

Choose Your Future Career Major and University

Complete course guide

By Shady | Shadykone | Free | Beginner | English



A complete beginner course for choosing a career direction, comparing majors and training routes, verifying universities, planning costs and admissions, and making an evidence based next step plan. Written for learners in Lebanon with international study considerations.

Use this guide with the editable Decision Worksheet. Work through the lessons, attempt each exercise, and check explanations after answering. All case characters and budget figures are fictional.

Educational career and study planning. No diagnosis, admission prediction, job or salary guarantee, professional license, accreditation endorsement or individualized legal or financial advice.

How to use this course

About 5.7 to 7.7 hours of estimated study. This is a planning estimate, not measured learner completion time.

Reading is estimated at 120 to 160 words per minute across 6,708 lesson and exercise words. Practice takes about 220 to 300 minutes, lesson checks 48 to 64 minutes, and the final assessment 25 to 35 minutes. Worksheet time is included in the practice allocation.

Waiting for replies, campus visits, additional research and future videos are excluded. No video is included or timed in this edition. Official links were checked on 4 October 2026; requirements can change.

Learning path

1. Separate your interests values skills and constraints
2. Investigate what people actually do at work
3. Connect majors to careers and compare training routes
4. Check recognition accreditation and university fit
5. Build a realistic study budget and funding plan
6. Prepare admissions requirements and test your shortlist
7. Use a decision matrix without hiding uncertainty
8. Turn your choice into a practical action plan

Before you begin

- Basic English reading
- Simple arithmetic with a calculator
- Paper or the editable worksheet
- Internet access for official research; start offline with examples if needed

Keep personal financial, health, identity and school records private. The course requires a planning summary, not public disclosure of documents. For learners under 18, involve a trusted adult in visits and contact with unfamiliar people.

Lesson 1 Separate your interests values skills and constraints

Build an evidence based personal profile and turn uncertainty into questions you can investigate.

Estimated study time 37 to 50 minutes including the exercise and check.

A choice you can explain

Choosing what to study is a decision under uncertainty. You are selecting a next step with the information you have, not promising that every future job will follow one straight line. A useful decision describes what matters, what you have tested, what remains unknown, and what would make you change course. It should fit your circumstances as well as your interests.

Start with four different kinds of information. An interest is an activity that attracts your attention, such as explaining a difficult idea or finding a mistake in a calculation. A value is a feature of work or life that matters to you, such as predictability, creative freedom, helping a community, or time with family. A skill is something you can currently do, supported by an example. A constraint is a limit you must plan around, such as a budget, transport, available study hours, language preparation, or an entry requirement.

Keep these categories separate. Being good at mathematics does not mean you must choose engineering. Enjoying a film does not tell you whether you enjoy editing footage for several hours. Wanting financial stability does not identify one guaranteed career. A current difficulty is also not a permanent verdict: ask whether practice, teaching, assistive technology or a different learning environment changes it.

Gather evidence from ordinary life

Write three episodes from the past month. For each one, record the task, what you actually did, the result, and how you felt during the work. School assignments, household planning, a personal project and a community activity can all provide evidence. You do not need paid work experience. Avoid labels such as lazy, genius or born leader; describe actions another person could observe.

For example, “I organized the group” is vague. “I made a four person schedule, checked who needed help, and we submitted on time” is evidence of planning and follow through. It does not prove you would enjoy every management role. Ask someone who saw the work which part helped most and what could improve. Treat their feedback as another observation rather than a final judgment about you.

Choose five values, then rank your top three. Make each one concrete: “I need a route that lets me live at home during the first year” can be evaluated; “a good future” cannot. Separate nonnegotiable conditions from preferences. A maximum affordable payment may be a hard limit. A preferred campus atmosphere can be compared after the hard limits are checked.

Worked example

Maya, a fictional learner in Lebanon, enjoys explaining biology, makes clear diagrams and prefers a predictable weekly routine. She has strong written work, little experience with practical laboratory tasks and a limited commuting budget. A relative suggests medicine immediately. Maya instead writes two hypotheses: she may enjoy teaching science, and she may enjoy scientific work that uses visual explanation. She will compare actual training and daily tasks for several routes before narrowing them.

Her profile does not eliminate healthcare or determine a major. It reveals missing evidence. She can try preparing a short lesson, read a laboratory course outline and ask a qualified professional about routine work. She also needs the cost and entry requirements for any route she considers. A possible career becomes a research question rather than an identity she must defend.

Use quizzes carefully

An optional interest questionnaire can introduce unfamiliar occupations. O*NET provides an interest exploration tool, linked in this lesson. Its results are prompts to investigate, not diagnoses, admission decisions or proof of future success. Our reflection exercise is an original planning activity and is not a validated psychometric test. You may skip outside quizzes and work from your own examples.

Keep your profile private unless you choose to share it. You can discuss broad preferences with a counselor without posting family finances, health information or personal documents in a public course forum. If you are under 18, involve a trusted adult when arranging visits or contacting unfamiliar people.

Apply it in your worksheet

1. Record three real activities using task, action, result and enjoyment.
2. List five values and rank three. Translate each top value into an observable condition.
3. Record two current skills with evidence and one skill you want to develop.
4. Separate two hard constraints from two preferences. Mark any assumption that needs checking.
5. Write two career hypotheses and one low cost way to test each. Spend about 25 to 35 minutes; revisit after later lessons.

Model response and quality check

One acceptable profile could say: I enjoyed explaining a spreadsheet because I liked making the steps clear; I checked a family event budget and found a duplicate entry; I want a manageable commute and opportunities to keep learning. A supported skill is checking numerical work, while speaking to unfamiliar people is a development goal. Two hypotheses are accounting related work and teaching quantitative skills. A sample test is to prepare a short explanation and ask for feedback. There is no correct personal ranking. A strong answer gives evidence and keeps untested claims open.

Lesson knowledge check

Choose one answer before reading its explanation. One point per correct answer.

1. Which statement is a skill supported by evidence?

- A. I need to live near home.
- B. I like creative freedom.
- C. I checked a club budget and found two duplicate entries.
- D. My cousin says finance is the best major.

Answer C. Checking the budget describes an action and result. Living near home is a constraint or preference, creative freedom is a value, and a relative's recommendation is an opinion.

2. An interest quiz suggests a career you have never tried. What is the best next step?

- A. Commit to that career immediately.
- B. Investigate its tasks and try a small related activity.
- C. Ignore your own experiences.
- D. Assume the quiz measured every ability.

