Having researched degree programs, students will now learn about certificate programs by reading descriptions of two Community and Social Service certificates offered at several CUNY campuses and develop questions based on what they read.

MATERIALS

- Alcoholism and Substance Abuse Counselor (CASAC) Certificate at Medgar Evers College* handout
- Certified Personal Trainer Certificate at Bronx Community College* handout

NOTE: The fliers included in this lesson outline these sample certificate programs. There may be differences in requirements and program details in similar certificate programs at different colleges, so researching individual programs is always recommended.

EXPLAIN

1. Certificate programs can be credit-bearing or not, require one semester or many semesters of study, may be open to HS/HSE diploma-holders only or may be open to those have not yet earned diplomas. There is a lot of variation in certificate programs. In CUNY, they are housed in the Continuing Education departments.* As the needs of industries change, colleges are adding and updating certificate programs all the time. The most up-to-date information can be found through the Continuing Education offices of each campus.

2. We are going to look at two certificate programs that are offered at several CUNY colleges. Descriptions of certificate programs are usually less detailed than descriptions of degree programs, so after reading the certificate program descriptions, you will develop questions you have about the program.
We will read first about the CASAC certificate program. According to the New York State Department of Health, 12% of adolescent and adult New Yorkers, or 1.9 million people, struggle with alcohol and drug abuse. Alcohol and drug abuse is often connected to homelessness, mental illness, violence and even suicide. People interested in working in this field receive state licenses after undergoing training and providing supervised counseling to clients. Several CUNY campuses offer the CASAC certificate which can lead to licensing after an exam and a set number of supervised work hours.

Another CUNY certificate program we’ll look at is Certified Personal Trainer, which is offered in the Continuing Education departments of several CUNY colleges. The growth of an aging population and media attention on preventive healthcare make Personal Trainers one of the fastest growing occupations nationwide. Personal Trainers are energetic, enjoy physical activity, like working with and motivating people, and have an entrepreneurial spirit, meaning they’re good at selling things, including their own skills, and are also good at managing their own time.

Distribute the Alcoholism and Substance Abuse Counselor (CASAC) Certificate at Medgar Evers College* program description. Ask students to read it and consider any questions they would have about entering the program.

Distribute the Certified Personal Trainer Certificate at Bronx Community College* program description and ask students to read it and consider questions they would have about entering this program.

Ask students to choose one of the two certificate programs, and write five questions they might have about entering one of these programs.

When students are finished, they can share their questions with the class. **Ask:** How do you think you might be able to find the answers to some of these questions if they are not on the college’s website?
Alcoholism and Substance Abuse Counselor (CASAC) Certificate at Medgar Evers College*


The CASAC Certificate program at Medgar Evers College is for counselors, social workers, and other health care professionals. The 350 hour program covers the full range of knowledge, skills and professional techniques related to becoming a Credentialed Alcoholism and Substance Abuse Counselor.

Upon successful completion of the CASAC Certificate program, students are CASAC-T (CASAC Trainees) and eligible to begin their 6,000 supervised work hours required of Substance Abuse Counselor licensing. In order to become licensed, candidates must complete 350 hours of coursework, 6,000 hours of supervised substance abuse counseling and pass the ICRC Alcohol and Drug Counselor (ADC) Exam which is offered by New York State weekly.

Courses are typically scheduled on a Monday and Wednesday (and/or) Tuesday and Thursday frequency, from 6–9pm and some Saturdays from 11:00am–3:00pm.

Program Accredited by: New York State Office of Alcoholism and Substance Abuse Services (OASAS), http://oasas.ny.gov/

Entry Requirements: Student must be 18 years old, have a HS Diploma or HSE and be a resident of NYS.

