

# **The Mount Guide To Majors & Careers**

**SEPTEMBER 2010**

**COLLEGE OF MOUNT ST. JOSEPH  
CAREER & EXPERIENTIAL EDUCATION  
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**<http://www.msj.edu/view/academics/services/career--experiential-education-center.aspx>**

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## PREFACE

This directory is designed to identify and describe the many fields of study available at the College of Mount St. Joseph from the perspective of career-related opportunities.

A brief description of each is highlighted by an overview of skills, aptitudes and personal qualities that would provide a good match for the related career fields. Representative lists of possible occupations and potential employers are included to stimulate thought about and further exploration of career choices. Additional sources of information, including books, professional associations and internet web addresses provide a starting point for more extensive research.

This booklet will be of assistance to faculty advisors as they assist their students with making informed career-related decisions. Students will find it helpful as a resource for career exploration and clarification of career objectives and goals. Employers may find it useful as a guide for developing cooperative education positions and identifying educational backgrounds necessary for permanent positions.

To facilitate more intense research into various career fields, a computerized career search system is available in the Career and Experiential Education Center. It cross references objective feedback regarding personal interests, values, experiences and abilities with appropriate career fields and provides additional specific information about careers. Students and alumni may make an appointment with a career advisor to use CareerOneStop. The Career Center also offers Strengthsquest Inventory Assessment for students. Prospective students who have met with an admission counselor may have the admission counselor contact the Career and Experiential Education Center to arrange an appointment with a career advisor.

## ABOUT THE MOUNT

Founded in 1920 by the Sisters of Charity, the College of Mount St. Joseph is a co-educational, Catholic, liberal arts college with career orientation. The Mount offers associate and/or bachelor degrees 36 majors and graduate degrees in Education, Nursing, Organizational Leadership, Physical Therapy and Religious Studies.

The College of Mount St. Joseph admits students of any age, sex, creed, race, color, marital status, and national or ethnic origin. This policy of nondiscrimination applies to otherwise qualified handicapped students.

## ACKNOWLEDGEMENTS

The preparation of this new edition of *The Mount Guide to Majors & Careers* has been a collaborative effort of the College of Mount St. Joseph's faculty and staff members. Thanks to the academic departments for their assistance and contributions.

*Maggie Davis, 2010*

## CAREER DEVELOPMENT PROCESS

Sound career choices require information -- information about yourself and about occupations. Whether you are declaring a major or preparing for your job search, there are several stages you will want to focus on in the career development process. The staff members in the Career and Experiential Education Center will help you along this journey -- one which is unique to every individual.

- 1. ASSESSMENT** – assess your values, skills and interests  
You'll begin by meeting individually with a career advisor to explore your interests, skills, abilities, experiences, education, and values. Career assessment instruments can help you develop a plan for your future. You may want to take the course Career Exploration for Undeclared Majors to help you begin your career journey.
- 2. EXPLORATION** – explore academic majors and career options  
The next step is to relate your self-assessment to different career fields and majors. You can gain valuable information about occupations through assessments and through reference guides in our Career Resource Library. Researching different fields is important for learning how occupations are organized, grouped and clustered by similar skills, abilities and interests. Other topics to consider are: nature of the work activities, education/training, work environment, career ladder, outlook, salary and benefits, personality characteristics, and likes and dislikes. It is important to investigate a variety of majors and the careers to which they can lead.
- 3. BUILDING** – build job search skills  
Once you have declared a major, it is time to develop job search skills so you can successfully communicate your skills and abilities to employers. Knowing yourself through self-assessment and knowing what is important to potential employers through career exploration will enhance your job search skills. You'll want to take the Professional Development course to assist you with job searching and work related issues. You will learn to develop an effective resume, cover letter and interviewing skills.
- 4. EXPERIMENTATION** – gain career-related experience  
Once you have developed your job search skills, you can get practical information and experience through a variety of programs. First hand experience may be gained by participating in the Cooperative Education or Service Learning programs, conducting an informational interview, job shadowing, volunteering, interning, or working part-time. It is important that you "test" your skills and abilities and gain related experience. You will want to meet with the co-op coordinator for your major or the service learning coordinator to assist you with this.
- 5. IMPLEMENTATION** – connect with full-time opportunities or prepare for graduate school  
As you near the completion of your academic career, you will want to meet again with a career advisor to develop your own personal job search strategy or begin the graduate school application process. Both of these processes take time and energy to implement. If you are job searching, you will want to register with Career Development to have your resume referred to area employers. If you are going to graduate school, you will also want to meet with the faculty in your department. This is especially helpful and often required in applying to graduate school.
- 6. PRACTICING** – practice life-long career management  
Your first job out of college is the first of many career experiences you will have. The average person may have 5-7, or as many as 10 jobs spanning 3 or 4 different careers. The career decision making skills you develop early on will lay the foundation for future career successes. You may revisit any one of these steps throughout your career.

*The Mount is proud of its graduates. Educators and business leaders, artists, social service and healthcare professionals, attorneys and scientists -- all give testimony that a College of Mount St. Joseph degree can lead you wherever you want to go. The process of choosing a career isn't a step, but a journey. At the Mount, you'll find the people and the tools to help you on that journey, so your eventual destination can be as challenging and satisfying as you dream it will be.*

## **ACCOUNTING**

## **MAJOR AND MINOR PROGRAMS ARE OFFERED**

A major in Accounting is designed to provide the student with the technical skills necessary to pass the C.P.A. (or C.M.A.) examination and to enhance those skills with a solid background in the liberal arts. Most states now require a fifth year of education to acquire the 150 hours necessary to take the C.P.A. exam. Careers in accounting and auditing are primarily concerned with examining and interpreting account records for the purpose of advisement or report. Furthermore, accountants may be involved in designing accounting systems and advising on cost-recording systems and other financial and budgetary data. This includes tracking financial performance and tax strategies by developing and using information systems. Therefore, accountants must be prepared to work with people, data, and things. Operations planning and management are frequent outgrowths of an accounting position, leading to excellent opportunities for advancement to executive levels.

Because of the importance of the financial information provided by accountants, a high ethical standard is perhaps the most important personal quality an accountant should possess. Additional characteristics might include people and sales skills, initiative, computer skills, organization, and consistency. Aptitudes in mathematics, logical thinking, analysis, applied thinking and written and verbal communication skills are also valuable to one entering the field.

An Accounting minor is offered. See your advisor for further information about this option.

## **OCCUPATIONAL OPPORTUNITIES**

### **Financial Accounting (CPA):**

Auditing  
Compilation and review  
Taxation

### **Managerial Accounting (CMA):**

Budget development and evaluation  
Financial analysis and planning  
Internal auditing  
System design and evaluation

Some positions may require additional education and/or training.

## **EMPLOYMENT OUTLOOK**

Employment of accountants and auditors is expected to grow by 22 percent between 2008 and 2018. An increase in the number of businesses, changing financial laws, and corporate governance regulations, and increased accountability for protecting an organization's stakeholders will drive growth. (<http://www.bls.gov/oco/ocos001.htm>)

## **POTENTIAL EMPLOYERS**

Accounting firms	Banks and financial institutions	Government (local, state & federal)
Hospitals, agencies	Insurance industry	Nonprofit organizations
Private industry	Schools and universities	Self-employment

Accountants are needed in all areas of business and industry. The above list is a representative sample.

## **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- \*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.
- \*Gaylord, Gloria L. & Ried, Glenda E. Careers in Accounting, Lincolnwood, IL: VGM Career Horizons, 1998.
- \*Morkes, Andrew, editor. Ferguson's Careers in Focus, Financial Services, Chicago, IL: Ferguson's Publishing Co., 2001
- Paradis, Adrian A. Opportunities in Banking Careers, Lincolnwood, IL: VGM Career Series, 2001.

## **Professional Associations**

- American Accounting Association, 5717 Bessie Drive, Sarasota, FL 34233-2399, <http://aaahq.org/index.cfm>
- American Institute of Certified Public Accountants, 1211 Avenue of the Americas, New York, NY 10036  
<http://www.aicpa.org>
- American Society of Women Accountants, 1760 Old Meadow Road, Suite 500, McLean, VA 22102,  
<http://www.aswa.org>
- The Ohio Society of Certified Public Accountants, 535 Metro Place South, Dublin, OH 43017-7810,  
<http://www.ohioscpa.com>
- The Institute for Internal Auditors, 247 Maitland Avenue, Altamonte Springs, FL 32701, <http://www.theiia.org>

## **ACCOUNTING (CONTINUED)**

### **Websites**

Careers in Accounting, <http://www.careers-in-accounting.com>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/13-2011.01>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos001.htm>.

## **AMERICAN STUDIES**

## **MINOR**

The minor in American studies encourages students to examine American thought and culture through a multidisciplinary approach. Film, history and literature constitute the core of the minor. Students will come to understand and appreciate the social and cultural values of the American experience from a variety of perspectives. American studies is an excellent background for students who go on to graduate school or law school.

### **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

\*Axelrod-Contrada, John. *Career Opportunities in Politics, Government, & Activism*, New York, NY: Ferguson Publishing Co., 2003.

Camenson, Blythe. *Careers for History Buffs and Others Who Learn From the Past*, Lincolnwood, IL: VGM Career Books, 2002.

Camenson, Blythe. *Great Jobs for Liberal Arts Majors*, New York, NY: McGraw-Hill, 2008.

\*DeGalan, Julie & Lambert, Stephen. *Great Jobs for History Majors*, Lincolnwood, IL: VGM Career Horizons, 1995.

Eberts, Marjorie. *Careers for Bookworms and Other Literary Types*, Lincolnwood, IL: VGM Career Books, 2003.

\*Eberts, Marjorie & Gisler, Margaret. *Careers for Good Samaritans and Other Humanitarian Types*, Lincolnwood, IL: VGM Career Horizons, 1998.

### **Professional Associations**

American Studies Association, 1120 19th Street NW, Suite 301, Washington DC 20036,  
<http://www.theasa.net>.

## **ART MINORS**

These minors enhance graduation portfolios for Art and Design majors. They are created for students with an interest in broadening their understanding of the Art and Design field, further integrating and deepening their experiences within an undergraduate degree.

### **Art (Illustration) – Minor**

A minor in Illustration will benefit a Graphic Design or an Interior Design major by broadening their understanding of elements of drawing and painting, working with Fine Arts media as it can be integrated into digital imaging software. This minor could give a Design major an enhanced ability to provide an additional avenue for creative and original designs.

### **Art History - Minor**

An Art History minor allows an Art or Design student to see the vast changes in art and design over centuries of time and geography, and exposes them to art in many cultures across the world. This minor gives the student an appreciation for the long and varied history of visual communication.

### **Art (International Art & Design) – Minor**

A minor in International Art & Design allows an Art or Design student to integrate international learning and experience into an Art/Fine Arts or Design degree. This minor expands the student's world-view and promotes self-confidence.

### **Photography - Minor**

A Photography minor integrates closely with design studies by promoting original photographic image making to incorporate into various design projects.

## EDUCATION-MULTI AGE - ART EDUCATION

## MAJOR AND LICENSURE PROGRAMS ARE OFFERED

Art Education is a major in the Art Department. (Multi-age art teaching licensure is available through the Education Department.) The program combines theory, supervised field experience, and specialized preparation in studio arts, art history, art criticism, and aesthetics to prepare graduates to teach art to students ages preK-12.

Art teaching is a profession with rigorous standards that require knowledge of art production, art history, aesthetics, and art criticism. Art teachers must be able to organize, sequence and teach the content of art in a curriculum inclusive of the goals, values, and purposes of education, the community, and society. They must have a comprehensive understanding of student characteristics, abilities and learning styles in order to plan instruction. Art teachers must be able to plan relevant instruction. Art teachers must be able to motivate, manage, and monitor student learning and be able to measure student growth through appropriate assessment strategies. Art teachers must possess excellent oral and written communication skills. Requisite personal qualities include enthusiasm, curiosity, honesty, and respect for diversity and appreciation of individual and cultural differences.

