In **Unit One**, students studied graphs to learn the big picture of employment today, and used career database websites to conduct research based on their own interests.

In **Unit Two**, students learn how careers relate to one another and can lead to advancement, using the CUNY’s Labor Market Information Service (LMIS) Career Maps and other documents. The sample careers described in this unit can be used as a point of departure to discuss other careers in healthcare or career movement in general. Students also learn about degree and certificate programs in healthcare offered at CUNY.*

### 1. Calculations 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. Listening Exchange: My Work History

Students practice question development as they reflect on their work history, informing their considerations for career moves for the future. What factors impacted their career decision-making? Did they engage in any career-related education or job training? What did they learn about their own interests from jobs they’ve had? What skills did they acquire?

### 3. Identifying Values, Strengths and Skills

One of the hardest parts of career decision-making is knowing ourselves. Students increase their self-awareness by identifying their work values and interests, then consider careers informed by this information about themselves.

### 4. Career Change in Healthcare Series

Students learn about how career change happens in healthcare using a personal narrative and data-driven Career Maps, and then consider their own career trajectories and values.

#### 4.1 • Rebecca’s Career Change Letter

Students read and discuss a letter about career change from a teacher who decided to pursue a medical career.

#### 4.2 • Rebecca’s Career Map

Drawing on their experience with map-reading, students consider the trajectory Rebecca took and portray it as a map.
4.3 • Home Health Aide Career Map*  
Students read the LMIS Home Health Aide Career Map, noting the multiple common career pathways Home Health Aides take. This can be used as an example of career progression in general.

4.4 • Additional Career Maps: Medical Assistant, Healthcare Information and “Beyond Hospitals and Nursing Homes”  
A selection of healthcare career maps that can be used as additional career examples using the previous career map activities.

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

4.6 • My Career Map  
Students map their own career trajectory, including past and current jobs, what they learned from them about themselves, future goals, and steps they can take to reach those goals.

4.7 • Career Map Writing Activity  
Students complete a writing activity analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future. Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.

5. CUNY CAN GET YOU THERE SERIES: CUNY PROGRAMS IN HEALTHCARE*  
Students get an overview of CUNY healthcare programs and resources to research them, including the CUNY college websites and the Discover CUNY chart of majors.

5.1 • Researching CUNY Degree and Certificate Programs in Healthcare*  
Students practice using a college website to locate degree and certificate programs in healthcare, then choose one degree program to research in further detail.

5.2 • Understanding Degree Program Requirements*  
Students look at a sample healthcare major at a CUNY college and discuss the relevance of general education requirements to the major.

5.3 • CUNY Certificates: Healthcare Interpreter and Medical Biller*  
Descriptions of two of CUNY’s many healthcare certificate programs.

5.4 • How Do I Enroll in CUNY?*  
Students learn the steps needed in applying to CUNY certificate and degree programs.
Calculations With Bar Graphs: Education Pays

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

PREP

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

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

MATERIALS

- *Average Lifetime Earnings and Educational Attainment* graph

EXPLAIN

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

2. Researchers for the *American Community Survey* 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 below to find out what they learned.

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

Credit: LMIS, NYC Labor Market Information Service

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

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

What does the title mean?

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

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

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

What does median mean?

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

What trend or pattern do you notice?

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

What are 3 examples of professional degrees?

› MD, DDS, M. Arch

CALCULATING EARNINGS

Students work on the problems from the Calculating Earnings handout then discuss as a class.
Calculating Earnings

1. How much more money does someone with a diploma earn than someone who never earns a 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 Associates degree earn than someone with only a HS/HSE diploma? Show your work below.
**My Work History: Listening Exchange**

Students reflect on their own work history and what they have learned from it, as a precursor to learning about other careers.

**EXPLAIN**

It’s important to know how the labor market is doing, but it’s just as important to know yourself – your likes and dislikes, strengths and weaknesses, and what you learned from one job that you will bring into your next work experience. How can you avoid repeating history and continue to make better, more informed and more fulfilling decisions for yourself? One of the most valuable things you can do when researching careers is to ask lots of questions: about yourself and about various careers. Why would you have to ask a question about yourself? You already know yourself, right?

Life can be so fast-paced that we rarely have time to sit down and think about what we really want. Do you know what your dream job is? Do you know what it takes to get there, such as how much study and training, which courses and credentials are required, how long you will have to train, which entry level careers will lead to your hoped-for career?

**GENERATING QUESTIONS**

You are going to interview a partner about his/her work history, finding out about past jobs and what s/he learned from them. Take 15 minutes to write as many questions as you can that will help your partner to describe his/her work history. Your objective is to help him/her think about what s/he learned that can be useful in future career planning. If students have difficulty generating questions, use some from the list below, or others that you think of. Examples:

- What was your first job?
- What job did you have after that? And after that?
- What did you like about it/them?
- What didn’t you like about it/them?
- Did you ever have a supervisor you thought was especially effective or supportive? What made him/her so?
- What did you learn about yourself in that job?
- What did you learn about careers in that job?
When you left that job, what kind of job did you want next?

Were you prepared for the responsibilities of that job? If no, what did you do to prepare yourself?

What did you learn applying for a job?

What did you learn about interviewing for a job? How did you learn it?

**INTERVIEWS**

Interview your partner, asking the questions you wrote down. Then switch, and your partner will interview you.

The teacher should circulate and listen to the conversations, noting any patterns or topics to return to in further classes.

**WRAP-UP DISCUSSION**

Students volunteer to share some of what they discussed.

- What did you learn in this conversation?
- Did you learn anything about yourself?
- Does this give you any new thoughts about your career choices, past, present or future?
- Did you notice any patterns or similarities between you and your partner?
Identifying Values, Strengths and Skills

Students identify their values and interests with respect to career choices. Once they are identified, they consider potential careers based on their personal attributes and interests.

PREP

- Choose 1, 2 or all 3 inventories to do with students.

MATERIALS

- My Values worksheet
- My Strengths worksheet
- My Skills worksheet

EXPLAIN

1. When choosing a career, it’s important to know about the labor market, that is, the availability of jobs in various fields, but it’s also important to know about yourself. Why?
   > Example: Because not all job-seekers are well suited to all jobs.

   For example?
   > Example: Teachers should be patient. Health educators should be comfortable speaking in public.

   What is important to know about yourself when considering careers?
   > Examples: What you like to learn about, what types of skills you enjoy practicing, such as skills that involve working with your hands, or skills that involve working with people. What types of environment you enjoy working in, for example, outdoors or in an office.

2. Distribute the worksheets, asking students to complete them based on their honest responses. This should be a personal, introspective activity.

   My Values: Students identify which work-related values are important to them, for example, setting one’s own hours, working alone, using creativity.

   My Strengths: Students identify their own personal characteristics considering which will be assets or liabilities in the job market.

   My Skills: Students identify areas in which they excel, such as negotiating, organizing events, selling ideas or products, working with children.

Activities written by Kate Brandt, The CUNY HSE Curriculum Framework, 2015
My Values

Values are attitudes or beliefs that represent your preferences. Values are not right or wrong, or true or false but they can determine how you behave, feel, think and also how you make decisions.

Select your top FIVE values. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five values.