Answer B. Use the result to generate a testable possibility. It cannot substitute for task experience, program research or your own priorities.

3. You find a subject difficult after one poorly explained lesson. What can you reasonably conclude?

- A. You can never learn it.
- B. You must choose an unrelated career.
- C. Your values are wrong.
- D. You need more evidence and a better supported practice attempt.

Answer D. One experience is limited evidence. Try a clear learning resource and feedback, then review progress before treating the difficulty as a lasting constraint.

Source notes

Official references for this lesson: O*NET Interest Profiler. See the source directory for direct links and the scope of each source.

Lesson 2 Investigate what people actually do at work

Compare career tasks and evidence without treating job titles or overseas statistics as guarantees.

Estimated study time 42 to 56 minutes including the exercise and check.

Look behind a job title

A career label hides many different activities. A graphic designer may spend time clarifying a brief, revising work, organizing files and responding to feedback. A programmer may read existing code, test changes, discuss requirements and document decisions. An accountant may check records, explain discrepancies and meet reporting deadlines. These are illustrative task patterns; a specific employer can organize the work differently.

Create a career evidence card for each of three possibilities. Record typical tasks, work setting, tools, people involved, entry routes, skills to build and unknowns. Distinguish a role from an industry: someone working with data could be employed in education, transport or retail. Distinguish a first job from an experienced role: a leadership title may describe a later step rather than a realistic immediate destination.

Use several kinds of evidence. An occupational reference can introduce terminology. Current job advertisements show what particular employers request. A conversation with a practitioner can explain work that advertisements leave out. A small project gives you direct evidence of how you respond to a task. None is complete on its own. A posting with unusual requirements does not represent an entire field, and one enthusiastic professional does not speak for every workplace.

Read job advertisements critically

Collect three recent advertisements for a role in the location where you might work. Record the date, location, seniority and employer before comparing requirements. Separate “required” from “preferred.” Identify repeated tasks and tools; note contradictions instead of averaging them away. Keep the advertisements as examples, not as proof that a job will be available when you graduate.

O*NET can help you find occupational descriptions and related activities. It is a US oriented resource, so local entry rules and employment conditions need separate checking. Do not convert a US salary into Lebanese pounds and call it a Lebanese expectation. If salary information is important, compare current local sources, currency, gross versus net pay, hours, experience and the sample behind the claim. This course makes no salary, hiring or remote work guarantee.

Ask about a normal week

If you can speak with someone working in a field, ask practical questions: What took most of your time last week? What is difficult for beginners? Which tasks surprised you? What skills do you use repeatedly? How did you enter the field, and what other routes have you seen? Which parts depend on your particular employer? Avoid asking for confidential client information or assuming the person owes you an internship.

A short request can be polite and bounded: “I am comparing study options and would value 15 minutes about the everyday tasks in your field. I am looking for information, not a job referral. Would a short conversation be convenient?” Adapt this yourself and send it only if you wish. For minors, use school arranged contacts or involve a trusted adult.

Worked example

Karim, a fictional student near Tripoli, says he wants to work in technology because he enjoys using apps. He compares software development, IT support and digital design. Three sample advertisements suggest different tasks: building features, troubleshooting user problems and developing visual layouts. He discovers that liking apps does not tell him which of those tasks he prefers.

He tries one safe task from each area: follows a beginner coding exercise, writes a troubleshooting guide for a familiar device without opening it, and redesigns a fictional event poster. He records frustration, curiosity, quality of feedback and willingness to practice. Coding was initially slow but interesting; the poster revisions were enjoyable; explaining a device problem was less appealing. These observations narrow his next research step but do not prove professional ability.

Watch for persuasive shortcuts

“Everyone needs this skill” and “this career is future proof” are claims to question. Ask what evidence, timeframe and location support them. Technology may change tasks within a role without eliminating or guaranteeing the entire occupation. Choose a route that develops useful foundations, gives you practice and leaves room to learn, then continue checking the market during study.

Apply it in your worksheet

1. Choose three career possibilities, starting with the hypotheses from Lesson 1.
2. Create an evidence card for each with five tasks, work setting, entry questions and two sources.
3. Find three relevant advertisements for one role, or use public occupational descriptions if suitable advertisements are unavailable. Record the limitation.
4. Write five interview questions and complete one 20 minute task sample. If contacting someone takes longer, record the request as a next action rather than pretending the interview happened.
5. Compare what attracted you before and after the task. Allow about 30 to 40 minutes for this first research pass.

Model response and quality check

A strong comparison might show that software development involves repeated testing, while IT support involves frequent user communication. It records that the advertisements were for a particular city and experience level, so the evidence is narrow. The learner reports what they actually tried and identifies the next skill to test. “Technology pays well everywhere” is not an evidence based conclusion. If a conversation has not occurred, list it as pending and keep confidence low.

Lesson knowledge check

Choose one answer before reading its explanation. One point per correct answer.

1. Which comparison uses job advertisements most carefully?

- A. Compare three recent roles with location and seniority recorded.
- B. Treat one senior role as the starting job for every graduate.
- C. Assume every employer uses the same requirements.
- D. Use an old overseas advertisement as a local salary promise.

Answer A. Recording location, date and seniority makes the comparison interpretable. A small sample still has limits and cannot guarantee future opportunities.

2. Why should a US salary figure not be presented as expected pay in Lebanon?

- A. All overseas data are useless.
- B. Exchange rates remove every difference.
- C. Location, labor conditions, role level and pay definitions differ.
- D. A job title always has the same pay.

Answer C. Currency conversion does not adjust for different labor markets, experience, hours or gross versus net pay. Overseas descriptions can help research tasks, but local pay needs local evidence.

3. Which question best reveals everyday work?

- A. Is your career the best?
- B. What tasks took most of your time last week?
- C. Will I definitely get your salary?
- D. Can you guarantee I will enjoy the field?

Answer B. A recent concrete example is more informative than a universal judgment or promise. Ask how typical that week was and what depends on the workplace.

Source notes

Official references for this lesson: O*NET OnLine occupational information overview. See the source directory for direct links and the scope of each source.

Lesson 3 Connect majors to careers and compare training routes

Compare actual curricula and degree vocational and shorter training routes against a specific goal.

Estimated study time 42 to 55 minutes including the exercise and check.

A major is a curriculum

A major is a structured area of study. A career is a pattern of work and development over time. The relationship is sometimes direct and sometimes broad. Several majors may contribute to a role, and one major may support several roles. In regulated professions, a particular qualification and additional requirements may be necessary. Always verify those requirements with the competent authority where you intend to practice.

