

Hostos CEWD

Aligning Non-Matriculation to Matriculation Programs



Division of
Continuing Education &
Workforce Development



Hostos Community College



March 2021

Hostos CEWD

Aligning Non-Matriculation to Matriculation Programs

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OVERVIEW

This paper summarizes participation of key staff at Eugenio María de Hostos Community College (Hostos) and its efforts carried out as part of the Capital One Foundation's Community College Workforce Development (CCWD) Cohort (2015-2021). In partnership with the college's Office of Academic Affairs (OAA) and faculty, we embarked on an initiative to encourage greater collaboration between continuing education and workforce development and academic departments/divisions in the college.

Proposed recommendations for moving forward are shared based on the learnings from the CCWD Cohort and the Hostos experience. Next steps are drawn from best practices that hold promise to strengthen the Hostos student experience while deepening collaborations between the Division for Continuing Education and Workforce Development (CEWD) and OAA.

In this paper, we focus on seven tangible recommendations:

1. Financial Sustainability
2. PLA Office
3. PLA Committees
4. Using Pell for Certificate Programs
5. Co-Listing Courses Between CEWD and College
6. Marketing and Outreach
7. Aligning Advisement

Placing job-focused education and training programs at the center of the college's future is critical to its success (see Opportunity America Working Group 2020). Attracting and retaining adult and emerging adult learners by creating valuable workforce credentials will help the college sustain enrollments and contribute to the city's economic recovery (Jacoby 2020).



- **Credit for Prior Learning (CPL)** is college credit that can be awarded for skills and knowledge gained outside the classroom.
- **Prior Learning Assessment (PLA)** is the process through which credit for prior learning is granted (CAEL 2017)
- **Credit Articulation Agreements** are memoranda of understanding between academic departments (and Academic Affairs) and Continuing Education programs (or other certificate providers) to grant college credit for non-credit coursework that aligns with college coursework

GOALS

ALIGNING NON-MATRICULATION TO MATRICULATION PROGRAMS

The main goal of aligning non-matriculation to matriculation programs has been to institutionalize policies and procedures for credit alignment in a way that reinforces collaborations between CEWD and OAA and outlasts changes in personnel.

- 1 Identify and concentrate on programs that have viable course overlap**
- 2 Create opportunities to facilitate open dialogue between faculty, college administrative offices, OAA and CEWD staff**
- 3 Commit to reducing barriers for adult and emerging adult learners participating in CEWD programs to matriculate into the college.**
- 4 Utilize apprenticeship programs as a strategy to engage faculty and employers.**



KEY ACTIVITIES

- Establishing credit articulation agreements for select certificate programs that produce an industry recognized credential so that if students enroll at Hostos they are granted college credit
- Instituting and hiring a Transition & Advising Coordinator to facilitate non-matriculation to matriculation alignment for students transitioning to the college
- Introducing regularly scheduled meetings between high-level staff in CEWD and OAA to facilitate cross-divisional collaboration
- Developing a college-wide CPL/PLA policy for granting credit for experiences from outside of the traditional classroom experience
- Initiating a collaboration between CEWD and key academic departments (Liberal Arts, Math, Allied Health) to develop curricula and summer bridge programs
- Developing a CEWD certificate course transcript and creating administrative procedures with Admissions and the Registrar to grant credit to students transitioning from Hostos CEWD to enrolling at the college

KEY VALUES

1

Equity

Granting Credit for Training Completed on the Job or in Workforce Training Setting

All students receive college credit for having professional experience outside of a traditional classroom or completing a certificate course that is equivalent to college-level coursework. At Hostos, credit articulation agreements grant college credit for CEWD certificate courses that produce an industry recognized credential and constitute college-level work. An established Hostos PLA policy will fairly assess the work and life experience of students, while also complying with the CUNY's university-wide PLA policy.

2

Access

Institutional policies should address the needs of adult and emerging adult learners

Admissions, enrollment, and advising policies should consider the life circumstances and challenges of adult and emerging adult learners. Many CEWD students have previous experience attending a CUNY or for-profit college; often this experience was not altogether positive. Adult and emerging adult learners are more likely to have educational loan debt, a bursar's hold, used up hours of federal financial aid, and/or have competing priorities with attending college, such as caring for a child or elderly parent or a full-time job. All non-traditional students may benefit from support and advising geared towards their specific circumstances.

3

Transparency

CPL/PLA Policies and Procedures Should be Clear and Easy to Understand

When collaborating with faculty and the Office of Academic Affairs (OAA), we work together to ensure there is an equivalent match between the learning objectives and curricular items offered in CEWD's certificate programs and the corresponding academic course, which is then clearly outlined in our articulation agreements. In addition, CEWD courses are periodically updated to meet academic standards. Students are provided with a detailed flyer explaining credit articulation agreements; a Hostos Degree Map that explains the value of PLA credits toward a degree program; and personalized advising sessions with the Transition & Advising Coordinator. Professional development sessions for Admissions staff and Student Success coaches detail the credit articulation agreements and PLA policy. As the college's PLA policy is further developed, our goal will be to provide a similar level of student support by establishing a Hostos PLA office.