<table>
<thead>
<tr>
<th>My Values</th>
<th>My Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be an expert at what I do</td>
<td>Wear a uniform</td>
</tr>
<tr>
<td>Set my own hours/ have flexibility</td>
<td>Follow a set routine most of the time</td>
</tr>
<tr>
<td>Compete with others on the job</td>
<td>Work alone most of the time</td>
</tr>
<tr>
<td>Spend time with family</td>
<td>Gain a sense of achievement</td>
</tr>
<tr>
<td>Contact with the public</td>
<td>Work as a member of a team</td>
</tr>
<tr>
<td>Take risks</td>
<td>Work in a fast-paced environment</td>
</tr>
<tr>
<td>Earn a high salary</td>
<td>Help improve society</td>
</tr>
<tr>
<td>Travel often for business</td>
<td>Help other people</td>
</tr>
<tr>
<td>Experience adventure/ excitement on the job</td>
<td>Work in a physically pleasant environment</td>
</tr>
<tr>
<td>Use my creativity</td>
<td>Job security</td>
</tr>
<tr>
<td>Feel respected for my work</td>
<td>Work indoors</td>
</tr>
<tr>
<td>Work outdoors</td>
<td>Lead and influence others</td>
</tr>
<tr>
<td>Following a set routine most of the time</td>
<td>Opportunities for personal growth</td>
</tr>
<tr>
<td>Work alone most of the time</td>
<td>Work regular hours</td>
</tr>
<tr>
<td>Gain a sense of achievement</td>
<td>Work under pressure</td>
</tr>
<tr>
<td>Work as a member of a team</td>
<td>Own my own business</td>
</tr>
<tr>
<td>Work in a fast-paced environment</td>
<td>Opportunities for professional development</td>
</tr>
<tr>
<td>Help improve society</td>
<td>Prestige or social status</td>
</tr>
<tr>
<td>Help other people</td>
<td>Perform a variety of tasks each day</td>
</tr>
<tr>
<td>Work in a physically pleasant environment</td>
<td></td>
</tr>
<tr>
<td>Job security</td>
<td></td>
</tr>
<tr>
<td>Work indoors</td>
<td></td>
</tr>
</tbody>
</table>

After you complete this inventory, write a reflection on the following questions:

Why are these values particularly important to you? How have they shaped your life so far? How might they shape your choice of major or career?
My Strengths

We all possess strengths that contribute to our success. It is important to recognize these qualities because they can help you identify careers that will satisfy you.

Select your top FIVE strengths. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five strengths.

<table>
<thead>
<tr>
<th>Accept criticism</th>
<th>Curious</th>
<th>Fair-minded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate</td>
<td>Decision-maker</td>
<td>Independent</td>
</tr>
<tr>
<td>Adaptive</td>
<td>Dependable</td>
<td>Logical</td>
</tr>
<tr>
<td>Adventurous</td>
<td>Determined</td>
<td>Motivated</td>
</tr>
<tr>
<td>Approachable</td>
<td>Direct</td>
<td>Perform well under pressure</td>
</tr>
<tr>
<td>Artistic</td>
<td>Easy-going</td>
<td>Problem-solver</td>
</tr>
<tr>
<td>Attention to detail</td>
<td>Efficient</td>
<td>Quick thinker</td>
</tr>
<tr>
<td>Calm</td>
<td>Enthusiastic</td>
<td>Realistic</td>
</tr>
<tr>
<td>Confident</td>
<td>Expressive</td>
<td>Relate well to others</td>
</tr>
<tr>
<td>Considerate</td>
<td>Honest</td>
<td>Reliable</td>
</tr>
<tr>
<td>Creative</td>
<td>Hospitable, welcoming</td>
<td>Responsible</td>
</tr>
</tbody>
</table>

After you complete this inventory, write a reflection on the following questions:

Why did you select these particular strengths? How do these strengths help you as a student? How might they help you in your career? What areas would you like to strengthen, as you move forward?
### My Skills

Skills are learned through your work, school and everyday living. It is important to identify the skills you have to help pinpoint occupations that correspond to them.

Use the chart below to select your top FIVE skills. If you find that you have more than five, do your best to narrow down your selection to your STRONGEST five skills.

<table>
<thead>
<tr>
<th>Ability to multi-task</th>
<th>Make decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention to detail</td>
<td>Manage groups of people</td>
</tr>
<tr>
<td>Carry out plans</td>
<td>Manage my time effectively</td>
</tr>
<tr>
<td>Convince others to see things my way</td>
<td>Meet targets and goals</td>
</tr>
<tr>
<td>Counsel—advise others</td>
<td>Motivate myself and others</td>
</tr>
<tr>
<td>Delegate tasks to others</td>
<td>Negotiate</td>
</tr>
<tr>
<td>Develop evaluation strategies</td>
<td>Organize events</td>
</tr>
<tr>
<td>Edit written material</td>
<td>Provide constructive feedback to others</td>
</tr>
<tr>
<td>Effective team player</td>
<td>Recognize nonverbal communication</td>
</tr>
<tr>
<td>Express my ideas verbally</td>
<td>Report information accurately</td>
</tr>
<tr>
<td>Extract important information from written material</td>
<td>Resolve conflicts</td>
</tr>
<tr>
<td>Find better ways of doing things</td>
<td>Resourceful</td>
</tr>
<tr>
<td>Follow policies correctly</td>
<td>Sell ideas or products</td>
</tr>
<tr>
<td>Gather information from a variety of sources</td>
<td>Sensitive to the needs of others</td>
</tr>
<tr>
<td>Get along with diverse groups</td>
<td>Set and meet deadlines</td>
</tr>
<tr>
<td>Identify feelings in myself and others</td>
<td>Set goals</td>
</tr>
<tr>
<td>Identify the reasons something isn’t working</td>
<td>Share credit</td>
</tr>
<tr>
<td>Imagine new ways of doing things</td>
<td>Solve problems</td>
</tr>
<tr>
<td>Lead group discussions</td>
<td>Speak and write clearly</td>
</tr>
<tr>
<td>Listen carefully and take notes for reference</td>
<td>Take responsibility to get a job done</td>
</tr>
<tr>
<td>Listen carefully to others’ point of view</td>
<td>Teach others</td>
</tr>
<tr>
<td></td>
<td>Work with children</td>
</tr>
</tbody>
</table>

After you complete this inventory, write a reflection on the following questions. From the CUNY HSE Curriculum Framework, 2015

Where did you learn these particular skills? How do these skills help you as a student? How might they help you in your career?
Career Change in Healthcare Series

Students learn about how career change happens in healthcare using a personal narrative, data-driven Career Maps, and consider their own career trajectories and values.

ACTIVITIES IN THIS SERIES

4.1 • Rebecca's Career Change Letter

4.2 • Rebecca's Career Map

4.3 • Home Health Aide Career Map

4.4 • Additional Career Maps: Medical Assistant, Healthcare Information and “Beyond Hospitals and Nursing Homes”

4.5 • Multiple Paths: How Personal Factors Impact Career Movement

4.6 • My Career Map

4.7 • Career Map Writing Activity UPDATED FEB. 2018
Rebecca’s Career Change Letter

Students read and discuss a letter about career change from a teacher who decided to pursue a medical career. They track her career movements and consider the steps she took to move to each new job.

PREP

• Read Rebecca’s Letter to Students

MATERIALS

• Rebecca’s Letter to Students

EXPLAIN

1. Have you ever made a change that some people in your life supported and others did not? What was it and how did you consider the differing opinions?

2. Introduce Rebecca’s Letter to Students, explaining that Rebecca was a teacher for many years and then decided she wanted to make a career change. She had to leave her job in the middle of the semester to start medical school, and wrote a letter to her students to explain her early departure. Students will learn what steps she took in order to make the change, and map her course.