Read the curriculum rather than deciding from the title. For each program, identify compulsory courses, electives, prerequisites, practical work, assessment methods and the final project. Look at the first year and the later years. “Business,” “computer science” and “design” can mean different combinations of study across institutions. Similar titles do not prove equivalent content, transferability or professional eligibility.

Use course descriptions to test your assumptions. A learner who likes technology but dislikes all sustained mathematical reasoning should check how much mathematics appears in a particular computing curriculum. A learner interested in psychology should distinguish learning about human behavior from the qualifications required to practice in a regulated clinical role. A degree title by itself is not a license to practice.

Compare the whole route

A university degree can provide extended disciplinary study, broader academic foundations and access to some further study or professional routes. A technical or vocational qualification may emphasize a defined occupational area and substantial practical preparation. An apprenticeship or work based route, where available and lawful, combines learning with supervised work. A short course can introduce or strengthen a skill. Each route has a different purpose; the important question is whether the specific program meets your goal and is recognized for your intended use.

Do not assume a vocational route is automatically quicker or cheaper, or that a degree automatically leads to employment. Compare the actual duration, costs, equipment, supervised practice, assessment and credential. A certificate of attendance only shows participation under its stated conditions. It should not be treated as equivalent to an accredited degree or professional qualification.

For Lebanon, start vocational checks with the Directorate General of Vocational and Technical Education. Program availability and authorization can be specific to an institution and academic year. If you hope to move later from a technical qualification to a university degree, ask the receiving university for a written transfer or admission decision. “Students can continue later” is incomplete unless the institution specifies which qualification, credits, conditions and program it accepts.

Worked example

Rana, a fictional learner, wants to work with visual communication. She compares a design degree, a vocational design related program and a short software course. The degree curriculum includes visual theory, studio projects and a final portfolio. The vocational option advertises practical production tasks.

The short course teaches a particular tool. These descriptions are invented to illustrate the comparison, not claims about real providers.

Rana lists the evidence she needs: instructor feedback, the amount of original project work, access to equipment, recognition of the credential, total cost and examples of assessed student work. She also asks what graduates actually do, while remembering that examples are not outcome guarantees. If she wants a later postgraduate degree, the short software certificate cannot be assumed to satisfy admission requirements.

She can take a free introductory activity before committing. If she enjoys making work but struggles with critique, that is a skill to develop. She does not select the shortest course solely because it has familiar software names, nor the longest degree solely for prestige. She compares which route builds the capability and credential she needs within her constraints.

Keep a route map

Draw the steps from your current qualification to the target activity: preparation, entry qualification, training, practical experience, any required recognition or professional checks, and first roles to explore. Put a question mark where a step is unverified. Include a fallback, such as strengthening a prerequisite or considering a related role. A useful route map makes gaps visible before you pay for a program.

Apply it in your worksheet

1. Choose one career direction and two differently named majors or training routes that might support it.
2. Read an official curriculum for each. Record three compulsory courses and one assessed practical task, or mark these unknown if unavailable.
3. Compare duration, credential, entry conditions, recognition, cost and options for further study. Avoid using guessed values.
4. Draw a route map from your current qualification to a first role. Circle every transition that needs official confirmation.
5. Write a 100 word explanation of which route you would investigate first and why. Allow 30 to 40 minutes.

Model response and quality check

An acceptable answer could favor a vocational route for its verified practical training and affordable schedule, while recording that later degree admission is unknown. Another could favor a degree because a confirmed further study goal requires it. The reasoning matters more than the route chosen. A complete comparison uses actual curricula and separates a skill course from a qualification accepted for a specific purpose. Unverified transfer promises remain questions, not facts.

Lesson knowledge check

Choose one answer before reading its explanation. One point per correct answer.

1. Two institutions offer a major with the same title. What should you compare next?

- A. Only the logo.
- B. Assume the curricula and recognition are identical.
- C. The number of social media followers.
- D. Compulsory courses, assessment, practical work and credential requirements.

Answer D. The title alone does not establish what is taught or how the qualification can be used. Compare the program and its verified status.

2. A short course promises a certificate of attendance. What is the safest interpretation?

- A. It is automatically a university degree.
- B. It records participation under its terms; check any further recognition claim separately.
- C. It guarantees a professional license.
- D. It guarantees a job.

Answer B. A participation certificate should be described according to what it actually certifies. Degree equivalence, licensing and employment need separate evidence.

3. A technical institute says you can transfer to university later. What evidence matters most?

- A. A written policy or decision from the receiving university for your exact qualification and intended program.
- B. An old student rumor.
- C. The institute's attractive brochure alone.
- D. A promise that every credit transfers everywhere.

Answer A. The receiving institution controls its admission or credit decision. Confirm the qualification, destination program and conditions before depending on transfer.

Source notes

Official references for this lesson: Lebanese Directorate General of Vocational and Technical Education, ENIC NARIC recognised higher education institutions. See the source directory for direct links and the scope of each source.

Lesson 4 Check recognition accreditation and university fit

Build a dated verification record for a specific institution campus program and intended use.

Estimated study time 42 to 56 minutes including the exercise and check.

Check what the credential must let you do

Begin with your intended use: employment, a regulated profession, further study, or recognition in another country. A credential can be legitimate in its home system while still requiring a separate assessment elsewhere. The question is not simply “Is this university international?” It is “Who awards this exact qualification, what official status applies, and will the relevant receiving authority accept it for my purpose?”

Recognition, accreditation, degree equivalency and professional eligibility are related but distinct checks. ENIC NARIC advises checking official national information about the awarding institution and, where relevant, the program. Some systems require program level status as well as institutional status. Do not treat a ranking, association membership or marketing badge as a substitute for the required official status.

For Lebanon, the Ministry of Education and Higher Education provides higher education and university equivalency service entry points. For a Lebanese program, verify the exact institution, campus, award and specialty through the relevant official channel. For a foreign qualification you plan to use in Lebanon, ask about the applicable equivalency process before enrollment. This course does not reproduce a list of recognized universities or certify any degree.

Match all the identifying details

Record the legal name of the awarding institution, the teaching institution if different, campus or delivery location, exact degree title, specialty, level, study mode and intended intake. An online or blended course, a branch campus and a franchise arrangement deserve explicit checking. Do not infer their status from the main campus or a different program.

