**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 Retail and read about current issues that affect workers.

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

In **Unit Three** students heard from Retail workers themselves, through firsthand accounts and interviews in text and video, and responded in discussion and writing. They also conducted further research on Retail careers of interest.

In **Unit Four** students consider what it takes to prepare for a career in Retail. They learn about common career pathways in the industry and consider how career movement happens in Retail careers. What kinds of training and education opportunities are available for someone interested in this field and what pathways of promotion exist?
1. **A RETAIL CAREER MOVEMENT SERIES**

Students learn about how career movement happens in Retail and consider their own career trajectories and values.

1.1 **Sabarah’s Career Movement Story**

Students read a story about education and career movement from a Retail worker who reflects on her career path over time and how she ended up doing something very different from what she had imagined.

1.2 **Sabarah’s Career Map**

Drawing on their experiences with map-reading, students consider the trajectory Sabarah took and portray it as a map. They focus on the decisions she made that led her to move from one job to another.

1.3 **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.

2. **UP AND DOWN THE CHAIN: CAREERS IN SUPPLY CHAIN MANAGEMENT SERIES**

Students learn about Supply Chain Management and use computers and printed materials to research various careers in this field.

2.1 **What is Supply Chain Management?**

Students watch and analyze a video on Supply Chain Management and make inferences about the stylistic choices made in the filming and about the filmmaker’s message.

2.2 **Computer Research on Supply Chain Management Careers**

Students conduct research on the careers they heard about in the previous activity, using a career database.

2.3 **Making Inferences: Reading a Retail Career Brochure**

Students read a brochure on Supply Chain Management for examples of Retail careers, then work to infer the personal qualities and skills necessary for each career. Students then develop questions they have about the careers.
3. **CUNY AND SUNY CAN GET YOU THERE SERIES: PROGRAMS IN RETAIL***

Students are introduced to CUNY and SUNY Retail-related degree and certificate programs. They practice using resources to research them, including CUNY and SUNY college websites.

**3.1 • Researching CUNY Degree Programs in Retail***

Students learn how to navigate a college website to locate information about degree and certificate programs by searching one CUNY campus website for their Retail programs.

**3.2 • Understanding Degree Program Requirements***

Students read about a sample degree program at a CUNY college and discuss the relevance of general education requirements to the major.

**3.3 • SUNY Online Programs: Associate’s Degree in Fashion E-commerce at Genesee Community College***

Students learn about an Associate’s degree program in Retail offered at the SUNY campus at Genesee Community College by practicing website navigation, reading a program description and developing questions based on what they read.

**3.4 • Advancing in Retail***

Students learn about higher level careers in Retail that require Bachelor’s degrees by reading entries in a career database, practicing paraphrasing, making inferences and making a presentation.

**3.5 • Researching a Bachelor’s Degree at CUNY: Business Administration (BS) at York College***

Students read about a sample Bachelor’s degree program at a CUNY college and discuss major concentrations and the relevance of coursework, including general education requirements to the major.

**3.6 • How Do I Enroll in CUNY***

Students learn the steps required to apply to CUNY certificate and degree programs.
Students learn about how career movement happens in the Retail sector using a personal narrative and considering their own trajectories and values.

**ACTIVITIES IN THIS SERIES**

1.1 • Sabarah’s Career Movement Story

1.2 • Sabarah’s Career Map

1.3 • Multiple Paths: How Personal Factors Impact Career Movement
Sabarah’s Career Movement Story

Students read a story about education and career movement from a Retail worker who reflects on her work history and how she ended up doing something very different from what she had imagined.

PREP

• Read Sabarah’s Story

MATERIALS

• Sabarah’s Story reading
• Written Response: Sabarah’s Story handout

EXPLAIN

1 For many people, one small decision can have a lasting impact on life, taking them down a path they’d never imagined. Do you have an example of that in your life?

2 Sabarah was preparing for one career when she made some choices that ended up leading her into a different career, and then another choice which led to yet another career.

Sabarah has studied and worked in a wide variety of areas: biology, psychology, television writing and producing, and retail management. Sabarah works as a manager at a popular grocery store chain today. We’re going to read about how all this came about.

3 Distribute Sabarah’s Story reading and ask students to read it. While they are reading, they should annotate it, underlining parts they find interesting, surprising or confusing.

4 Once they finish reading, they should write two things they notice in Sabarah’s story, and two questions they have.

5 Distribute Written Response: Sabarah’s Story handout and ask students to complete it.

6 When students are finished, ask them to discuss their answers in pairs.

NOTE

For guidance on teaching annotation, see “How to Teach Annotation” in the User’s Guide, found at www.tinyurl.com/cunycareerkits.
Sabarah’s Story

I am definitely one of those people who found my career through accidental circumstances! I never thought I would work in TV, and I did that for ten years. I never thought I would work in Retail, and that is now what I do fulltime. That’s how life works, sometimes.

Ever since I was young, I thought I was going to be a child psychologist. I studied biology and psychology in college. I took the MCAT (the entrance exam for medical school) and decided I was going to go to medical school in California since I have a lot of family there and I wanted to be near them.

If you are a resident of a state, the state universities are much less expensive, so I moved to California to live there and become a resident. While I was there, some of my cousins, who work in the entertainment field, got me an opportunity to work in TV production. I took the job, thinking I would do it for one year while I established residency in the state. It was a pretty low-level job. A lot of it was running errands, doing paperwork, and other non-glamorous things like that! But I kept working hard and getting different opportunities, so I never went to medical school—and I ended up working in TV production for ten years!

After more than ten years in California, I came home to New Jersey to help take care of one of my parents, who was ill. I ended up going back and forth for two years, doing TV production and script development in Los Angeles, and taking care of my mom back in New Jersey. During the times I was on the East Coast, I was doing script development, which is a job that you do alone, improving scripts that the production company or writers send. This is very isolating work, really different from working on a set with a cast and crew, which is what I had been doing in California. I started to feel very alone and realized that I needed a job that would let me be around other people.

It was right before holiday season and I decided to apply as a cashier at Target. I figured I would work there during the holidays and then go back to my TV work. I liked the idea of being a cashier—being around a lot of people, but not having the responsibility of being a manager. I applied at a kiosk at Target and was immediately called back for an interview. They said that due to my past experience, where I sometimes managed over 100 people on a TV show set, they wanted to bring me in as a manager. I told them my history, what I was currently doing, and that I was only there to work as a cashier during the holidays just to get out of the house and be around people. I repeated that I didn’t want the responsibility of being a manager. Well, they did a good job convincing me! I took a job as an “ETL” (executive team leader, basically the same thing as a
manager) at Target and stayed in that job for six years.

6 I realized, after I started working there, that my past experience in working with people from so many different backgrounds, cultures and socioeconomic levels, would help me do well in my job at Target. I have a degree in Psychology and that has ended up playing a role in all of my jobs, because it has helped me to “read” people and have an understanding of the “why’s” behind the way people act and react in certain situations. I am also a good conversationalist, and I genuinely like people. I think it shows!

7 Target was a great place to work for most of the time I was there. I loved the people; I loved the work. There was always a challenge; we were always working hard to make sales. The only thing was since Target is a large corporation, you are somewhat limited in your creativity. That’s ultimately why I left. I wanted to stay in Retail but find a place where I could be more creative and where customer service was highly valued, since I liked that part of the work so much.

8 On one of my days off, I sat at my computer and did a zip code search. I looked up every Retail business within 15 miles of my home. One of the businesses that popped up was Trader Joe’s. It was like a light bulb went off. Trader Joe’s! I loved shopping there; I loved the feeling I got when I was there. I decided to apply for a job there. Within two weeks, I was a Trader Joe’s employee. I am so happy there. It’s a great company to work with. We workers feel valued, and our work/life balance is great. I have interacted with hundreds of Trader Joe’s employees and everyone feels the same way. It’s a great place to shop and a great place to work. I think of it as simple shopping instead of stressful shopping.

9 However, working in Retail can be challenging. Sometimes the hours are tough, and sometimes the work is physically demanding. You definitely have to like interacting with lots of different kinds of people. For me, being a good listener and treating everyone equally have helped me succeed in my Retail career. Whether you manage one person or many people, you have to be fair, respectful, set clear expectations, be a person of your word, always follow up, and hold yourself and your team accountable. In my current role at Trader Joe’s, I manage over 150 people, and come into contact with about 20,000 people a week. Good thing I am a people person!

10 As we say, at the end of day, we’re just selling corn. But we can make a difference in people’s lives. Yes, grocery shopping can be a positive experience, and I’m happy to be part of that! That is one of the great things about Retail. These simple transactions can have a positive impact on someone’s day. That’s the most important thing in the end. •
Written Response: Sabarah’s Story

Respond to the following questions in complete sentences, providing as much information as you can.

1. Why does Sabarah say that her career was a result of “accidental circumstances”?

2. How did Sabarah end up working in TV production?

3. Why did Sabarah first want to get a job in Retail?

4. Why did she want to be a cashier and not a manager? And why did she get hired as a manager anyway?
5 Where in the reading (which paragraph number) does Sabarah talk about the traits that are important for a career in Retail?

6 Why does Sabarah like working in the Retail industry?

7 Give one example of how the TV industry is similar to the Retail industry and one example of how the TV industry is different from the Retail industry, according to Sabarah.

8 Would you like to have any of the jobs that Sabarah has had? If so, explain which one and what interests you about this job. If not, explain why not.
Sarabah’s Career Map

Drawing on their experiences with map-reading, students consider the trajectory Sabarah took and portray it as a map. They focus on the steps she took along her career pathway.

PREP
- Be prepared to define the terms: key, legend, symbol, feature.
- Draw a Career Map based on Sabarah’s letter, according to the instructions below.

MATERIALS
- Chart paper and markers
- Teacher’s map of Sabarah’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 bus map? What are some of the features and symbols on it and what do they represent?
- Example: Different colored lines representing different routes, symbols for terminal stations, express and local stops, dotted lines for detours or 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 Sarabah’s Career Map

Divide students into groups to draw Sarabah’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. In order, list the different places Sarabah either studied or worked. Next to each, list anything Sarabah did to help her move forward in her career.
   
   > Example: Learning skills in addition to the ones she needed for her current job.

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

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

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**Sarabah’s Career Map**

(example map)

![Diagram of Sarabah’s Career Map]

**KEY:**

- Step =
  - Job or Education Program =
  - Dotted lines =
Multiple Paths: How Personal Factors Impact Career Movement

Students consider what goes into choosing a career path. What would make someone interested in Retail become a Marketer as opposed to a Window Dresser? 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 Retail, or pursues higher-level careers that require degrees and/or advanced training? 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 customers or working with product designers and manufacturers.
- **Their time.** A career change might require a lot of training, which they might or might not have time for.
- **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?
Up and Down the Chain: Careers in Supply Chain Management Series

Students learn about Supply Chain Management and use websites and printed materials to research various careers in this field.