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

   1) Why did Rebecca write a letter to her students?
   2) What jobs has Rebecca had?
   3) What is she doing now?
   4) Why did she leave her last job?
   5) When Rebecca wanted to move from one job to another, what are some of the steps she took?

4. When students are finished, ask them to discuss their answers in pairs.
Dear Students,

I wanted to share a little bit about my career path with you. I went to college in the 1990s in Ohio. I worked a lot of different jobs while I was in college. When I graduated from college, I didn’t know what I wanted to do, but I needed a job right away. I told everyone I knew that I was looking for work. I had a lot of jobs while I was in college, including being a writing tutor and an assistant to an English professor.

One of my friends told me that there was an ESL program at City Tech that needed a teaching assistant. The job including making copies, grading papers, attending class and working with small groups, and doing other things to help the teachers. It sounded like something I could do so I applied right away. The director called me to come for an interview, and I remember than I didn’t know what to wear. Should I dress like a teacher? Was I supposed to wear a suit? I didn’t have a suit, so I wore nice pants and a button-down shirt.

I got hired and started working with four teachers. They each had me do different things. It was interesting to see how different they all were. One was very quiet in class, and the students were always busy but quiet also. Another talked a lot more, and had a jolly booming voice. I did whatever they asked me to do, and I enjoyed talking with the students, who were all immigrants to the United States and had come from all over the world.

About seven months later, I was starting to look around for other jobs because I didn’t get enough hours as a teaching assistant to support myself. One day, the director called me at home. One of the four teachers had fallen and shattered her anklebone. She was going to be out for the rest of the semester. He wanted to know if I could take over and teach the rest of the class. My first instinct was, “No way! I have no idea how to teach a class, I’m just a helper.” But he tried to convince me to do it. Also, it was a full time job, and I would make enough money to support myself. So after thinking it over for a day, I agreed to give it a try. I ended up teaching at this school for many years.

My students were amazing. Many of them had moved to New York as adults, knowing almost no English. Most of them worked 40 hours a week or more, and also came to class 25 hours a week. Many of them were my age and were totally reinventing themselves, in a new country, a new language, and a new career. While I loved the students, I was getting a little bored with teaching. One problem with teaching is that you end up teaching the same content over and over and over. I had taught the past tense, the present tense, the present continuous tense so many times. And I didn’t really care that much about verb
tense. So when I noticed that I was getting irritable in class because I just didn’t want to talk about introductions and conclusions and verbs any more, I started thinking about making a change.

It took me many more years to decide what I wanted to do. I talked to a lot of people about it. It was helpful to talk to older people, because they had long careers and could give advice. I was in my early 30s at this time. I knew I would have to work until I was 65 at least, if not longer. So I had almost 35 more years of work ahead of me!

One topic I had always been interested in was sickness and health. My mother was a nurse for 49 years, and my father died of cancer when I was 12 years old, so it was a constant presence in my life when I was growing up. I always enjoyed reading articles about health in the newspaper. But I knew that I didn’t want to be a nurse. I knew too much about it from my mom. It had never occurred to me to be a doctor—I knew that you had to be really, really smart to be a doctor, and I hadn’t really taken any science in school. I found science interesting, but I didn’t have a strong background in it. I also didn’t know anyone who had been a doctor.

Right around this time, my mother had surgery because she had skin cancer. I went to be with her, and to the doctor’s appointments with her after the surgery. I was surprised to see that the surgeon was about my age, or only a year or two older. The surgeon seemed like a regular guy—not necessarily some genius. He especially seemed like a regular guy when he started flirting with me during my mother’s appointment! After the appointment was over, he kept hanging around, asking me questions about what I did and where I lived. I was not interested in him because I already had a boyfriend. But this was an important interaction anyway, because I realized that doctors were not gods—they were just regular people, and weren’t even necessarily that much smarter than me.

After that experience, I started to wonder what it would be like to be a doctor. I read some books written by doctors. It reminded me a little bit of teaching—you get to work individually with people and try to help them. But unlike verbs, I was very interested in illness and how to help people have better health. I researched what classes I would need to take to go to medical school. It was a lot of classes—biology 1 and 2, general chemistry 1 and 2, physics 1 and 2, organic chemistry 1 and 2, and calculus. I had taken calculus in college and gotten a C-, which was definitely not good enough for medical school.

I was pretty open about this idea with my friends, and a lot of them encouraged me to try it out. But not everyone did. One of my oldest friends said to me that I should think about why teaching wasn’t “good enough” and
questioned why I would want to make such a drastic change. I had a hard time explaining why, but it just felt like the right thing to do. I did not tell my mother. I knew that she would not be very supportive and would have a lot of questions and try to convince me to stay at my current job.

Meanwhile, I met a few doctors and talked to them about it. Most of them were very encouraging, but not everyone. It split down gender lines—the women doctors were so excited for me and often told me that going to medical school was the best decision they had ever made. But a few of the male doctors, especially the ones who had gone right into medical school directly from college, warned me against it.

I started classes at Hunter College in February 2012. After being a teacher for a long time, it was really fun to be a student, but it was difficult, too. I disagreed with how some of the teachers were teaching. I had a hard time understanding some of the science. I was still working, and I had to spend a lot of time on the weekends studying. But I felt excited to be going in a new direction.

When I finally told my mother what I was doing, she reacted just like I expected. She said, “Doctors are not very nice people, so why would you want to be a doctor?” She said, “Medical school is very competitive, do you think you will get in?” I was annoyed since it seemed like she didn’t think I was smart enough. She then suggested that I become a nurse or maybe a pharmacist instead. After talking to her, I went for a long run in the park to burn off some anger.

In 2014, I applied to medical school, and I got interviews at four schools. I was accepted at one school, rejected from one school, and put on the wait list at two schools. I will go to the school where I was accepted, which is in Cleveland, Ohio, which is where I am from, and where my mother lives.

I will be moving to Cleveland in June 12th. I’m really sad not to be working with this class anymore. I’ve been so impressed with your thoughtfulness, your ideas, your participation, and your excellent questions.

What I’ve learned on my journey is that we only have this one life, so you’ve got to make it into the life you want. I think you all probably agree with me since you are here right now, doing the same thing. If you have people in your life who are not supportive of what you are doing, their lack of support is a reflection of who they are, not who you are.

Adapted from a letter written by Rebecca Leece
Rebecca’s Career Map

Drawing on their experiences with map-reading, students consider the trajectory Rebecca took and portray it as a map. They focus on the steps she took to move from one job to another.

PREP

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

MATERIALS

- Chart paper and markers
- Teacher’s map of Rebecca’s Career Changes

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.
**Section 4.2**

**Draw Rebecca’s Career Map**

Divide students into groups to draw Rebecca’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 Rebecca’s jobs in order. Next to each job, list anything Rebecca did to help her move forward in her career.
   
   *Example: Talking to others to learn more or having an interview.*

2. On a separate piece of paper, draw a map as follows:
   - Write the jobs and draw a circle around each job.
   - Write the steps Rebecca took to get each job or next point on her career path and draw a box around each step.
   - Draw dotted lines connecting the jobs and steps showing an order of progression.

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

![Example Career Map Diagram](image-url)
Home Health Aide Career Map

Students read a career map for a Home Health Care Aide and discuss, as a class and in pairs, the pathway the worker took in their career moves. This can be used to discuss home health aides in particular as well as career advancement more generally.