KEY VALUES

4

Collaboration

Working with Academic Affairs, Faculty, and Others

Collaborating with the Office of Academic Affairs and the various academic departments at Hostos is critical for developing credit articulation agreements. We established regularly scheduled meetings with a designated representative from OAA to identify key academic departments and/or units—Business, Community Health, Food Studies, Liberal Arts, Mathematics/Computer Science—that would be interested in collaborating with CEWD to develop credit articulation agreements. We also identify courses to co-list and develop summer bridge programs. In addition, we provide periodic updates to the Provost.

5

Longevity

Solidifying and Institutionalizing the Work

A Hostos PLA office and a PLA committee will set the foundation for this work and ensure that it outlives any on person's tenure at Hostos. This office would provide long-term planning and recruit faculty and staff to replace faculty representatives and CEWD liaisons as needed. The PLA office will serve as the Hostos portal for the CUNY-wide PLA policy, helping students navigate the different options available to them within CUNY/



LESSONS LEARNED

OPPORTUNITIES MOVING FORWARD

- Continue creating and revising **credit articulation agreements** that count toward a major and/or degree
- Co-listed **Courses** that **squarely align** to credit bearing courses
- Market the opportunity** to students, faculty and staff via Hostos website, social media platforms
- Align advising across **divisions and departments**, including **Continuing Education and Workforce Development**
- Collaborate on a **Hostos Summer bridge program**. Bridging the gap between **non-matriculation to matriculation**
- Encourage making more **industry recognized credentials** available to matriculated students to be **more marketable** in the world of work
- Apprenticeship** programs as an employer and faculty engagement strategy

APPRENTICESHIP PROGRAMS



LESSONS LEARNED

NEED INFRASTRUCTURE TO SUPPORT STUDENTS' TRANSITION FROM NON-MATRICULATION PROGRAMS TO MATRICULATION AT HOSTOS

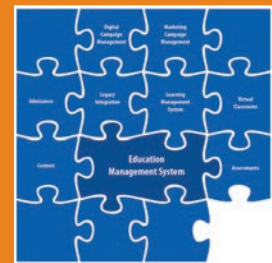
Collaborative efforts with the Office of Admissions resulted in the granting of CEWD credits to students enrolled at the college in a timely manner. CEWD students completing an industry recognized credential receive a transcript through CEWD's student database, CampusCE. Hostos Admissions staff now have access to verify students' information in CampusCE. The Transition & Advising Coordinator works closely with Admissions staff to assist students throughout the process and advises students when credits are contingent on choosing a specific degree program. For one certificate, Medical Billing and Coding, we have also been able to modify the credit articulation agreement so that students from other CUNY Continuing Education programs who complete the certificate are eligible for credit upon enrolling at Hostos.



TRANSITION & ADVISING COORDINATOR



TRANSCRIPTS



CampusCE

STUDENT DATABASE



CREDIT TRANSFERS

LESSONS LEARNED

MARKETING AND STUDENT OUTREACH

To recruit students, marketing and outreach strategies are essential. A flyer outlines our credit articulation agreements and encourages students to take advantage of credits they may be eligible for at Hostos. Including the flyer in the CEWD course catalog has increased CEWD student's interest in enrolling in college and serves as a tool for marketing. Marketing strategies include in-person presentations by the Transition & Advising Coordinator in the classroom to students taking certificate courses. In addition to email and phone contact for students who have completed other programs, such as the High School Equivalency (HSE). All students are encouraged to contact the Transition & Advising Coordinator to get advice and assistance with the transition to college process.

Earn College Credits Toward an Associate Degree
Making Credits Count at Hostos

Continuing Education & Workforce Development | Credit and Earn Credits | Hostos Office of Academic Affairs

- Allied Health Certificates (General Area):** Certified Nursing Assistant Certificate, Clinical Medical Assistant Certificate, MRI Laboratory Certificate. Earns 6 credits. Articulates to A.A.S. in Office Technology Medical Office Manager Option (Co-op 101 (3 credits), Comp 102 (3 credits)).
- Medical Billing & Coding Certificate:** Earns 6 credits. Articulates to A.A.S. in Office Technology Medical Office Manager Option (Medical Billing & Insurance/OT 206 (3 credits), Medical Billing, Coding & Insurance/OT 210 (3 credits), Medical Terminology/HLT 124 (3 credits)).
- Culinary Arts & Food Protection Certificate:** Earns 6 credits. Articulates to A.S. in Arts (Liberal Arts) or A.S. in Science in Food Studies (Food Studies Career Practicum/FS 225 or Track Elective (3 credits/track)).
- Health Information Technology or Electronic Health Records Specialist Certificate Programs:** Earns 6 credits. Articulates to A.A.S. in Office Technology Medical Office Manager Option (Electronic Health Records/OT 105 (3 credits)).
- Child Development Associate Credential:** Earns 6 credits. Articulates to A.A.S. in Early Childhood Education (Child Development/EDU 116 (3 credits), Field Experience in Early Childhood Education/EDU 113 (3 credits)).
- Basic Construction Management Certificate Program:** Earns 6 credits. Articulates to 6 credits in Liberal Arts Electives.
- Community Health Worker Certificate:** Earns 6 credits. Articulates to A.S. in Education Community Health (Introduction to Community Health/HLT 110 (3 credits), Interpersonal Relationships/HLT 103 (3 credits), Contemporary Health Issues/HLT 200 (3 credits)).