## OCCUPATIONAL OPPORTUNITIES

Administrator	Art consultant	Art critic
Art teacher, pre K-12	Art teacher supervisor	Art therapist
Child care residential worker	College/university professor	Counselor
Curriculum development specialist	Day care teacher	Educational coordinator
Elementary art teacher	Freelance artist	Gallery and museum assistant
Illustrator	Overseas teacher - all levels	Pediatric ward teacher
Photo editor	Photographer	Special education teacher
Writer for art-related periodicals		

## RELATED OCCUPATIONS

Camp director	Editor	Industrial trainer
Librarian	Media specialist	Occupational therapist
Play therapist	Public relations specialist	Publisher consultant
Salesperson		

Some positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Advertising agencies	Art academies
Auction houses	Audio visual production companies
Camps	Colleges and universities
Commercial art studios	Community agencies
Department stores	Educational assessment clinics
Elementary schools	Galleries/museums
Government: Dept. of Education; Dept. of Defense; State Dept.	Historical societies
Newspapers, magazines	Photography studios
Preschools	Secondary schools

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

\*Camenson, Blythe. Great Jobs for Art Majors, Lincolnwood, IL: VGM Career Horizons, 2003.

Edelfelt, Roy. Careers in Education, Lincolnwood, IL: VGM Career Horizons, 2004.

Fine, Janet. Opportunities in Teaching Careers, Lincolnwood, IL: VGM Career Horizons, 2005.

Haubenstock, Susan H. & Joselit, David. Career Opportunities in Art, Lincolnwood, IL: VGM Career Series, 2001

\*Kocher, Eric & Segal, Nina. International Jobs: Where They Are and How to Get Them. New York, NY: Basic Books, 2003.

\*Morkes, Andrew, editor. Ferguson's Careers in Focus, Education, Chicago, IL: Ferguson's Publishing Co., 2002

## **EDUCATION-MULTI AGE - ART EDUCATION (CONTINUED)**

### **Professional Associations**

The National Art Education Association, 1916 Association Drive, Reston, VA 20191-1590,  
<http://www.naea-reston.org>.

### **Websites**

Department of Defense Education Activity, <http://www.dodea.edu/home/index.cfm>

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2021.00>

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos069.htm>

## ART - FINE ARTS

## MAJOR AND MINOR PROGRAMS ARE OFFERED

One cannot be persuaded to be an artist. This role comes from within. David Smith, the late sculptor said, "Fine Art is art produced by the mind of the creator, whereas commercial art is art that meets the minds and the needs of other people." Graduates in fine arts have an interest in art that encompasses creative independence, a traditional role of the artist.

General skills and abilities useful to the artist include attention to detail and a strong sense of beauty, color, balance and space. The ability to think analytically and critically, to research and gather information and to communicate effectively is also important. The art major will obtain a broad overview and general facility in a variety of media, whereas the fine arts major develops technical abilities appropriate to a specific media. Because the field is extremely competitive, self-confidence, persistence and determination, people orientation, self-discipline and optimism are personal qualities that are valuable to the artist. Art degrees may be used in a variety of ways or combined with complementary fields to establish successful careers and gainful employment.

The Art Department offers numerous and diverse course offerings for perception and skill development leading to a Bachelor of Fine Arts degree in the following areas: painting, sculpture, ceramics, drawing, fabrics/fibers, metalcraft, jewelry, photography and printmaking. Minors are offered in art history, illustration, international art and design studies, and photography.

## OCCUPATIONAL OPPORTUNITIES

Archivist assistant	Art conservator	Art consultant
Art critic	Art dealer	Art director
Art librarian	Art restorer	Art retailer
Art therapist	Calligrapher	Ceramist
Costume designer	Curator assistant	Designer of toys, playgrounds
Exhibit technician	Fashion designer	Fine arts installer
Freelance artist	Furniture reproducer	Gallery director
Gallery & museum assistant	Illustrator	Industrial designer
Instructor	Jeweler	Leatherworker
Liturgical art designer	Metalsmith	Muralist
Needle worker	Photo editor	Photographer
Picture framer	Portrait painter and sculptor	Potter
Print maker	Quilter	Sculptor
Set designer	Sign and poster designer	Spinner
Stained glass artist	Textile designer	Watercolorist
Weaver	Window and display designer	Woodworker
Writer for art-related periodicals		

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Art consultants	Auction houses	Commercial art studios
Department stores	Fashion industry	Galleries
Historical societies	Libraries	Medical research labs
Museums	Newspapers, magazines	Nursing homes
Photographic studios	Psychiatric institutions	Schools, colleges & universities
Self-employment	Textile industry	Theater companies, television & movie studios

## **ART- FINE ARTS (CONTINUED)**

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

- \*Camenson, Blythe. Great Jobs for Art Majors, Lincolnwood, IL: VGM Career Horizons, 2003.
- Craig, James. Graphic Design Career Guide, New York: Watson-Guption Publications, 1992.
- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- \*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.
- \*Gurvis, Sandra. Careers for Non-Conformists, New York, NY: Marlowe and Company, 2000.
- Haubenstock, Susan H. & Joselit, David. Career Opportunities in Art, Lincolnwood, IL: VGM Career Series, 2001

#### **Professional Associations**

- Art Network, P. O. Box 1360, Nevada City, CO 95959, <http://artmarketing.com>.
- The National Art Education Association, 1916 Association Drive, Reston, VA 20191-1590,  
<http://www.naea-reston.org>.

#### **Websites**

- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-1013.00>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos092.htm>.

## ART - GRAPHIC DESIGN

## MAJOR

Graphic design is also known as commercial art or visual communication. Artistic talent, creativity, the ability to communicate visually, verbally and in written form, as well as sensitivity to current trends and tastes are essential qualities for the graphic designer. Graphic design fields range from newspaper layouts, to placing reproductions in an art book, to designing a major advertising campaign. The central function of the graphic designer is creating or composing the page: type, illustration, color, balance and so on. Additional technical skills, such as multimedia design, are also increasingly important. Imagination, the ability to communicate ideas through images, attention to detail, analytical thinking and problem solving skills are the building blocks of graphic design. Because of the nature of the work, tight deadlines and possible creative "blocks", persistence, self-discipline, stamina, perseverance and optimism are helpful personal attributes to cultivate.

### OCCUPATIONAL OPPORTUNITIES

Animator	Art director	Book designer
Biological photographer	Cartoonist	Editorial artist
Exhibition design	Fashion illustrator	Freelancer
Graphic designer	Illustrator	Medical and scientific illustrator
Motion graphics	Package design	Photographer
Photo journalist	Scientific photographer	Typeface design
Web design		

In most cases, the Bachelor of Arts or the Bachelor of Fine Arts degree is required.

### EMPLOYMENT OUTLOOK

Employment of graphic designers is expected to grow 13 percent from 2008 to 2018. Demand for graphic designers also will increase as advertising firms create print and Web marketing and promotional materials for a growing number of products and services. Graphic designers with Web site design and animation experience will especially be needed as demand increases for design projects for interactive media—Web sites, video games, cellular telephones, personal digital assistants, and other technology. (<http://www.bls.gov/oco/ocos090.htm>)

### POTENTIAL EMPLOYERS

Advertising agencies	Book publishers	Corporate graphic design
Design studios	Magazine publishers	Newspapers
Private industry	Self-employment	U.S. Government

### SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

\*Camenson, Blythe. Great Jobs for Art Majors, Lincolnwood, IL: VGM Career Horizons, 2003.

Craig, James. Graphic Design Career Guide, New York: Watson-Guption Publications, 1992.

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

\*Goldfarb, Roz. Careers by Design, New York, NY: Allworth Press, 2001

\*Gordon, Barbara. Opportunities in Commercial Art and Graphic Design Careers, Lincolnwood, IL: VGM Career Horizons, 2004.

\*Gurvis, Sandra. Careers for Non-Conformists, New York, NY: Marlowe and Company, 2000.

Haubenstein, Susan H. & Joselit, David. Career Opportunities in Art, Lincolnwood, IL: VGM Career Series, 2001

Heller, Steve & Fernandes, Teresa. Becoming a Graphic Designer. Hoboken, NJ: John Wiley & Sons Inc., 2006.

### Professional Associations

American Institute of Graphic Arts, 164 Fifth Avenue, New York, NY 10010, <http://www.aiga.org>.

Graphic Arts Technical Foundation, 200 Deer Run Road, Sewickley, PA 15143-2600, <http://www.gain.net>.

Magazine Publishers of America, 810 7<sup>th</sup> Avenue, 24<sup>th</sup> Floor, New York, NY 10019, <http://www.magazine.org>.

Society of Publication Designers, 27 Union Square West, Suite 207, New York, NY 10003, <http://www.spd.org>.

The Graphic Artists Guild, 32 Broadway, Suite 1114, New York, NY 10004, <http://www.gag.org>.

The Society of Illustrators, 128 East 63rd Street, New York, NY 10065, <http://www.societyillustrators.org>.

### Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-1024.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos090.htm>.

## ART HISTORY

## MAJOR AND MINOR PROGRAMS ARE OFFERED

Art History is a major in the Art Department. The program requires coursework in art history, studio and foundation/assessment, as well as additional program requirements. This degree prepares students in Fine Art/Art/Art Education for graduate school. Students with an interest in art scholarship at the undergraduate level and wish to pursue an advanced degree in museum curatorship, museum studies, art fundraising, connoisseurship, and/or gallery related studies will find this major of interest. This degree is interdisciplinary; students might find connections in anthropology/literature/classics/religious studies/communications/political science/foreign language. The focus is on understanding communication, critical thinking and culture.

A minor in Art History is offered as well. See your advisor for more information about this option.

## OCCUPATIONAL OPPORTUNITIES

Advertising/Sales /Marketing Rep	Editor	Public Relations Specialist
Archivist	Educator	Researcher
Art Appraiser	Historic Preservation Specialist	Retail Buyer
Arts Administrator	Media Buyer	Store Manager
Art Therapist	Merchandise Display Coordinator	Textile Designer
Curator	Photographer	
Designer	Promotion/Production Assistant	

Some positions may require additional education or training.

## POTENTIAL EMPLOYERS

Antique Dealers	College/Universities	Local Government
Art Galleries	Fundraising Firms	Merchandising Establishments
Auction Houses	Historical Societies	Museums
City Government	Insurance Companies	State Government

## EMPLOYMENT OUTLOOK

While there is a faster than average growth outlook for art history related occupations, (the growth projection from 2010-2018 is at 20%) there will be keen competition for those opportunities. Graduates with master's degrees or doctorates in a related field will be in the strongest position to obtain directly related opportunities, and candidates may have to work part-time, as an intern, or as a volunteer after completing their formal education. Substantial work experience in collection management, research, exhibit design, or restoration, as well as database management skills, will be necessary for permanent status. (<http://www.bls.gov/oco/ocos065.htm>, data retrieved June 29, 2010).

## POTENTIAL EMPLOYERS

### SOURCES FOR ADDITIONAL INFORMATION

Occupational Outlook Handbook <http://www.bls.gov/oco/>

Society of American Archivists, 17 North State St., Suite 1425, Chicago, IL 60602-3315. Internet:

<http://www.archivists.org>

American Association of Museums, 1575 Eye St. NW., Suite 400, Washington, DC 20005. Internet: <http://www.aam-us.org>

National Association of Government Archivists and Records Administrators, 1450 Western Ave. Suite 101, Albany, NY 12203. Internet: <http://www.nagara.org>

## **ART – IDESIGN**

## **MINOR OR CERTIFICATE**

The purpose of the iDesign program is to provide an opportunity for students to learn advanced skills in Web and interactive design. This minor or certificate program allows the students to concentrate in this area of design. Traditionally students are provided an education in print-based graphic design. However, with the advent of the Internet it was determined that additional knowledge was needed for our students to prepare for their careers in design.

It is helpful for Mount students to begin thinking about this option in their sophomore year. The Web Page Design class is the necessary first step to begin the minor option. The Advanced Web & Interactive Design course should be taken in their junior year and the Interactive Design Seminar in the senior year. The certificate program in iDesign is also very appropriate for adult students returning to college to add skills in web design. This certificate is appropriate for a large segment of adults who want to improve their skills for current jobs or different job opportunities.

The degree programs most appropriate to supplement with the iDesign minor or certificate are Graphic Design and Communication. Business majors and computer science students might also be interested in the design aspect of the program.

Additional technical skills such as computer graphics are increasingly important for the successful graphic artist. Imagination, the ability to communicate ideas into images, attention to detail, analytical thinking and problem solving skills are the building blocks of commercial art.

Because of the nature of the work, tight deadlines and possible creative "blocks", persistence, self-discipline, stamina, perseverance and optimism are helpful personal attributes to cultivate.