**PREP**

- Be prepared to explain the vocabulary: dotted line, dashed line, technical, administrative, clinical, intermediary

**MATERIALS**

- Home Health Aide Career Map

**EXPLAIN**

1. Researchers wondered if there were common career pathways that many workers in the same field took. So they studied data to find out and found a few common pathways. Many people begin a career in healthcare as home health aides. Why do you think that is?  
   - It does not require a diploma and involves working with patients.

2. Some home health aides really enjoy their jobs and remain home health aides for a long time. Others decide they want to make a career change. We are going to study common pathways that home health aides take.

3. Distribute Home Health Aide Career Map

4. Researchers created a map of these common paths, similar to how you created a map for Rebecca’s career changes. In this map, like the one you created, you can see the movement from career to career to career.

5. It is very difficult to generalize about careers, because not all employers are looking for the same characteristics in their employees. So the information presented in this map may not be true for all jobs in the field they describe. For example, I know from researching home health aides that many home health companies require only that their employees read at a 6th grade level. Others require a diploma. A diploma will likely help a home health aide move up in the company or move to a higher level position.

6. Students read the career map, then discuss as a class.
Home health aides are one of the fastest growing jobs in New York City. With more education, home health aides can move into many other types of jobs in health care.

**WHAT is a HOME HEALTH AIDE (HHA)?**
Home Health Aides (HHAs) primarily take care of people in the places where they live. This care allows people to stay in their own homes, which many older people and their families like. Home health aides help clients with activities like getting dressed, bathing, using the toilet and making meals. They may also help with laundry, changing linens, vacuuming and washing the dishes. Under the supervision of nurses, they check the client’s heart rate, blood pressure, breathing and temperature. They also perform other medically-related tasks.

**WHAT KIND OF PAY AND HOURS ARE INVOLVED IN THIS TYPE OF WORK?**
Home health aides might work full-time or part-time.
- People with more experience and people who work for larger, stable agencies with a big client base often work more hours.
- HHAs may work short shifts, longer shifts, or a combination. Work is mostly in the mornings and evenings. They work on weekends. HHAs may have to travel around the City.
- Pay for HHAs in NYC is at least $10/hour and HHAs are entitled to paid leave and employer sponsored benefits (like health insurance). Some agencies may pay more.
- In NYC, most home health aides are covered by union agreements, which can often mean better pay or other benefits.

**WHO LIKES TO WORK AS A HOME HEALTH AIDE?**
People who like this work.
- Have patience, compassion and care about the well-being of others.
- Like helping people and do not mind working with different types of people.
- Can deal with sickness and bodily functions.

**WHAT TYPES OF ORGANIZATIONS DO HOME HEALTH AIDES WORK FOR?**
Most HHAs work for licensed home care agencies.
- These agencies coordinate basic health and personal care services for their clients, who are usually elderly people or people with disabilities who live at home.
- These agencies assign each HHA to care for one or more clients.

**HOW CAN I BECOME A HOME HEALTH AIDE?**
In order to get a job, you must have a Home Health Aide certificate.
- To obtain this certificate, you must complete a New York State-approved training program, which takes at least 75 hours and includes 16 hours in a home-like setting where you will be observed. You must show that you can carry out the required tasks before becoming certified.
- Courses are offered directly by home care agencies, through CUNY, and by private training schools.
- To view a current listing of State-licensed HHA programs, visit: http://www.op.nysed.gov/prof/nurse/nurseapponge-hha.html

WHAT ARE THE CAREER PATHS FOR HOME HEALTH AIDES?

The career map shown here is based on the real-life experiences of people who have worked as Home Health Aides (HHAs) in the New York metro area. Many HHAs stay in this type of work for years, but may move from one agency to another or go from part-time to full-time work. Some work as HHAs while going to school. For people who move into other related careers, the most typical jobs five to ten years after starting work as a Home Health Aide are shown on this career map.

To take a step up in your career, you will often need experience, education and credentials. You can use this career map to help you set short- and long-term goals for advancing your career. The back cover of this career map lists offerings at City University of New York (CUNY) colleges that are related to the jobs on the career map.

<table>
<thead>
<tr>
<th>KEY</th>
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<tbody>
<tr>
<td>▲  CERTIFICATE REQUIRED</td>
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<td>+  LICENSE REQUIRED</td>
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<tr>
<td>□  ADMINISTRATION &amp; CLINICAL</td>
</tr>
<tr>
<td>□  TECHNICAL HEALTH</td>
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</table>

EDUCATION SHOWN IS THE TYPICAL EDUCATION FOR PEOPLE WORKING IN THESE JOBS.
**Section 4.3**

**MEDICAL ASSISTANT AND BEYOND**

For people who move on to another related job, becoming a **MEDICAL ASSISTANT** is the most common path. **Medical Assistants** perform a combination of clinical and administrative functions. Most work in physicians’ offices or community health centers and are supervised by a physician or a nurse.

- Clinical duties may include taking vital signs, drawing blood and preparing patients for examinations.
- Administrative tasks may include scheduling, maintaining records, and billing and coding for insurance.
- You’ll need at least a high school diploma to qualify. In New York City, many Medical Assistants have an Associate Degree.
- Many employers require some type of Medical Assistant certification.

**MEDICAL ASSISTANTS** who move into related careers often become **LICENSED PRACTICAL NURSES** or **REGISTERED NURSES**. Both of these occupations require additional education and a license from New York State.

**REGISTERED NURSE AND BEYOND**

Some Home Health Aides (HHAs) become **REGISTERED NURSES (RNs)**. Often, they work as HHAs while they are going to school to become an RN. RNs may have a two-year degree or a Bachelor of Nursing degree. All RNs must pass a State licensing exam. Some RNs visit homes like HHAs, and sometimes even supervise HHAs.

- Many others work in hospitals, or in doctor’s offices or community health centers. Careers in nursing offer more opportunities for growth and higher pay with more education and experience. REGISTERED NURSES can become REGISTERED NURSE SUPERVISORS or NURSE PRACTITIONERS.

**ULTRASOUND TECHNOLOGIST AND BEYOND** also called “Diagnostic Medical Sonographers” or “DMS.”

- People in these jobs operate special imaging (or “sonography”) equipment on patients.
- Sonography equipment shows images of internal parts of the human body, such as the heart, stomach, brain and the female reproductive system.
- Many employers require people in these jobs to have official credentials, like a certificate or a degree from an accredited program.
- To find accredited programs, visit: [http://www.caahep.org/find-an-accredited-program/](http://www.caahep.org/find-an-accredited-program/)
- To learn more about certificates and other credentials, visit the American Registry of Diagnostic Medical Sonographers (ARDMS) at [http://www.ardms.org](http://www.ardms.org)

Over time and with more education, people in these jobs typically advance to becoming ULTRASOUND SUPERVISORS or LABORATORY MANAGERS.
WHAT JOBS ARE SIMILAR TO HOME HEALTH AIDE?

There are other health care jobs that sound almost the same as HHA. How are they the same and how are they different?

PERSONAL CARE AIDE (PCA):
- PCAs mainly deliver personal care services to clients, helping them with their daily living activities while other health care professionals attend to their basic health needs.
- Due to recent changes in how these services are paid for, PCAs looking to stay in this field will have more opportunities if they upgrade to HHA.

CERTIFIED NURSING ASSISTANT (CNA):
- CNAs help patients with their basic health and hygiene needs.
- The tasks are similar to Home Health Aides, but CNAs usually work in hospitals, nursing homes and other long-term care facilities and in health clinics, rather than in the patient’s home. CNAs must have a CNA certification.