Use the authority in the awarding country and the authority in the destination where you want to use the qualification. ENIC NARIC country pages can identify relevant information in participating countries. The UK government offers a practical example: a college that teaches a degree may be different from the institution that awards it. Verify the awarding body directly. Other countries have their own systems.

Save a source link, the date checked and the exact claim supported. When the public page is unclear, ask the competent authority a precise written question. If a registry page is unavailable, mark the check pending; absence of a search result is not proof of approval or rejection. Website names and navigation can change, so return through the official ministry or regulator homepage rather than relying on an unofficial copied list.

Worked example

A fictional provider advertises an “international business degree” delivered online from a teaching center in Beirut. Its brochure displays a foreign university name and several logos. Jad wants to use the award for postgraduate admission in Lebanon. He has not verified which organization actually issues the degree.

He first records the exact award and asks the named awarding university to confirm the relationship and program. He checks the appropriate authority in the awarding country, then asks the Lebanese authority and intended receiving university about his specific award and study mode. He retains the written replies and their dates. Until those questions are resolved, he labels the option “recognition unverified” and does not score it as an approved pathway. A low price cannot repair that missing evidence.

Evaluate the experience after the gate checks

Once essential status checks are satisfied, compare teaching and practical fit. Ask how feedback works, whether required courses are offered reliably, what equipment or software students must supply, and how advising and career services operate. Ask about accessibility support without sharing more personal information than necessary. Visit if safe and practical, or request an official virtual tour and sample timetable.

For a learner commuting within Lebanon, weekly travel time, class timing, internet needs and a realistic study space can matter as much as a campus photograph. For study abroad, verify immigration, insurance, housing and work conditions through the appropriate official sources for your citizenship and destination. Do not assume admission grants a visa or permission to work. Record those as separate conditions to resolve.

A final shortlist should contain evidence and remaining questions. A famous name can still be a poor practical fit for one learner; a less familiar provider still needs the same careful verification. Use the same standards across options.

Apply it in your worksheet

1. Pick one real program and write its exact institution, campus, award, specialty, level, mode and intake.
2. Identify the official authorities for the awarding country and the place you intend to use the qualification.
3. Create a three row evidence log: claim, official source and date, result or pending question.
4. Write one precise question to resolve an uncertainty. Do not submit personal documents as part of this exercise.
5. Add five fit checks such as commute, language, timetable, equipment and advising. Spend 30 to 40 minutes on a first pass; official replies may take longer.

Model response and quality check

A good record might say: awarding institution confirmed, program status still pending, and receiving university admission conditions not yet checked. It gives dates and links rather than a blanket “recognized everywhere” label. An effective question names the exact qualification, campus, study mode and intended use. Pending checks remain visible. A learner should not make an irreversible commitment on the assumption that an unresolved essential check will be favorable.

Lesson knowledge check

Choose one answer before reading its explanation. One point per correct answer.

1. A provider appears in an international ranking. What does that prove for your intended degree recognition?

- A. Every course is recognized everywhere.
- B. You automatically qualify for a professional license.
- C. Ranking alone does not resolve official recognition or program eligibility.
- D. Online and campus degrees always have identical treatment.

Answer C. Rankings answer different questions. Verify the institution, program, delivery mode and intended use through the relevant authorities.

2. A teaching college offers a degree awarded by another institution. What should you do?

- A. Check the awarding institution and the exact arrangement as well as the teaching provider.
- B. Check only the college's advertising.
- C. Assume all partner programs share recognition.
- D. Ignore who signs the degree.

Answer A. The awarding body and exact program arrangement matter. A teaching provider's claim should be confirmed through the awarding institution and official system.

3. An official register is temporarily unavailable. How should your worksheet describe the option?

- A. Automatically rejected.
- B. Automatically approved.
- C. Approved if inexpensive.
- D. Verification pending, with the authority and next check recorded.

Answer D. Unavailable evidence is uncertainty, not a positive or negative determination. Keep the gate unresolved and seek an authoritative answer.

Source notes

Official references for this lesson: Lebanese Ministry of Education and Higher Education services, ENIC NARIC recognised higher education institutions, GOV UK degree awarding recognition check. See the source directory for direct links and the scope of each source.

Lesson 5 Build a realistic study budget and funding plan

Calculate a comparable total study cost and cash flow without treating uncertain aid as confirmed money.

Estimated study time 42 to 56 minutes including the exercise and check.

Compare the same period and currency

A tuition figure is only one part of the cost of studying. Build a budget for the same period for every option, such as one academic year, then estimate the entire route using clearly stated assumptions. Include tuition, mandatory fees, books, equipment, transport or housing, internet, meals away from home and other necessary study costs. For study abroad, investigate travel, insurance, immigration related charges and accommodation deposits through current official sources.

Record the original currency and the date of every quotation. Ask how tuition is billed, which payment methods are accepted, whether different components use different currencies, and what exchange rate or conversion rule applies. This is especially important when your household income and tuition are in different currencies. Do not build a supposedly current budget from an old social media screenshot or an unstated exchange rate.

Separate costs that repeat each term from one time costs. A laptop may be a first year cost; transport may recur monthly. Specify the number of months or credits you used. If you do not know a required item, mark it unknown and ask for a written quotation. An incomplete estimate should not be presented as a final total.

Worked example with fictional dollars

Nour compares two invented one year options. All figures below are fictional USD teaching data, not quotations from Lebanese institutions.

Option A has tuition of 4,800, mandatory fees of 350, books and equipment of 300, transport of 900 and connectivity of 250. Gross cost is $4,800 + 350 + 300 + 900 + 250 = 6,600$. A confirmed grant of 1,200 reduces the amount to fund to 5,400. Her confirmed available funding is 5,000, so the gap is 400.

Option B has tuition of 3,900, mandatory fees of 300, books and equipment of 450, transport of 1,500 and connectivity of 250. Gross cost is 6,400. With no confirmed grant, the amount to fund stays 6,400 and the gap against 5,000 is 1,400. Lower tuition did not produce the lower amount to fund. These simplified examples omit living costs that are identical and already covered in the fictional household; a real budget must state and check such assumptions.

Suppose Nour hopes for a further 1,000 scholarship for A. In the baseline, she records it as pending and keeps the 400 gap visible. In a separate favorable scenario, the award would reduce the amount to fund to 4,400. She does not promise to pay using an award she has not received. If transport rises by 20 percent in A, transport becomes 1,080, the amount to fund becomes 5,580, and the gap becomes 580.