**ACTIVITIES IN THIS SERIES**

1. **2.1 • What is Supply Chain Management?**
2. **2.2 • Computer Research on Supply Chain Management Careers**
3. **2.3 • Making Inferences: Reading a Retail Career Brochure**
Section 2.1

What is Supply Chain Management?

Students are introduced to Supply Chain Management by watching and analyzing a video, and make inferences about the stylistic choices made in the filming and the filmmaker’s message.

PREP

- Preview “What is Supply Chain Management?” video at https://tinyurl.com/net4stn (Note: the video is 5:14 minutes. Play up to minute 4:20 and stop.)
- Be familiar with the term supply chain:
  - a network made up of vendors that supply raw material, producers who convert the material into products, warehouses that store, distribution centers that deliver to the retailers, and retailers who bring the product to the user.
  - Definition adapted from http://www.businessdictionary.com/definition/supply-chain.html

MATERIALS

- What is Supply Chain Management? worksheet
- A computer with a projector and speakers

EXPLAIN

1. Today we are going to watch a video about Supply Chain Management. Let’s see if we can figure out the meaning of that phrase by breaking it down into parts.

2. Brainstorm definitions for supply:
   - the amount you have of something; a selection of things; having things you need on hand

3. Brainstorm definitions for chain:
   - separate things linked together; parts held together to make a whole

4. Write the following definition on the board and discuss with students, providing clarifications as needed:

   Supply chain: a network made up of suppliers, manufacturers, distributors, and retailers that supply, produce, deliver and sell products.
5 Explain that each product has its own unique supply chain. Ask students to think about buying a bag of chips at the store. What range of jobs are involved in getting that bag into your hands, starting from the very beginning—the potato?

Farmers to grow potatoes; food processors at factories to make the chips; packagers to package the chips; truck drivers to make deliveries; warehouse workers to store the chips; store workers to put the chips on the shelves.

6 The people who coordinate all these different steps are called Supply Chain Managers. We are going to watch a video that describes supply chain management and some of the different jobs that are part of it.

7 Show the video: “What is Supply Chain Management?” at https://tinyurl.com/net4stn (stop at 4:20). Note to instructor: Supply Chain Management will be explored in greater depth in “Making Inferences: Reading a Retail Career Brochure,” the third lesson in this series.

8 Distribute the What is Supply Chain Management? worksheet and review the questions as a class. Play the video again and allow students to complete the worksheet individually or in pairs.
What is Supply Chain Management?

Circle the correct answer for each question.

1. What is the author most likely trying to illustrate in the first minute of the video?
   A. the many different countries that manufacture products
   B. the importance of knowing where your products are made
   C. the fact that the supply chain is a global process
   D. the different career opportunities available in the supply chain

2. Which statement best states the central idea of the video?
   A. Products are made in many different places around the world.
   B. The supply chain is very important.
   C. Supply chain management is a good career choice.

3. What is the narrator’s most likely reason for using animation in the video?
   A. It helps people who cannot speak English better understand the ideas in the video.
   B. It gives viewers more information about specific careers.
   C. It helps make the information in the video more memorable.

4. Which inference is supported from the video?
   A. The author believes that supply chain management is a glamorous field.
   B. The author believes that supply chain management is a good career choice.
   C. The author believes that supply chain management is difficult to do well.

5. Which of these claims does the author support in the video?
   A. Supply chain management includes a variety of different jobs.
   B. The supply chain is important to manufacturers, distributors, and consumers.
   C. Without an effective supply chain, consumers would not have access to the wide range of products available in stores.
   D. All of the above
Computer Research on Supply Chain Management Careers

Students conduct research on the careers they heard about in the previous Supply Chain Management activity, using a career database.

**PREP**

- Explore the following career database websites and choose one for this activity:
  - [www.careercruising.com](http://www.careercruising.com)—A subscription-based career database. Requires a login and password. Many programs have subscriptions to this database.
- Choose a career from the database and be prepared to navigate to, explore and discuss this example career with students.

**MATERIALS**

- *Researching Careers Online* worksheet

**EXPLAIN**

1. If students have not previously used the database you have chosen to use for this activity, give a brief introduction to the website (*refer to Career Database Lessons in Unit 2 for database information*). Emphasize the ways the database is organized and how students can use it to find careers.

2. Ask students to navigate to the website. Look at a sample career as a class, discussing what information is included and how it is organized.

3. Distribute *Researching Careers Online* worksheet. Ask students to explore careers related to the ones they learned about in the previous activity and complete the worksheet.

4. If time remains, students can research a career of their choice, paraphrasing the information they find.
Researching Careers Online

Use the career database to answer the questions below.

1. What are some careers that are similar or related to the careers you heard about in the previous lesson? Find at least 3 and list them below:

2. Choose one of the careers you listed above. Write four questions you would like answered about this career.

3. Research the career listed above, and write the answers, in your own words, to the questions you wrote in #2.
Making Inferences: Reading a Retail Career Brochure

Students read a brochure on Supply Chain Management for examples of Retail careers, then work to infer the personal qualities and skills necessary for each career. Students then develop questions they have about the careers.

**PREP**

- Read *Mapping Your Future: Supply Chain Management* brochure

**MATERIALS**

- *Supply Chain Management and the Chocolate Factory* handout
- *Mapping Your Future: Supply Chain Management* brochure
- *Supply Chain Vocabulary* handout
- *Careers in Retail* worksheet

**EXPLAIN**

1. Ask students to freewrite for 5-10 minutes in response to the following prompts:

   What are some examples of Retail careers?
   - Sales, accountant, manager, buyer, marketing, visual merchandiser.

   What are some settings in which Retail workers work?
   - Clothing stores, grocery stores, electronics stores, warehouse stores, malls, discount stores, home and garden stores, online shopping websites.

2. Retail is part of a larger industry that includes design, manufacturing, and distribution. Although we consider Retail to be more about buying and selling, the jobs in the other parts of this system are important to understand.

3. Today we are going to take a closer look at careers that are part of the Supply Chain, which includes Retail as the final step of the “chain.”
Write the following definition of supply chain management on the board and ask students to write it in their notes.

Supply Chain Management (SCM) makes sure the right amount of raw materials are in the right place at the right time so that they can be made into finished products and sold to the customer. The supply chain is made up of the suppliers, manufacturers, distributors, and retailers that supply, produce, deliver and sell products.

Read the definition as a class a few times.

NOTE: this is a review of material from the first lesson of this series.

4 Ask students why it might be called a supply chain.

> Each step or phase of the process is like a link; together they form a chain that turns raw materials into products for sale at a store or on a website.

> Each link in the chain provides what is needed for the next link to do its job.

5 Supply Chain Management is the career field that includes jobs with the responsibility of making sure every “link” in the chain is doing its part effectively—think back to the video we watched in the first lesson. These jobs cross a variety of sectors (Manufacturing, Transportation and Warehousing, and more) but all closely relate to the Retail sector, because that is where many of these products end up—in stores or for sale online.

6 Distribute the Supply Chain Management and the Chocolate Factory handout. Read the handout together. Ask students to identify different kinds of jobs that might be part of these steps in the chain.

> Farmers, buyers, drivers, manufacturers, packagers, warehouse operators, food handlers, designers for packaging, etc.

7 Many of these jobs and activities have industry-related names and terms that can be hard to understand if you are not in the industry yourself. This kind of language is often called jargon. The Retail sector uses a lot of jargon. We are going to try to simplify some of this so that it’s easier to understand. Let’s look at the Mapping Your Future: Supply Chain Management brochure.

8 Distribute the Mapping Your Future: Supply Chain Management brochure. Now we’re going to skim the brochure to get familiar with some of the terms and to see the different ways the information is presented.
9 Ask students:

What do you notice about the first page and the way the information is presented?

- Each section starts with a question; a lot of the information is divided into bullet points.

Which three words are in bold in the first section of this page?

- Purchasing; Operations; Logistics.

Have students read aloud the descriptions of each of these functions.

10 On p. 5, what do the colors represent?

- Green for Purchasing; orange for Operations; blue for Logistics.

11 What do the arrows going from left to right across the top of the page represent?

- The increasing levels of education and/or training needed for the jobs presented here.

12 How many different types of employment are listed on the page labeled “Types of Employment”? What are some examples? Why might a company hire a temp worker? Why might someone prefer a part-time job?

- Six types of employment: full-time, part-time, temp, per diem, self-employed aka freelance, union.

- A temp worker might be needed while someone is out on medical leave, parental leave, or away for a training.

- A person might prefer part-time work if he or she is in school or has family obligations that prevent them from working full-time.

13 Let’s review some of the vocabulary from the brochure. Divide the class into pairs. Distribute Supply Chain Vocabulary handout.

14 Review the instructions for the two parts of the worksheet, modeling the first question of each section, if necessary. After students complete the handout in pairs, discuss the answers as a class. Note to instructor: the terms on the two parts of this handout cover a similar range of processes.
Returning to the *Mapping Your Future: Supply Chain Management* brochure, ask students to locate and read the following four job descriptions, underlining any words they don’t understand.

- **Purchase Expediter**
- **Shift Manager**
- **Freight Forward Manager**
- **Process Engineer**

As a class, read the description of each job aloud and review vocabulary as needed. Encourage students to put the job descriptions in their own words.

Ask students to work in pairs again. Distribute *Careers in Retail* handout. Have each pair choose one of the four careers that they have just read about—Purchase Expediter, Shift Manager, Freight Forward Manager or Process Engineer—and work together to answer the questions on the handout for that career.

When the pairs have completed the handout, discuss the answers as a class.

**DISCUSS**

- What do you know now about the field that you didn’t know before reading the career brochure?
- Were you surprised by anything new that you learned?
- If you or someone you know were interested in a career in this field, 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.
- Describe one career that you read about that sounds interesting to you.
Supply Chain Management and the Chocolate Factory


Imagine you own a company that makes and sells chocolate bars. Imagine all the steps it takes to gather the ingredients, make the chocolate and get it to the people who want to buy it.

First, you need people who can find and buy the right ingredients to make a chocolate bar. Then they need to get the ingredients to the factory where you will make the bars. You also have to calculate how much of each ingredient will be needed to make the number of chocolate bars you plan to sell.

Chocolate bar ingredients come from all over the world. You’ll have to work with people from different countries to get what you need. For example, you may buy milk from a company in upstate New York and cocoa beans from a company in Brazil. Someone has to make sure that everything is shipped on time. And if goods are shipped from overseas, you need to make sure you follow all of the laws of international trade.