DIRECT SUPPORT PROFESSIONAL (DSP):
- DSPs work mainly with people with disabilities, usually people with developmental disabilities. Although the duties are similar to HHAs, these clients usually require more intensive and specialized care beyond what HHAs typically provide.
- DSPs mostly work for community agencies that both operate group homes and provide services to people with disabilities in their homes and at their workplaces.
- There is no certification required to become a DSP, but there is required training on the job and there are more pre-employment background checks.

FOR MORE INFORMATION

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

CURTIS DANN-MESSIER  
Assistant Director for Continuing Education  
The City University of New York  
718-254-7708  
curtis.dann-messier@cuny.edu
### What Programs at CUNY Prepare People for the Jobs on This Career Map?

<table>
<thead>
<tr>
<th>Key</th>
<th>Certificates</th>
<th>Assoc.</th>
<th>Bach.</th>
<th>Adv. Cert</th>
<th>Nursing</th>
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<tbody>
<tr>
<td>Health Care Support</td>
<td>Home Health Aide</td>
<td>AG/AS, Ophthalmology</td>
<td>Certified Nursing Assistant</td>
<td>Patient Care Tech</td>
<td>Medical Assistant</td>
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<td>Medical Assistant</td>
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<td>Technical Health</td>
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To learn more about professional cooking, culinary arts, and related programs available within the CUNY system, please click on the following school links:

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

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

What kind of information is on this map?

- Salary and education requirements of careers, common movement between careers

What do the dotted lines represent?

- Movement between careers

What do the dashed lines represent?

- The amount of time usually taken to move between careers.

What do the tan bubbles represent?

- Technical healthcare jobs.

What are some examples?

- Ultrasound technician, ultrasound supervisor and laboratory manager.

What do the purple bubbles represent?

- Technical/nursing careers.

What does the blue bubble represent?

- A career that is administrative and clinical.

There is one career that is on the map twice. What is it and why do you think it is on the map twice?

- RN. Once straight from HHA, and once with medical assistant as an intermediary step.

In pairs, take a minute to imagine the person who becomes a medical assistant, then an RN. What factors in her life made her decide to become a medical assistant before an RN?

Now imagine the person who went straight from HHA to RN. What factors allowed that move?
Additional Labor Market Information Service (LMIS) Career Maps

The previous lessons can be adapted for use with the additional LMIS Career Maps in healthcare listed below. Medical Assistant is a common entry level career and Healthcare Information is a vast and rapidly growing area in healthcare. Like the Home Health Aide maps, they contain lots of information about job responsibilities, individual careers and career families, salaries and required education.

Medical Assistant

Medical Assistant is a common entry level career for workers with an Associate’s degree that can lead to many higher level healthcare careers, including clinical and administrative positions, such as Nursing positions or various administrative or managerial positions.

Healthcare Occupations Beyond Hospitals and Nursing Homes

In Unit One, students researched one of five healthcare careers, representing careers that require a little to a lot of education, training, practice and certification. With the Labor Market Information Service’s Health Care: Beyond Hospitals and Nursing Homes, students are introduced to dozens of careers in healthcare, organized by the level of education and practice required. They include clinical, technical, administrative and health information careers. Like the other career maps, they contain information on responsibilities, required education, salary and work hours.

Occupations in Healthcare Information

Having gotten a taste of this new field during class presentations, students can now learn about it in more detail. With the digitization of healthcare records, this is a rapidly growing field, including workers who collect information from patients, retrieve and organize information, crunch the numbers, analyze the data and repair the computers when they freeze! It also includes medical billers, which is an expanding field. Like most fields, there are also administrative and managerial positions. This is a good field for people interested in healthcare, who are not interested in working as clinicians.
Medical Assistant, Beyond Hospitals and Healthcare Information Career Brochures

Download the **NYCLMIS-CCP Medical Assisting and Beyond Map** brochure from:

http://gc.cuny.edu/lmis/information/career_maps#MA

Download the **Health Care Beyond Hospitals and Nursing Homes** brochure from:


Download the **Planning Your Career in Health Information** brochure from:

Multiple Paths: How Personal Factors Impact Career Movement

In the Career Maps, students saw that there were a few common pathways that workers took. Now they will consider what goes into choosing a career path. What would make some home health aides become medical assistants before becoming nurses, as opposed to others who became nurses with no steps in between? And in general, which personal factors impact how a worker will change careers?

**DISCUSS**

In the Career Maps, you saw a few different career paths, what were they?

- Some home health aides became RNs with no stops in between.
- Others became medical assistants first.
- Others became ultrasound technicians or laboratory managers.

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

- Their interests, for example an interest in working with patients or working with technical equipment.
- Their time. A career change might require a lot of education, which they might, or might not have.
- Family. They might need to spend more or less time taking care of family members.
- Money. They might have to invest a good deal of money into their education.
- Limitations. They might find a particular career is too difficult physically.
- Career exploration. They might try a few different careers before they find one that is a good fit.
Write the following questions on the board. Put students into pairs and have them discuss the questions.

- How does family impact your career choice?
- How does time impact your career choice?
- How does money impact your career choice?
- How does interest or personality impact your career choice?
- What else impacts your career choice?
**My Career Map**

Having drawn Rebecca’s career map based on her narrative, students will now draw their own career maps, based on their work histories.

**MATERIALS**

- *My Career Map* handout
- Paper and markers

**EXPLAIN/REVIEW**

What were some steps Rebecca took in making her career changes?

*Examples:* Talked to professionals working in the field, even ones she didn’t know; Wore professional clothes to interview; Read books about the field.

When you moved from one job to another, what are some reasons you left one job in search of another?

*Examples:* Didn’t enjoy the work, needed different schedule, needed more money.

When you moved to a new job, what are some steps you took to get it or to find out about it?

*Examples:* Talked to friends and family who have worked there; Wore professional clothes to interview, prepared resume, prepared references.

**INSTRUCTIONS FOR UPPER LEVELS**

Give the following instructions, one at a time, making sure the class completes one step before giving instructions on the next. *Today you are going to map your career changes, like you did with Rebecca’s.*

1. Take out two pieces of paper. On one, list your jobs in order, starting with the earliest and moving to more recent jobs. Include jobs that you’ve held as well as ones that you interviewed for, but did not hold, either because they weren’t offered to you or because you couldn’t accept.

2. Next to each job, list anything you did to help you get or find out about the job, either one you accepted or one you didn’t. This could include research about the company or the job, talking to other employees, or preparing for the interview in other ways.
3. On the other piece of paper, draw a map, with a circle around each job you accepted, and a circle with a diagonal line through it for jobs you did not accept.

4. Like you did with Rebecca’s map, between each job, write the step you took to secure or try to secure that job, and draw a box around the step, for example, seeking advice from someone who already worked in the field.

5. Draw dotted lines to show how you moved from one job to the next.

6. Draw a legend or key, explaining what the circles, boxes and dotted lines mean. Add any additional symbols that will make your map more informative and clear.

**Lower Level Option:**
For a more scaffolded approach, use the worksheet on the following page.
My Career Map

Tell the story of your work history by completing the chart below, from earliest to most recent.

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<tr>
<th>Job:</th>
<th>What Made Me Interested in this Job:</th>
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Career Map Writing Activity

Students practice writing skills by analyzing their Career Map. They explore jobs they’ve had in the past, why they made the choices they did, and goals they have for the future.

*Note:* Rather than focus on one writing strategy, this activity is designed to be flexible and invites teachers to use the activity as is (good for lower level students) or incorporate a focus on a specific writing skill of their choosing, such as topic sentences, paragraph structure, or transitional sentences.