## **POTENTIAL EMPLOYERS**

Advertising agencies	Private industry
Book publishers	Self-employment
Magazine publishers	U.S. Government Agencies
Newspapers	

## **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

- \*Camenson, Blythe. Great Jobs for Art Majors, Lincolnwood, IL: VGM Career Horizons, 2003.
- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- \*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.
- \*Gordon, Barbara. Opportunities in Commercial Art and Graphic Design Careers, Lincolnwood, IL: VGM Career Horizons, 2004.
- \*Gurvis, Sandra. Careers for Non-Conformists, New York, NY: Marlowe and Company, 2000.
- Haubenstock, Susan H. & Joselit, David. Career Opportunities in Art, Lincolnwood, IL: VGM Career Series, 2001
- Heller, Steve & Fernandes, Teresa. Becoming a Graphic Designer. Hoboken, NJ: John Wiley & Sons Inc., 2006.

## **Professional Associations**

- American Institute of Graphic Arts, 164 Fifth Avenue, New York, NY 10010, <http://www.aiga.org>.
- Graphic Arts Technical Foundation, 200 Deer Run Road, Sewickley, PA 15143-2600, <http://www.gain.net>.
- Magazine Publishers of America, 810 7<sup>th</sup> Avenue, 24<sup>th</sup> Floor, New York, NY 10019, <http://www.magazine.org>.
- Society of Publication Designers, 27 Union Square West, Suite 207, New York, NY 10003, <http://www.spd.org>.
- The Graphic Artists Guild, 32 Broadway, Suite 1114, New York, NY 10004, <http://www.gag.org>.
- The Society of Illustrators, 128 East 63rd Street, New York, NY 10065, <http://www.societyillustrators.org>

## ART - INTERIOR DESIGN

## MAJOR

Interior designers create living, working and entertainment areas that are not only functional but aesthetically pleasing as well. They plan and supervise the design and space planning of interiors and furnishings in residential, commercial or industrial establishments such as offices, restaurants, clubs and theaters. After conferring with clients and/or architects as to needs and purposes, they render design ideas in forms of paste-ups, drawings or illustrations. Designers also estimate material needs and costs and present designs to clients for approval.

As in the other art majors, creativity and a sense of beauty, space, color and design are essential basic talents. Logical reasoning, verbal and written communication skills, administrative ability, technical knowledge, attention to detail, research abilities and conceptual and analytical thinking are additional areas that need to be developed. The ability to work with many different people, as well as the ability to coordinate and synthesize information and ideas are also important aptitudes. Personal qualities necessary for a successful career in interior design may include organization, determination, competitiveness, stamina, patience, confidence and self-discipline. Graduates of this field may use their degrees as preparation for master's level work in architecture.

### OCCUPATIONAL OPPORTUNITIES

Interior designer: residential, commercial	Advisor for department store buyers
Client consultant	Designer of stage sets for film and television
Fabric designer	Furniture designer
Kitchen designer	Merchandise displayer
Project manager	Showcase trimmer
Window dresser	Writer for magazines featuring interior designs

Designing may refer to complete layout or renovation/redesign.

### EMPLOYMENT OUTLOOK

An increasing interest in interior design and awareness of its benefits will increase demand for designers by 19 percent for the period 2008-2018. As businesses realize the improvements that can be made to worker and customer satisfaction through good design, they will use interior designers to redesign their offices and stores.

(<http://www.bls.gov/oco/ocos293.htm>)

### POTENTIAL EMPLOYERS

Architectural firms	Construction firms	Department stores
Film and television studios	Furniture manufacturers	Furniture retailers
Hospitals	Hotel/motel industry	Interior design firms
Magazine publishers	Self-employment	Software development firms
Transportation industry		

### SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

\*Ball, Victoria. Opportunities in Interior Design & Decorating, Lincolnwood, IL: VGM Career Services, 2002.

\*Camenson, Blythe. Great Jobs for Art Majors, Lincolnwood, IL: VGM Career Horizons, 2003.

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

\*Forest, Sara. Vault Guide to Interior Design, New York, NY: Vault, Inc., 2005.

Haubenstock, Susan H. & Joselit, David. Career Opportunities in Art, Lincolnwood, IL: VGM Career Series, 2001

\*Znoy, Jason A. Professional Interior Design a Career Guide, Lincoln, NE: iUniverse, Inc., 2004

### Professional Associations

American Society for Interior Design, 608 Massachusetts Avenue, NE, Washington, DC 20002-6006,  
<http://asid.org>.

### Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-1025.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos293.htm>.

## ATHLETIC TRAINING

## MAJOR

A certified athletic trainer is defined by the National Athletic Trainers' Association Board of Certification (NATA BOC), the NATA and its 14,000 members, as an allied health professional who has a minimum of a bachelor's degree from an accredited college/university, has fulfilled the requirements for certification established by the NATA BOC, and has passed the NATA BOC certification examination. The certified athletic trainer works under the direction of a licensed physician when practicing the art and science of athletic training.

Athletic trainers are utilized to enhance the quality of health care for the physically active through five defined domains: prevention of athletic injuries; recognition, evaluation, and immediate care of athletic injuries; rehabilitation and reconditioning of athletic injuries; health care administration; and education and professional development. These domains of athletic training are the basis for the athletic training educational program. All programs include a specific core of course work in athletic training, as well as contact hour requirements to gain the hands on practical experience in application of the art and science of athletic training. Candidates gain experience in a variety of clinical placements including collegiate and high school athletics, professional sports, outpatient rehabilitation centers and hospital settings.

## OCCUPATIONAL OPPORTUNITIES

Administrator	Clinical supervisor	College and university athletes
Counselor	Educational	High school athletics
Olympic athletes	Professional sports athletes	Secondary school athletes
Special Olympic athletes	Sports injury prevention	Sports injury rehabilitation

Some positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Employment of athletic trainers is expected to grow 37 percent from 2008 to 2018. Job growth will be concentrated in the health care industry, including hospitals and offices of health practitioners. Fitness and recreation sports centers also will provide many new jobs, as these establishments become more common and continue to need athletic trainers to care for their clients. (<http://www.bls.gov/oco/ocos294.htm>)

## POTENTIAL EMPLOYERS

Athletic facilities	Business/industry	Colleges and universities
Government agencies	High schools	Hospitals
Major league baseball	National Basketball Association	National Football League
National Hockey League	Olympics	Secondary schools
Special Olympics	Sports camps	Sports medicine clinics

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

Heitzmann, W.R. Careers for Sports Nuts and other Athletic Types, Lincolnwood, IL: VGM Career Books, 2004.

\*Heitzmann, W.R. Opportunities in Sports and Fitness Careers, Lincolnwood, IL: VGM Career Books, 2003.

## Professional Associations

National Athletic Trainers Association, 2952 Stemmons Freeway, Dallas, TX 75247, <http://nata.org>.

## Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/29-9091.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos294.htm>.

## BIOCHEMISTRY

## MAJOR

Biochemistry is the study of the chemical processes of living organisms, which includes the chemistry of biological systems and biological products and the chemistry of life processes. Biochemists usually specialize in one of many areas in their field, but they need to be familiar with several scientific disciplines. Their work requires an understanding of chemistry, physics, biology, mathematics, and computer science. The student develops a broad understanding of the relationship between chemical compounds, systems, and interactions and the functioning of various biological systems. This, combined with a solid Liberal Arts curriculum, enables students to develop skills in planning and organization, analysis, critical and logical thinking, problem solving, communication, research and investigation, attention to detail and understanding relationships.

An undergraduate education provides a breadth of knowledge, while post-graduate studies allow students to probe deeply into specific areas and is required for more advanced career options in the fields of chemistry, biochemistry or medicine. Some students obtain licensure in Adolescent and Young Adult Education to teach in secondary education.

## OCCUPATIONAL OPPORTUNITIES

Animal scientist	Biochemist
Biochemistry technologist	Biomedical engineer
Biophysicist	Chemist, Food
Coroner/medical examiner	Criminalist
Cytogenetic technologist	Dentist
Dietitian/research	Environmental analyst
Food and drug inspector	Forensic pathologist
Histopathologist	Illustrator - Medical and Scientific
Lawyer - patents, government regulations, medical ethics	Microbiologist
Mycologist	Ophthalmologist
Pathologist	Periodontist
Pharmacologist	Photographer, scientific
Physician	Physician assistant
Professor, college or university	Public health educator
Research assistant	Sales representative (chemicals and drugs)
Teacher, high school	Veterinarian
Veterinary epidemiologist	Veterinary pharmacologist
Writer - technical/scientific	

Some positions may require advanced degrees and/or additional training

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Biotechnology companies	Chemical plants
Colleges and universities	Drug companies
Environmental agencies	Federal government:
Food and Drug Administration	Environmental Protection Agency
U.S. Dept. of Agriculture	National Institutes of Health
High schools	Hospitals
Non-profit organizations	Regulatory agencies
State government	Local government
Hamilton Co. Dept. of Environmental Services	Scientific publishing companies

## BIOCHEMISTRY (CONTINUED)

### SOURCES FOR ADDITIONAL INFORMATION

#### Books (\* denotes books available in the Career Center Library)

Fasulo, Michael & Kinney, Jane. Careers for Environmental Types and Others Who Respect the Earth, Lincolnwood, IL: VGM Career Books, 2002.

Goldberg, Jan. Real People Working in Science, Lincolnwood, IL: VGM Career Horizons, 1998.

\*Heizmann, Sam. The Complete Guide to Environmental Careers in the 21st Century, Washington, DC: Island Press, 1999.

Rosen, Donald, Holmberg, Kay & Holland, John. Dictionary of Educational Opportunities, Odessa, FL: Psychological Assessment Resources, Inc., 1994.

Woodburn, John. Opportunities in Chemistry, Lincolnwood, IL: VGM Career Horizons, 2002.

#### Professional Associations

American Chemical Society, 1155 16th Street, NW, Washington, DC 20036, <http://www.acs.org>.

American Institute of Biological Sciences, 1444 1 Street, NW, Suite 200, Washington, DC 20005, <http://www.aibs.org>.

American Pharmacists Association, 2215 Constitution Avenue, NW, Washington, DC 20037 <http://www.pharmacist.com>.

American Society for Biochemistry and Molecular Biology, 9650 Rockville Pike, Bethesda, MD 20814-3996, <http://www.asbmb.org>.

#### Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-1021.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos047.htm>.

## BIOLOGY

## MAJOR OR MINOR PROGRAMS ARE OFFERED

A major in biological science provides the student with a broad background in an area that has numerous sub-specialties and consequently, multiple career possibilities. Course work includes biology, zoology, botany, microbiology, ecology, embryology, evolution, human anatomy and physiology, genetics and more. Chemistry, physics and mathematics courses support the biology curriculum and provide the appropriate background and methodology needed for an understanding of biology.

A major or minor is offered in biology. All programs aim to cultivate an understanding and appreciation of the creative and critical nature of scientific thought, as well as knowledge of the processes involved in the phenomenon of life. The student considering Biology as a major will enjoy working with other people, as well as alone and will be comfortable collecting and analyzing data. A biologist will be expected to plan and organize his or her work, be skilled at critical and logical thinking and problem solving, and be a good communicator. Some characteristics necessary for a career in Biology are curiosity, determination, initiative, self-discipline and creativity.

It is important to note than many of the career opportunities listed below require graduate education at the Masters or Doctoral level. Some students obtain licensure for Adolescent and Young Adult Education to teach in secondary education.

## OCCUPATIONAL OPPORTUNITIES

Agriculture scientist	Biological research	Biochemist
Biological photographer	Biostatistician	Botanist
College professor	Consumer product researcher	Dietetics technician
Ecologist	Educational television producer	Entomologist
Environmental educator	Environmental impact specialist	Fisheries biologist
Forester	Genetic counselor	Geneticist
Health information specialist	Health inspector	Horticulturist
Industrial hygienist	Insurance claims representative	Marine biologist
Medical technologist	Medical illustrator	Microbiologist
Molecular biologist	Museum curator	Nuclear medicine technician
Park naturalist	Pharmaceutical researcher	Pharmacologist
Physician	Plant pathologist	Professional magazine editor
Public health officer	Research technician	Researcher
Science librarian	Science writer	Scientific illustrator
Scientific information specialist	Secondary science teacher	Technical rep./salesperson
Technical writer	Toxicologist	Veterinarian
Wildlife manager	Zoo keeper/curator	

These positions may require advanced degrees.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Atomic Energy Commission	Colleges and universities	Consulting firms
Dept. of Agriculture	Dept. of the Interior	E.P.A.
Fertilizer and seed companies	Food industry	Greenhouses
Hospitals	Laboratories	Local governments
Lumber, paper and logging companies	Military	National Park Services
N.A.S.A.	Non-profit research organizations	Pharmaceutical companies
Private industry	Public health services	Scientific publishing companies
Secondary schools	Zoos	

## **BIOLOGY (CONTINUED)**

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

- Astor, Bart. What Can You Do With a Major in Biology, Hoboken, NJ: Wiley Publishing, 2005.  
\*Belinokoff, Kathleen. Opportunities in Biological Science Careers, Lincolnwood, IL: VGM Career Books, 2004.  
Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008  
\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.  
Goldberg, Jan. Real People Working in Science, Lincolnwood, IL: VGM Career Horizons, 1998.  
\*Heizmann, Sam. The Complete Guide to Environmental Careers in the 21st Century, Washington, DC: Island Press, 1999.  
Ulick, R.B., editor. Life Sciences Jobs Handbook, Gaithersburg, MD: R.B. Ulick Assoc., 1979.