For more information, contact Samuel H. Byrd, Ph.D. | tel 718-664-2735 | email sbayrd@hostos.cuny.edu | www.hostos.cuny.edu/Continuing-Edu/Registrar

Division of Continuing Education & Workforce Development | Hostos | CUNY

CREDIT ARTICULATION AGREEMENT

Spring 2020
High School Equivalency Diploma (HSE)

Pre-High School Equivalency (HSE) Test Preparation
 High School Equivalency (HSE) Test Preparation
 HSE Math Preparation
 HSE Reading and Writing Preparation
 TASC™ Readiness Assessment
 Preparación de Equivalencia Pre-secundaria
 Preparación de Equivalencia de la Escuela Secundaria
 Preparación de la Matemática
 Preparación de Lectura y Escritura

Get Trained. Get Hired.

Hostos Community College
THE SKILLS TO DO THE JOB

Division of Continuing Education & Workforce Development | Hostos | CUNY

PROGRAM FLYER FOR OPEN HOUSES

Healthcare Programs

- Electronic Health Records Specialist
- Medical Administration Assistant (MBA)
- Medical Billing and Coding
- Electronic Health Records Specialist
- Special Food Office Administration with Billing & Coding
- Pharmacy Technician

Get Trained. Get Hired.

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Culinary Arts & Food Protection

- Culinary Arts Certificate II & Food Protection Certificate Program
- Programa Certificación de Protección de Alimentos
- General Business Academy
- Food Service & Bakery
- Integrated Food Management (IFM)

Get Trained. Get Hired.

Continuing Education & Workforce Development | Hostos | CUNY

Division of Continuing Education & Workforce Development
Hostos Community College
ALL COURSES ONLINE

Get Trained. Get Hired.
Tajherel Stewart
 Student Spotlight Inside

VIRTUAL OPEN HOUSE

Sat., Feb. 20, 2021 | 11am-12pm & 12pm-1pm
 Thur., Feb. 25, 2021 | 6pm-7pm & 7pm-8pm
 Wed., Feb. 24, 2021 | 5pm & 6:30pm
 Sat., March 6, 2021 | 11am-12pm & 12pm-1pm

See page 6 for more information about Virtual Open House Registration. | Scan the QR code to download the Spring 2021 Course Catalog.

CEWD COURSE CATALOG

LESSONS LEARNED

STUDENT SUPPORT AND COLLEGE PREP

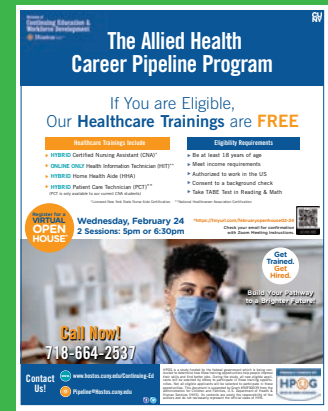
The Transition & Advising Coordinator is key to the success of building the infrastructure while providing direct support to students as they transition from CEWD programs to enrolling in college. After speaking with students during outreach sessions, the coordinator follows up with interested students about the application process, advises them about degree programs offered at Hostos, financial aid opportunities, and special programs like ASAP and CUNYStart. The coordinator also helps students resolve obstacles to matriculation such as obtaining transcripts, meeting application deadlines, or releasing Bursar's holds from previous enrollment in a CUNY college.

We have begun to design college prep workshops, in the form of summer bridge programs, designed to better prepare students to be successful in first-year general education courses at Hostos. At Hostos, we are creating workshops in Math, Humanities/Liberal Arts, and Anatomy & Physiology. These workshops are modeled on our **Intro to Careers in Healthcare Seminar**, which provides students with an orientation to occupational training courses/programs available in CEWD. The seminar consists of 12 sessions that provide an overview of the healthcare industry, industry-recognized certifications offered by Hostos (in particular, those with college credits that articulate towards a HCC degree), labor market information for all occupations covered in the seminar, and information about transitioning to work and/or college. The summer bridge programs that are in development will focus on building a pipeline of college-ready students who are more familiar with the range of degree options offered at Hostos and cognizant of the level of academic work expected of them as Hostos students.

Degree Maps are used by matriculated Hostos students to plan out which courses to take. CEWD staff worked to include notes detailing credits granted through the articulation agreements. The Degree Map weaves in exactly where the certificate course credit accumulation actually counts. Incorporating it into the "notes" section of the Degree Map makes it clear to all involved, students and academic advisors, how the certificate course credits count toward their associate's degree. For example, a student with a Community Health Worker (CHW) certificate receives 9 credit hours towards the Community Health degree and is able to take advanced courses once enrolled during the first semester. Notes in Degree Maps also exist for: the Early Childhood Education concentration and Food Studies Social Issues degree. The goal to include notes into Degree Maps for all courses that have an articulation agreement with CEWD.