**PREP**

- Review the writing assignment.
- **OPTIONAL:** Choose a writing strategy to incorporate into the activity. This could be a skill you have already introduced or are introducing for the first time. Some possible options include:
  - **Topic Sentences:** Use sentence starters/stems to help students focus on developing effective topic sentences for their paragraphs. For example:
    
    - According to the article,…
    - The article focused on…
    - The key issue discussed in the article…
  
  - **Paragraph Structure:** Use a Sandwich Paragraph (or other) graphic organizer to help students understand the different parts of a paragraph. See the following link or google “sandwich paragraph” for more guidance.
    
    https://missisparagraphpage.weebly.com/paragraph-sandwich.html
Transition phrases/sentences: Use transitional sentence stems/staters to help students understand strategies useful for transitioning between ideas. For example:

- In addition,.....
- As a result,....
- First,... Second,... Third,... Finally,...

MATERIALS

- Career Map Writing Activity worksheet

EXPLAIN

1. Tell students they are now going to write about their Career Map. They will need paper and pens or pencils.

2. Review any applicable writing skills you have decided to focus on, such as topic sentences, paragraph structure, transition sentences, etc. (See Prep section for examples)

3. Distribute Career Map Writing Activity worksheet. Have students read and explain the instructions and then give students time to write.
Career Map Writing Activity

Analyze your Career Map to complete the following writing activity. Each paragraph must answer all of the questions listed for each paragraph, but may also include as many more details as you would like to add. Each paragraph should have a topic sentence, details, and examples. Make sure your sentences flow with clear logic from one idea to the next and that your paragraphs address the topic completely.

PARAGRAPH 1:
Describe your Career Map. What does it look like? Is the path moving toward one specific goal? Does it move between jobs in different industries? Does it move between jobs in the same industry? Which industries does it include? Do you notice any similarities or differences between the steps you took to get new jobs? Are there any patterns that you notice? If you could sum up your map using only one word or phrase, what would it be? What did you learn from looking at your work experience laid out on paper?

PARAGRAPH 2:
Job 1: What was your first job? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 3:
Job 2: What was it? What steps did you take to get it? What did you like about it? What did you dislike about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 4:
Job 3: What was it? What steps did you take to get it? What did you like about it? What did you not like about it? Why did you leave? What kind of job did you want next?

PARAGRAPH 5:
Career goals: Given your career map history, your experiences and your interests, what kinds of jobs do you think you are well suited for? What kinds of jobs are you interested in learning more about? What do you know about yourself and your career goals now?
Now that students have been exposed to many careers and are developing preferences, they will begin to wonder, how can I work in this field? CUNY offers dozens of certificate and degree programs in healthcare. Students do not need to choose one immediately, but should become comfortable learning how to research them.

**ACTIVITIES IN THIS SERIES**

5.1 • Researching CUNY Degree and Certificate Programs in Healthcare*

5.2 • Understanding Degree Program Requirements*

5.3 • CUNY Certificates: Healthcare Interpreter and Medical Biller*

5.4 • How Do I Enroll in CUNY?*
Background on CUNY

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

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

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

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

WHAT ARE DEGREES AND CERTIFICATES?

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

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

HOW CAN I PAY FOR DEGREES AND CERTIFICATES?*

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

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

Some students who are not eligible for federal or state Financial Aid may be eligible for scholarships specifically intended for them, such as in the case of undocumented students.

WHICH IS BETTER, DEGREE OR CERTIFICATE?

Both are valid and useful forms of education. Students need to assess their own situations in order to decide which is right for them. They should consider:
Section 5

- 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, financial aid if eligible. The college websites list tuition charges as well as information on applying for financial aid, scholarships and payment plans.
- What they are willing to do in order to secure more funding for education, such as applying for scholarships.
- How much weight the credential (degree or certificate) carries in the labor market, in particular, if it is required or beneficial for the career they want to pursue.
Researching CUNY Degree and Certificate Programs in Healthcare*

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

**PREP**

- Choose the website of one of the CUNY* colleges to research healthcare certificate and degree offerings.
- On that college website, explore the healthcare certificate and degree programs by reading about majors within the Academic area of the website, and reading about certificates in the Continuing Education area of the website. You will lead students through navigating these areas.
- Write the URL of the college website you have selected on the board.

**MATERIALS**

- This session requires use of computers.
- *Healthcare Majors and Certificates at ______ College* worksheet*
- *Exploring a College Healthcare Degree* worksheet

**DISCUSS***

In the computer lab, ask students to turn off their monitors and direct their attention to the back page of the Home Health Aide or Medical Assistant Career Map. Ask what they see.

- Healthcare programs across CUNY campuses.

What levels of education are shown on this chart?

- Certificate, Associate’s, Bachelor’s, among others.

What are the differences between the various levels of education?

- Amount of time in program, level of credential. Explain that in many, though not all fields, a degree is considered a higher level credential than a certification, but that some careers do not require more than a certificate, so both are important to consider.

The certificates and degrees listed in the *Home Health Aide* and *Medical Assistant Career Maps* are only a few that CUNY colleges offer. Today you’re going to explore other healthcare programs that the college offers.
EXPLAIN

1. Distribute *Healthcare Majors and Certificates at ________ College* worksheet.

2. Ask students to navigate to the college’s website, click on the Academics area, and find all of the majors related to healthcare. Explain that they may be in a variety of places, for example, there may be an Allied Health division, a Science division, or majors may be listed alphabetically.

3. Ask students to write the names of four healthcare majors on the worksheet. Then ask them to navigate to the Continuing Education area of the website and do the same with certificates.

4. Distribute *Exploring a College Healthcare Degree* worksheet.

5. Ask students to choose one major that they will explore in greater detail. They will navigate to the program’s page and complete the worksheet.
Healthcare Majors & Certificates at ___________ College*

Use the college website to find majors and certificates in healthcare offered at the college. For college majors that lead to degrees, look under the Academics section of the website. For certificate programs, look in the Continuing Education Department. List a minimum of 8 in total.

College Website: www.____________________________________________.cuny.edu

MAJORS LEADING TO DEGREES IN HEALTHCARE

1.  
2.  
3.  
4.  

Describe where on the college website you found this information:

CERTIFICATES IN HEALTHCARE

1.  
2.  
3.  
4.  

Describe where on the college website you found this information:
Exploring a College Healthcare Degree

Choose one healthcare degree program that you will explore in detail. Use the college website to read about the major, then paraphrase the information to complete the questions below. Make sure your answers are in your own words.

1. What is the name of the program?

2. What type of degree is it (Associate’s in Science, for example)?

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

4. How many credits can you earn in this program?

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

6. If there an internship, placement, or practice portion of this program, explain.

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

Students read a description of a sample healthcare major at one of the CUNY colleges and identify the role of general education requirements. Requirements for 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 three main areas—Curriculum Requirements, which are the courses that relate directly to the major; and General Education requirements, which are divided into two parts: Required Core and Flexible Core requirements. Course requirements of the major are usually outlined in the description of the major in the Academics section of the college website. See the description of the Health Information Technology major at Borough of Manhattan Community College on the next page as an example.

- Read the Health Information Technology description in the BMCC website, and practice navigating there from the Academics area of the BMCC website.

MATERIALS

- This session requires use of a computer lab.

EXPLAIN

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 Health Information Technology 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 Healthcare Information Technology major is all about?
The major prepares students for a career in working with some of the computerized systems in healthcare, such as computerized medical records, billing, etc.