#### **Professional Associations**

- American Institute of Biological Sciences, 1444 I Street NW, Suite 200, Washington, DC 20005,  
<http://www.aibs.org>.  
American Society for Microbiology, 1752 N Street NW, Washington, DC 20036, <http://www.asm.org>.  
National Wildlife Rehabilitators Association, 2625 Clearwater Road, Suite 110, St. Cloud, MN 56301,  
<http://www.nwrawildlife.org>.

#### **Websites**

- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-1020.01>.  
U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos047.htm>.

## **BUSINESS ADMINISTRATION - ECONOMICS**

## **CONCENTRATION**

Focusing primarily on how products, services and other resources are distributed and consumed within a particular market, economics has a variety of applications in nearly any industry. A concentration in economics under the Business Administration major addresses fundamental business principles and theories, as well as providing mathematical and research related knowledge specific to the field. Graduates of this field who do not choose to continue their education sometimes conduct research, collect data, utilize mathematical models and forecast or monitor economic trends in a variety of related careers. In order to prepare students for these activities coursework may include macro and microeconomics, accounting, statistics, research sampling, model theory and various career specific courses, such as environmental or medical economics for example.

Because of the analytical nature of economics, one working in this field must demonstrate accuracy, the ability to work independently, orderly work habits, motivation, objectivity and the ability to analyze and interpret data. Exceedingly important in this field is one's ability to approach problems and situations from a variety of perspectives so as not to be locked into one economic interpretation or projection. Other characteristics valuable in this concentration are attention to detail, persistence and strong communication skills.

### **OCCUPATIONAL OPPORTUNITIES**

Actuary	Commodities/stock broker	Credit analyst
Economic forecaster	Financial analyst	Insurance underwriter
Loan officer	Marketing/sales	Management executives
Production/inventory control analyst	Statistical planning officer	Urban planner

Positions may require additional education and/or training

### **EMPLOYMENT OUTLOOK**

Employment of economists is expected to grow about 6% from 2008 to 2018. Rising demand for economic analysts, as a result of our changing global economy, is expected in every industry. (<http://www.bls.gov/oco/ocos055.htm>)

### **POTENTIAL EMPLOYERS**

Advertising agencies	Automotive industry	Banks
Business services	Construction firms	Consultants
Educational services and institutions	Food industries	Government (local, state, and federal)
Health services	Hospitality industry	Insurance companies
International firms	Manufacturing	Public relations
Publishing	Real estate	Retail trade
Travel and transportation industry	Wholesale trade	

### **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

\*Camenson, Blythe. Great Jobs for Economics Majors, Lincolnwood, IL: VGM Career Horizons, 2000.

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

Paradis, Adrian A. Careers for Caring People and Other Sensitive Types, Lincolnwood, IL: VGM Career Books, 2003.

Paradis, Adrian A. Opportunities in Banking Careers, Lincolnwood, IL: VGM Career Series, 2001.

Place, Irene. Opportunities in Business and Management Careers, Lincolnwood, IL: VGM Career Horizons, 1998.

### **Professional Associations**

American Economic Association, 2014 Broadway, Suite 305, Nashville, TN 37203 <http://www.aeaweb.org>.

National Associations of Business Economics, 1233 20th Street NW #505, Washington DC 20036, <http://www.nabe.com>.

The American Bankers Association, 1120 Connecticut Avenue NW, Washington DC 20036 <http://www.aba.com>.

### **Websites**

Careers in Business, <http://careers-in-business.com>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-3011.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos055.htm>.

## **BUSINESS ADMINISTRATION - FINANCE**

## **CONCENTRATION**

The finance concentration under the Business Administration major provides background in practical applications of fundamental financial principles, while developing a breadth of knowledge in all business theories and principles. Coursework in this field may include accounting, statistics, essential business courses, and economic research. More specific coursework in the areas of corporate, personal and international finance or financial law may also be recommended.

Being able to think analytically and analyze collected data is necessary in this field. Other valuable attributes include flexibility in working alone or in group settings, an attention to detail, firm computer software and computational skills and the ability to communicate effectively in oral and written form. All of these aptitudes are beneficial in the various tasks that are associated with the financial field such as overseeing investments, assessing risk factors in financial transactions, drafting financial reports and documents for tax and regulatory purposes and monitoring credit. Because all industries must manage and maintain their finances, possibilities for employment are vast and diverse.

### **OCCUPATIONAL OPPORTUNITIES**

Commodities/stock broker	Credit analyst	Financial planner
Economic forecaster	Insurance underwriter	Loan officer
Production/inventory control analyst	Regional planner	Statistical planning officer
Urban planner		

Positions may require additional education and/or training

### **EMPLOYMENT OUTLOOK**

As the level of investment increases, overall employment of financial analysts and personal financial advisors is expected to increase by 20 percent during the 2008-2018 decade. (<http://www.bls.gov/oco/ocos259.htm>)

### **POTENTIAL EMPLOYERS**

Advertising agencies	Automotive industry	Banks
Business services	Construction firms	Consultants
Educational services and institutions	Food industries	Government (local, state, and federal)
Health services	Hospitality industry	Insurance companies
International firms	Manufacturing	Public relations
Publishing	Real estate	Retail trade
Travel and transportation industry	Wholesale trade	

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- \*Morkes, Andrew, editor. Ferguson's Careers in Focus, Financial Services, Chicago, IL: Ferguson's Publishing Co., 2001
- Place, Irene. Opportunities in Business and Management Careers, Lincolnwood, IL: VGM Career Horizons, 1998.
- Stair, Lila B. & Stair, Leslie. Careers in Marketing, Lincolnwood, IL: VGM Career Books, 2002.
- The Harvard Business School Guide to Careers in Finance, Boston, MA: The School: dist. by Harvard Business School, 2001.

#### **Professional Associations**

- American Bankers Association, 1120 Connecticut Avenue NW, Washington, DC, 20036, <http://www.aba.com>.
- Association for Financial Professionals, 4520 East West Highway, Suite 750, Bethesda, MD 20814, <http://www.afponline.org>.

#### **Websites**

- Careers in Business, <http://careers-in-business.com>.
- Careers in Finance, <http://careers-in-finance.com>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/13-2051.00>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos259.htm>.

## **BUSINESS ADMINISTRATION - INTERNATIONAL BUSINESS**

## **CONCENTRATION**

Due to expanding markets and the emergence of a global economy, a concentration in international business under the Business Administration major may provide an alternative to the domestic business setting. Characteristics that are valuable in this field incorporate motivation, excellent communication abilities, tact, strong interpersonal skills, organization, and the ability to analyze and interpret data. These skills are helpful when weaving together the sometimes widely different business practices of a variety of nations.

The international business concentration focuses on the application of fundamental business principles and theories to international settings. Coursework in this concentration includes fundamental business courses, but may also include foreign language, foreign law, and courses in cultural diversity and customs.

### **OCCUPATIONAL OPPORTUNITIES**

Customer service manager	Data analyst	Department supervisor
Expediter	Management information assistant	Management trainee specialist
Import/export specialist	Transportation/logistics	

Positions may require additional education and/or training

### **EMPLOYMENT OUTLOOK**

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

### **POTENTIAL EMPLOYERS**

Advertising agencies	Automotive industry	Banks
Business services	Construction firms	Consultants
Educational services and institutions	Food industries	Government (local, state, and federal)
Health services	Hospitality industry	Insurance companies
International firms	Manufacturing	Public relations
Publishing	Real estate	Retail trade
Travel and transportation industry	Wholesale trade	

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

- Arpan, Jeffrey. Opportunities in International Business Careers, Lincolnwood, IL: VGM Career Horizons, 1995.
- \*Halloran, Edward. Careers in International Business, Lincolnwood, IL: VGM Professional Careers Series, 2003.
- \*Kocher, Eric & Segal, Nina. International Jobs: Where They Are and How to Get Them. New York, NY: Basic Books, 2003.
- Paradis, Adrian A. Opportunities in Banking Careers, Lincolnwood, IL: VGM Career Series, 2001.
- Pitz, Mary E. Careers in Government, Lincolnwood, IL: VGM Professional Careers Series, 1999.
- Place, Irene. Opportunities in Business and Management Careers, Lincolnwood, IL: VGM Career Horizons, 1998.

#### **Websites**

Careers in Business, <http://careers-in-business.com>.

**BUSINESS ADMINISTRATION - MANAGEMENT**

**CONCENTRATION**

Management responsibilities are rather varied and can extend from supervising people to overseeing specific aspects of a business. In order to handle these responsibilities those in the management field must be able to think analytically while remaining personable and lead with self-confidence while staying flexible. Because these positions are generally stressful, it is valuable that one knows how to manage time and their stress levels. The capability to make ethical decisions is also vital to one in this field.

In preparation for a career in this field, the management concentration provides knowledge on basic business principles and theories, as well as stressing interpersonal communications and relationships. Other than traditional business courses, such as accounting, statistics, and sales, the management concentration under the Business Administration major also includes recommended coursework in organizational behavior, business communications, and psychology.

**OCCUPATIONAL OPPORTUNITIES**

Customer service manager	Data analyst	Department supervisor
Expediter	Management analyst	Management consultant
Management information assistant	Management trainee	Production manager (industry)
Purchaser/procurement specialist		

Positions may require additional education and/or training

**EMPLOYMENT OUTLOOK**

Employment of management analysts is expected to grow 24 percent over the 2008-2018 decade as industry and government increasingly rely on outside expertise to improve the performance of their organizations. (<http://www.bls.gov/oco/ocos019.htm>)

**POTENTIAL EMPLOYERS**

Advertising agencies	Automotive industry	Banks
Business services	Construction firms	Consultants
Educational services and institutions	Food industries	Government (local, state, and federal)
Health services	Hospitality industry	Insurance companies
International firms	Manufacturing	Public relations
Publishing	Real estate	Retail trade
Travel and transportation industry	Wholesale trade	

**SOURCES FOR ADDITIONAL INFORMATION**

- Books** (\* denotes books available in the Career Center Library)
- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
  - Paradis, Adrian A. Careers for Caring People and Other Sensitive Types, Lincolnwood, IL: VGM Career Books, 2003
  - Paradis, Adrian A. Opportunities in Banking Careers, Lincolnwood, IL: VGM Career Series, 2001.
  - Pattis, S. William. Careers in Advertising, Lincolnwood, IL: VGM Career Series, 2004.
  - Place, Irene. Opportunities in Business and Management Careers, Lincolnwood, IL: VGM Career Horizons, 1998.
  - Stair, Lila & Domkowski, Dorothy. Careers in Business, Lincolnwood, IL: VGM Professional Careers Series, 2006.

**Professional Associations**

American Management Association, 1601 Broadway, New York, NY 10019-7420, <http://www.amanet.org>.

**Websites**

- Careers in Business, <http://careers-in-business.com>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/13-1111.00>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos019.htm>.

**BUSINESS ADMINISTRATION - MARKETING**

**CONCENTRATION**

Marketing focuses on specific products or services and seeks to determine their potential demand and target demographic within a given market. Under the Business Administration major, a concentration in marketing addresses basic theories and principles relating to the field, while providing a background in mathematics and research as well. Coursework is varied but generally includes accounting, statistics, finance, sales, advertising, management, retailing and marketing.

Useful skills and traits within the marketing field include the ability to work well in groups, an energetic and enthusiastic personality, organization and planning capabilities, and an attention to details. Perhaps the most important aptitudes in this concentration are creativity and communication skills. It is imperative that those in the marketing field be able to present information in a new and exciting manner, yet also in a format that is understandable and persuasive. Graduates in this concentration may choose to continue their education or gain employment in a variety of areas. Because nearly every industry utilizes marketing in some manner, career opportunities are wide-ranging, however they could involve advertising, public relations, market research, product management, sales, retailing and/or merchandising, nonprofit or eventual executive positions.