TRANSITION & ADVISING COORDINATOR OUTREACH



HEALTHCARE TRAINING



DEGREE MAPS

RECOMMENDATIONS

FINANCIAL SUSTAINABILITY

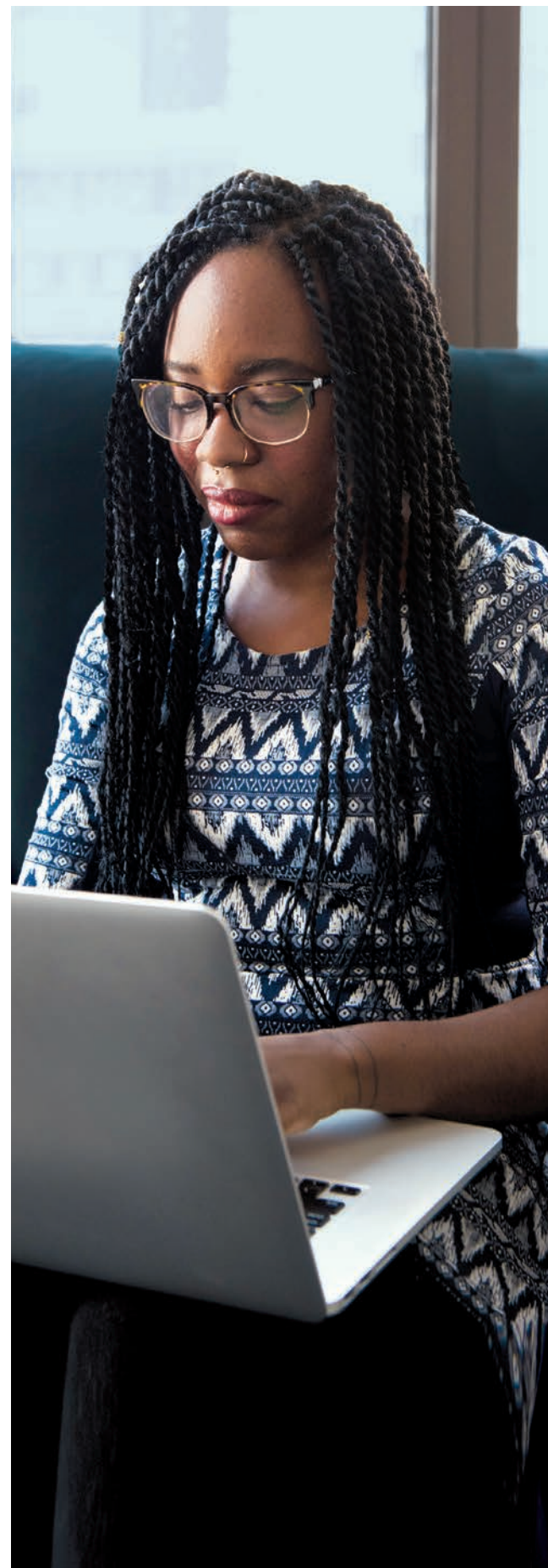
To institutionalize this work and foster CPL/(PLA) at Hostos, the college should establish a PLA office led by the Transition & Advising Coordinator. Under the leadership of the Transition & Advising Coordinator, this office should establish a system to transition students from non- matriculation to matriculation at the college.

PLA OFFICE

Credit articulation agreements have expanded the opportunities for continuing education students to start as non-matriculated students and transition to matriculated status at the college, receiving credits in the process. Led by the Transition & Advising Coordinator, a formal CPL/PLA office is needed to implement the Hostos and CUNY-wide PLA policy. A designated office and staff will ensure students receive the correct information and assistance required to prepare materials for prior learning assessment review and liaise with academic departments and other offices (advising, admissions, etc.). This office would formalize the daily work that the coordinator already does, while providing a centralized and more visible space for students to inquire about PLA.

PLA COMMITTEE

In collaboration with the Office of Academic Affairs, two committees have been developed to launch a more robust Hostos PLA policy: The Hostos PLA Examinations and PLA Portfolio Committees. The committees will determine which examination methods and scoring criteria should be used to grant students credit for prior learning and determine policies for granting credit for prior learning that students can articulate through a written or visual portfolio evaluated by a faculty. Both committees will be made up of representatives from relevant academic departments, CEWD, OAA, and other college offices. Using the guiding parameters of a CUNY- wide PLA policy, these committees will develop a college policy towards credit for prior learning (passing it on to the College-wide Curriculum Committee and Senate), while providing oversight to the college's granting of credit and long-term planning.



RECOMMENDATIONS

USING PELL FOR CERTIFICATE PROGRAMS

Expand the scope of the college's policy for how Pell grants can be used to support student learning by making select occupational training courses eligible to be paid through Pell grants. Doing so increases the potential pool of applicants to Hostos by providing greater access to occupational training programs that lead to higher-wage employment and/or tie into associate degree programs. Tapping into Pell grants, low-income students will be able to pay most/all certificate tuition costs, while obtaining an industry recognized credential that results in proven wage gains, as well as college credits.