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

3 Write BMCC.cuny.edu* on the board and have students navigate there, circulating to make sure they are all on the correct page. Then ask them to click on Academics, then Academic Programs, then find and click on Healthcare Information Technology.

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

5 Ask students to read through all the requirements and explain that each requirement is linked to a course description that includes more detailed information.

6 Divide students into groups of three and ask them to complete the Understanding General Education Requirements worksheet.
Understanding General Education Requirements

Read the Healthcare Information Technology description on the BMCC website, www.bmcc.cuny.edu* For each course listed, click on the link to read more the course description, then reach your own conclusions about how the course will benefit Health Information Technology students to answer the questions below.

1 English Composition
   How will this course help Health Information professionals?

2 Mathematical and Quantitative Reasoning
   Why do Health Information professionals need math?

3 Anatomy and Physiology
   Why do you think this course is required?
4 Fundamentals of Speech
What does this course have to do with Healthcare Information?

5 What do students do in HIT 430 and why is it required?

6 Read the descriptions of HIT 107, HIT 207, and CIS 207, and describe what healthcare information professionals do.

7 Having learned about Healthcare Information Technology, is this a career you would consider pursuing? Why or why not?
The following is a program description of the Health Information Technology major. When students access the BMCC website, each course will link to a course description that they will use to answer the questions on the Understanding General Education Requirements worksheet.

Health Information Technology Program Requirements

The Health Information Technology (HIT) program* is a two-year, 5 semester 67-credit course of study offered through the Allied Health Sciences department at BMCC. The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Educational Programs. Students who successfully complete the program obtain an associate of applied science (AAS) degree and are eligible for certification as a registered health information technician (RHIT) via an examination administered by the American Health Information Management Association.

THINGS TO KNOW

- HIT courses are offered only during the day, although courses in the liberal arts and sciences may be offered in the evenings and on weekends.
- Students are required to complete two professional practice experiences at participating health care facilities.
- Students must attain an average of C or better in all HIT courses to maintain eligibility in the program.
- BMCC students wishing to transfer into the HIT program must have a grade-point average of 2.0 or above and completed all remedial course requirements.

100% of employers and graduates surveyed for the past several years are satisfied that the program prepares students for employment.
### PROGRAM REQUIREMENTS

#### COMMON CORE

**Required Common Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>6</td>
</tr>
<tr>
<td>Mathematical and Quantitative Reasoning</td>
<td>4</td>
</tr>
<tr>
<td>MAT 150</td>
<td></td>
</tr>
<tr>
<td>Introduction to Statistics</td>
<td></td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>4</td>
</tr>
<tr>
<td>BIO 425</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology I</td>
<td></td>
</tr>
<tr>
<td>Total Required Common Core</td>
<td>14</td>
</tr>
</tbody>
</table>

**Flexible Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Expression</td>
<td>3</td>
</tr>
<tr>
<td>SPE 100</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Speech 1</td>
<td></td>
</tr>
<tr>
<td>Scientific World</td>
<td>4</td>
</tr>
<tr>
<td>BIO 426</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 100</td>
<td></td>
</tr>
<tr>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>Total Flexible Core</td>
<td>10</td>
</tr>
<tr>
<td>Total Common Core</td>
<td>24</td>
</tr>
</tbody>
</table>

#### CURRICULUM REQUIREMENTS

**FALL 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT 103</td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology I</td>
<td></td>
</tr>
<tr>
<td>HIT 106</td>
<td>3</td>
</tr>
<tr>
<td>Pathology of Diseases I</td>
<td></td>
</tr>
<tr>
<td>HIT 107</td>
<td>2</td>
</tr>
<tr>
<td>Health Record Systems</td>
<td></td>
</tr>
<tr>
<td>HIT 108</td>
<td>3</td>
</tr>
<tr>
<td>Health Data Information, Storage and Retrieval</td>
<td></td>
</tr>
</tbody>
</table>

**SPRING 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT 203</td>
<td>3</td>
</tr>
<tr>
<td>Medical Terminology II</td>
<td></td>
</tr>
<tr>
<td>HIT 204</td>
<td>2</td>
</tr>
<tr>
<td>Health Statistics</td>
<td></td>
</tr>
<tr>
<td>HIT 207</td>
<td>3</td>
</tr>
<tr>
<td>Coding and Classifications Systems I</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMER I SESSION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT 208</td>
<td>3</td>
</tr>
<tr>
<td>Pathology of Diseases II</td>
<td></td>
</tr>
</tbody>
</table>

**FALL 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT 331</td>
<td>2</td>
</tr>
<tr>
<td>HIM Medical/Legal Applications</td>
<td></td>
</tr>
<tr>
<td>HIT 332</td>
<td>2</td>
</tr>
<tr>
<td>Quality Management and Improvement</td>
<td></td>
</tr>
<tr>
<td>HIT 333</td>
<td>4</td>
</tr>
<tr>
<td>Coding and Classifications Systems II</td>
<td></td>
</tr>
<tr>
<td>CIS 207</td>
<td>4</td>
</tr>
<tr>
<td>Healthcare Information Technologies and Management Systems</td>
<td></td>
</tr>
</tbody>
</table>

**SPRING 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIT 421</td>
<td>2</td>
</tr>
<tr>
<td>Coding and Classifications Systems III</td>
<td></td>
</tr>
<tr>
<td>HIT 422</td>
<td>1</td>
</tr>
<tr>
<td>Health Care Delivery Systems</td>
<td></td>
</tr>
<tr>
<td>HIT 423</td>
<td>2</td>
</tr>
<tr>
<td>Management in the HIM Department</td>
<td></td>
</tr>
<tr>
<td>HIT 430</td>
<td>4</td>
</tr>
<tr>
<td>Professional Practice Experience II</td>
<td></td>
</tr>
</tbody>
</table>

**Total Curriculum Credits** 43

**Total Program Credits** 67

**Notes:**

1. For students whose first language is not English, SPE 102 will satisfy this requirement.
2. Students needing remediation in Reading, Writing or Math can take CUNY Start prior to matriculation.
3. Students whose first language is not English needing remediation in Reading or Writing can take the CUNY Language Immersion Program (CLIP) prior to matriculation.
Sample CUNY Certificate Programs:

Medical Interpreter and Medical Biller/Coder*

Having researched degree programs, students will now learn about certificate programs. Certificate programs can be credit-bearing or not, require one semester or many semesters of study, may be open to 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.

We are going to use the Medical Interpreter certificate as an illustration. According to the Census Bureau’s 2012 American Community Survey, 49% of New York City residents speak a language other than English at home. With the rise in healthcare facility and hospital use comes an increased need for foreign language interpreters in healthcare settings. CUNY campuses offer a Healthcare Interpreter certificate program for students already fluent in English and in another language.

Another CUNY certificate program is Medical Biller/Coder, which is offered in the Continuing Education departments of many CUNY colleges. The current rise in healthcare use creates administrative jobs in healthcare, including Medical Biller/Coder. These are people who assign a code to the healthcare services a patient receives, identifying them to insurance companies and medical personnel. This is a good job for people who want a non-clinical position in healthcare, are comfortable with numbers and are very detail oriented.