You’ll also need people to keep track of how much of each ingredient to have on hand, make sure there is space to store it all, and control the flow of goods into and out of the factory. If you have too much of something—like milk— the extra may go to waste. If you order too little of something, you can’t make your chocolate bar until more arrives.

Finally, you need to distribute the chocolate bars to stores where customers can buy them. You will need people to find warehouses where the chocolate bars can be safely stored and easily transported to the right stores when they are expected. In short, you will need Supply Chain Management (SCM) professionals to coordinate all of these functions and people!
Mapping Your Future: Supply Chain Management

What is Supply Chain Management?
Supply chain management (SCM) makes sure the right amount of raw materials are in the right place at the right time so that they can be made into finished products and sold to the customer. The supply chain is made up of suppliers, manufacturers, distributors, and retailers that supply, produce, deliver, and sell products. Each link along the chain is essential. Companies use SCM because it helps them control and track their materials, avoid waste, and save money.

Some supply chain practices have been around for ages, but standardizing supply chain procedures across industries is a new business practice called supply chain management. Big companies used to be the only ones who used SCM until smaller companies caught on and saw the value in it. Fast-forward to today and now most businesses of all sizes use SCM to compete in today’s global economy. This means that it’s a booming field with many jobs.

SCM gets people who work in these three functions to work together like a finely tuned machine:

- **Purchasing** professionals buy the raw goods, and the supplies and equipment needed to create the final product. They choose suppliers, negotiate prices, and manage the inventory. They typically work in offices and travel frequently.
- **Operations** professionals oversee manufacturing or assembly and manage the facilities where they take place. They make production schedules and work assignments. They may work in offices or places where goods are made, like factories.
- **Logistics** professionals plan and organize the flow of final products to get them to their final destination. This includes activities like packaging, storage, moving, and distribution. They work in offices and at depots, distribution centers, and warehouses.

Why Work in Supply Chain Management?

- You can travel. SCM professionals often travel the globe to find the right materials and oversee manufacturing. It gives them the chance to interact with people from different countries and cultures.
- You can make a difference. You can help companies bring their costs down so they can sell their product for less money. You can help companies be environmentally friendly or help charities get relief supplies to war-torn nations. Or, if there is a natural disaster closer to home, you can help fellow New Yorkers connect to resources like food, water, clothing, and shelter.
- It’s everywhere. Supply chain functions are more alike across industries than you think. Think of a bar of chocolate and a computer. Even though they are so different, they both require people and materials to supply, make, distribute, and sell them. This means many job opportunities to break into the field.
- You can solve problems. If you love puzzles or are good at solving problems, then SCM may just be your calling. At its core, SCM is all about making processes work better than before.
- It’s very social. People power supply chain activities. They are responsible for advancing all related activities from one link to the next. Building and forming relationships ensures people work together productively.
- And the pay is good, too. Across the US, entry-level SCM workers earn an average of about $50,000 a year. In just a few years, they can easily make a lot more, especially if they invest in higher education.

Put Yourself on the Map: How to Use This Brochure

Like any map, this Career Map helps you find your way to new places – in this case, a bunch of careers within one specific industry. (An industry is a loosely defined area of businesses engaged in similar work.) As you read, ask yourself: what different kinds of jobs are there? How could one job lead to the next? Which ones will I like? How much money can I earn, and how long will it take me to get there? What kind of training do I need?

One of the best ways to find a satisfying career is to get clear about your personal interests and strengths. What do you most enjoy doing? What do your friends, teachers, parents say you do best? Do you prefer to work with people, ideas or things? Do you want to be in charge, or work alongside your peers? Which of these jobs will let you be your best?

Once you've found a path that sounds like a good fit, it's time to test it out. Find someone who works in the industry – ask your friends, parents, teachers and neighbors if they can introduce you. Ask if they are willing to talk with you for a few minutes. This is called an “informational interview.” You’re not asking them to find you a job; you’re only asking to listen and learn about their experience. If you ask in a professional manner, many people are happy to speak with you. (If you’re nervous about this, ask a teacher, guidance counselor or parent to help.)

Before you meet with the person, reread this brochure and write down any questions you have, for example:

- What do you spend your day doing in this job?
- How did you get started in this field?
- How much reading, writing or math do you do in your job?
- How do people dress at the work place?
- Do you have a routine set of tasks you do every day or do you do something different every day?
- Do you work the same schedule every week, or does it change?
- What courses would I take in high school or college to prepare for this job?
- What is my next step after high school if I am interested in this field?
- Where can I find people who can help me learn more about this field?

Make sure to send a thank you note, and in no time you’ll be on your way. For more information about this industry and many others, you can visit www.careerzone.ny.gov
## Types of Employment

<table>
<thead>
<tr>
<th></th>
<th>HOURS/WEEK</th>
<th>SCHEDULE</th>
<th>WAGE/SALARY</th>
<th>PAYMENT</th>
<th>COMMON BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>Usually 35+</td>
<td>Steady</td>
<td>Annual</td>
<td>Weekly or bi-weekly</td>
<td>Paid sick leave, vacation time, health insurance, retirement savings</td>
</tr>
<tr>
<td>Part-Time</td>
<td>Usually &lt;35</td>
<td>May vary</td>
<td>Hourly</td>
<td>Weekly or bi-weekly</td>
<td>Usually none</td>
</tr>
<tr>
<td>Temp</td>
<td>As needed by employer</td>
<td>May vary</td>
<td>Hourly</td>
<td>Weekly or bi-weekly</td>
<td>Usually none</td>
</tr>
<tr>
<td>Per Diem</td>
<td>As needed by employer</td>
<td>Daily or Per Shift</td>
<td>Hourly</td>
<td>Weekly or bi-weekly</td>
<td>Usually none</td>
</tr>
<tr>
<td>Self-employed aka Freelance</td>
<td>Varies</td>
<td>Varies</td>
<td>Negotiate rate of pay with client</td>
<td>Upon completion of work or on a schedule of deliverables</td>
<td>None: must pay own taxes and health insurance</td>
</tr>
<tr>
<td>Union</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As negotiated by the union with the employer on behalf of members</td>
</tr>
</tbody>
</table>

For more information on careers in this industry:

- Warehousing Education and Research Council: [http://www.werc.org/](http://www.werc.org/)
- Association for Operations Management: [http://www.apics.org/](http://www.apics.org/)

For information about the DOE CTE Programs:

[http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CTE/default.htm](http://schools.nyc.gov/ChoicesEnrollment/SpecialPrograms/CTE/default.htm)

[http://CTECouncil.org](http://CTECouncil.org)

Where can I get additional general information on careers?

- For careers in New York State: [www.careerzone.ny.gov](http://www.careerzone.ny.gov)
- For general career information, including videos of nearly 550 careers: [www.acinet.org](http://www.acinet.org)
- For general career information: [www.bls.gov/k12/](http://www.bls.gov/k12/)
Supply Chain Management and the Chocolate Factory

Imagine you own a company that makes and sells chocolate bars. Imagine all the steps it takes to gather the ingredients, make the chocolate and get it to the people who want to buy it.

First, you need people who can find and buy the right ingredients to make a chocolate bar. Then they need to get the ingredients to the factory where you will make the bars. You also have to calculate how much of each ingredient will be needed to make the number of chocolate bars you plan to sell.

Chocolate bar ingredients come from all over the world. You’ll have to work with people from different countries to get what you need. For example, you may buy milk from a company in upstate New York and cocoa beans from a company in Brazil. Someone has to make sure that everything is shipped on time. And if goods are shipped from overseas, you need to make sure you follow all of the laws of international trade.

You’ll also need people to keep track of how much of each ingredient to have on hand, make sure there is space to store it all, and control the flow of goods into and out of the factory. If you have too much of something – like milk – the extra may go to waste. If you order too little of something, you can’t make your chocolate bar until more arrives.

Finally, you need to distribute the chocolate bars to stores where customers can buy them. You will need people to find warehouses where the chocolate bars can be safely stored and easily transported to the right stores when they are expected.

In short, you will need SCM professionals to coordinate all of these functions and people!

What Skills Do I Need to Go into SCM?

Most successful supply chain managers are:

- **Analytical.** They are good at working with numbers and software systems to identify trends, solve problems, weigh risks and rewards of business decisions and improve business processes.
- **Tech Savvy.** Technology is used all along the supply chain, from the way we supply materials, to the methods used to record and track inventory and everything else beyond and between.
- **Business Savvy.** Supply chain managers must understand the ins and outs of their business to make informed decisions.
- **Collaborative.** You have to be good at making and keeping relationships with partners up and down the supply chain.
- **Strong Communicators.** The importance of strong communication skills can’t be overstated. When SCM is working, the purchasing, operations and logistics functions communicate with each other seamlessly.
- **Culturally Competent.** Awareness of and sensitivity to different cultures promotes effective communication and stronger working relationships with all key contacts along the supply chain.

How Can I Get My Foot in the Door?

SCM is a relatively new field and it’s still taking shape. In the past few years, many colleges and universities have begun to offer related degree programs. More and more, SCM firms recruit from these programs. Enrolling in one of these can give you a huge advantage in getting into the field.