In order to implement this shift, the college's policy to use Pell for "clock-hours" covered by instruction in CEWD programs and create grading and transcript services that correspond to those changes is needed. Mott Community College in Michigan, can serve as a roadmap for how to achieve these goals effectively at Hostos (WSI/Achieving the Dream 2016). Mott staff coordinated across departments to implement the change and created a policy that increased access for low-income students, broke down barriers between Continuing Education and Academic Affairs, and increased the accuracy of reporting for employment outcomes, since CE students were now included in these numbers. At Hostos, efforts from the past six years have created an infrastructure that facilitates this change; the collaborative channels opened between OAA and CEWD, the creation of a CEWD transcript, and the alignment of occupational training courses curriculum with credit bearing courses which are all necessary pieces for including CEWD students in Pell eligibility.

SUGGESTED DEGREE CROSSWALKS:

- Early Childhood Education - teaching certifications
- Computer Science - IT and cybersecurity credentials
- Construction Management - OSHA and CM certification

It is envisioned that this policy will assist two CEWD student populations:

- 1) students who have no intention of enrolling in college (perhaps because they already have a degree or just want to change careers); and
- 2) students who want to obtain an industry recognized credential to get a higher-paying job, and then attend college.

In either scenario, students would not be "wasting" their Pell eligibility because

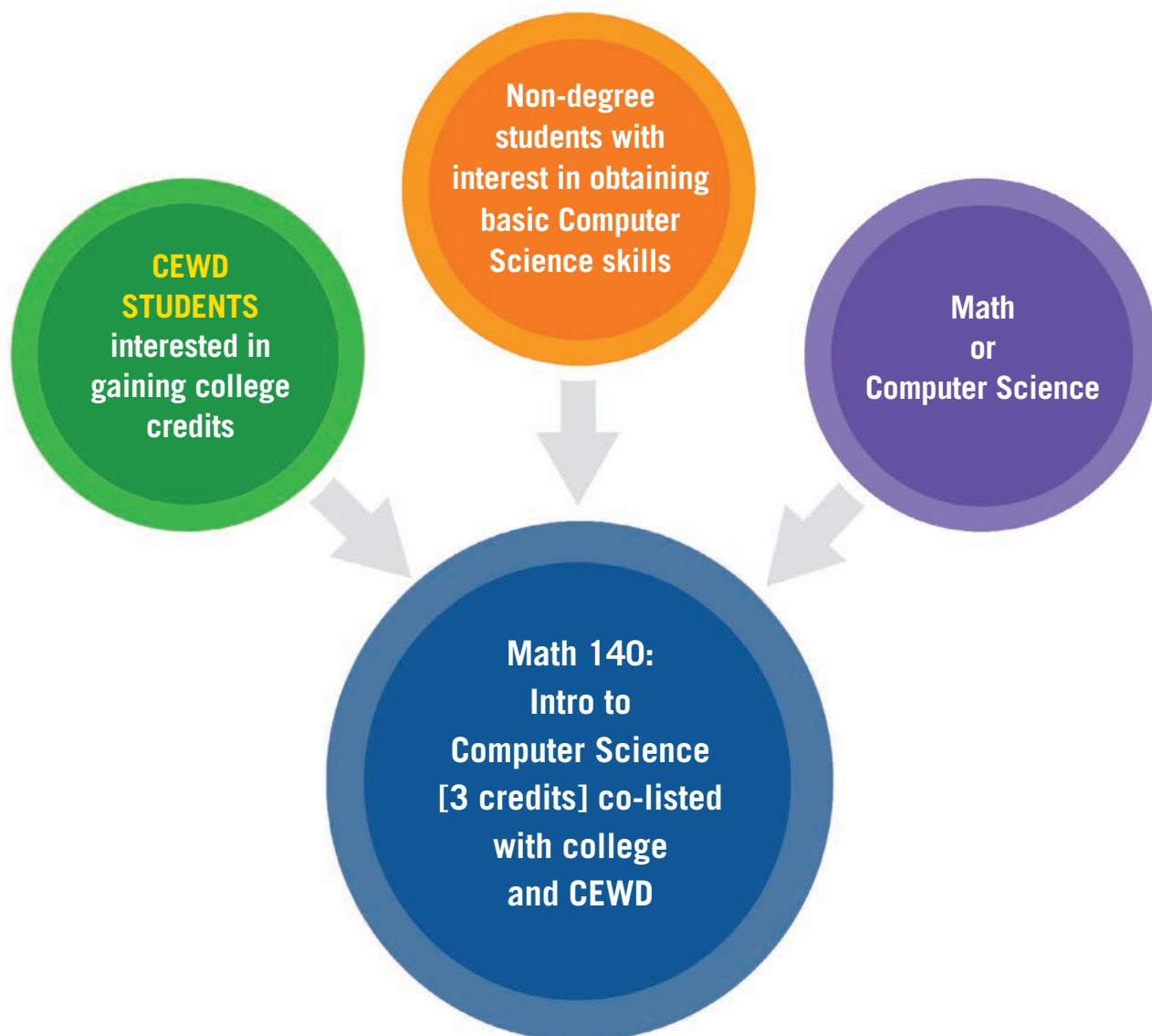
- 1) the first group doesn't plan on matriculating or
- 2) the student plans on enrolling and the certificate will facilitate study towards a degree, particularly if these certificate programs are covered under the existing (or future) credit articulation agreements. would create more opportunities for matriculated students to augment their degree with an industry recognized credential also accepted in the world of work; students approaching graduation could obtain a credential that ties directly into their desired career field.