Funding and timing are different questions

A grant or scholarship may reduce costs subject to conditions. A loan supplies money now but creates a repayment obligation; it is not a discount. Work income may be uncertain, limited by study time or affected by local rules. Ask about eligibility, application requirements, renewal, required course load

and what happens if circumstances change. The official AUB and LAU aid pages are examples of places to begin this research; they are not promises of support or recommendations of a specific institution.

Build a payment calendar as well as an annual total. If 2,000 is due before a grant is disbursed, you may have a timing gap even when the annual budget balances. Record deposit deadlines, billing dates, refund rules and the date funding becomes available. Read current cancellation and withdrawal terms before paying. Ask a qualified adviser about borrowing decisions and commitments you do not understand.

Make the plan resilient

Prepare a baseline and a stressed case. Change one assumption at a time: no pending scholarship, higher transport costs, an extra term, or a delayed payment. Do not invent a prediction that these events will happen. Use scenarios to see which plans become unaffordable and what fallback could help. A realistic fallback might be a different schedule, another verified route or delaying an application while improving funding. Decide your limit before persuasive marketing creates pressure.

Apply it in your worksheet

1. Prepare a one academic year budget for two options using one comparison currency and dated quotations.
2. Separate gross cost, confirmed aid, pending aid, confirmed funding and funding gap.
3. List three payment dates and the expected availability of funding. Mark unknown timing.
4. Recalculate one scenario with no pending aid and one with a selected cost increased by 20 percent.
5. Write the most important question for each provider's finance or aid office. Allow 30 to 40 minutes; do not submit sensitive financial documents for this exercise.

Model response and quality check

For the fictional example, A costs 6,600 gross and 5,400 after confirmed aid; B costs 6,400 gross and 6,400 after confirmed aid. The baseline gaps are 400 and 1,400. Increasing A's 900 transport cost by 20 percent adds 180, producing a 580 gap. A complete learner answer states the period, currency and exclusions. Pending aid appears only in a separate scenario, and an annual surplus does not remove a payment timing problem.

Lesson knowledge check

Choose one answer before reading its explanation. One point per correct answer.

1. Using the example, what is Option A's amount to fund after the confirmed 1,200 grant?

- A. 6,600 USD
- B. 5,400 USD
- C. 4,800 USD
- D. 4,400 USD

Answer B. Gross cost is 6,600. Subtract only the confirmed 1,200 grant to get 5,400. The hoped for additional award is not in the baseline.

2. How should a loan be represented in a study comparison?

- A. As free tuition.
- B. As guaranteed future income.
- C. As money available now with a repayment obligation to examine.
- D. As a grant with no conditions.

Answer C. Borrowing can address timing or funding, but repayment and terms remain. Treating it as a cost discount hides a commitment.

3. Your annual budget balances but a deposit is due before aid arrives. What is missing?

- A. A cash flow plan for when money is due and available.
- B. A higher university ranking.
- C. A different personality quiz.
- D. Nothing, because annual totals always solve timing.

Answer A. Annual totals and payment timing answer different questions. Identify the temporary gap and an authorized, realistic way to cover it before committing.

Source notes

Official references for this lesson: LAU financial aid and scholarships, AUB Office of Financial Aid. See the source directory for direct links and the scope of each source.

Lesson 6 Prepare admissions requirements and test your shortlist

Build an application checklist for your exact entry route and design a low risk trial of study tasks.

Estimated study time 42 to 55 minutes including the exercise and check.

Start from your current qualification

Admission requirements depend on the institution, program, intake and your prior qualification. Use the current official admissions page, then ask the admissions office about anything unclear. In Lebanon, institutions may distinguish freshman and sophomore entry routes according to the school qualification held. LAU's official first time applicant page is one example of this distinction. Do not assume its rules apply to every university or that a grade level alone establishes your route.

For each option, record the school credential required, subject prerequisites, language requirements, tests or portfolios, documents, deadlines and decision process. Keep the source and the intake year beside each item. If your qualification is from another system, ask whether an official equivalency or additional preparation is required. Professional, scholarship and housing applications may have additional steps.

Create an application calendar by working backward from verified deadlines. Allow time for documents, translations or certifications if required, test results, references and corrections. Ask a teacher for a reference with clear context and enough notice. Check whether the institution requires documents directly from a school or testing body. Do not treat a scanned copy as automatically sufficient.

Distinguish eligibility from admission

Meeting minimum requirements can make you eligible to be considered; it does not guarantee a place, funding or a visa. Record whether an offer is conditional and exactly what remains to be completed. Read deadlines and any binding commitment before accepting an offer. "Apply early" is too vague to be a plan; write the action, official date and person responsible.

Some admission routes or deposits may carry commitments. Before making one, read the current terms and ask about cancellation or refund conditions. This course does not tell you to accept an offer or pay a fee. Its purpose is to prepare information so you can make that choice knowingly, with a trusted adult or qualified adviser where appropriate.

Test the learning rather than only visiting

A campus visit can show facilities and atmosphere, but it cannot replace trying the learning. Choose a safe sample task related to the first year: solve an introductory quantitative problem, read and summarize an academic passage, draft a simple design brief or complete a beginner coding exercise. Use a legitimate free resource or public sample. Do not perform clinical procedures, hazardous repairs or other regulated activities as career experiments.

Set a small success criterion, such as completing one attempt and explaining one mistake. Record how you responded to difficulty, whether you wanted to understand more, and what support helped. Initial performance reflects prior exposure as well as current skill. Compare improvement and willingness to practice, not just the first score.

Worked example

Salim, a fictional student, is comparing business analytics and communication. He does not know whether his school qualification meets the entry route for either program. He records this as an admission question rather than assuming that a friend's application rules apply to him.

For a sample of analytics work, he uses a small fictional table to calculate totals and explain a trend. For communication, he rewrites a short public announcement for two audiences. He spends the same amount of time on each and seeks feedback. He enjoys both, but the second task leaves him wanting to revise further. The result supports more research into communication; it does not eliminate analytics or settle admission eligibility.

His calendar has separate entries for confirming the admission route, checking language evidence, collecting the school transcript and asking about financial aid. He also records the source date. He will review the calendar when the next intake's official requirements are published, because a previous year's checklist may be outdated.

Keep a safe document system

Store application documents in a private folder and use clear names. Share them through verified official channels only when necessary. Never post identification, transcripts or financial records to a public course discussion. A preparation checklist can use "received" or "pending" without including the private document itself. Check an agent's or consultant's claims against the institution before providing data or paying for help.