Once you get your foot in the door, you may want to consider getting credentialed. Popular choices in this field are Project Management Professional (PMP®) – which is especially useful for companies looking to adopt SCM practices – or higher-level options for companies with well-established SCM practices like APICS Certified in Production and Inventory Management (CPIM) or APICS Certified Supply Chain Professional (CSCP). Each of these will help you advance in this field and make more money. Finally, people with Master’s Degrees in SCM can make $100,000 per year or more.
Purchasing

INCREASING LEVELS OF EDUCATION/TRAINING REQUIRED

<table>
<thead>
<tr>
<th>High School Diploma or Equivalent Plus Experience</th>
<th>Bachelor’s Degree Plus Experience</th>
<th>High School Diploma or Equivalent Plus Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purchase Expeditor</strong></td>
<td><strong>Category Manager</strong></td>
<td><strong>Shift Manager</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Provides follow-up support for purchase orders. Relays purchase order information to appropriate staff.</td>
<td><strong>DUTIES:</strong> Purchases, develops and markets product lines with the goal of maximizing a firm’s profitability. Activities may include modifying existing lines and creating interesting and innovative merchandising strategies to sell the products (like bundling, gifting, packaging, promotions, etc.).</td>
<td><strong>DUTIES:</strong> Plans and coordinates shift operations to ensure that quality, safety and production performance benchmarks are met or exceeded.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $28,000 to $49,000 per year</td>
<td><strong>PAY RANGE:</strong> $40,000 to $116,000 per year</td>
<td><strong>PAY RANGE:</strong> $31,000 to $63,000 per year</td>
</tr>
<tr>
<td><strong>Inventory/Replenishment Specialist</strong></td>
<td><strong>Purchasing Director</strong></td>
<td><strong>Materials Scheduler</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Maintains proper inventory levels by performing daily counts, identifying and resolving inventory problems, organizing scheduled inventory counts and communicating with warehouses and distributors.</td>
<td><strong>DUTIES:</strong> Identifies and builds relationships with key suppliers. Directs and coordinates product purchasing, selling and distributing activities. Aligns purchase efforts with customer demand and analysis of current and future product availability.</td>
<td><strong>DUTIES:</strong> Coordinates production schedules with delivery of raw goods to ensure that the right amount of material arrives at a production facility at the right time.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $66,000 to $93,000 per year</td>
<td><strong>PAY RANGE:</strong> $76,000 to $135,000 per year</td>
<td><strong>PAY RANGE:</strong> $47,000 to $84,000 per year</td>
</tr>
<tr>
<td><strong>Demand Planning Manager</strong></td>
<td><strong>Purchasing Executive</strong></td>
<td><strong>Production Planning Manager</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Leads all inventory planning activities. Drives inventory commitments and warehouse distribution processes through preparing demand, purchasing and inventory forecasts and financial projections.</td>
<td><strong>DUTIES:</strong> Oversees all aspects of an organization’s purchasing function for goods or services. Responsible for planning and directing materials and supplies to improve productivity.</td>
<td><strong>DUTIES:</strong> Plans, coordinates and controls manufacturing processes to promote productivity. Develops and implements project plans and commitments for the production team.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $73,000 to $122,000 per year</td>
<td><strong>PAY RANGE:</strong> $127,000 to $287,000 per year</td>
<td><strong>PAY RANGE:</strong> $63,000 to $112,000 per year</td>
</tr>
<tr>
<td><strong>Purchasing Manager</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Manages all purchasing activities. Receives orders and approves purchases of goods or services. Analyzes changes or new issues in materials and supplies to find ways to reduce costs and improve quality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $65,000 to $115,000 per year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MAP KEY**

- **Pay Range** The pay range reflects typical pay from entry level to experienced. The higher pay takes many years to reach and development of significantly greater skills and knowledge.
- **Jobs that are primarily part-time are expressed as hourly pay; jobs that are primarily full-time are shown with annual pay. Those that could be either are shown both ways.**
- **Education** Minimum education and experience requirements. This may vary from employer to employer.

This flyer highlights jobs in the sector projected to have the same or more openings between now and 2020.
### Logistics

#### Increasing Levels of Education/Training Required

<table>
<thead>
<tr>
<th>Some College or Associate Degree</th>
<th>Bachelor’s Degree or at Least 5 Years’ Experience continued</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freight Broker</strong></td>
<td><strong>Trade Compliance Manager</strong></td>
</tr>
<tr>
<td>DUTIES: Serves as a liaison between transport carriers and businesses with shipping needs.</td>
<td>DUTIES: Ensures compliance with the export/import laws and regulations governing all countries in which the company does business.</td>
</tr>
<tr>
<td>PAY RANGE: $33,000 to $67,000 per year</td>
<td>PAY RANGE: $33,000 to $68,000 per year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Bachelor’s Degree or at Least 5 Years’ Experience</strong></th>
<th><strong>Graduate Degree and/or Bachelor’s Degree Plus Several Years of Experience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supply Chain/Logistics Analyst</strong></td>
<td><strong>Supply Chain/Logistics Manager</strong></td>
</tr>
<tr>
<td>DUTIES: Assembles data, analyzes performance, identifies problems and develops recommendations to improve productivity throughout the supply chain.</td>
<td>DUTIES: Designs and implements projects that will improve the productivity of supply chain processes and systems. Directs the movement, storage or processing of inventory.</td>
</tr>
<tr>
<td>PAY RANGE: $33,000 to $68,000 per year</td>
<td>PAY RANGE: $61,000 to $93,000 per year</td>
</tr>
</tbody>
</table>

| **Supply Chain/Logistics Coordinator**              | **Supply Chain Consultant**                                             |
| DUTIES: Develops the timetables for purchasing, production and shipping. Monitors the delivery of supplies, the production process and shipping practices to ensure that deadlines are met. | DUTIES: Reviews existing procedures and examines opportunities for streamlining production, purchasing, warehousing and distribution to meet a company’s needs, then develops strategies to cut costs, improve quality and improve customer satisfaction. |
| PAY RANGE: $33,000 to $68,000 per year             | PAY RANGE: $58,000 to $120,000 per year                                |

| **Transportation Manager**                          | **Supply Chain/Logistics Director**                                    |
| DUTIES: Oversees the inbound and outbound traffic of materials and finished products from distribution centers. Often manages carriers, transportation costs and third-party (a.k.a. outsourced) transportation providers. | DUTIES: Directs and oversees operations within the organization’s logistics department, including the transportation and storage of goods, vendor selection and negotiation, distribution and inventory control. |
| PAY RANGE: $33,000 to $68,000 per year             | PAY RANGE: $72,000 to $160,000 per year                                |

| **Process Engineer**                                |                                                                            |
| DUTIES: Designs processes that improve the safety and performance of labor, materials, energy and other resources. |                                                                            |
| PAY RANGE: $33,000 to $68,000 per year             |                                                                            |

| **Freight Forward Manager**                         |                                                                            |
| DUTIES: Assists companies in moving goods internationally and ensuring goods reach their destination on time and in good condition. Manages company’s import/export activities (air, sea and road). |                                                                            |
| PAY RANGE: $33,000 to $68,000 per year             |                                                                            |
## Supply Chain Vocabulary

### PART I: First, fill in the blanks in the right column with the correct term for each step. Then, put the steps of the Supply Chain in order by labeling the left column with #1—#4.

<table>
<thead>
<tr>
<th>Step #</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Distributors process the raw materials in factories to create the finished products.</td>
</tr>
<tr>
<td>#2</td>
<td>Suppliers work with the production and warehousing of products and the stores where they will be sold.</td>
</tr>
<tr>
<td>#3</td>
<td>Retailers sell the finished products to consumers.</td>
</tr>
<tr>
<td>#4</td>
<td>Manufacturers own or control the raw materials that will be turned into finished products.</td>
</tr>
</tbody>
</table>

### PART II: Read through each example. Does the person work in Purchasing, Operations or Logistics? Review the definitions on the first page of the *Mapping Your Future: Supply Chain Management* brochure to help you choose the correct answer.

1. Michael is the manager of a coffee roasting factory. They buy raw coffee beans and roast and grind them. They also add flavored syrup to the roasted beans for flavored coffees such as Hazelnut or Vanilla.
   
   Michael works in ____________

2. Sonia is in charge of buying the coffee beans for Michael's factory. She buys them from growers in South America. She is in charge of getting the best deal that she can for the coffee beans while also making sure they are of high quality. She works with suppliers who have large amounts of coffee beans from many different growers.
   
   Sonia works in ____________

3. Pierre is in charge of making sure that the coffee beans that Sonia buys get to Michael's factory and from Michael's factory to the retail stores that will sell the coffee. Pierre makes sure that at each step, the coffee beans are properly packaged, stored and shipped.
   
   Pierre works in ____________
## Careers in Retail

Select one of the four Retail jobs discussed: **Purchase Expediter**, **Shift Manager**, **Freight Forward Manager**, or **Process Engineer**. Write the job title below, and answer the questions based on the *Mapping Your Future: Supply Chain Management* brochure.

<table>
<thead>
<tr>
<th>JOB TITLE: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>What tasks would this person do?</td>
</tr>
<tr>
<td>What skills or characteristics are necessary for this career?</td>
</tr>
<tr>
<td>Where would this person work? What is the setting for this career?</td>
</tr>
<tr>
<td>What education or training is required for this career?</td>
</tr>
<tr>
<td>Two questions I have about this career:</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
</tbody>
</table>
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 and SUNY offer dozens of certificate and degree programs in Retail, both for entry-level careers and more advanced level careers. Students do not need to choose one immediately, but should become comfortable learning how to research them.

**ACTIVITIES IN THIS SERIES**

- 3.1 • Researching CUNY Degree Programs in Retail*
- 3.2 • Understanding Degree Program Requirements*
- 3.3 • SUNY Online Programs: Associate’s Degree in Fashion E-commerce at Genesee Community College*
- 3.4 • Advancing in Retail
- 3.5 • Researching a Bachelor’s Degree at CUNY: Business Administration (BS) at York College*
- 3.6 • 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.

Background on SUNY

SUNY is the largest public university system in the country. It includes 64 community colleges and universities and grants degrees at all levels. Operating all around New York State, 93% of New Yorkers live within 15 miles of a SUNY school.

Image: https://www.suny.edu/impact/report-card/images/2012/consortiaMapAll.jpg
Understanding Degrees vs. Certificates

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

WHAT ARE DEGREES AND CERTIFICATES?

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

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

HOW CAN I PAY FOR DEGREES AND CERTIFICATES?*

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

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

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

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

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

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

PREP

- Go to the Kingsborough Community College* website: http://www.kbcc.cuny.edu/Pages/default.aspx.
- Under the Academics tab near the top of the page, click on Degrees & Certificates from the drop-down menu. Click on the box that relates to Retail—Business. Click on the List of programs, then Programs and read the descriptions of the majors that lead to Retail-related degrees, on this page.
- Be prepared to discuss the terms: college major, college degree, certificates and credential. (See previous pages for definitions.)
- Write the URL for Kingsborough Community College on the board:
  
  http://www.kbcc.cuny.edu/Pages/default.aspx

MATERIALS

- This session requires use of a computer lab.
- Retail Majors at Kingsborough Community College* worksheet
- Exploring a College Degree in Retail worksheet

EXPLAIN

1 In many, though not all fields, a degree is considered a higher-level credential than a certificate, but some entry level careers in Retail do not require more than a certificate, so both are important to consider. Although you can get a job in Retail without a degree or certificate, many jobs in the field do require one. Today you’re going to explore the Retail programs that Kingsborough Community College* offers.
Because Retail is not in and of itself a field of study, most Retail-related jobs are clustered in the Business majors. That’s true of the college we’ll be looking at today.

Distribute Retail Majors at Kingsborough Community College worksheet. Ask students to navigate to the college’s website (written on the board), then click on Academics, then Degrees & Certificates, then Business, then identify majors in the Retail field and write them on the worksheet.