**OCCUPATIONAL OPPORTUNITIES**

Account executive	Industrial marketing specialist	Merchandiser
Product/brand manager	Public relations manager	Researcher
Retailer	Purchaser/procurement	Salesperson (retail, industrial, consumer)
Sales management		

Positions may require additional education and/or training

**EMPLOYMENT OUTLOOK**

This area of business has a projected growth rate of 13% between 2008 and 2018; however, projected growth varies by industry – faster in the scientific, professional, and related services areas. (<http://www.bls.gov/oco/ocos020.htm>)

**POTENTIAL EMPLOYERS**

Advertising agencies	Automotive industry	Banks
Business services	Construction firms	Consultants
Educational services and institutions	Food industries	Government (local, state, and federal)
Health services	Hospitality industry	Insurance companies
International firms	Manufacturing	Public relations
Publishing	Real estate	Retail trade
Travel and transportation industry	Wholesale trade	

**SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- Paradis, Adrian A. Careers for Caring People and Other Sensitive Types, Lincolnwood, IL: VGM Career Books, 2003
- Pattis, S. William. Careers in Advertising, Lincolnwood, IL: VGM Career Series, 2004.
- Place, Irene. Opportunities in Business and Management Careers, Lincolnwood, IL: VGM Career Horizons, 1998.
- Steinberg, Margery. Opportunities in Marketing Careers, Lincolnwood, IL: VGM Career Horizons, 2006.

**Professional Associations**

- American Marketing Association, 311 South Wacker Drive, Suite 5800, Chicago, IL 60606, <http://www.ama.org>.
- Business Marketing Association, 1833 Centre Point Circle, Suite 123, Naperville, IL 60563, <http://www.marketing.org>.

**Websites**

- Careers in Business, <http://careers-in-business.com>.
- Careers in Marketing, <http://careers-in-marketing.com>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/11-2021.00>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos020.htm>.

## **Business Administration/ Math**

## **CONCENTRATION**

A Business Administration major with a concentration in either Economics or Finance and a minor in Math provides a background in practical applications of business theories and principles, as well as mathematical and research related knowledge in the field.

A Business Administration/Math major should be able to demonstrate accuracy, the ability to work independently, objectivity and the ability to analyze and interpret data. Problem-solving skills and the ability to approach problems from a variety of perspectives, as well as attention to detail and persistence are important traits for this major.

### **OCCUPATIONAL OPPORTUNITIES**

Actuary	Financial Analyst
Strategic Planner	Operations Research Analyst
Insurance Underwriter	Market Researcher
Loan Officer	Commodities/Stock broker

### **EMPLOYMENT OUTLOOK**

Employment outlook for the occupations listed above may be found at America's Career Infonet, <http://www.acinet.org>, or the Occupational Information Network, <http://online.onetcenter.org>

### **POTENTIAL EMPLOYERS**

Banks	Manufacturers	Retailers
Government	Consulting Firms	Colleges/Universities
Non-Profit organizations	Market Research Firms	
Insurance Companies	Brokerage Houses	

## CHEMISTRY

## MAJOR AND MINOR PROGRAMS ARE OFFERED

A major in Chemistry is designed to provide the student with professional competency in chemistry, supported by courses in mathematics, physics and biology. In addition to the acquisition of a basic knowledge of science, the student will develop skills in critical thinking, laboratory technology, interpretation of observations and clear expression of ideas.

Students planning careers as chemists will enjoy working independently. They will have an above average science and math aptitude, and an interest in working with their hands, using technical materials and performing experiments. Persistence, patience, curiosity, independence, initiative and the ability to pay close attention to detail are essential personal characteristics of the professional chemist. Some students obtain licensure in Adolescent and Young Adult Education to teach in secondary education.

### OCCUPATIONAL OPPORTUNITIES

Analytical chemist	Biochemist	Chemical engineer
Chemical mixer	Chemical technician	Chemistry technologist
Clinical chemist	Consultation chemist	Dentist
Environmentalist	Enzymes chemist	Food chemist
Geochemist	Geologist	Inorganic chemist
Manufacturing sales representative	Medical technologist	Metallurgist
Nutritionist	Occupational safety and health specialist	Organic chemist
Physical chemist	Physician	Quality assurance specialist
Radiochemist	Science information specialist	Teacher/professor
Technical writer	Toxicologist	Veterinary scientist

Some positions may require additional education and/or training.

### EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

### POTENTIAL EMPLOYERS

Chemical plants	Colleges and universities	Government agencies
Health services	High schools	Hospitals
Industrial laboratories	Libraries	Pharmaceutical firms
Private industry	Research laboratories	

### SOURCES FOR ADDITIONAL INFORMATION

#### Books (\* denotes books available in the Career Center Library)

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

\*Heizmann, Sam. The Complete Guide to Environmental Careers in the 21st Century, Washington, DC: Island Press, 1999.

#### Professional Associations

American Chemical Society, Career Services, 1155 16th Street, NW, Washington, DC 20036, <http://www.acs.org>.

American Pharmacists Association, 2215 Constitution Avenue, NW, Washington, DC 20037, <http://www.pharmacist.com>.

National Science Teachers Association, 1840 Wilson Boulevard, Arlington, VA 22201, <http://www.nsta.org>.

#### Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-2031.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos049.htm>.

## COACHING

## MINOR

A minor in coaching is beneficial when paired with a major in athletic training, sport management, or education. The minor offers students the opportunity to build their foundation in coaching knowledge and skills. Among the benefits gained are understanding principles and methods of curriculum and training design, teaching and instructing, and measuring effects of training. A coach needs to understand aspects of human behavior and performance, as well as having an understanding of administration and resource management. Skills developed include analytical, oral and written communication skills, and improved time management .

## OCCUPATIONAL OPPORTUNITIES

Athletic Team Coach  
Athletic Director  
Assistant Coach

## EMPLOYMENT OUTLOOK

Nationally the outlook for coaches is positive, with an increase by 23 percent from 2008 to 2018. The demand for private sports instruction is expected to grow among young athletes as parents try to help their children reach their full potential. Future expansion of new professional teams and leagues may create additional openings for coaches.

## POTENTIAL EMPLOYERS

Elementary Schools	Professional Sports Teams
Middle Schools	Athletic Associations
High Schools	Fitness Centers
Colleges and Universities	

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

- \*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.
- \*Phifer, Paul. College Majors and Careers, New York, NY: Ferguson, 2003.

## Professional Associations

Ohio High School Coaches Associations, <http://www.ohsaa.org/members/coaches/coachassoc.htm>  
National Association of Collegiate Directors of Athletics, 24651 Detroit Road, Westlake, OH 44145,  
<http://www.nacda.com>.

## Websites

About.com, [http://careerplanning.about.com/cs/occupations/p/sports\\_coach.htm](http://careerplanning.about.com/cs/occupations/p/sports_coach.htm).  
American Sport Education Program, <http://www.asep.com>.  
America's Career, <http://www.acinet.org/acinet/default.asp>.  
National Association of Sport and Physical Education, <http://www.aahperd.org/naspe/>.  
National Interscholastic Athletic Administrators Association, <http://www.niaaa.org/default.asp>.  
Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-2022.00>.  
U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos251>.

## COMMUNICATION STUDIES

## MAJOR AND MINOR PROGRAMS ARE OFFERED

When employers are asked what skills they value most highly in their employees, communication skills invariably appear at or near the top of the list. The communication arts major, with its emphasis on interpersonal, group, organizational and mass communication processes, develops in the student a command of the spoken, written and visual media so prized by employers. In addition, the student learns to persuade; to influence and to negotiate; to generate and adapt ideas; to design projects and develop programs; and to plan organize, evaluate and solve problems. The graduate of the Communication Studies program is a communications generalist who understands the role and significance of communication in our world and who can proficiently and ethically apply her/his knowledge and skills in a variety of settings.

## OCCUPATIONAL OPPORTUNITIES

Advertising copywriter

Biographer

College/university relations officer

Community affairs liaison

Copy editor

Disc jockey

Health care liaison

Human resources manager

Labor relations representative

Lobbyist

Marketing manager

Medical training supervisor

News director

Promotions specialist

Public relations representative

Sales representative

Speech writer

Technical writer

TV/radio producer

Web designer

Advertising media buyer/researcher

Business/industrial information specialist

Columnist

Community relations director

Corporate communications director

Editor

Health educator

Journalist

Legal researcher

Magazine writer

Mediation and negotiation specialist

Meeting/event planner

Press secretary

Proofreader

Reporter for newspaper or radio

Script writer

Teacher

TV news anchor

Video/film editor

Writer for in-house publications in business, industry, and non-profits

Some positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Employment of advertising, marketing, promotions, public relations, and sales managers is expected to increase by 13 percent from 2008 through 2018. College graduates with related experience, a high level of creativity, and strong communication skills should have the best job opportunities. (<http://www.bls.gov/oco/ocos020.htm>)

## POTENTIAL EMPLOYERS

Advertising agencies

Local, state and federal government

Public relations firms

TV and radio stations

Business and industry

Magazines

Publishing houses

Libraries

Newspapers

Schools

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

Camenson, Blythe. Great Jobs for Communications Majors, Lincolnwood, IL: VGM Career Books, 2002.

Foote-Smith, Elizabeth. Opportunities in Writing Careers, New York, NY: McGraw-Hill, 2006.

\*Morke, Andrew, editor. Ferguson's Careers in Focus: Writing, Chicago, IL: Ferguson Publishing Co., 2003.

Paradis, Adrian A. Careers for Caring People and Other Sensitive Types, Lincolnwood, IL: VGM Career Books, 2003

Pattis, S. William. Careers in Advertising, Lincolnwood, IL: VGM Career Series, 2004.

\*Shonan, F.R. Noronha. Careers in Communications, Lincolnwood, IL: VGM Career Horizons, 2000.

## **COMMUNICATION STUDIES (CONTINUED)**

### **Professional Associations**

American Society of Journalists and Authors, 1501 Broadway, Suite 302, New York, NY 10036,  
<http://www.asja.org>.

International Association of Business Communicators, 601 Montgomery Street, Suite 1900, San Francisco, CA  
94111, <http://www.iabc.com>.

International Institute of Communications, Regent House, 24-25 Nutford Place, London W1H 5YN,  
<http://www.iicom.org>.

Meeting Professionals International, <http://www.mpiweb.org/Home.aspx>

National Communication Association, <http://www.natcom.org/>

Public Relations Society of America, 33 Maiden Lane, 11<sup>th</sup> Floor, New York, NY 10038-5150, <http://www.prsa.org>.

Society of Professional Journalists, 3909 N. Meridian Street, Indianapolis, IN 46208, <http://www.spj.org>.

### **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-3031.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos020.htm>.

## COMPUTER INFORMATION SYSTEMS

## MAJOR AND MINOR PROGRAMS ARE OFFERED

The need for all types of computer information system specialists continues to increase as society becomes more technologically advanced. Computer information systems combine the knowledge of business systems and management concepts with an understanding of hardware, software and data communications. The ability to work with people and ideas as well as technology is essential to this career field. Aptitudes that computer information systems majors would find useful include problem solving, analysis, communication, logical reasoning, initiative, attention to detail and organization.

The CIS program is designed to prepare students with a well-rounded knowledge of information systems, a comprehensive background in business, and a strong foundation in liberal arts. This combination opens a variety of options for graduates including careers in the for-profit sector (70%), the government sector (12%), and educational institutions (7%); as well as graduate studies for an advanced degree. Graduates find positions in programming, database and system design, management consulting and computer user support.

### OCCUPATIONAL OPPORTUNITIES

Application programmer	Database developer	Database administrator
Documentation specialist	Help desk analyst	Network support analyst
Programmer/analyst	Sales and marketing	Software trainer

Some positions may require additional education and/or training.

### EMPLOYMENT OUTLOOK

Between 2008 and 2018 the demand for computer information systems graduates is projected to grow at a faster than average rate. Employment growth is expected to be rapid in computer engineering occupations, which are projected to increase 32%. New growth areas will also continue to arise from rapidly evolving technologies. (<http://www.bls.gov/oco/ocos258.htm>) (<http://www.bls.gov/oco/ocos267.htm>)

### POTENTIAL EMPLOYERS

Colleges and universities	Consulting firms	Computer manufacturers
Financial institutions	Government agencies	Health care facilities
Information/telecommunications firms	Insurance agencies	Manufacturers of durable goods
Self-employment	Service providers	Software development firms

### SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

Brennan, Linda, editor. *Social, Ethical and Policy Implications of Information Technology*, Hershey, PA: Information Science Pub., 2004.