Full Program Tuition: $4510
### COURSES

<table>
<thead>
<tr>
<th>COURSE</th>
<th>Clock Hours</th>
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<tbody>
<tr>
<td>Drugs 101. Basic Knowledge of Addictions</td>
<td>(OASAS Sect 1) – 30 clock hours</td>
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<tr>
<td>Advanced Study of Alcoholism. Drug Addiction</td>
<td>+(OASAS Sect 1) – 30 clock hours</td>
</tr>
<tr>
<td>Intervention and Treatment Approaches</td>
<td>(OASAS Sect 1) – 30 clock hours</td>
</tr>
<tr>
<td>Mandatory Four Hours of Tobacco Cessation (online, no tuition)</td>
<td>(OASAS Sect 1) – 04 clock hours</td>
</tr>
<tr>
<td>Alcohol. Drug Counseling with Diverse Populations</td>
<td>(OASAS Sect 2) – 30 clock hours</td>
</tr>
<tr>
<td>Individual Therapy in Addictions Counseling</td>
<td>(OASAS Sect 2) – 45 clock hours</td>
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<tr>
<td>Group Therapy in Addictions Counseling</td>
<td>(OASAS Sect 2) – 30 clock hours</td>
</tr>
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<td>Alcohol. Drug Effects on Families. Significant Others</td>
<td>(OASAS Sect 2) – 24 clock hours</td>
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<tr>
<td>Theories of Human Growth and Development</td>
<td>(OASAS Sect 2) – 24 clock hours</td>
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<tr>
<td>Health Wellness in Addictions Counseling</td>
<td>(OASAS Sect 2) – 24 clock hours</td>
</tr>
<tr>
<td>Assessment and Evaluation in Addictions Counseling</td>
<td>(OASAS Sect 3) – 24 clock hours</td>
</tr>
<tr>
<td>Treatment Planning, Client Record Keeping, Discharge Planning</td>
<td>(OASAS Sect 3) – 24 clock hours</td>
</tr>
<tr>
<td>Case Management Referral &amp; Service Coordination</td>
<td>(OASAS Sect 3) – 24 clock hours</td>
</tr>
<tr>
<td>Ethical Issues Specific to Substance Use and Abuse Disorder</td>
<td>(OASAS Sect 4) – 45 clock hours</td>
</tr>
<tr>
<td>Child Abuse Training (Online, no tuition)</td>
<td>(OASAS Sect 4) – 04 clock hours</td>
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<tr>
<td>CASAC</td>
<td>HC-PD600</td>
<td>Tue, Wed, Thu, Sat</td>
<td>6pm–9pm, 10am–2pm</td>
<td>Begins Feb 13</td>
</tr>
</tbody>
</table>

**Instructors:** Ms. Ronda Marrimon, Ms. Danielle Benoit-Coutard
Certified Personal Trainer at Bronx Community College*

Following is a description of the Certified Personal Trainer certificate program offered by Bronx Community College’s Continuing Education department. Similar courses are offered at other CUNY colleges.

Are you an energetic, fitness-conscious person looking for an in-demand career in a high-paying field? ABC NEWS.com and Fortune Magazine rank “personal fitness trainer” as the fourth hottest job in the United States—and right now there’s a shortage of personal trainers, so it’s a great time to enter this field.

This program blends the best of academic and hands-on training, offering:

- 15 hours of online theory in the comfort of your own home
- 15 hours of practical “hands-on” training over a four-day period
- 30 hours of internship to give you real-world experience

In these lessons, you’ll master the fundamentals of biomechanics, exercise physiology, fitness testing, equipment use, and health assessment. When you successfully complete all of your course requirements and the necessary CPR/AED first aid training, you’ll receive your nationally-recognized World Instructor Training School (W.I.T.S.) Personal Trainer Certification—a certification that can open the door to a great career in the fitness field.

Your W.I.T.S. certification will show employers that you're skilled, knowledgeable, and committed to excellence in your career. W.I.T.S. is the only major certifying body in the country providing comprehensive practical training and internships. It is an approved CEU provider for the Board of Certification for Athletic Trainers (BOC), the American Occupational Therapy Association (AOTA), the National Certification Board for Therapeutic Massage & Bodywork (NCBTMB), Veterans' Training and Education, and the International Association of Continuing Education and Training (IACET).

Upon registering, you’re given twelve months to complete this program.

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.
A Panel of Professionals

Having watched video interviews and read narratives by professionals across a variety of sectors, students now have the opportunity to interact directly with professionals. They develop questions for the panelists, then listen to the presentation, asking their questions and taking note of the answers.

COORDINATION

What careers are your students interested in? A panel will be more successful if there are representatives from a variety of fields that students have identified themselves. Ask students to list the industries that they are most interested in and to brainstorm some general areas. Use this information as a guideline when putting together the panel.