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

When choosing a program, it’s important to find out in-depth information about exactly what you will be studying. We’re going to explore one degree program more in-depth: the Associate in Applied Science (AAS) in Retail Merchandising. Ask students to navigate to the description of this degree. Students should navigate back to Academics, then to Degrees and Certificates, then Business, then Retail Merchandising.

Distribute Exploring a College Degree in Retail worksheet. Ask students to complete the worksheet based on the information in the description of the AAS in Retail Merchandising degree program.
Retail Majors at Kingsborough Community College*

Use the college website to find majors in Retail offered at the college. For college majors that lead to degrees, look under the Degrees and Certificates section of the website. List a minimum of 4 in total.

College Website: http://www.kbcc.cuny.edu/Pages/default.aspx

MAJORS LEADING TO DEGREES IN RETAIL

1. 
2. 
3. 
4. 

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

Use the Kingsborough Community College website (http://www.kbcc.cuny.edu/Pages/default.aspx) to read about the Retail Merchandising major, then paraphrase the information you find to complete the questions below. Make sure your answers are in your own words.

1. What is the name of the major?

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

3. Name four careers this degree prepares students for:
   1.
   2.
   3.
   4.

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

5. Which academic department is this major a part of?

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

7. Write about one part of the program that sounds interesting to you and explain why. Write about one part that sounds like it might be challenging for you and explain why.
Students read a description of a sample Retail major and identify the roles of various 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—Curriculum (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 Retail Merchandising major at Kingsborough Community College on the next page as an example.

- Read the Retail Merchandising description on the Kingsborough Community College website and the more detailed description in the College Catalog using the instructions in the lesson. Practice navigating to both of these resources, referring to the screenshots in the lesson.

**MATERIALS**

- This session requires use of a computer lab.
- Understanding Degree Program Requirements worksheet
Section 3.2

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 Retail Merchandising 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.

2. What do you think the Retail Merchandising major is about? What courses do you think are required for this major?

3. Write http://www.kbcc.cuny.edu/Pages/default.aspx 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 Degrees and Certificates, then Business, then under Programs, on Retail Merchandising. Make sure they have navigated through each step before moving on to the next one.

NOTE
Section 3.2

RETAIL MERCHANDISING

What Is Retail Merchandising?

The fashion merchandising and marketing management programs have been redesigned as an A.A.S. degree in Retail Merchandising that will contain a shared core and two concentrations of study: Fashion or Marketing. This redesign will not affect current students and will only slightly change degree requirements for incoming students in Fall 2002.

What is Studied?

- The Fashion concentration introduces students to the development, production, buying and selling of products and services to the consumer.
- The Marketing concentration introduces students to manufacturing and creation of products and services and how they reach the multiple consumer markets.

Program Features

- Faculty of industry professionals
- Fashion and marketing club to develop career skills and contacts
- Field trips each semester to current fashion and marketing events in the New York area
- Personal advisement each semester for academic and career or transfer information

Where do KCC Graduates Go?

Students graduating with a fashion concentration work in positions such as showroom sales, store management, assistant merchandisers.

Students who graduate with a marketing concentration may work in apparel manufacturing, product and services creators, or as promoters. Positions include manufacturer’s sales representatives, assistant media buyers, or assistant account staff for promotions.

Students may also transfer to four-year colleges to earn a Bachelor’s Degree

From http://www.kbcc.cuny.edu/academicdepartments/ba/Pages/programs.aspx#rm
4 Ask students to read the description of the program on the introduction page and identify some tasks they think might be required of people who work in the field of Retail Merchandising. Write their responses on the board.

They might say things like: order products for stores; advertise new products; do marketing for clothing companies; becomes managers in stores.

5 Explain that there are two types of course requirements for this major: major requirements (the courses specific to the major) and general education requirements (courses which are required of many majors, and are further divided into required core and flexible core requirements). Some majors, such as Retail Merchandising, also require you to choose a concentration, which means a particular area within the major to focus on.

What are the two concentrations for Retail Merchandising?

A fashion concentration and a marketing concentration.

6 Divide students into pairs. Ask students to click on the Retail Merchandising degree requirements (College catalog) link at the bottom of the major description, scroll down to the most recent college catalog and click to download the Catalog.

7 Ask students to locate the A.A.S. Retail Merchandising section in the Catalog (begins on p. 146) and read the detailed description of the program, paying special attention to the listed courses.

8 Distribute the Understanding Degree Program Requirements worksheet, and ask students to continue working in pairs to complete it using the course descriptions included in the worksheet.
A.A.S. RETAIL MERCHANDISING

HEGIS: 5004.00
PROGRAM CODE: 85381
CHAIRPERSON: Dr. Jeffrey Lax
PROGRAM DIRECTOR: Prof. Jacqueline Scerbinski
OFFICE LOCATION: M-355
TELEPHONE: (718) 368-5555

The curriculum presented here applies to students who started the major in Fall 2017 or Spring 2018. If you enrolled as a matriculant prior to that, please see the College Catalog for the year you started the major as a matriculant for the curriculum requirements that apply to you.

Consultation with the Program Advisor is required.

Learning Outcomes:
Upon successful completion of the Office Administration and Technology degree program requirements, graduates will:

1. demonstrate a level of mathematical and computer skills appropriate for employment in the retail industry
2. evaluate and select marketing and retailing strategies
3. apply basic accounting theory and practice to a service or retail setting
4. explain the impact, roles, skills, responsibilities, and accountability of supervisors in managing an organization
5. understand the basic theory and practice of retail management and merchandising
6. apply principles of retail buying to plan, select and control merchandise

College Requirements:
Successful completion of CUNY Assessment Tests in Reading, Writing, and ACCUPLACER CUNY

Assessment Test in Math with passing examination scores, unless otherwise exempt, or developmental courses may be required.

Civic Engagement Experiences:
Two (2) Civic Engagement experiences satisfied by Civic Engagement Certified or Civic Engagement Component courses or approved outside activity.

Writing Intensive Requirement:
One (1) Writing Intensive course in any discipline is required. Participation in a Learning Community that includes ENG 1200 or ENG 2400 also satisfies this requirement.

Refer to course descriptions for prerequisite, corequisite and/or pre-corequisite requirements

Required Core (4 Courses, 12 Credits):
When Required Core courses are specified for a category, they are strongly suggested and/or required for the major

ENG 1200 Composition I (3 crs.)
ENG 2400 Composition II (3 crs.)
Mathematical & Quantitative Reasoning Course (3 crs.)*
Life & Physical Sciences Course (3 crs.)*

*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.
Flexible Core (3 Courses, 9 Credits):
When Flexible Core courses are specified for a category, they are strongly suggested and/or required for the major
Select one (1) course from three (3) Groups A to E for a total of nine (9) credits.

A. World Cultures and Global Issues Designated Course
B. U.S. Experience in its Diversity Designated Course
C. Creative Expression Designated Course
D. Individual and Society Designated Course
E. Scientific World Designated Course*
*Note: You may elect to take a math or science course that is 4 credits or more. TAP counts 3 credits towards the requirements and the 4th credit as an elective.

Each Course Must be in a Different Discipline

Major Requirements (9 Courses, 25 Credits):
BA 1100 – Fundamentals of Business (3 crs.)
BA 1200 – Business Law I (3 crs.)
BA 1400 – Principles of Marketing (3 crs.)
BA 6000 – Introduction to Computer Concepts (3 crs.)
RM 3100 – Elements of Retail Management (3 crs.)
RM 3300 – Salesmanship (3 crs.)
RM 3400 – Merchandising, Planning and Control (3 crs.)
RM 9229 – Field Experience in Retail Merchandising (3 crs.)
HE 1400 – Critical Issues in Personal Health (1 cr.)

Concentrations (3 to 4 Courses, 10 to 12 Credits):
Select one (1) of the following concentrations:

Fashion Merchandising (4 Courses, 12 Credits):
FM 3200 – Product Development (3 crs.)
FM 3500 – Textile and Non-Textile Analysis (3 crs.)
FM 3700 – Fashion Merchandising (3 crs.)
FM 3900 – Fashion Sales Promotion (3 crs.)
OR
Marketing Management (3 Courses, 10 Credits):
ACC 1100 – Fundamentals of Accounting I (4 crs.)
BA 5200 – Advertising: Theory and Practice (3 crs.)
RM 3000 – Consumer Behavior (3 crs.)

Electives:
2 to 4 credits sufficient to meet required total of 60 credits

TOTAL CREDITS: 60
Understanding Degree Program Requirements*

After reading the description for A.A.S. Retail Merchandising in the Kingsborough Community College Catalog, complete this worksheet. For each course listed, read the course descriptions included or look it up in the Catalog, then infer how each course is relevant to the Retail Merchandising major.

1. **English Composition**: How will the required English courses help Retail Merchandising professionals? *Read course description below before answering the question.*

   **ENG 1200 – ENGLISH COMPOSITION I** (3 crs. 4 hrs.)
   College-level reading and writing, and the development of ideas in essays, including how language communicates facts, ideas and attitudes. Writing is practiced as a process involving revision based on feedback from readers. College-level essays emphasize close reading and intertextual analysis and reading across and between texts drawn from various disciplines.

2. **Mathematical and Quantitative Reasoning**: Why do Retail Merchandising professionals need to take this course? *Read course description below before answering the question.*

   **MAT 4A0 – MATHEMATICAL AND QUANTITATIVE REASONING** (3 crs. 3 hrs.)
   This course enhances students’ quantitative reasoning and mathematical skills useful in solving problems in mathematics and in other fields of study. Students learn to communicate solutions to mathematical problems in written and oral form. Topics include mathematical modeling, financial mathematics, units, percentages and statistical reasoning.

3. What do students do in FM 3500 and why might it be a useful course for Retail Merchandising students?
4 Why would HE 1400 be a required course for the Retail Merchandising student? Why might it be important? Read the course description below before answering the questions.

HE 1400 – CRITICAL ISSUES IN PERSONAL HEALTH (1 cr. 2 hrs.)
Critical health issues from chronic diseases such as cancer, cardiovascular disease, and diabetes mellitus, to communicable diseases such as human immunodeficiency virus and other sexually transmitted infections. Students analyze the role of health risk behaviors in the development of disease, injury and disability, and design a personal wellness plan for health promotion.

5 Why is RM 3100 required for Retail Merchandising students?

RM 3100 – ELEMENTS OF RETAIL MANAGEMENT (3 crs. 3 hrs.)
Introduction to management techniques considered essential to the planning, organization, control and operation of retail establishments. The fundamentals underlying modern merchandising practices, recent developments in trading area analysis, shopping centers, consumer relations, warehousing, transportation, stock control, and data processing. Retail case studies and field trips.

