



CLIP CAREERPATH CURRICULUM: EDUCATION

CUNY

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5/27/2014

The City University of New York was awarded \$19.86 million through the United States Department of Labor’s Trade Adjustment Assistance Community College and Career Training grant program to offer CUNY CareerPATH, a three-year program aimed at supporting adult students in career advancement and successful college transition, responding to local industry needs, and building CUNY’s capacity to serve adult workers. CareerPATH provides academic and English language skills instruction “contextualized” to five industry sectors – health care, education, manufacturing, culinary arts and hospitality, and business – with the goal of engaging adult learners and accelerating their progress once they enroll in college. Strengthened connections between English language pre-college programs, occupational training, and degree programs — bolstered by strong advisement and enhanced student services — help students progress on each step of their education and career pathway. In the short term, participants earn industry-recognized credentials and find jobs. In the longer term, they translate their training into college credit and enter degree programs.

The program director/product liaison should enter the following information below:

- Upper-Level CLIP Students
- “Education Curriculum”
- English for Academic Purposes and Contextualized Career Exploration

The reviewer should complete the information below:

Based on your expertise, how would you rate the product’s ability to meet standards within your field?			
<input checked="" type="checkbox"/> Outstanding	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Incomplete

SUMMARY

Based on knowledge of the product, please summarize your review of the product below in 2-3 paragraphs.

The Curriculum is entirely consistent with the goals of CareerPATH. It is well adapted to the CLIP model. The theme of education is handled in an original, effective and engaging way. The education theme is immediately integrated into the syllabus by explaining the pedagogical benefits of theme-based learning cognitively, in terms of student engagement, and how it models college. Then it discusses the practical benefits of the specific theme of education for achieving the students' goals of learning English and furthering their academic careers. The presentation of material on different levels of abstraction and from multiple perspectives is a model of how it should be done. The texts mirror this. The first, *Girl in Translation*, is a "semiautobiographical tale" of a young immigrant's struggle to educate herself. It is relevant and interesting, presenting many points of comparison to the CLIP student population's own experiences. The second text, *Why Students Don't Like School*, is more abstract. It examines learning from a cognitive perspective yet manages to be engaging through good examples. There is a variety of additional reading material that is topical and current from newspapers, websites, and magazines to broaden the students' experience with different types of texts. In addition, there are practice materials written to prepare students for the specific reading and writing and grammar skills of the CUNY assessment tests they must pass to advance to credit bearing college courses.

The curriculum is executed in weekly modules. That fit the CLIP 25 hour per week schedule. Each module has essentially the same structure. There are theme related "Key Questions" and vocabulary that serve to frame the week's work, a reading from the texts with work sheets, supplemental reading materials, and a writing assignment. The worksheets are varied. Different formats for different types of texts. The pre-reading assignments are multipurpose in that they are related to the text but serve to reinforce and practice a grammar curriculum rather than deep interaction with the text. The post-reading assignments are more geared to comprehension and summary. They provide the practice students need to master analysis and summary. The writing assignments are good, covering different formats and audiences including notes, presentations, essays, resumes, e-mail and LinkedIn. Helpful models and explanations of the educational value and purposes of the different assignments are provided. A distinguishing feature of this curriculum is the way the course integrates college knowledge and CareerPath goals with the theme.

In sum, this curriculum is both well conceived and well executed.

David Marshall

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Signature



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