1 **Identify professions of interest to students.** You may want to create a career interest survey prior to the class.

2 **Invite 5–6 panelists who work in fields of interest to students.** These can include professionals and students. Students can offer some insight into the career preparation process, while professionals can discuss actually working in the field.

3 **Where to find panelists:**
   - Ask people you know—relatives, friends, neighbors.
   - Ask other teachers at your site for recommendations.
   - Ask student services personnel or professors at a local college. Some academic departments require that faculty complete a certain number of presentation or outreach hours per semester.
   - Ask at places of business with which you are familiar.
   - Ask students for recommendations.

4 **What to ask for:**
   - Explain that you teach basic education classes, or specify literacy, HSE or ESL, to adult students who are studying careers while they are working on their academic skills.
   - Explain that as part of the class you are creating a career panel, and that students are interested in hearing about their profession. Ask the panelists to be available for 1.5 hours (adjust this time as needed). Explain that you will ask them to briefly describe what they do and be available to answer questions from students.
• Let your interest in your students come through. Talk about what impresses you about them. For example, they are parents who returned to school after their children have graduated, or people who come to school after working a night shift, or young people who do their homework while their friends are socializing.

**Confirm, confirm, confirm**

You can never confirm too many times. It's terrible to have panelists not show up and be left with a thin panel. Confirm the date, time and location.

**Prepare the panelists**

The panelists might have never participated in a panel before. They might be nervous and unsure of what to discuss. Choose 4-5 topics to focus on from the list below and share them with the panelists ahead of time so they can prepare.

- Email the panelists a list of 4-5 topics you would like them to discuss. Use the ones listed below or create your own.
- Can you describe what you do on a daily basis at work?
- How did you get your job?
- What do you like about it?
- What is difficult about your job?
- What majors or certificates are required? Is licensing required?
- Is there a path to advancement? What are some higher level and lower level positions on this track?
- What personality traits are a good match for this career?
- What hours do you work?
- What benefits are typical in this profession?
- How do you think this profession is changing? What do you think it will be like in 3-5 years?

Let them know that the students will also generate their own questions for discussion.

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**TIPS FOR A SUCCESSFUL CAREER PANEL**

**A Mix of Formal and Informal Settings**

A mix of formal and informal settings is ideal, for example, a moderated panel followed by lunch that the panelists are invited to. Maybe your site can order pizza, or you ask students and panelists to bring their lunch. This allows for more intimate conversations and networking. Another way is to simply have the panel take up a portion of class time, ask the panelists to stay during a break before the next part of the class begins, and ask students to take advantage of the panelists’ presence.

**Be Flexible**

It’s ideal if panelists can stay for the entire event, but if one needs to leave at a certain time, it may be better to have that panelist for some of the time than not at all.

**Be Gracious**

Be gracious and tell the panelists the value of their participation. Also remember that this can be a rewarding experience for panelists. It’s inspiring to meet hard-working students and feel like you’ve contributed to their learning.
Preparing Students for a Career Panel

In order for the panel to be successful, students need to be prepared, so that they can engage with the panelists. They should be clear on what to expect from panelists and what will be expected of them.

EXPLAIN

1. You have read graphs and maps, watched videos and read written interviews. Now it’s time to meet the professionals themselves. We’ve invited professionals here today so that you can learn about their experience in the workplace.

2. The professionals we have invited work as ________________, ________________, and ________________. You will hear about their experiences in the workplace and will have the opportunity to ask them questions.

3. Write at least two questions—they shouldn’t be the same—for each panelist. What is it you really want to know about this career? Make sure the questions are complete and contain no spelling or grammatical mistakes. You may ask students to write different types of questions, for example, 5 W questions.

4. If students have a difficult time thinking of questions, ask for one or two examples and write them on the board.

5. Teacher can circulate and assist students by giving them feedback as they write. When students are finished, ask volunteers to share some of their questions with the class and together discuss what is working and what could be improved upon with their questions.

6. Give students time to make revisions. Students will use these questions during the panel. Teacher may choose to collect them and redistribute them during the panel or have students hold onto them.
To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness.

— John Dewey