6 Having learned about the Retail Merchandising major, is this a career you would consider pursuing? Why or why not?
SUNY Online Programs:
Associate’s Degree in Fashion E-commerce
at Genesee Community College*

Students learn about an online associate’s degree program by reading a description of a Retail degree offered at Genesee Community College and developing questions based on what they read.

PREP

- Review website navigation for Genesee Community College Fashion E-commerce program.
- A computer lab is preferred for this lesson. As an alternative, you can use the optional handout on Genesee Community College Fashion E-commerce.

MATERIALS

- Genesee Community College Fashion E-commerce handout (optional)
- Online Learning handout
- Considering Online Learning handout

EXPLAIN

1. Online degree programs can be offered fully online, or as a combination of online and face-to-face courses. As the needs of industries change, colleges are adding and updating online programs all the time. The most up-to-date information can be found by searching for “online learning” on the college’s website.

2. We are going to look at an online program that is offered at a SUNY community college. Because the program includes online learning, Genesee Community College offers additional information about online learning, which you will read and develop questions about. This way you can see if online learning is something that might be right for you.

3. Ask students to navigate to https://www.genesee.edu. Navigating to the E-commerce program requires several steps. Be sure all students are keeping up, as you guide them through the following navigation:

*NOTE

*RAENs will provide regional adaptations.
**STEP 1**

Go to the **Homepage** and click on the **Academics** tab.

**STEP 2**

In the left hand column, click on **Business and Commerce**.
STEP 3
From the drop-down menu, choose Fashion: E-Commerce.

Note: If a computer lab is not available, as an alternative, you can distribute the Genesee Community College Fashion E-commerce handout.

Ask students to work in pairs to read the content of the webpage and then write five questions they have about entering this program.

Ask students to share their questions with the class.

The Fashion E-commerce program at Genesee Community College is partly an online program. What do you think an online program is? How might it differ from a traditional class?

An online program means you can take the class through your computer, rather than meeting face-to-face with the teacher and other students in a traditional classroom.

A hybrid car is a car that is powered by both gasoline and electrical power. What do you think a hybrid online class would be?

Students do some coursework online and also attend some class in a traditional classroom and meet with the teacher.
The Fashion E-commerce program at Genesee Community College is a hybrid program where 50% or more of the coursework can be done online.

If a friend is considering taking an online program, what are some things they should think about? Answers will vary. Sample answers can include:

- What is an online program like?
- Do they have a computer? Do they have an Internet connection?
- Are they good at working on their own?
- Do they like being with other students?
- Do they like using a computer?

Why might Fashion E-commerce students be interested in online learning?

- They are already interested in online communication.
- They plan to sell things online.

Distribute Online Learning handout. Ask students to read and annotate it, taking notes on what they find interesting, what they want to know more about, any questions they have and words that they are unfamiliar with.

Distribute Considering Online Learning handout. Divide the class into groups of 4 students. Have the students work together to answer Questions #1–#4. Students will answer Question #5 individually.

Review the answers to Questions #1–4 in class.

Based on the Online Learning reading, would you want to take an online course? Have a few students volunteer to share their answers.
Genesee Community College Fashion E-commerce

From https://www.genesee.edu/home/academics/programs/business/ecommerce/

Fashion Business: E-commerce

The Fashion Business program with E-commerce concentration prepares you for the explosive growth in online retailing. With 72% of women looking online for apparel, and $26 billion of clothes sold online, it is an ever-expanding field.

Study Online!

Did you know that a majority of the Fashion Business: E-commerce program can be completed online?

- Fashion Business: E-Commerce AAS (50% or more can be completed online)

Visit our Office of Online Learning for more information.

Why GCC?

The key to a successful online shopping experience and business plan is a well-designed website. GCC's E-commerce concentration teaches you the essentials of computer graphics, web development and web publishing. As part of your study, you will take dynamic coursework in computer graphics, design a web-page that markets a product or service and develop the overall brand for related merchandise or services. This effort incorporates the use of industry standard web-design methodologies.
Online Learning

From How Does Online Learning Work? https://www.genesee.edu/home/offices/online/how-does-online-learning-work/
From Is Online Learning for Me? https://www.genesee.edu/home/offices/online/is-online-learning-for-me/

How Does Online Learning Work?

GCC’s online courses allow students to take regular college credit courses using computer technology to

- learn concepts
- supplement textbook information
- communicate with instructors and other students
- link to a world of applied information via the internet

Online learning is not a program in itself; it is a mode of taking courses required for a degree or certificate program.

Online learning courses follow the same academic calendar as campus-based courses. They are not self-paced, but adhere to a rigorous calendar, student learning outcomes and required competencies for completion.

Take the Readiness Assessment to see if you are prepared for online courses.

Please note: online and hybrid courses are just as difficult as traditional courses. Online courses typically require more reading and writing than traditional classes, and students must be ready to embrace the technology of the course delivery. Otherwise, online learning can be a great educational experience and it allows access to courses despite geographic or scheduling constraints.
Tips for Online Students

How to have a successful online learning experience:

- Confirm you have your username/password and know how to access the online course.
- Be sure to check in for the first time within 1-2 days of the start of term.
- Read the course syllabus and check for any special instructions from the instructor – be aware of any instructor expectations as well as any assignment/activity deadlines.
- Tour the online class to become familiar with where to find assignments and activities – click on all the links and read the content.
- Follow the assignments and associated deadlines as identified on the syllabus and/or special course instructions.
- Establish a regular routine for checking for course communication and participating in course activities – students need to check in at least 3 times a week to the online class.
- If you have a question or concern, contact the instructor through established course communication.
- Read the Online Student Expectations

Is Online Learning for Me?

GCC’s online learning is designed to work for anyone who will put in the hard work necessary to earn their college degree, but who also needs the flexibility of learning anywhere, anytime.

Are you ready? Take the Readiness Assessment to find out for sure.

Please note: online and hybrid courses are just as difficult – or more difficult – and may be more time consuming than traditional courses. Online courses typically require much more reading and writing than traditional classes.
Qualities of Successful Online Students

Successful online students exhibit the following qualities:

► Be a self-starter — have the maturity and motivation to work independently.
► Use time wisely, be organized, be self-directed, and be willing to use new modes of communication and learning.
► Be willing to put in the needed time, read the text carefully, and actively participate in online class activities.
► Check communication frequently, get all assignments in on time, and discuss any concerns and questions with the instructor.
► Have regular access to a computer that meets minimum requirements.
► Have basic computer skills and be able to navigate the Internet.

What’s Expected of Me?

► Students taking an online course will login as requested by the instructor. At a minimum, students will log into the class three times a week. Instructors may also impose additional login requirements.
► Students taking an online or hybrid course for the first time are urged to participate in Technical Orientation or view the recorded Technical Orientation webinar. Technical orientation reinforces the necessary computer skills, familiarity with essential online class functions, and awareness of strategies for online student success.
► To comply with Federal financial aid attendance requirements students must check into the class within the first two days of class and must engage in at least one substantial activity (e.g., sending a course communication to the instructor, participating in a discussion and/or completing a quiz) each week of the class. This minimum level of participation only satisfies the Federal regulation and does not supersede the additional requirements that may be set by the instructor of the course.
► Students in online courses are required to adhere to the Student Code of Conduct, Plagiarism Policy, and Academic Dates and Deadlines.
Considering Online Learning

Work in your groups to answer questions #1-4, then answer #5 individually.

1. What is online learning? Summarize the key features of online learning.

2. List three qualities needed to be a successful online student.

3. Describe two expectations that must be met by online students.

4. In your opinion, what are at least two advantages and two disadvantages of online learning? 
   *Fill in the chart below.*

<table>
<thead>
<tr>
<th>ONLINE LEARNING ADVANTAGES</th>
<th>ONLINE LEARNING DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the *Online Learning* reading, would you want to take an online course? Use the reading to give details supporting your choice.
Advancing in Retail

Having learned about Associate’s degrees that lead to careers in Retail, students now learn about higher level careers in Retail that require Bachelor’s degrees by reading entries in a career database, practicing paraphrasing, making inferences and making a presentation.

PREP

- Explore the Career Cruising website, www.careercruising.com. Career Cruising is a subscription-based service that many programs subscribe to. Find out if yours does, and use your program’s username and password to log in. Using the search bar at the top of the page, read the entries for Logistics Specialist, E-Business Consultant, Marketing Specialist, Media Buyer, and Operations Research Analyst, and complete the Teacher’s Version: Advanced Careers in Retail worksheet.

  If your program does not have a Career Cruising subscription, use the New York State Department of Labor’s CareerZone instead, found at www.careerzone.ny.gov. If you use this website, have students search for the following entries: Logistician, Purchasing Manager, Market Research Analyst, Accountant, and Management Analyst.

- A computer lab is necessary for this class. If not available, print the career descriptions from Career Cruising or CareerZone for use with students.

- Write www.careercruising.com or www.careerzone.ny.gov on the board, depending on which website you will use.

MATERIALS

- Advanced Careers in Retail handout
- Teacher’s Version: Advanced Careers in Retail worksheet

EXPLAIN

Retail is a sector that does not require a degree in order to get a stable, entry-level job with benefits and opportunities for advancement. However, the more education you have, the higher you can go in this sector, and the more money you can earn. After working in entry-level positions, some Retail workers decide to pursue college degrees in order to advance in the field. Today we’re going to learn about mid to high level careers in Retail. These careers in Retail require several years of experience and college degrees.
We are going to use a database called Career Cruising (or CareerZone) to research careers in Retail, paraphrasing the information we read. Then you will present the career to the class.

2 Distribute the *Advanced Careers in Retail* handout. Ask students to read the title and ask:

*When you think of an advanced career in Retail, what comes to mind?*

› Managers, supervisors, buyers, advertisers.

3 Divide the class into five groups. Assign each group one of the Retail careers listed on the teacher’s handout. In their group, students should take 2 minutes to discuss what they think their assigned advanced Retail worker does at work. Encourage them to guess and freely discuss their ideas without censoring themselves. They will learn more about this career momentarily.

4 Have all students navigate to Career Cruising and sign in (or CareerZone). Explain that there are many ways to use the website. It is designed for people looking for detailed information about a field they want to pursue, as well as for people who are not sure yet what field they want to pursue.

Next have all students enter “visual merchandiser” in the search bar at the top of the page. This is not one of the careers they will research together in their group. Instead, the whole class will look at this career description to learn the features of the webpage.

**NOTE:** *If using CareerZone, please note the following changes:*

- Students enter “Merchandise Displayer and Window Trimmer” into the search bar instead of “Visual Merchandiser.”
- There is no “At a Glance” section. The first thing students will see is a list of topic headings with brief descriptions. This list is repeated on the left-side.
- All questions in the *Advanced Careers in Retail* handout can be answered using either CareerZone or Career Cruising.