RECOMMENDATIONS

CO-LISTING COURSES BETWEEN CEWD AND COLLEGE

Co-listing courses between the college and continuing education can be a way to both increase course enrollment and introduce non-traditional students to college-level learning. CEWD students can then have the option to matriculate and bank the course credit towards their degree, like existing models such as the CUNY College NOW program. We have developed a co-listed course in Math/Computer Science, MATH 140: Intro to Computer Science, that will be co-listed in Fall 2021. The course provides basic computer science skills necessary for a career in the IT industry and introduces students to concepts taught in other courses in the Hostos Computer Science degree program.



RECOMMENDATIONS

MARKETING AND OUTREACH

We propose a robust strategy of outreach and marketing to expand the number of students participating in certificate programs that articulate to college credit at Hostos and to potential applicants that may be eligible for PLA credit. Cognizant of the current budgetary limitations, we suggest fully utilizing the existing website and social media platforms where Hostos has a presence to increase awareness of the articulation agreements, the PLA office, and professional certifications, while cross-promoting the college's academic programs. We propose changing the Hostos CEWD homepage to host more dynamic content: short videos, success stories of students who have transitioned to the college, links and information about the admissions process, etc.

ALIGNING ADVISEMENT

Having aligned curriculum between relevant CEWD and academic programs, we envision a deepening of these collaborative efforts by aligning advising practices and improving communication between CEWD and college academic advisors. CEWD staff advise students using a comprehensive intake and assessment process based in social work theory. College advisors have their own practices rooted in college and CUNY-wide initiatives. While these are effective in their own way, communication between advisors in both divisions has been lacking. Advisors in both divisions may be unaware of credit articulation agreements or how a student would go about obtaining credit for prior learning. We propose expanding professional development opportunities for both CEWD and college advisors so that CEWD advisors become familiar with the trajectory of students transitioning from CEWD programs to matriculation in the college and college advisors are trained in how to provide support for students transitioning from CEWD, are made aware of the breadth of programs available for students in CEWD, and become familiar with existing credit articulations.



CONCLUSION

NON-MATRICULATION STATUS AT COMMUNITY COLLEGES CAN FUNCTION AS A BRIDGE TO ENROLLMENT INTO COLLEGE

Collaborative efforts with the Office of Admissions have resulted in the granting of CEWD credits to the college in a timely manner. CEWD students completing an industry recognized credential receive a transcript through CEWD's student database, CampusCE. Hostos Admissions staff now have access to verify students' information in CampusCE. The Transition & Advising Coordinator works closely with Admissions staff to assist students throughout the process and advises students when credits are contingent on choosing a specific degree program. We have also been able to modify the credit articulation agreement for the Medical Billing & Coding Certificate so that students from other CUNY Continuing Education programs who complete the certificate are eligible for credit upon enrolling at Hostos.



Hostos has developed coursework that can be co-listed between CEWD and academic programs, so that both matriculated and non-matriculated students can take the course and receive college credit. Currently, we have one co-listed course set to run in 2021-2022 and are developing other courses. Math 140: Introduction to Computer Science [3 credits] will be offered during the 2021-2022 school year as a course co-listed between CEWD and the college. The course is intended to function as both a stand-alone course for which students could receive a certificate of completion and an introductory course to computer science accessible to students unfamiliar with the foundational skills of computer science.

To increase access to the college and expand opportunities for credit for prior learning, we propose a robust strategy of outreach and marketing through the Hostos website, social media, and printed materials to increase the number of students participating in certificate programs that articulate to college credit at Hostos and to encourage applicants to utilize PLA credit. This is part of a broader effort to deepen collaboration between CEWD and other divisions in the college, including in the recruitment of students. This collaboration can be furthered by aligning advising practices and improving communication between CEWD and college academic advisors through professional development activities and coordinating joint efforts to serve students.

We have recently received funding through the US Department of Labor's Strengthening Community Colleges grant, a CUNY-wide systems improvement grant, that will help fund the development and implementation of the Hostos Community College/CEWD Humanities Summer Bridge Program. This program would help adult and emerging adult learners transition to college through Humanities-oriented college prep modules that build upon their experience in our continuing certificate programs and introduce them to the idea of a liberal arts education. For this program, we will convene a working group of faculty in the Humanities and Liberal Arts to create a curriculum that prepares students for general education courses in the Humanities and Liberal Arts and familiarizes them with the Liberal Arts Options available at Hostos. The Humanities Summer Bridge program will run as a pilot in summer 2021 and expand thereafter if successful. We envision a suite of bridge programs including our Intro to Careers in Health Care Seminar, a Math bridge program, and an Anatomy & Physiology intensive.