Burns, Julie. *Opportunities in Computer Systems Careers: Software*, Lincolnwood, IL: VGM Career Series, 1997.

\*Eberts, Marjorie & Gisler, Margaret. *Careers for Computer Buffs and Other Technological Types*, Lincolnwood, IL: VGM Career Horizons, 1999.

Eberts, Marjorie. *Careers for Cybersurfers and Other Online Types*, Lincolnwood, IL: VGM Career Horizons, 2004.

*Encyclopedia of Careers and Vocational Guidance*, Chicago, IL: Ferguson Publishing Co., 2008

Field, Shelly. *100 Best Careers for the 21st Century*, Foster City, CA: IDG Books Worldwide, 1999.

\*Morke, Andrew, editor. *Ferguson's Careers in Focus, Computers*, Chicago, IL: Ferguson's Publishing Co., 2001

Stair, Lila. *Careers in Computers*, Lincolnwood, IL: VGM Career Horizons, 2002.

### Professional Associations

The Information Systems Audit & Control Association & Foundation, 3701 Algonquin Road, Suite 1010, Rolling Meadows, IL 60008, <http://www.isaca.org>.

### Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/15-1051.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos258.htm>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos267.htm>.

## **CRIMINOLOGY/SOCIOLOGY**

## **MAJOR AND MINOR PROGRAMS ARE OFFERED**

Criminologists research the relationship between criminal law and social order to understand the causes of crime and the behavior of criminals. They employ an interdisciplinary perspective in an attempt to understand the creation and use of laws, patterns of crime, causes of crime and criminality, social reaction to crime, criminal justice administration, and the efficacy of punishment of criminal offenders as compared with other forms of treatment or rehabilitation. Sociologists study human behavior and social behavior by examining groups and institutions. Sociology is a behavioral science that provides a framework for understanding social inequality, patterns of behavior, forces for change and resistance, and how social systems work.

Students majoring in criminology/sociology have the unique advantage of receiving a dual major, which blends components of each discipline, providing broader educational and occupational opportunities. A minor in Criminology is also offered.

Abilities and skills useful for this combination of majors include, collecting, organizing and interpreting information, good written and oral communication skills, and analytical and problem solving interests. People in this field are imaginative, energetic, and comfortable with using their own ideas to solve a problem.

In addition to being a stepping stone for a variety of careers, an undergraduate degree in criminology/sociology provides excellent preparation for graduate school in criminology, criminal justice, counseling, forensics, law, business, and many other fields. Since the field of sociology is broad, students gain valuable preparation for careers in journalism, politics, public relations, or public administration – fields that involve investigative skills and working with diverse groups. The American Sociological Association reports that many students choose sociology because they see it as a broad liberal arts base for professions such as education, medicine, social work, and counseling. Sociology provides a solid foundation of knowledge that directly pertains to each of these fields.

## **OCCUPATIONAL OPPORTUNITIES**

Probation officers	Criminologist	Court reporter
Parole officers	Bailiff	Court clerk
Private investigator	Customs agent	Private security
Police officer	Compliance officer	

Some positions may require additional education and/or training.

## **EMPLOYMENT OUTLOOK**

Overall employment of social scientists is expected to grow 22 percent from 2008 to 2018. However, projected growth rates vary by specialty. Demand for social workers will increase by 16 percent. (<http://www.bls.gov/oco/ocos054.htm>) (<http://www.bls.gov/oco/ocos060.htm>)

## **POTENTIAL EMPLOYERS**

Airports	Correctional facilities	Credit companies
Federal agencies	Financial institutions	Insurance companies
Law enforcement	Local government	Non-profit organizations
Real estate companies	Retail businesses	State agencies

## **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

Harr, J. Scott, & Hess, Karen M. Careers in Criminal Justice and Related Fields, Belmont, CA: Thomson Wadsworth, 2006.

Lambert, Stephen. Great Jobs for Criminal Justice Majors, Lincolnwood, IL: VGM Career Books, 2001.

\*Morgan, Marilyn. Careers in Criminology, Lincolnwood, IL: Lowell House, 2000.

## **CRIMINOLOGY/SOCIOLOGY (CONTINUED)**

### **Professional Associations**

American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212,  
<http://www.asc41.com>.

American Correctional Association, 206 North Washington Street, Suite 200, Alexandria, VA 22314,  
<http://www.aca.org/>.

National Criminal Justice Association, 720 7th Street, NW, 3rd Floor, Washington, DC 20001-3716  
<http://www.ncja.org>.

### **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-3041.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos054.htm>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos060.htm>.

**EDUCATION – ADOLESCENT AND YOUNG ADULT**

**LICENSURE**

The Adolescent and Young Adult Licensure program is not itself a major; rather it prepares students for a license to use their four-year degree to teach individuals 12 to 21 years of age. Students in this program typically plan to teach at the junior and/or high school level, grades 7 through 12. Consequently they will major in a specific academic discipline to attain state licensure in one of the following areas: biology/life sciences, chemistry/life sciences, integrated language arts, integrated math, integrated science and integrated social studies. As a result, those acquiring this major/licensure tend to be specialists rather than generalists. They help students delve more deeply into specific subject matter than do teachers of earlier grades. Students may also supplement their licensure by pursuing a Reading Endorsement and/or a Computer/Technology Endorsement.

Teachers of adolescents and young adults prepare and implement lesson plans, develop and administer exams, coordinate special activities, oversee extracurricular activities and interact with parents and supervisors. They must have an aptitude for and genuinely like working with young people, be knowledgeable in their subject area, and be able to impart that knowledge to their students. Good secondary teachers are motivators, strong communicators and organizers. They have the ability to think critically. Personal qualities often found in successful secondary teachers include patience, emotional health and maturity, initiative, leadership, persistence, caring and a good sense of humor.

Study in this program prepares future teachers to meet the education needs of adolescents and young adults. Students gain an understanding of the learning process, teaching methods, the changing role of the teacher in today's society and current educational theory. Experiential participation in the classroom culminates with the student teaching experience in the senior year.

**OCCUPATIONAL OPPORTUNITIES**

- Administrator
- Athletic coach
- Counselor
- Curriculum development specialist
- Educational coordinator
- Educational consultant
- Overseas Teacher
- Pediatric ward teacher
- Teacher (7-12)
- Teacher supervisor

**RELATED OCCUPATIONS**

- Camp director
- Editor
- Employee development specialist
- Employment interviewer
- Industrial trainer
- Librarian
- Media specialist
- Public relations specialist
- Publisher consultant
- Researcher
- Salesperson
- other related occupations depend upon the specific academic discipline chosen

Some positions may require additional education and/or training.

**EMPLOYMENT OUTLOOK**

Employment of school teachers is expected to grow by 13 percent between 2008 and 2018. Job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught. Most job openings will result from the need to replace the large number of teachers who are expected to retire over the 2008-18 period. (<http://www.bls.gov/oco/ocos318.htm>)

**POTENTIAL EMPLOYERS**

- |  |                               |                                |
|--|-------------------------------|--------------------------------|
| Colleges and universities                | Community agencies            | County Board of Education      |
| Camps                                    | Department of Education       | Educational assessment clinics |
| Personnel resource and development firms | Private business and industry | Private schools                |
| Public schools                           | Publishers                    | Self-employment/consultation   |

## EDUCATION – ADOLESCENT AND YOUNG ADULT (CONTINUED)

### SOURCES FOR ADDITIONAL INFORMATION

#### Books (\* denotes books available in the Career Center Library)

- \*Eberts, Marjorie & Gisler, Margaret. Careers for Kids at Heart & Others Who Adore Children, Lincolnwood, IL: VGM Career Horizons, 2000.
- Edelfelt, Roy. Careers in Education, Lincolnwood, IL: VGM Career Horizons, 2004.
- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- Fine, Janet. Opportunities in Teaching Careers, Lincolnwood, IL: VGM Career Horizons, 2005.
- \*Gallagher, Joanne & Kersten, Thomas, editors. 2010 Job Search Handbook for Educators, Columbus, OH: American Association for Employment in Education (AAEE), 2010.
- \*Morkes, Andrew, editor. Ferguson's Careers in Focus: Writing, Chicago, IL: Ferguson Publishing Co., 2003.
- \*Morkes, Andrew, editor. Ferguson's Careers in Focus, Education, Chicago, IL: Ferguson's Publishing Co., 2002
- \*Warner, Jack & Bryan, Clyde. Inside Secrets of Finding a Teaching Job, Indianapolis, IN: Park Ave. Publications, 1997.

#### Professional Associations

- American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001,  
<http://www.aft.org>.
- National Education Association, 1201 16th Street, NW, Washington, DC 20036-3290,  
<http://www.nea.org>.

#### Websites

- American Association for Employment in Education <http://www.aaee.org/cwt/external/wcpages/index.aspx>
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2031.00>.
- Ohio Department of Education, <http://www.ode.state.oh.us>.
- U. S. Department of Education, <http://www.ed.gov>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos318.htm>.

## EDUCATION – INCLUSIVE EARLY CHILDHOOD

## MAJOR & LICENSURE ARE OFFERED

The Bachelor degree program in Early Childhood Education is both a major and a license preparing students to work with children ages 3 through 8, as well as their families, other professionals, and representatives from community agencies. With increasing numbers of dual-career and single parents, there exists an increasing need for those trained in the care and education of the very young. Students completing this program are eligible to seek licensure from the state to teach children ages 3 through 8.

The program's emphasis on child development and learning will enable students with this major/license to be prepared to work with children in preschools, day care centers, and elementary schools (grades 1-3). While maintaining its focus on young children, this license affords students a breadth of employment options depending on their interests. For example, a student with this license may choose to work in an elementary school setting, providing formal education to children up to age 8; or the student may elect to work with pre-school children, teaching basic skills, supervising meals and naps, and implementing instructional play activities designed to prepare children for formal education. Furthermore, students may also choose to supplement their license by pursuing a Reading Endorsement and/or a Computer/Technology Endorsement.

Like other teachers, early childhood educators need creativity, sensitivity, tenacity, patience and enthusiasm. They must genuinely enjoy interacting with infants, pre-schoolers, and young children while understanding how the very young child learns.

## OCCUPATIONAL OPPORTUNITIES

Administrator	Child care residential worker	Curriculum development specialist
Educational consultant	Elementary school teacher (to age 8/grade 3)	Pediatric ward teacher
Preschool teacher	Teacher supervisor	

## RELATED OCCUPATIONS

Day care director	Editor	Media specialist
Play therapist	Publisher consultant	Researcher

## EMPLOYMENT OUTLOOK

Overall demand for elementary school teachers is expected to increase 13 percent nationally and 11 percent in Ohio between 2008 and 2018. The job market for teachers also continues to vary by school location and by subject taught. Job prospects should be better in inner cities and rural areas than in suburban districts.  
(<http://www.bls.gov/oco/ocos318.htm>) ( <http://www.acinet.org>)

## POTENTIAL EMPLOYERS

Camps	Colleges and universities	Community agencies
Department of Education	Department of Defense	Private schools
Public schools	Publishers	Self-employment/consultation
State Department		

## SOURCES FOR ADDITIONAL INFORMATION

### Books (\* denotes books available in the Career Center Library)

- \*Eberts, Marjorie & Gisler, Margaret. *Careers for Kids at Heart & Others Who Adore Children*, Lincolnwood, IL: VGM Career Horizons, 2000.
- Eldfelt, Roy. *Careers in Education*, Lincolnwood, IL: VGM Career Horizons, 2004.
- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- Fine, Janet. *Opportunities in Teaching Careers*, Lincolnwood, IL: VGM Career Horizons, 2005.
- \*Gallagher, Joanne & Kersten, Thomas, editors. *2010 Job Search Handbook for Educators*, Columbus, OH: American Association for Employment in Education (AAEE), 2010.
- \*Morkes, Andrew, editor. *Ferguson's Careers in Focus, Education*, Chicago, IL: Ferguson's Publishing Co., 2002
- \*Warner, Jack & Bryan, Clyde. *Inside Secrets of Finding a Teaching Job*, Indianapolis, IN: Park Ave. Publications, 1997.