Ask students what they see on this page.

› At a Glance, with photos and general descriptions of the career.

What kind of information is presented here?

› It’s an overview of the career, including photos of merchandisers at work, a salary range, required levels of education and videos.

What do you see in the left-hand bar?

› Job Description, Working Conditions, Earning, Education, etc.
What do you think you will find there?

- More detailed information about each of those topics, concerning the Visual Merchandising career.

If you were going to complete the worksheet for Visual Merchandising, where on the website would you find the information you need?

- Job Description, Working Conditions, Earnings, Education.

Read these descriptions with a partner and develop a 4-sentence description of the Visual Merchandising career on a separate sheet of paper.

5 Have a few pairs share their descriptions.

6 Now you are going to read about your assigned Retail career, and complete the Advanced Careers in Retail worksheet by paraphrasing the information you find. Note to teacher: Review paraphrasing as needed.

7 Now you will prepare to present your research to the class. Write the following questions on the board and discuss them as a class. Students should work in their groups to make 5-minute presentations on the Retail career they researched.

- What makes an effective presentation?
  - It’s well organized, with clear logic from one point to the next, clear, loud speaking, personal connection to audience.

- In what order will you present the information?

- How will you introduce the topic?

- What questions do you anticipate? Can you answer those questions, or do you need to research the answers?

- Is all of your information paraphrased?

ALSO INCLUDE:

- What personal characteristics are a good match for someone who wants to enter this field?

8 Each group presents their research. Students in other groups should jot down questions they have about the career as they are listening. At the end of each presentation, the class should be given an opportunity to ask their questions to the presenters.
OPTIONAL: Students can critique one another’s presentations, offering feedback on what made certain parts especially effective, and suggestions for improvement. They learn about professional or academic critiques, their goals, how to offer critique, and how to receive critique—an important workplace and college skill.

ASK

What is a critique?

- Offering feedback on a project. A critique can include praise as well as suggestions, for example, it can identify which parts were particularly effective and which parts need improvements.

Who does them?

- Many college students and workers do them. Many architecture and design students are required to do them, but other students do them too, when they ask their classmates to read their work and offer suggestions.

Why is critiquing done?

- To get better! When you’ve made something the best you think it can be, it’s helpful to hear how others have experienced it, and what ideas they have for improving it. Even the most famous and accomplished writers have editors. These are people who offer feedback in order to help the writer improve.

Write the following sentence stems for critique/feedback on board.

OFFERING FEEDBACK:

“I thought it was effective when you said…”
“You really caught/held my attention when you…”
“I was confused when you said…”
“I wanted to hear more about…”
“One suggestion I have is…”

Then invite students to critique each presentation. Ask first for the presenters to critique themselves. They should say one part of the presentation they thought was particularly effective, and one aspect of the presentation that can be improved, and how. Next, two students in the audience can critique the presentation using the same format—one piece of positive feedback and one suggestion for improvement.
### Teacher’s Version: Advanced Careers in Retail

FOR THE TEACHER: Complete this key based on Career Cruising (or CareerZone) profiles in order to support students in their research.

<table>
<thead>
<tr>
<th>POSITION</th>
<th>What they do at work (Duties)</th>
<th>Why a business needs them (Context)</th>
<th>How to become one (Education)</th>
<th>How much they can earn (Salary)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logistics Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E-Business Consultant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing Specialist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media Buyer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations Research Analyst</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Advanced Careers in Retail

In your group, complete the chart below, discussing and paraphrasing the information you read about on the website.

Name of Career: ____________________________

<table>
<thead>
<tr>
<th>What they do at work (Duties)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why a business needs them (Context)</td>
<td></td>
</tr>
<tr>
<td>How to become one (Education)</td>
<td></td>
</tr>
<tr>
<td>How much they can earn (Salary)</td>
<td></td>
</tr>
<tr>
<td>Something that seems interesting about this career</td>
<td></td>
</tr>
<tr>
<td>Something that seems challenging about this career</td>
<td></td>
</tr>
<tr>
<td>Two questions I have about this career</td>
<td></td>
</tr>
</tbody>
</table>
Researching a Bachelor’s Degree at CUNY:
Business Administration (BS) at York College*

Students read about a Bachelor’s degree program at a CUNY college and discuss major concentrations and the relevance of coursework. Students will also review the difference between required and elective classes for major concentrations. Requirements of majors at other colleges may be organized differently from those at CUNY.

PREP

There are two types of course requirements to earn a degree, whether dealing with an Associate’s or Bachelor’s degree: major requirements (the courses specific to the major) and general education requirements (courses which are further divided into required core and flexible core requirements). Some majors require you to choose a concentration as part of the major requirements, which means a particular area within the major to focus on. The Business Administration major explored here, for example, requires courses for the major itself and required and elective courses for each concentration within the major.

Course requirements are usually outlined in the description of the major in the college website’s Academics section. Although Bachelor’s degree programs have general education requirements, this lesson focuses on the major requirements required for a Business Administration degree.

Note to instructor: Due to this lesson’s focus on Logistics and Supply Chain Management, a complex field of study, this activity is appropriate for higher level students.

MATERIALS

- Exploring a Bachelor’s Degree in Retail handout
- Business Administration Degree Requirements handout
EXPLAIN

1 Although a degree is not required for many entry-level jobs in Retail, an Associate’s degree is often required to advance, and many higher-level jobs require a Bachelor’s degree. Today you’re going to explore the Retail programs that York College* offers.

2 Retail is not in and of itself a field of study, so most retail-related jobs are clustered with the Business majors. That’s true of the college we’ll be looking at today.

3 Business is a broad field and students can choose to focus on specific areas: for example, International Business, which involves operating businesses in, and in partnership with, other countries, or Human Resources Management, which involves staffing policies and operations.

At York College, Business Administration majors choose from five concentrations. In addition to taking general Business Administration classes, students take specialized classes in their concentration.

5 On the board, write the following:

<table>
<thead>
<tr>
<th>Five Concentrations in Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Human Resources Management</td>
</tr>
<tr>
<td>2. Entrepreneurship</td>
</tr>
<tr>
<td>3. Finance</td>
</tr>
<tr>
<td>4. Logistics and Supply Chain Management</td>
</tr>
<tr>
<td>5. International Business</td>
</tr>
</tbody>
</table>

Based on the titles of these concentrations, which one would you choose to study? Which one seems the most interesting to you?

5 Distribute Exploring a Bachelor’s Degree in Retail handout. Ask students to read and annotate it, taking notes on what they find interesting, what they want to know more about, any questions they have and words that they are unfamiliar with.

6 Based on the information on the handout, ask students which concentration they would pick and why. Ask a few volunteers to share their reasons for choosing a particular concentration.
Why do students in all concentrations have to take **Common Body of Knowledge** classes like Business Law or Principles of Marketing?

> These classes are relevant for all five concentrations. They provide basic information needed for all Business Administration majors.

When choosing a program, it’s important to find in-depth information about exactly what you will be studying. We’re going to explore one concentration in more depth:

**Business Administration with Concentration 4:**
Logistics and Supply Chain Management

Distribute *Business Administration Degree Requirements* worksheet. Ask students to work in pairs to complete the first five questions based on the provided class descriptions. Students will answer the last question individually.

Discuss the answers with the class. Ask for students to share whether they would be interested in a career in Logistics and Supply Chain Management and why.
Exploring a Bachelor’s Degree in Retail

Business Administration (BS)

The Business Administration BS consists of 5 Concentrations: Human Resource Management, Entrepreneurship, Finance, Logistics and Supply Chain Management, and International Business. Students must complete “The Common Body of Knowledge” as well as all requirements identified for their chosen concentration. Departmental advisement is strongly suggested before the Common Body of Knowledge requirements are complete to assist in the selection of a specified concentration.

Concentration 1: Human Resource Management

The Business Administration Human Resource Management Concentration is closely related to labor and industrial relations, as well as organizational behavior. People who work in Human Resources work on hiring new staff, orienting new staff to the policies, procedures and benefits of the workplace, terminating employees if they have not met expectations or if the business needs fewer staff, and work on creating benefit policies, such as paid parental leave.

Concentration 2: Entrepreneurship

The Business Administration Entrepreneurship Concentration is designed to help students develop skills to enable them to start a small business or develop an existing business. Students are expected to develop business plans, skills in business communication, management and business administration. The Entrepreneurship Concentration focuses on encouraging students to act on their own ideas and become effective business decision-makers. The program often provides internship opportunities for students to gain real-world experience.

Concentration 3: Finance

The Business Administration Finance Concentration provides students with the mathematical, analytical and problem-solving skills necessary for graduate programs and provides skills that are in high demand across the corporate, government and nonprofit sectors. Students are taught to analyze the influence of the monetary and banking system on economics. Students have the opportunity to also take certification exams to become financial planners.
Concentration 4: Logistics and Supply Chain Management

The Business Administration Logistics and Supply Chain Management Concentration is designed to provide students with the specific training and education necessary to manage the flow of products and information between businesses. Students study Buying, Inventory Control, Supplier Development, Logistics and Distribution, and encourages the development of functional expertise and skills. They will be equipped for administrative and management roles in transport, purchasing, supply chain management, contract distribution, manufacturing and retailing.

Concentration 5: International Business

With the rapid globalization of business, companies must expand their operations internationally to remain competitive. The new International Business Concentration is designed to prepare students for an exciting career path by providing them with the knowledge, essential skills, practices, understanding and insight that will enable them to effectively deal with the complexities of today’s global business environment, including the multinational and multicultural issues involved.

As the demand for high quality international business degree graduates increases, so too do the salaries paid. Some job titles for international business degree holders include: Management Analyst; International Financial Analyst; Market Research Expert; International Trade Administrator; US Department of Commerce - Foreign Service; International Banking Officer; and United Nations - Cultural Advisers among others. This new program also provides students with the opportunity to travel abroad through the York College Study Abroad/Away Scholarship.