While we have aligned non-credit and credit curricula to provide CEWD students the opportunity to obtain college credit when they enroll at Hostos, another facet of credit/non-credit alignment is the establishment of crosswalks between degree and professional certificate programs so that matriculated students can obtain a professional credential while completing their degree. Aside from the Hostos LPN certificate program, current students have little opportunity or encouragement to gain a credential while in college. We envision a coordinated strategy involving expanded Pell access, targeted advising and Career Services counseling, and faculty collaboration with CEWD instructors to encourage more matriculated students to take CEWD courses and connect capstone courses with professional credentials. This would provide students with a low-to-no cost, reputable source for taking professional credentials, increase collaboration across divisions, while resulting in better employment outcomes for Hostos graduates.



The Division of Continuing Education and Workforce Development at Hostos strives to create a pipeline of work and/or college ready students. Creating an infrastructure so that students can easily transition to college while also receiving credit for occupational training courses and experiences they have already completed fits the college-wide strategic areas and commitment to the community we exist in, the Bronx. For example, starting with making sure that CEWD curricular align with the standards for college-level work. Now that the foundation for accessing college and receiving quality instruction have been established, an expansion of efforts will give access to more students to take advantage of these opportunities. In light of the COVID-19 pandemic, these efforts are all the more pressing. COVID-19 has brought forward a new

normal for community colleges that includes opportunities for them to revise workforce development activities in ways that can best serve the country's economic and social recovery efforts. This moment represents an opportunity for colleges to consider how aligning continuing education and workforce development courses that can count toward college credits can address the country's shifting workforce needs and ensure that disproportionately impacted learners have access to pathways to family supporting careers. This work presents the opportunity for Hostos to build on existing strategies to place job-focused education and training at the center of the college's future (see Opportunity America Working Group 2020). Doing so will attract the adult and emerging adult learners necessary to sustain enrollments, while creating value for all Hostos students as we move forward in uncertain times.



ACCOMPLISHMENTS

ARTICULATION AGREEMENTS

As part of an effort to create more opportunities for students to receive credit for prior learning, Hostos Community College has established seven (7) articulation agreements between the college's Office of Academic Affairs (OAA), the relevant academic programs, and the Division of Continuing Education and Workforce Development (CEWD). Students who complete the CEWD certifications (including all exams or certifications) are eligible for credit once they enroll at Hostos Community College as a student and declare the relevant major or concentration.

CURRENT ARTICULATION AGREEMENTS



1

Medical Billing & Coding Certificate to A.A.S. in Office Technology (Medical Office Manager Option)

The Medical Billing and Coding Certificate offered by CEWD is equivalent to nine (9) college credit hours in the A.A.S. degree program in Office Technology, Medical Office Manager. The student must complete modules in Medical Billing; Bookkeeping/Accounting PCS Coding; CPT Coding; and Terminology/Anatomy & Physiology, as well as the NHA exam, to be eligible for this credit. The equivalent college courses, for which students receive credit, are: Medical Billing & Insurance/ OT 206 [3 credits]; and Medical Terminology/ HLT 124 [3 credits].

2

Health Information Technology Certificate to A.A.S. in Office Technology (Medical Office Manager Option)

The Health Information Technology Certificate offered by CEWD is equivalent to three (3) college credit hours in the A.A.S. degree program in Office Technology, Medical Office Manager. The student must complete the Health Information Technology certificate to be eligible for the credit. The equivalent college course, for which students receive college credit, is: Electronic Health Records/ OT 105 [3 credits].

3

Culinary Arts & Food Protection Certificate to A.S. in Arts (Liberal Arts) or A.S. in Science in Food Studies

The Culinary Arts and Food Protection Certificate offered by CEWD is equivalent to either one (1) credit hour in a core course in Food Studies or three (3) credit hour in a track elective in the Food Studies program. The student must complete the Culinary Arts and Food Protection Certificate to be eligible for the credit.

The equivalent course, for which students receive college credit, is: Food Studies Career Practices/FS 225 [1 credit] OR Track Elective (various courses depending on the track) [3 credits].

CURRENT ARTICULATION AGREEMENTS



4 Functional Construction Methods Certificate to Liberal Arts elective credit

The Functional Construction Methods Certificate offered by CEWD is equivalent to six (6) credit hours of electives in Liberal Arts. The student must complete four (4) modules: Basic Construction Project Management; Basic Blueprint & Drafting; Basic Construction Cost Estimating; and Basic Contracts & Risk to be eligible for the credit. Currently, the student receives six (6) hours of Liberal Arts elective credit. When the proposed degree program, A.S. in Business, Construction Technology & Management, gains approval, the student will be eligible for credit in the equivalent courses: Construction Management I/CTM 100 [3 credits] and Construction Management II/CTM 180 [3 credits].

5 Community Health Worker Certificate to A.S. in Education, Community Health (NYS DOL Apprenticeship Program are included. Students that do not enroll in college obtain a State Certificate that is portable.)

The Community Health Worker Certificate offered by CEWD is equivalent to nine (9) credit hours in the Education/Community Health degree program. The student must complete three (3) modules: Foundations for Community Health Workers; Contemporary Issues in Community Health; and Integrated Academic Skills (Reading, Writing, Math) to be eligible for the credit. The equivalent college courses, for which the student receives credit, are: Introduction to Community Health/HLT 110 [3 credits]; Interpersonal Relations/HLT 103 [3 credits]; and Contemporary Health Issues/ HLT 220 [3 credits].