Apply it in your worksheet

1. Build an admissions checklist for two programs using the exact intake and your qualification.
2. Mark every entry as verified, pending or not applicable; include a source date.
3. Make a backward calendar with at least five tasks. If the deadline is not published, state that instead of inventing a date.
4. Complete a 20 minute safe sample of one program's learning and write a five sentence reflection.
5. List the next question for admissions and one for a current student or adviser. Allow 30 to 40 minutes for this first pass.

Model response and quality check

A useful checklist identifies the applicant's qualification and the specific program, rather than copying a friend's list. A sample calendar includes confirming the route, requesting documents, preparing language or test evidence if required, checking funding deadlines and reviewing the application. A good trial reflection reports the task, difficulty, support used, improvement and next test. It does not claim that a single exercise predicts admission or success.

Lesson knowledge check

Choose one answer before reading its explanation. One point per correct answer.

1. Your friend entered a university with different school credentials. What should you do?

- A. Assume the same route applies.
- B. Skip the admissions page.
- C. Submit the same documents without checking.
- D. Confirm the entry route for your own qualification and program.

Answer D. Admission routes depend on the applicant and program. A friend's experience can suggest questions but cannot establish your requirements.

2. A program says you meet its minimum requirements. Which conclusion is justified?

- A. Your scholarship is guaranteed.
- B. You may be eligible for consideration; admission and other conditions still need confirmation.
- C. Your visa is guaranteed.
- D. You can ignore deadlines.

Answer B. Minimum eligibility is distinct from selection, aid and immigration decisions. Keep each condition and deadline in the checklist.

3. Which is the most useful low risk career experiment?

- A. Perform an unsupervised clinical procedure.
- B. Pay a large nonrefundable fee to show commitment.
- C. Try a small authentic beginner task, get feedback and reflect on your response.
- D. Read only advertising slogans.

Answer C. A safe, bounded task provides direct learning evidence without requiring a major commitment or unsafe activity.

Source notes

Official references for this lesson: LAU first time undergraduate applicants. See the source directory for direct links and the scope of each source.

Lesson 7 Use a decision matrix without hiding uncertainty

Rank feasible options with explicit weights then test whether the ranking is robust.

Estimated study time 36 to 50 minutes including the exercise and check.

Check gates before preferences

A decision matrix organizes comparisons. It cannot convert weak evidence into certainty. Begin with essential gates: verified qualification status for your intended use, a feasible entry route, a viable funding plan and any other nonnegotiable condition. Mark each gate pass, fail or pending. An option with a pending essential gate can remain under investigation, but a high preference score does not make it ready for commitment.

After the gates, choose a small set of distinct criteria. Examples are curriculum fit, affordability, practical learning, commute and support. Avoid double counting the same advantage: “cheap tuition,” “low price” and “affordability” should not each receive separate weight unless they measure genuinely different things. Use criteria that describe your needs rather than copying someone else’s priorities.

Assign weights before seeing which option wins. Make them sum to 100 percent. Define a scoring scale with anchors so that a 4 means the same thing across options. For affordability, a higher score must mean easier to afford, not higher cost. Write the source or observation behind each rating and mark confidence separately. If evidence is missing, leave the score unknown or explore a range; do not silently replace unknown with an average score.

Worked example with three fictional options

After their essential gates have been checked, a learner compares A, B and C using four criteria. Curriculum fit has weight 40 percent, affordability 30 percent, practical learning 20 percent and commute 10 percent. Scores run from 1 for poor fit to 5 for strong fit. These are fictional teaching ratings, not ratings of actual institutions.

A scores 5, 2, 4 and 4. Its weighted total is $0.40 \times 5 + 0.30 \times 2 + 0.20 \times 4 + 0.10 \times 4 = 3.80$ out of 5. B scores 4, 4, 3 and 3, giving 3.70. C scores 3, 5, 3 and 5, giving 3.80. A and C tie, and all totals are relatively close. The arithmetic does not identify a uniquely correct choice.

Now affordability becomes more important. The learner changes the weights to curriculum 30 percent, affordability 40 percent, practical learning 20 percent and commute 10 percent. A becomes 3.50, B stays 3.70 and C becomes 4.00. This sensitivity check shows that the recommendation depends on priorities. It should lead to a discussion about the real budget, not a claim that the original weights were objectively wrong.

Test the evidence too

Weights are not the only source of uncertainty. Suppose A’s practical learning score of 4 is based only on advertising. If verified student work and a timetable later support a score of 2, A’s original total falls by $0.20 \times 2 = 0.40$, from 3.80 to 3.40. The value of getting better information is clear. Focus your next research on uncertain facts that could change the decision.

Write a short explanation beside the total. Which strengths matter? Which tradeoff are you accepting? Which condition could reverse the choice? A decimal difference of 0.05 is rarely a reason to ignore a major unresolved issue. Avoid false precision by using a few meaningful score levels and recording why they were chosen.

Talk through disagreement

Family members may weight security, location, cost or prestige differently. Share the evidence and ask which criterion they want to change. You can acknowledge a concern without accepting an unsupported guarantee. A helpful sentence is, “We agree that affordability matters; let us compare the written costs and the funding gap before deciding.” If someone funds part of your study, make the actual funding limit explicit without assuming their support.

Use the matrix to make a provisional decision and identify what still needs to happen. You can choose an option conditionally on a verified award, confirmed recognition or a satisfactory visit, but record the condition and a fallback. The matrix is a tool for explanation and revision, not a machine that chooses a life for you.

Apply it in your worksheet

1. List three options and mark the essential gates for each.
2. Choose four or five distinct criteria, define a 1 to 5 scale and set weights totaling 100 percent.
3. Score only with evidence; mark missing evidence and confidence.
4. Calculate weighted totals, then change one important weight or uncertain score and calculate again.
5. Write your provisional choice, the tradeoff, one remaining condition and a fallback. Allow 25 to 35 minutes.

Model response and quality check

With the original fictional weights, A = 3.80, B = 3.70 and C = 3.80. With affordability raised to 40 percent and curriculum reduced to 30 percent, A = 3.50, B = 3.70 and C = 4.00. If A's practical score drops from 4 to 2 under the original weights, A becomes 3.40. A strong learner conclusion mentions this sensitivity and does not rank an unresolved recognition gate as if it were passed.

Lesson knowledge check

Choose one answer before reading its explanation. One point per correct answer.