## **EDUCATION – INCLUSIVE EARLY CHILDHOOD (CONTINUED)**

### **Professional Associations**

American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001,  
<http://www.aft.org>.

National Association for the Education of Young Children, 1313 L Street, NW, Suite 500, Washington DC 20005,  
<http://www.naeyc.org>.

National Education Association, 1201 16th Street, NW, Washington, D.C. 20036-3290,  
<http://www.nea.org>.

### **Websites**

American Association for Employment in Education <http://www.aeee.org/cwt/external/wcpages/index.aspx>

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2031.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2012.00>.

Ohio Department of Education, <http://www.ode.state.oh.us>.

U. S. Department of Education, <http://www.ed.gov>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos318.htm>.

## **EDUCATION – MIDDLE CHILDHOOD**

## **MAJOR & LICENSURE ARE OFFERED**

The Middle Childhood Education program is both a major and a license which prepares students to teach grades 4 through 9. Study in the field of education prepares future teachers to meet the educational needs of children. Students gain an understanding of the learning process, teaching methods, the changing role of the teacher in today's society, and current educational theory. Experiential participation in the classroom begins early in the educational process and culminates with the student teaching experience in the senior year. The coursework sequence will allow the student to seek licensure from the state to teach grades 4 through 9. Additionally students select from two of the following concentrations: language arts, math, science, social studies. Students can supplement their teaching skills and licensure by pursuing a Reading Endorsement and/or a Computer/Technology Endorsement.

Truly caring for and about children is a primary requirement for the student considering a career in middle childhood education. Aptitudes in organization, administration, management and observation, and verbal and written communication and interpersonal skills are also essential for the classroom teacher. Teachers must be problem-solvers who can think critically and logically while constantly generating and applying new ideas and approaches. They evaluate each child's performance and potential. Successful teachers have the power to influence, motivate and train others. Personal qualities such as leadership, caring, patience, persistence, creativity and enthusiasm are typically found in the teacher personality. The physical demands of teaching young children require a high energy level and stamina.

### **OCCUPATIONAL OPPORTUNITIES**

Administrator  
Athletic coach  
Counselor  
Curriculum development specialist  
Educational coordinator  
Educational consultant  
Overseas teacher  
Pediatric ward teacher  
Teacher (grades 4-9)  
Teacher supervisor

### **RELATED OCCUPATIONS**

Camp director  
Editor  
Industrial trainer  
Librarian  
Media specialist  
Play therapist  
Publisher consultant  
Sales representative  
Specific learning disability teacher

Some positions may require additional education and licensures.

### **EMPLOYMENT OUTLOOK**

Employment in grades 4-9 for teachers is expected to be increasing about 15 percent nationally and 6 percent in Ohio over the 2008-2018 time period. Job opportunities will vary with the locality, grade level, and subject taught. Job prospects should be better in inner cities and rural areas than in suburban districts.

(<http://www.bls.gov/oco/ocos318.htm>) (<http://acinet.org>)

### **POTENTIAL EMPLOYERS**

Audio visual production companies  
Business and industry  
Camps  
Colleges and universities  
Community agencies  
Educational assessment clinics

County Board of Education  
Department of Education  
Public and private schools  
Publishers  
Self-employment/consultation

## **EDUCATION – MIDDLE CHILDHOOD (CONTINUED)**

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

Edelfelt, Roy. Careers in Education, Lincolnwood, IL: VGM Career Horizons, 2004.

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

Fine, Janet. Opportunities in Teaching Careers, Lincolnwood, IL: VGM Career Horizons, 2005.

\*Gallagher, Joanne & Kersten, Thomas, editors. 2010 Job Search Handbook for Educators, Columbus, OH: American Association for Employment in Education (AAEE), 2010.

\*Morkes, Andrew, editor. Ferguson's Careers in Focus, Education, Chicago, IL: Ferguson's Publishing Co., 2002

#### **Professional Associations**

American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001,

<http://www.aft.org>.

National Education Association, 1201 16th Street, NW, Washington, DC 20036-3290,

<http://www.nea.org>.

#### **Websites**

American Association for Employment in Education <http://www.aaee.org/cwt/external/wcpages/index.aspx>

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2022.00>.

Ohio Department of Education, <http://www.ode.state.oh.us>.

U. S. Department of Education, <http://www.ed.gov>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos318.htm>.

## **EDUCATION – SPECIAL EDUCATION (5-21)**

### **MILD/MODERATE INTERVENTION SPECIALIST**

### **MAJOR**

Like other curricula in the field of education, a major in special education prepares future teachers to meet the educational needs of children. But special education teachers deal with a very specific population -- children with special learning needs. This program equips students to teach learners 5 through 21 who face a variety of learning challenges. Licensure options allow students to specialize in course work that focuses on the severity, rather than the type, of learning challenge (e.g., Learning Disability, Developmentally Handicapped, Behaviorally Handicapped, etc.). This makes the student eligible to pursue a state license as a Mild/Moderate Intervention Specialist. As such the student is prepared to teach a classroom of students who face learning difficulties that may differ in nature, but are of a similar level of severity. Students can further supplement their teaching skills by pursuing a Reading Endorsement and/or a Computer/Technology Endorsement.

In addition to the abilities and skills of the traditional classroom teacher, these intervention specialists need an extraordinary amount of patience and perseverance. They need to have a sense of caring, concern and respect for students with special learning needs. Emotional maturity, stability, a high degree of creativity and the ability to apply creative ideas on a practical level are also important qualities for the special education intervention specialist.

Special education intervention specialists work with other professionals such as school administrators, psychologists, therapists and special education directors as well as family members. They get to know the students educational strengths and needs, then decide which teaching and support techniques to use.

### **OCCUPATIONAL OPPORTUNITIES**

Administrator	Childcare residential worker	Counselor
Curriculum development specialist	Educational coordinator	Educational consultant
Educational evaluator	Interventionist	Overseas teacher
Pediatric ward teacher	Preschool teacher	Special education teacher (K-12)
Special education supervisor	Work study coordinator	

### **RELATED OCCUPATIONS**

Camp director	Editor	Librarian
Media specialist	Occupational therapist	Play therapist
Publisher consultant	Researcher	Social worker

Some positions may require additional education and licensures.

### **EMPLOYMENT OUTLOOK**

The number of special education teachers is expected to increase by 17 percent from 2008 to 2018. Although student enrollments in general are expected to grow slowly, continued increases in the number of special education students needing services will generate a greater need for special education teachers.

(<http://www.bls.gov/oco/ocos070.htm>)

### **POTENTIAL EMPLOYERS**

Audio visual production companies	Camps	Colleges and universities
Community agencies	Department of Education	Department of Defense
Educational assessment clinics	Hospitals	Private schools
Public schools	Publishers	Resident homes
Schools for the handicapped	Self-employment/consultation	State Department

## EDUCATION – SPECIAL EDUCATION

### MILD/MODERATE OR MODERATE INTENSIVE INTERVENTION SPECIALIST (CONTINUED)

#### SOURCES FOR ADDITIONAL INFORMATION

##### Books (\* denotes books available in the Career Center Library)

- \*Eberts, Marjorie & Gisler, Margaret. Careers for Kids at Heart & Others Who Adore Children, Lincolnwood, IL: VGM Career Horizons, 2000.
- Edelfelt, Roy. Careers in Education, Lincolnwood, IL: VGM Career Horizons, 2004.
- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- Fine, Janet. Opportunities in Teaching Careers, Lincolnwood, IL: VGM Career Horizons, 2005.
- \*Gallagher, Joanne & Kersten, Thomas, editors. 2010 Job Search Handbook for Educators, Columbus, OH: American Association for Employment in Education (AAEE), 2010.
- \*Morke, Andrew, editor. Ferguson's Careers in Focus: Writing, Chicago, IL: Ferguson Publishing Co., 2003.
- \*Morke, Andrew, editor. Ferguson's Careers in Focus, Education, Chicago, IL: Ferguson's Publishing Co., 2002
- \*Warner, Jack & Bryan, Clyde. Inside Secrets of Finding a Teaching Job, Indianapolis, IN: Park Ave. Publications, 1997.

##### Professional Associations

- American Federation of Teachers, 555 New Jersey Avenue, NW, Washington, DC 20001, <http://www.aft.org>.
- Council for Exceptional Children, 1110 North Glebe Road, Suite 300, Arlington, VA 22201, <http://www.cec.sped.org>.
- National Education Association, 1201 16th Street, NW, Washington, DC 20036-3290, <http://www.nea.org>.
- National Association of special Education Teachers, 1250 Connecticut Avenue, NW, Suite 200, Washington, DC 20036, <http://www.naset.org>.

##### Websites

- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2041.00>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2042.00>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2043.00>.
- Ohio Department of Education, <http://www.ode.state.oh.us>.
- U. S. Department of Education, <http://www.ed.gov>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos070.htm>.

## ENGLISH

### MAJOR AND MINOR PROGRAMS ARE OFFERED

The study of the English language can ultimately lead to careers in a wide variety of fields that go far beyond the teaching and writing careers generally associated with the English major. Studying literature and language teaches the student to write effectively, to think critically, to see all sides of an issue, question generally accepted conventions, and to communicate ideas. These skills are valued by employers in communications, business and industry, government, education and advertising. Also through the study of English, students learn such practical and career-transferable skills as research, rewriting and editing, information gathering and analysis.

English is also a wise choice of major for those considering law or graduate school. Masters programs in business administration, communications, English and education, and other programs are often the next step for undergraduate English majors. Some students obtain licensure for Adolescent and Young Adult Education to teach in secondary education.

### OCCUPATIONAL OPPORTUNITIES

Advertising copywriter	Biographer	College/university relations officer
Columnist	Copy editor	Editor
Fiction writer	Foreign service officer	Journalist
Lawyer	Librarian	Linguist
Lobbyist	Magazine writer	Sales representative
Media specialist	Proofreader	Technical writer
Press representative for elected officials	Radio Reporter	Writer for in-house publications (business, industry, and non- profits)
Newspaper Reporter	Teacher	Public Relations
Speech writer	Newspaper Reporter	
	TV/ reporter/anchor	

Some positions may require additional education and/or training.

### EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

### POTENTIAL EMPLOYERS

Advertising agencies	Business and industry	Colleges and universities
Local, state & federal government	Magazines	Newspapers
Public relations firms	Publishing houses	Radio and television
Schools		

### SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

Bly, Robert W. *Careers for Writers & Others Who Have a Way with Words*, Lincolnwood, IL: VGM Career Horizons, 2003.

Camenson, Blythe. *Great Jobs for Communications Majors*, Lincolnwood, IL: VGM Career Books, 2002.

DeGalan, Julie & Lambert, Stephen. *Great Jobs for English Majors*, New York, NY: McGraw-Hill, 2006.

Eberts, Marjorie. *Careers for Bookworms and Other Literary Types*, Lincolnwood, IL: VGM Career Books, 2003.

Foote-Smith, Elizabeth. *Opportunities in Writing Careers*, New York, NY: McGraw-Hill, 2006.

\*Morkes, Andrew, editor. *Ferguson's Careers in Focus: Writing*, Chicago, IL: Ferguson Publishing Co., 2003.

Rotman, Morris B. *Opportunities in Public Relations Careers*, Lincolnwood, IL: VGM Career Series, 2001

## **ENGLISH (CONTINUED)**

### **Professional Associations**

American Society of Journalists and Authors, 1501 Broadway, Suite 302, New York, NY 10036,  
<http://www.asja.org>.

American Society of Magazine Editors, 810 7<sup>th</sup> Avenue, 24<sup>th</sup> Floor, New York, NY 10019,  
<http://www.magazine.org/editorial/>.

International Association of Business Communicators, 601 Montgomery Street, Suite 1900, San Francisco, CA  
94111, <http://www.iabc.com>.

National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096, <http://www.ncte.org>.

Society of Professional Journalists, 3909 N. Meridian Street, Indianapolis, IN 46208, <http://www.spj.org>.

### **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-1123.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-3022.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-3043.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos089.htm>.

## **ETHICS**

The field of ethics encompasses the principles that guide human conduct and the concepts of right and wrong behavior. In an ever changing world where values shape every thought, decision, and action, the study of ethics is becoming increasingly important. The study of ethics is appropriate to every facet of our world and carries over into every decision we make.

The minor in ethics is an interdisciplinary minor and courses must be chosen from 3 of the following disciplines: philosophy, religious studies, communication studies, business or sociology.