6 Allied Health Certificates with Clinical Hours to A.A.S. in Office Technology (Medical Office Manager Option)

The Allied Health Certificates with Clinical Hours offered by CEWD are equivalent to two (2) credit hours in the Office Technology program for Co-op courses. The student must complete one of the following CEWD certificates: Certified Nursing Assistant Certificate; Clinical Medical Assistant Certificate; or HIV Counselor Certificate to be eligible for the credit. The equivalent courses, for which the student receives credit, are: Co-op 101 [1 credit] and Co-op 102 [1 credit].

7 Child Development Associate Credential to A.A.S. in Early Childhood Education

The credential for the Child Development Associate offered by CEWD is equivalent to six (6) credit hours in the Early Childhood Education degree program. The student must complete the CDA credential to be eligible for credit. The equivalent courses, for which the student receives credit, are Child Development/EDU 116 [3 credits] and Field Experience in Early Childhood Education/EDU 113 [3 credits].



ACCOMPLISHMENTS

Continuing Education & Workforce Development	Enroll and Earn Credits	Hostos Office of Academic Affairs
Allied Health Certificates (Clinical Hours): Certified Nursing Assistant Certificate Clinical Medical Assistant Certificate HIV Counselor Certificate	<p>2 Credits</p>	A.A.S. in Office Technology Medical Office Manager Option Co-op 101 (1 credit) Co-op 102 (1 credit)
Medical Billing & Coding Certificate	<p>9 Credits</p>	A.A.S. in Office Technology Medical Office Manager Option Medical Billing & Insurance/OT 206 (3 credits) Medical Billing, Coding & Insurance/OT 210 (3 credits) Medical Terminology/HLT 124 (3 credits)
Culinary Arts & Food Protection Certificate	<p>1-3 Credits/Electives</p>	A.S. in Arts (Liberal Arts) or A.S. in Science in Food Studies Food Studies Career Practice/FS 225 or Track Elective (1-3 credit/electives)
Health Information Technology or Electronic Health Records Specialist Certificate Programs	<p>3 Credits</p>	A.A.S. in Office Technology Medical Office Manager Option Electronic Health Records/OT 105 (3 credits)
Child Development Associate Credential	<p>6 Credits</p>	A.A.S. in Early Childhood Education Child Development/EDU 116 (3 credits) Field Experience in Early Childhood Education I/EDU 113 (3 credits)
Basic Construction Management Certificate Program	<p>6 Credits</p>	6 credits in Liberal Arts Electives
Community Health Worker Certificate 	<p>9 Credits</p>	<div style="background-color: #004a87; color: white; padding: 5px; text-align: center; margin-bottom: 10px;"> Hostos Office of Academic Affairs </div> A.S. in Education Community Health Introduction to Community Health/HLT 110 (3 credits) Interpersonal Relations/HLT 103 (3 credits) Contemporary Health Issues/HLT 220 (3 credits) <div style="background-color: #004a87; color: white; padding: 5px; text-align: center; margin-top: 10px;"> SUNY Orange </div> A.S. in Public Health Introduction to Public Health/PBH 101 (3 credits) Promoting Healthy People & Communities/PBH 102 (3 credits) Liberal Arts Elective (3 credits)

For more information, contact Samuel K Byrd, Ph.D
 tel 718-664-2735 email sbyrd@hostos.cuny.edu
www.hostos.cuny.edu/Continuing-Ed/Register

Division of
Continuing Education & Workforce Development

ACCOMPLISHMENTS

APPRENTICESHIP AND COLLABORATION WITH OTHER INSTITUTIONS (SUNY ORANGE, WESTCHESTER CC)

Hostos has established Department of Labor (NYS DOL) registered apprenticeship training programs for two occupational categories—Computer Support Technician and Community Health Worker (CHW). To create a registered apprenticeship, the NYS Department of Labor requires an apprenticeship as an employer and faculty engagement strategy. An example of how it provides the opportunity to engage faculty and employers so that they work together to get at competencies and bridge the gap between theory and practice; thus, producing a more college and work-ready pipeline. The development of the Community Health Worker apprenticeship program led to Hostos partnering with employers and educational institutions in the lower Hudson Valley region; we have trained two cohorts of student-workers, many of whom take virtual courses from locations upstate. In fact, arranging the logistics for this virtual component helped better prepare CEWD to be able to quickly shift many of our courses online during the quarantine this spring. In collaboration with SUNY Orange, we have established a credit articulation agreement that grants apprentices 9 hours of college credit in Public Health at that college. In addition, we have joined Westchester Community College to advocate for the recognition of Community Health Worker as an occupational category statewide. The Hostos Apprenticeship Case Study report captures the full experience as a NYSDOL Sponsor and employer of an apprenticeship program. Report to be released May 2021.



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Acknowledgments

AUTHORS

Evelyn Fernandez-Ketcham, LCSW, Ph.D. Candidate, Executive Director, Workforce Development
Division of Continuing Education & Workforce Development
Hostos Community College, CUNY

Sam Byrd, Ph.D., Transition and Advising Coordinator
Division of Continuing Education & Workforce Development
Hostos Community College, CUNY



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