1. Using the original example, what is A's weighted total?

- A. 3.80 out of 5
- B. 15 out of 5
- C. 4.50 out of 5
- D. 2.00 out of 5

Answer A. Multiply each score by its decimal weight and add: $2.00 + 0.60 + 0.80 + 0.40 = 3.80$. Adding raw scores ignores the weights.

2. An option has the highest preference score but its essential recognition check is pending. What should you do?

- A. Treat a high score as official approval.
- B. Remove the recognition requirement without discussion.
- C. Pay first and investigate later.
- D. Resolve the gate before relying on the option for commitment.

Answer D. A preference score cannot compensate for an essential unresolved condition. Keep investigating and retain a feasible fallback.

3. Why change a weight and recalculate?

- A. To force your favorite option to win.
- B. To test whether the ranking depends strongly on a reasonable change in priorities.
- C. To avoid gathering evidence.
- D. To prove a matrix is always objective.

Answer B. A sensitivity check reveals how stable the result is. It makes assumptions visible rather than proving one ranking is universally correct.

Lesson 8 Turn your choice into a practical action plan

Create a dated next step plan with a fallback and clear review triggers.

Estimated study time 32 to 46 minutes including the exercise and check.

Finish with a next step

You do not need to eliminate every uncertainty before acting. You do need to distinguish reversible exploration from commitments that cost money, time or opportunity. Reading a curriculum, trying an exercise and asking a question are usually low commitment steps. Paying a nonrefundable deposit, accepting binding terms or relocating requires stronger evidence and careful review.

Write a one page decision note. Include your preferred direction, two alternatives, the evidence supporting the choice, the tradeoff you accept, the essential unresolved questions and what you will do next. State your decision in the right form: "I will investigate this route first" is different from "I have accepted an offer." Honest wording prevents other people from assuming a commitment you have not made.

Build a four week plan

In week one, finish the personal profile and shortlist two or three realistic paths. In week two, check curricula, recognition and current admission requirements. In week three, complete task trials, compare written costs and ask the most important questions. In week four, review the matrix with the evidence collected and decide the next authorized step. This is a sample sequence, not a deadline imposed by a university. Adjust it to actual application dates and the time needed for replies.

Every action needs an owner, a date and a visible completion condition. "Research universities" is vague. "By Friday, I will record the exact award and official recognition source for two programs, or mark the unanswered authority question" is checkable. Waiting for an answer is a status, not a completed verification. Keep a follow up date and a fallback if the reply does not arrive before your decision deadline.

Worked example

Hadi, a fictional learner, provisionally prefers a local program with a manageable commute. Its curriculum fits his interests and the baseline budget is close to his confirmed funding. An alternative farther away offers practical work he likes, but its total transport cost is uncertain. He also has a vocational option that could fit his practical interests; he has not verified progression to further study.

His next seven days contain three actions. First, he will obtain the written fee schedule and payment dates for the local program. Second, he will ask the other provider for the sample timetable and calculate travel costs using a realistic number of campus days. Third, he will verify the vocational credential and ask the receiving university about any future progression. He will not describe that progression as guaranteed while the answer is pending.

His review rule says that if the preferred program's confirmed funding gap exceeds his agreed limit, he will compare a different schedule or another verified option before committing. If he receives a favorable grant, he will check the written renewal conditions rather than assuming support lasts indefinitely. His plan can adapt without pretending the initial decision was a failure.

Review at meaningful points

Useful review triggers include new cost information, a changed admission rule, a scholarship decision, a successful or disappointing task trial, or a change in a personal constraint. Review after the first term of study as well: compare expectations with actual learning, ask for support early and investigate formal change or transfer rules before taking action. Leaving or switching a program can have academic and financial effects, so understand them before deciding.

Separate normal difficulty from evidence of a poor fit. A demanding week may call for better study habits or help. A sustained mismatch between your goals, the actual curriculum and feasible conditions may justify a broader review. Keep notes of the evidence and discuss it with someone qualified and trustworthy; one frustrating day does not settle the question.

What completion means

By the end of this course, you should have an evidence based profile, career comparisons, a route map, official verification questions, a budget, an admissions calendar and a provisional decision note. The final assessment checks the planning methods taught here. It does not diagnose your ideal career, measure your intelligence or certify readiness for a profession.

Choose one useful action you can complete next. A well supported question, a corrected assumption or a realistic funding limit can be valuable progress even before you choose a university. Keep the worksheet and update it as your evidence changes. Your plan should remain understandable to your future self.

Apply it in your worksheet

1. Write a 150 to 200 word decision note naming a provisional direction, two alternatives and the key evidence.
2. Choose three actions for the next seven days. Give each an owner, date and completion condition.
3. Identify one dependency, such as an official reply, and a follow up date.
4. Set two review triggers and one fallback if an essential condition fails.
5. Complete the final assessment, review explanations and improve one weak section of your worksheet. The planning exercise takes about 20 to 30 minutes; final assessment time is separate.

Model response and quality check

A good plan might say: I will investigate a verified local route first because the curriculum and commute fit my current priorities. Before any deposit, I need a written total cost and the remaining recognition answer. My alternatives are a second verified program and a vocational route whose progression rules still need checking. Each action has a date and evidence to collect. A fallback is conditional and feasible, rather than an invented promise of admission or funding.

Lesson knowledge check

Choose one answer before reading its explanation. One point per correct answer.

1. Which action is most specific?

- A. Think about the future.
- B. Choose the best university somehow.
- C. By my stated date, record the fee schedule and payment dates for two named programs.
- D. Wait until someone chooses for me.

Answer C. A concrete action has a target, date and observable result. If evidence is unavailable, record the pending question and follow up.

2. Which event is a useful reason to review your decision?

- A. A confirmed cost changes enough to exceed your funding limit.
- B. One advertisement says the campus is beautiful.
- C. A stranger promises success without evidence.
- D. A quiz labels your personality differently for one day.

Answer A. A material change in a hard constraint can change feasibility. Review the evidence and fallback instead of ignoring the new funding gap.

3. What does passing this course's final assessment establish?

- A. Guaranteed university admission.
- B. A professional license.
- C. Your only suitable career.
- D. Understanding of the decision methods assessed in this course.

Answer D. The assessment checks course learning. It does not provide admission, professional status or a deterministic career diagnosis.

Final assessment

Choose one answer for each of 12 questions. Each correct answer earns 1 point; no negative marking. Suggested mastery target: 9 of 12 (75 percent). Review every explanation and retry after studying. This is a course knowledge check, not a career diagnosis or professional qualification.

