



Preparation for Adults Through
Training and Higher Education



PUBLIC HEALTH: AN INTERMEDIATE CLIP CURRICULUM

College: CUNY Language Immersion Program

Program Director: Leslee Oppenheim, Ph.D.

Reviewer: Hillary Gardner, Acting Director, Center for Immigrant Education and Training, LaGuardia Community College

6/16/2014

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:

- Mid-Level CLIP Students
- "Public Health: An Intermediate CLIP CareerPATH 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

"Public Health: An Intermediate CUNY Language Program Curriculum" introduces the theme of public health through the teaching of English for academic purposes, using three diverse texts as core readers accompanied by college transition reading and writing activities. Using an inquiry-based approach, this curriculum efficiently and effectively guides students to analyze what they think they know about health care issues both past and present, requiring them to document their responses in writing using research, interviews, and web resources. Reading activities focus on a diverse range of key reading strategies such as making predictions, understanding cause and effect, asking questions of the text, and summarizing or chunking the story. The acquisition of these strategies will help students read challenging material in a new subject area, a key skill for success in college level classes.

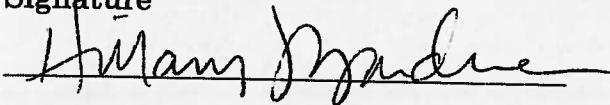
Each text in this curriculum for English language learners helps students explore the world of public health in a new way. Students' knowledge of medical vocabulary is enhanced through reading about medical issues from the non-fiction text *Scary Medical Stories* (Townsend Press, 2012), which introduces and summarizes historical approaches to the diagnoses, treatment, and cure of common health issues in a compelling way for contemporary readers. Using the graphic novel *Pedro and Me*, students examine a single medical issue in more detail and analyze how HIV/AIDS has been portrayed in contemporary society and media representations. Reading comprehension is checked through true-false activities and vocabulary is developed through review of useful expressions in colloquial spoken American English, making the curriculum relevant and accessible to a college-bound audience. Writing is enhanced through the use of double entry journals in which students elaborate personal responses to the text, preparing them to successfully pass the CAT-W academic writing examination as a culminating activity of the curriculum.

In the final part of the curriculum, students use the text *Rescue 471: A Paramedic's Story* (Random House, 2000) as a framework to describe and discuss a career in healthcare. Reading logs help students reflect on and evaluate their progress in reading skills, and numerous re-reading activities build vocabulary in context. During this unit, students research and discuss the skills needed to function successfully in a healthcare job. A career exploration lesson set prepares students for further career research through informational interviews, exploration of LaGuardia Community College's website, research into the Department of Labor and the DOL's Occupational Outlook Handbook, and data analysis from the NYC Department of Health and Mental Hygiene. By the end of this curriculum, students will have achieved greater facility with describing public health in their communities as well as a deeper knowledge of how to achieve their own career goals and aspirations.

Hillary J. Gardner

6/16/2014

Signature



This workforce solution was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The solution was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. The CUNY CareerPATH Program is an equal opportunity employer/program and auxiliary aids and services are available upon request to individuals with disabilities.