The fliers on the next pages outline these certificate programs at a few CUNY colleges. There may be differences in requirements and program details in similar certificate programs at different colleges, so researching individual programs is always recommended.
Medical Interpreter

60 million people in the U.S., and 3 million New York City residents alone, do not speak fluent English. A rewarding career as a Medical Interpreter, one of the fastest growing professions in the nation, begins at Hunter College. The Medical Interpreter is a nationally recognized 48-hour Certificate Program in Health Care and Social Services Interpreting. The program covers basic & advanced interpreting skills, medical terminology, Code of Ethics and Standards of Practice, cross-cultural communication, memory development and note-taking, intonation makeover for less accented speech, and the U.S. health care system. By successfully completing this program, students will meet a key prerequisite of National Certification for Medical Interpreters.

Registration and Tuition:

Students must be proficient in English and any second language. Tuition is $1,100 plus a one time $20 registration fee.

<table>
<thead>
<tr>
<th>FALL 2015 SCHEDULE</th>
<th>DAY</th>
<th>TIME</th>
<th>DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Medical Interpreter, Sec.2</td>
<td>Mon.-Fri.</td>
<td>5:45-9:45pm</td>
<td>11/30-12/4</td>
</tr>
<tr>
<td></td>
<td>Saturday</td>
<td>8:30-12:30pm</td>
<td>12/5 &amp; 12/12</td>
</tr>
</tbody>
</table>

Course Information:

*The Medical Interpreter: from Bilingual to Professional*

(language-neutral program – students with any second language are welcome)

The program is taught by an instructor with extensive expertise in linguistically, culturally & legally fluent interpreting in healthcare and a practicing Medical Doctor providing services for the diverse population groups. Role plays and group exercises provide hands-on experience for skills development. Video segments offer demonstrations of the “right and wrong” ways to interpret. Each student receives 400-page Training manual, 90-page Exercise & Role Play workbook and 130-page ‘Medical Terminology for Interpreter’ handbook. Optional 150-hour Shadowing Practicum at one of the NYC area hospitals is available upon successful completion of the 48-hour Program. If you have any questions please contact Eric Candle at ecdata@ecdata.net.
The class will cover:

- Medical Interpreting as a profession, LEP population groups, language access laws
- National Certification for Medical Interpreters: the roadmap to get hired!
- Basic and advanced interpreting skills, active listening and art of prediction, modes of interpreting, note-taking and memory development techniques
- Codes of Ethics, Standards of Practice and Medical Interpreters roles
- Ethical decision making process
- ‘Intonation makeover’ for less-accented speech
- Medical terminology for interpreters: Greek and Latin roots, suffixes and prefixes; human body systems (anatomy and physiology); vocabulary resources for any working language pair and a strategy for overcoming linguistic/cultural terminology challenges; differential diagnosis and smart medical terminology
- Cross cultural communication; cultural humility; culture bound syndromes; high-context vs. low-context cultures
- The Culturally and Linguistically Appropriate Services in Health Care
- The U.S. health care system and the Affordable Care Act
- Interpreting in mental and behavioral health settings
- Technology and Interpreting: Over-the-Phone and Video Remote modalities
- Medical interpreting in New York City and New York State: regulatory environment & professional opportunities

Continuing Education Certificate Programs are part-time non-credited courses and therefore we do not issue student visas. To apply for a student visa, students must be enrolled in a full-time credited college program or an ESL studies program.
### Medical Billing and Coding at Hostos*

Following is a description of the Medical Billing/Coding certificate program offered by Hostos's Continuing Education department. Similar courses are offered at other CUNY colleges.

---

**Medical Billing and Coding Certificate Program**

This series of courses teaches the skills required for employment in the healthcare industry, including nursing homes, physicians' offices, community health groups, insurance companies and billing companies. Since the healthcare industry has increased need for medical billers and coders, Hostos Division of Continuing Education & Workforce Development offers a Medical Billing/Coding Program that includes an array of different comprehensive courses, each with 2 classroom hours dedicated to improving basic math skills as they relate back to the course. Students are admitted into the program in the Fall and Spring semesters only. Students are required to purchase the necessary textbooks prior to the start of each course.

<table>
<thead>
<tr>
<th>Total Hours: 214.5 hrs.</th>
<th>Cost: $2,325</th>
</tr>
</thead>
<tbody>
<tr>
<td>For questions and concerns, you can contact our Medical Billing and Coding Coordinator: Ms. Diane Gahagan at <a href="mailto:dianegqc@aol.com">dianegqc@aol.com</a></td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisites:**

1. Submit proof of a High School Equivalency (HSE) Diploma before the start of the second course.
2. Non-refundable registration fee of $25 per semester.
3. Maintain a 70% or “C” grade average in each course or repeat the course at student's expense.
4. Maintain a 90% attendance rating (no more than one absence per course).

---

#### COURSE 1.

**Medical Terminology**

Learn the different medical terms used in today’s healthcare industry (their prefixes, roots and suffixes) enabling students to understand their meanings.

- **Sat 9:30am to 3:00pm 10/22-11/19/16**
  - **CE2041-F01**  5 sessions  27.5 hrs.  $325

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#### COURSE 2.

**Anatomy and Physiology**

Gain knowledge of the human anatomical structure, body functions and the various diseases that affect the different systems and organs.

- **Sat 9:30am to 3:00pm 12/3-16-1/31/17**
  - **CE2042-F01**  5 sessions  27.5 hrs.  $325

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#### COURSE 3.

**Medical Billing for Private Practice**

You’ll quickly master the basics of the insurance billing process. Become familiar with the forms and information to be maintained and learn how to submit insurance claims following third party reimbursement regulations (and important tips for Medicare and private carriers).

- **Sat 9:30am to 3:00pm 1/28-3/4/17**
  - **CE2043-SP01**  5 sessions  27.5 hrs.  $325

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#### COURSE 4.

**Bookkeeping and Accounting for Private Practice**

Learn how to manually record charges for medical services, post transactions and payments and manage account receivables from patients and insurance companies.

- **Sat 9:30am to 3:00pm 3/11-4/22/17**
  - **CE2044-SP01**  5 sessions  27.5 hrs.  $325

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#### COURSE 5.

**Computerized Medical Billing**

Learn the different aspects of billing: data entry of ICD-9 and CPT-4 codes, patient and insurance information and the popular Medical Manager 10.31 computerized billing software. It is recommended that students have basic Windows experience. Basic Windows classes are offered at the College.

- **Sat 9:30am to 3:00pm 4/29-6/3/17**
  - **CE2045-SP01**  5 sessions  27.5 hrs.  $325

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#### COURSE 6.

**ICD-10-CM/PCS Coding**

This ICD-10-CM/PCS course is a necessary introductory class for both program students and current medical personnel, who assign diagnostic codes for medical billing and medical charting purposes. The International Classification of Diseases (ICD) arranges diseases and injuries into coded groups. Together with CPT-4 codes, insurance companies interpret ICD-10-CM/PCS codes in order to pay claims, prioritize patient diagnoses for medical record purposes and record statistical data for health care entities. Textbooks required.

- **Sat 9:30am to 3:00pm 8/19-10/14/17**
  - **CE2049-SU01**  7 sessions  38.5 hrs.  $350

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#### COURSE 7.

**CPT-4 Coding**

Common Procedural Terminology is used for reimbursement of the healthcare provider's services to the patient. CPT codes list the descriptions of procedures and services of physicians and other medical professionals. Learn how to use the CPT-4 coding system to eventually become a certified coder.

- **Sat 9:30am to 3:00pm 10/31-12/9/17**
  - **CE2047-F01**  7 sessions  38.5 hrs.  $350

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*RAENs will provide regional adaptations.
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.
Section 5.4

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.
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 adviser 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