1. Which combination provides the strongest starting profile?

- A. One personality label and a ranking list.
- B. Examples of interests and skills, explicit values, and current constraints.
- C. A promise of a high salary.
- D. A friend's university choice.

2. You enjoy watching architecture videos. What would improve your evidence?

- A. Assume you will enjoy every architecture task.
- B. Ignore any program requirements.
- C. Try an appropriate beginner spatial or design task and investigate actual coursework.
- D. Treat enjoyment as professional qualification.

3. A career reference gives overseas employment data. How should you use it?

- A. Use task descriptions as a research starting point and check local conditions separately.
- B. Treat its salary as guaranteed local income.
- C. Assume licensing rules are identical.
- D. Ignore dates and geography.

4. What is the best reason to compare required courses in two majors?

- A. Course titles guarantee identical teaching.
- B. The longest list is always best.
- C. A famous name makes content irrelevant.
- D. The actual curriculum may fit your goals differently despite similar program names.

5. Which statement about vocational and degree routes is most accurate?

- A. Degrees always guarantee work.
- B. Compare the specific route's purpose, recognition, learning and full cost against your goal.
- C. Vocational programs never allow further study.
- D. Every short course counts as a degree.

6. Which details should appear in a recognition question?

- A. Only the university nickname.
- B. Only the advertised discount.
- C. Exact awarding institution, award, campus or location, study mode and intended use.
- D. Only a ranking number.

7. A fictional one year budget has tuition 5,000, other required costs 1,400 and a confirmed grant 900. What amount must be funded?

- A. 5,500
- B. 6,400
- C. 4,100
- D. 7,300

8. You have requested a scholarship but have no award letter. How should you budget?

- A. Subtract it as guaranteed.
- B. Ignore all funding planning.
- C. Call it a loan.
- D. Keep it pending and show a separate scenario if awarded.

9. An admissions deadline appears only in last year's brochure. What is the best next action?

- A. Treat it as permanently valid.
- B. Check the current official intake information or ask admissions, and mark the date unverified until then.
- C. Make up a convenient date.
- D. Assume there is no deadline.

10. An option scores 4 for curriculum, 3 for affordability and 5 for commute. With weights 50, 30 and 20 percent, what is the total?

- A. 12.0
- B. 3.0
- C. 3.9
- D. 4.5

11. A reasonable change in criterion weights changes the top option. What does that show?

- A. The decision depends on priorities and needs an explicit tradeoff discussion.
- B. The calculation must be fraudulent.
- C. You should hide the new result.
- D. All options have guaranteed equal outcomes.

12. Which decision note is strongest?

- A. I chose it because everyone says it is best.
- B. I will pay now and check essential conditions later.
- C. This choice guarantees my entire future.
- D. I prefer this route for stated reasons, have named unresolved conditions, and have a dated next action and fallback.

Final assessment explanations

1. Answer B. Use several kinds of evidence and keep them distinct. A label, ranking or someone else's choice cannot describe your whole situation.
2. Answer C. A safe task sample and curriculum research test the interest more directly. They still do not establish professional eligibility.
3. Answer A. Overseas data have a context. Local employment, pay and qualification conditions need their own evidence.
4. Answer D. Programs with similar names can have different requirements, practice and assessment. Inspect the content rather than inferring it from the title.
5. Answer B. The route must be evaluated specifically. Avoid blanket promises and verify any progression or professional requirement.
6. Answer C. These details help the competent authority identify the actual qualification and question. Marketing descriptions are often too broad.
7. Answer A. Add the required costs: $5,000 + 1,400 = 6,400$. Subtract confirmed aid of 900 to get 5,500 fictional monetary units.
8. Answer D. The baseline should use confirmed support. A separate scenario can show how an award would change the funding gap without hiding uncertainty.
9. Answer B. A prior deadline can help planning but does not establish the current one. Record the uncertainty and seek an official answer.
10. Answer C. The total is $0.50 \times 4 + 0.30 \times 3 + 0.20 \times 5 = 2 + 0.9 + 1 = 3.9$ out of 5.
11. Answer A. Sensitivity is useful information. Review the weights, evidence and constraints rather than pretending the ranking is a universal fact.
12. Answer D. A useful decision note explains the choice and its limits. It distinguishes exploration from commitment and makes the next step checkable.

Suggested review: questions 1 to 3 connect to Lessons 1 and 2; questions 4 and 5 to Lesson 3; question 6 to Lesson 4; questions 7 and 8 to Lesson 5; question 9 to Lesson 6; questions 10 and 11 to Lesson 7; question 12 to Lesson 8.

Official source directory

Links checked on 4 October 2026. These sources support limited factual checks and provide official research starting points. They do not endorse this course. Explanations, fictional cases, exercises and assessment items are original course material. Recheck rules for your exact intake and intended use.

O*NET Interest Profiler. Optional interest exploration tool; use as a starting point for research, not a prescription.

<https://www.onetcenter.org/IP.html>

Lebanese Ministry of Education and Higher Education services. Official starting point for higher education, university certificates and equivalency services. Individual linked registers were not independently retrieved in this package.

<https://www.mehe.gov.lb/en/electronic-services>

Lebanese Directorate General of Vocational and Technical Education. Official starting point for vocational institutions, programs and current notices. Confirm the particular institution, qualification and academic year.

<https://web.vte.gov.lb/>

ENIC NARIC recognised higher education institutions. Explains checking an awarding institution and, where relevant, its program through the competent national authority.

<https://www.enic-naric.net/page-recognised-heis?srcval=qualifications>

GOV UK degree awarding recognition check. UK example of checking the awarding body separately from the teaching college; follow the route for the relevant UK nation.

<https://www.gov.uk/check-university-award-degree>

LAU first time undergraduate applicants. An example of an institution separating admission tracks by prior school qualification. Recheck requirements for your intake.

<https://www.lau.edu.lb/apply/first-time-applicant.php>

LAU financial aid and scholarships. Official starting point for aid, scholarship and cost information; no award amounts assumed.

<https://www.lau.edu.lb/apply/financial-aid/>

AUB Office of Financial Aid. Official starting point for current aid procedures; no eligibility or award promise.

<https://www.aub.edu.lb/FAID/Pages/default.aspx>

O*NET OnLine occupational information overview. US occupational descriptions and context; not a Lebanese labor market forecast.

<https://www.onetonline.org/help/onet/>