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**EFFECTIVE FALL 2018**

<table>
<thead>
<tr>
<th>Business Administration BS</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td>9</td>
</tr>
<tr>
<td>ECON102</td>
<td>3</td>
</tr>
<tr>
<td>ECON220</td>
<td>3</td>
</tr>
<tr>
<td>ECON103</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ACC103</td>
<td>3</td>
</tr>
<tr>
<td>BUS201</td>
<td>3</td>
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<tr>
<td><strong>Common Body of Knowledge</strong></td>
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</tr>
<tr>
<td>ACC101</td>
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</tr>
<tr>
<td>ACC102</td>
<td>3</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>ACC103</td>
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NYSED/CUNY CareerKit for HSE & ESL Learners (2018) • Retail
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS283</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUS301</td>
<td>Management Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>BUS302</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>FINC321</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
<tr>
<td>BUS348</td>
<td>Production and Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS430</td>
<td>Ethics, Governance &amp; Accountability</td>
<td>3</td>
</tr>
<tr>
<td>BUS481</td>
<td>Strategic Management**</td>
<td>3</td>
</tr>
<tr>
<td>MKT341</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration 1: Human Resource Management

**+ Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS311</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS312</td>
<td>Staff Supervision &amp; Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>BUS361</td>
<td>Management of Compensation</td>
<td>3</td>
</tr>
<tr>
<td>BUS370</td>
<td>Labor Relations and Collective Bargaining</td>
<td>3</td>
</tr>
<tr>
<td>BUS375</td>
<td>Human Resource Development and Training</td>
<td>3</td>
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</table>

**+ Elective Courses**

Choose one course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC238</td>
<td>Fraud Examination</td>
<td>3</td>
</tr>
<tr>
<td>BUS349</td>
<td>Entrepreneurship Basics</td>
<td>3</td>
</tr>
<tr>
<td>BUS491</td>
<td>Independent Study in Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON310</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON331</td>
<td>Economics of Underdeveloped Areas</td>
<td>3</td>
</tr>
<tr>
<td>ECON350</td>
<td>Industrial Organization</td>
<td>3</td>
</tr>
<tr>
<td>ECON360</td>
<td>Labor Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON361</td>
<td>Economics of Trade Unions</td>
<td>3</td>
</tr>
<tr>
<td>ECON390</td>
<td>Independent Research</td>
<td>3</td>
</tr>
<tr>
<td>ECON420</td>
<td>Advanced Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY251</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY252</td>
<td>Leadership, Motivation &amp; Power</td>
<td>3</td>
</tr>
<tr>
<td>PSY253</td>
<td>Managerial &amp; Personnel Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC238</td>
<td>Industrial Society</td>
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### Concentration 2: Entrepreneurship

**+ Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS349</td>
<td>Entrepreneurship Basics</td>
<td>3</td>
</tr>
<tr>
<td>BUS357</td>
<td>Family Business</td>
<td>3</td>
</tr>
<tr>
<td>BUS431</td>
<td>Entrepreneurship Plans</td>
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</table>
### Section 3.6

#### Student Handout

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MKT344</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT347</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td><strong>+ Elective Courses</strong></td>
<td></td>
<td><strong>3</strong></td>
</tr>
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</table>

**Choose one course from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS311</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS312</td>
<td>Employee Relations</td>
<td>3</td>
</tr>
<tr>
<td>BUS491</td>
<td>Independent Study in Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON310</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON331</td>
<td>Economics of Underdeveloped Areas</td>
<td>3</td>
</tr>
<tr>
<td>ECON340</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON390</td>
<td>Independent Research</td>
<td>3</td>
</tr>
<tr>
<td>ECON420</td>
<td>Advanced Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON421</td>
<td>Econometrics</td>
<td>3</td>
</tr>
<tr>
<td>MKT346</td>
<td>International Marketing</td>
<td>3</td>
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<tr>
<td>PSY252</td>
<td>Leadership, Motivation and Power</td>
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**Concentration 3: Finance**

| **18** |

- **+ Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FINC322</td>
<td>Investment and Securities Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FINC329</td>
<td>Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FINC475</td>
<td>Case Studies in Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON420</td>
<td>Advanced Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON421</td>
<td>Econometrics</td>
<td>3</td>
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</table>

- **+ Elective Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACC345</td>
<td>Cost Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>FINC325</td>
<td>Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FINC355</td>
<td>Futures and Options</td>
<td>3</td>
</tr>
<tr>
<td>BUS491</td>
<td>Independent Study in Management</td>
<td>3</td>
</tr>
<tr>
<td>ECON310</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON311</td>
<td>Money and Banking</td>
<td>3</td>
</tr>
<tr>
<td>ECON390</td>
<td>Independent Research</td>
<td>3</td>
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</tbody>
</table>

**Concentration 4: Logistics and Supply Chain Management**

| **18** |

- **+ Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS240</td>
<td>Foundations of Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS365</td>
<td>Materials and Inventory/Production Control</td>
<td>3</td>
</tr>
<tr>
<td>BUS366</td>
<td>Transportation Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS367</td>
<td>Logistics Management</td>
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</table>
### BUS368
E-Business Technology | 3
---|---

**Elective Courses** 3

*Choose one course from the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS369</td>
<td>International Supply Chain Management</td>
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</tr>
<tr>
<td>BUS371</td>
<td>Supply Chain Modeling</td>
<td>3</td>
</tr>
<tr>
<td>BUS372</td>
<td>Strategic Cost Management</td>
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</tr>
<tr>
<td>BUS373</td>
<td>Procurement Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS374</td>
<td>International Logistics and Transportation</td>
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</tr>
<tr>
<td>BUS491</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>ECON310</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>ECON340</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON390</td>
<td>Independent Research</td>
<td>3</td>
</tr>
<tr>
<td>ECON420</td>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON421</td>
<td>Econometrics</td>
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### Concentration 5: International Business 18

**Required Courses** 9

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON210</td>
<td>Intermediate Macroeconomics</td>
<td>3</td>
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<tr>
<td>ECON340</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>MKT346</td>
<td>International Marketing</td>
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</table>

**Elective Courses** 3

*Choose one course from the following:*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BUS240</td>
<td>Foundations of Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS349</td>
<td>Entrepreneurship Basics</td>
<td>3</td>
</tr>
<tr>
<td>BUS367</td>
<td>Logistics Management</td>
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</tr>
<tr>
<td>BUS368</td>
<td>E-Business Technology</td>
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<td>BUS491</td>
<td>Independent Study in Management</td>
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</tr>
<tr>
<td>ECON200</td>
<td>Intermediate Microeconomics</td>
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<td>ECON310</td>
<td>Public Finance</td>
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<td>ECON311</td>
<td>Money and Banking</td>
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<tr>
<td>ECON390</td>
<td>Independent Research</td>
<td>3</td>
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<tr>
<td>ECON420</td>
<td>Advanced Economic Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECON421</td>
<td>Econometrics</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration 5: Language Courses 6

Choose two courses from Group I, II, or III. One course must be at the 200 level.

#### Group I: Spanish

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SPAN105</td>
<td>Intermediate Spanish I</td>
<td>3</td>
</tr>
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<td>SPAN106</td>
<td>Intermediate Spanish Composition</td>
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</table>
### Group II: French

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPAN107</td>
<td>Intermediate Spanish for Special Purposes</td>
<td>3</td>
</tr>
<tr>
<td>SPAN208</td>
<td>Advanced Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPAN240</td>
<td>Translation I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN241</td>
<td>Translation II</td>
<td>3</td>
</tr>
<tr>
<td>SPAN242</td>
<td>Commercial Spanish</td>
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</tbody>
</table>

### Group III: Other languages

Students interested in taking other foreign languages must choose six credits above the beginner's level in consultation with the Business and Economics and World Languages, Literatures and Humanities departments.

### Credit Totals

<table>
<thead>
<tr>
<th>Category</th>
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<tbody>
<tr>
<td>Total Business program credits</td>
<td>60</td>
</tr>
<tr>
<td>Total Core Curriculum credits</td>
<td>30-42</td>
</tr>
<tr>
<td>Total free elective credits</td>
<td>18-30</td>
</tr>
<tr>
<td>Total credits for the BS in Business Administration</td>
<td>120</td>
</tr>
</tbody>
</table>

### Notes:

* ECON 102 may also be taken to fulfill the Flexible Core: Individual and Society requirement.

** BUS 481 may also be taken toward fulfillment of the College Option Core: Writing Intensive requirement.

*** Six credits in foreign language courses may also be taken in fulfillment of the College Option Core: Foreign Language requirement. Placement in foreign language courses is determined in consultation with the World Languages, Literatures, and Humanities department. Students who do not place directly into intermediate-level courses may have to take introductory-level courses as prerequisites. Credits in introductory-level courses will subtract from the free electives credit total.

**** Both foreign language courses must be taken in the same language.

• Students who have completed the Required Core: Mathematical and Quantitative Reasoning requirement will be prepared to take all courses in the Business Administration program.
Business Administration Degree Requirements*

For each question, read the course description and reach your own conclusions about how each course is relevant to Concentration 4: Logistics and Supply Chain Management for Business Administration students.

1. How might the required course, Introduction to Microeconomics, help Retail students?
   Read course description below before answering the question.

   ECON102: Introduction to Microeconomics
   Introduction to the principles of economic analysis, policies, and institutions with emphasis on allocation of resources, trade and the distribution of income through the price system.

2. Why do Retail students need to take Principles of Accounting? Read the course description below before answering the question.

   ACC101: Principles of Accounting I
   Fundamental accounting theory and practice; entry and posting of typical transactions: trial balances and work sheets; cash receivables; inventory; current liabilities; income statements; balance sheets; and introduction to financial analysis concepts.

3. Why would Introduction to Marketing be a required course for the Logistics and Supply Chain Management concentration? Read the course description below before answering the question.

   MKT341: Introduction to Marketing
   Introduction to concepts, institutions and policies of distribution; relationships among manufacturers, wholesalers, retailers, and consumers, market research and strategies, advertising, and sales management.
How might the E-Business Technology course be useful for a Logistics and Supply Chain Management student? Read the course description below before answering the question.

**BUS368: E-Business Technology**
Effective corporate E-Business strategies demand an in-depth understanding of the various technology solutions that enable electronic business. The course will examine how emerging trends—in social media, telecommunications, search engines, security, portals, websites and user interface design, electronic payment systems, e-publishing, digital search features, mobile commerce, and pervasive computing—impact industry, corporate strategy, and competitive dynamics, and create organizational efficiencies.

How might a Logistics and Supply Chain Management student benefit from taking International Supply Chain Management? Read the course description below before answering the question.

**BUS369: International Supply Chain Management**
This course provides a comprehensive study of the concepts, processes, and strategies used in the development and management of global supply chains. Supply-chain management (SCM) is a systems approach to managing the entire flow of information, materials, and services from raw material suppliers through factories and warehouses to the final end-customer. Specific topics include global supply chain management, procurement, electronic commerce, information technologies, and logistics activities.

Having learned about the Logistics and Supply Chain Management concentration, is this a career you would consider pursuing? Why or why not?
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 with 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.
Parents can only give good advice or put [children] on the right paths, but the final forming of a person’s character lies in their own hands.

—Anne Frank, Writer