## **MINOR**

### **OCCUPATIONAL OPPORTUNITIES**

Advocate	Environmentalist	Health Sciences Fields
Human services worker	Teacher	Law
Affirmative action officer	Writer	
Counselor	Research assistant	

Some positions may require additional education or training.

### **POTENTIAL EMPLOYERS**

Hospitals	Health science funding agencies
Medical and professional schools	Environmental agencies
Colleges and universities	Research organizations
Consulting services	

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

\*Axelrod-Contrada, John. Career Opportunities in Politics, Government, & Activism, New York, NY: Ferguson Publishing Co., 2003.

Brennan, Linda, editor. Social, Ethical and Policy Implications of Information Technology, Hershey, PA: Information Science Pub., 2004.

\*Damp, Dennis V. Health Care Job Explosion, New York, NY: Midpoint Trade Books, 2001.

Garner, Geraldine O. Careers in Social & Rehabilitation Services, New York, NY: McGraw-Hill, 2008.

Marek, Roseanne. Opportunities in Social Science Careers, Lincolnwood, IL: VGM Career Books, 2004

#### **Professional Associations**

Institute for Global Ethics, 91 Camden street, Suite 403, Rockland, ME 04841, <http://www.globalethics.org>.

## **EXERCISE SCIENCE & FITNESS**

## **MINOR**

Exercise Science & Fitness is a minor offered in the Health Sciences Division. The program requires a combination of credit hours in Athletic Training & Biology courses. This minor is of interest to students in Athletic Training, Liberal Studies, or any student considering the Doctor of Physical Therapy program. The minor in Exercise Science & Fitness is a compliment for any student wanting to work with individuals including children, youth, and multi-age in exercise fitness settings.

The most important characteristic that an employer looks for in a new fitness instructor is the ability to plan and lead a class that is motivating and safe. Group fitness instructors do not necessarily require certification to begin working. However, most organizations encourage their group instructors to become certified over time, and many require it.

In the fitness field, there are many organizations that offer certification. Getting certified by one of the top certification organizations is becoming increasingly important, especially for personal trainers. One way to ensure that a certifying organization is reputable is to make sure that it is accredited by the National Commission for Certifying Agencies.

Most certifying organizations require candidates to have a high school diploma, be certified in cardiopulmonary resuscitation (CPR), and pass an exam. All certification exams have a written component, and some also have a practical component. The exams measure knowledge of human physiology, understanding of proper exercise techniques, assessment of client fitness levels, and development of appropriate exercise programs.

Certification generally is good for 2 years, after which workers must become recertified by attending continuing education classes or conferences, writing articles, or giving presentations. Some organizations offer more advanced certification that requires an associate's or bachelor's degree in an exercise-related subject for individuals who are interested in training athletes, working with people who are injured or ill, or advising clients on general health. (<http://www.bls.gov/oco/ocos296.htm#outlook>; data retrieved June 29, 2010)

See your advisor for more information about this minor.

### **SOURCES FOR ADDITIONAL INFORMATION**

Occupational Outlook Handbook <http://www.bls.gov/oco/ocos296.htm#outlook>

American College of Sports Medicine [http://www.acsm.org/AM/Template.cfm?Section=General\\_Public](http://www.acsm.org/AM/Template.cfm?Section=General_Public)

American Council on Exercise [http://www.acefitness.org/getcertified/certification\\_pt.aspx](http://www.acefitness.org/getcertified/certification_pt.aspx)

## FORENSIC SCIENCE

## MINOR

The minor in Forensic Science is interdisciplinary and integrates multiple scientific disciplines, preparing students for a career focus that has clear implications in pursuing social justice within the community. Due to its emphasis on the natural and physical sciences and their applications, this minor provides excellent career preparation for post-graduate employment and/or education in the forensic sciences, while at the same time (since this is solely a minor) leaving the student the flexibility to remain marketable if the field of forensics is saturated.

Forensic science is in essence a multi-disciplinary background in the “hard” sciences that is then applied to legal contexts. It is not the intent of this minor to “create” forensic scientists, but rather give a student the necessary foundation in science such that he/she will be attractive to graduate programs in forensic science or a quality candidate ready to be employed in a forensic science setting, prepared for further in-house training in the application of science to the law. The biological and physical science coursework needed to provide this foundation is extensive; as such **this minor will only be an option for students majoring in Biology, Chemistry, or Biochemistry.**

## OCCUPATIONAL OPPORTUNITIES

Medical examiner	Criminalist
Toxicologist	Fingerprint examiner
Crime scene investigator	Computer investigator
DNA analyst	

## EMPLOYMENT OUTLOOK

Jobs for forensic science technicians are expected to increase 20% in the 2008-2018 decade. Employment growth in State and local government should be driven by the increasing application of forensic science to examine, solve, and prevent crime. (<http://www.bls.gov/oco/ocos115.htm>)

## POTENTIAL EMPLOYERS

Insurance companies	Correctional facilities
Federal agencies	State Agencies
Law enforcement	Local government
Laboratories	

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

\*Morgan, Marilyn. *Careers in Criminology*, Lincolnwood, IL: Lowell House, 2000.

Orr, Tamara. *Forensic Science Investigator*, Ann Arbor, MI: Cherry Lake Publications, 2008

## Professional Associations

Consortium of Forensic Science Organizations, 139 Technology Drive, Suite P, Garner, NC 27529,  
<http://www.thecfso.org>.

## Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-4092.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos115.htm>.

## **GERONTOLOGY**

## **MINOR**

Gerontology is the study of aging in humans and includes the study of the physical, mental, and social changes in older people. As the population ages, the demand for professionals familiar with the issues related to aging will increase. A minor or certificate in gerontology helps to prepare students for a variety of career opportunities. Opportunities may arise in business, government, industry, public and private agencies, health and human services, research and education, and entrepreneurial endeavors. Careers may involve working with a wide range of older adults, from active, healthy, independent adults to those suffering from health problems and other limitations.

### **OCCUPATIONAL OPPORTUNITIES**

Case managers  
Health insurance evaluator  
Nurse consultant  
Research  
Community health  
Social workers  
Aging services administrator

Some positions may require additional education or training.

### **POTENTIAL EMPLOYERS**

Hospitals	Business and industry
Long term care institutions	Home health services
Retirement communities	Physicians offices
Federal, state and local government	Colleges/universities

### **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

\*Damp, Dennis V. Health Care Job Explosion, New York, NY: Midpoint Trade Books, 2001.  
Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008  
Grabinski, C. Joanne. 101 Careers in Gerontology, New York, NY: Springer Publications, 2007.  
Peterson, David A. Career Paths in the Field of Aging, Lexington, MA: Lexington Books, 1987.  
Williams, Ellen. Opportunities in Gerontology and Aging Services Careers, Chicago, IL: VGM Career Books, 2003.

### **Professional Associations**

American Society on Aging, 71 Stevenson Street, Suite 1450, San Francisco, CA 94105-2938,  
<http://www.asaging.org>.  
The Gerontological Society of America, 1220 L Street, NW, Washington, DC 20005,  
<http://www.geron.org>.

## HISTORY

## MAJOR AND MINOR PROGRAMS ARE OFFERED

A major in history prepares the student indirectly for a wide range of career possibilities in areas such as law, government services, education, business and industry, communications and archival or museum work. The study of history results in the development of skills fundamental for success in the work place which include strong written communication, organizational, critical thinking and research skills. Above all, the study of history helps the student understand how our complex world, with all its intricate political, economic and social relationships, has been shaped and how it works.

An undergraduate history major is also excellent preparation for graduate school in business administration, education, law, social work, communications and other areas. Some students obtain licensure for Adolescent and Young Adult Education to teach in secondary education.

## OCCUPATIONAL OPPORTUNITIES

Archivist	Biographer
Corporation historian	Curator
Economist	Foreign service officer
Free lance writer	Genealogist
Gerontologist	Historian
Human services worker	Intelligence specialist
Lawyer	Legislative aide
Librarian	Management trainee
Market research analyst	Newspaper reporter
Political scientist	Preservation specialist
Public opinion pollster	Public administrator
Research assistant	Research/technical advisor to films and television
Teacher	Textbook sales representative
Tour guide	Writer/editor

Some positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Business and industry	FBI
Historical societies	Libraries
Local, state and federal government	Magazines and newspapers
Museums	Publishing companies
Research organizations	Schools

## SOURCES FOR ADDITIONAL INFORMATION

### Books (\* denotes books available in the Career Center Library)

\*Axelrod-Contrada, John. Career Opportunities in Politics, Government, & Activism, New York, NY: Ferguson Publishing Co., 2003.

Camenson, Blythe. Careers for History Buffs and Others Who Learn From the Past, Lincolnwood, IL: VGM Career Books, 2002.

Camenson, Blythe. Great Jobs for Liberal Arts Majors, New York, NY: McGraw-Hill, 2008.

\*DeGalan, Julie & Lambert, Stephen. Great Jobs for History Majors, Lincolnwood, IL: VGM Career Horizons, 1995.

Eberts, Marjorie. Careers for Bookworms and Other Literary Types, Lincolnwood, IL: VGM Career Books, 2003.

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

**HISTORY (CONTINUED)**

**Professional Associations**

American Historical Association, 400 A Street, SE, Washington, DC 20003-3889, <http://www.historians.org>.

**Websites**

Occupational Information Network, O\*Net Online, <http://www.historians.org>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-4011.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-4012.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos065.htm>.

## INTERACTIVE MEDIA DESIGN & COMPUTING

## MAJOR

The lower cost and increased power of computers combined with the increasing power of the software programs utilized in communications lead to the emergence of new media forms. An Interactive Media Design & Computing degree combines the principles and practices of computing, art, and communication to prepare students for the new digital arena. This knowledge base will require that a student have an understanding of both the web and web based design software, as well as fine arts and graphic design elements.

This is an emerging field. Career opportunities exist in areas such as web site design and development, multimedia information editing and management, educational multimedia specialist, game design, the Internet and e-commerce. Potential employers include broadcast organizations, media production companies, web site designers and indeed any company that maintains a significant web presence. This combination of skills opens a variety of options for graduates including careers in the for-profit, not-for-profit and government sectors.

### OCCUPATIONAL OPPORTUNITIES

Senior Artist Designer	Game Design
Web Designer	Flash Design/Animator
Web Master	After-effects Design
Art Director	Web Developer
Internet Applications Programmer	Junior and Lead Programmers

### EMPLOYMENT OUTLOOK

Employment of artists and related workers is expected to grow 12 percent through 2018. Demand for illustrators who work on a computer will increase as media companies use more detailed images and backgrounds in their designs. Demand for multimedia artists and animators will increase as consumers continue to demand more realistic video games, movie and television special effects, and 3D animated movies. Additional job openings will arise from an increasing need for computer graphics in the growing number of mobile technologies.

(<http://www.bls.gov/oco/ocos092.htm>)

### POTENTIAL EMPLOYERS

Film Animation	Web Design	Online Video
Internet	Web Development	
Online Marketing	Online Audio	
Mobile/Wireless	Game Developers	

### SOURCES FOR ADDITIONAL INFORMATION

#### Books (\*denotes books available in the career center library)

\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

Phifer, Paul. College Majors and Careers: A Resource Guide For Effective Life Planning, Chicago, IL: Ferguson Publishing Co., 2003

Taylor, Parish and Fiden, Career Opportunities in the Internet, Video Games, and Multimedia, Checkmark Books, 2007.

#### Professional Associations

Association for Computing Machinery, 2 Penn Plaza, Suite 701, New York, NY 10121-0701, <http://www.acm.org/>

#### Websites

Digital Media Wire, [www.dmwmedia.com](http://www.dmwmedia.com) .

Digital Media Jobs and Careers, [www.digitalmediajobs.com](http://www.digitalmediajobs.com).

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos092.htm>

**LEGAL STUDIES**

**MINOR**

The Legal Studies minor enables students desiring to attend law school or to simply learn more about the law the opportunity to demonstrate their interest through the designation of a minor in Legal Studies. This minor offers students the ability to understand the basis of our legal system, legal research, and the U.S. Constitution, in addition to giving them the ability to explore areas of particular interest, such as the interaction between law and psychology or the study of law in other countries. The minor is not designed to prepare a student for a career as a paralegal.

This minor complements many different majors. Consult your advisor for more information.

## LIBERAL STUDIES

This flexible major allows the student to combine coursework in the humanities, social sciences, religious studies, philosophy, mathematics and science. Through this broad-based study, the student develops the skills and characteristics that are the hallmark of the liberally educated person which include critical thinking and analytical skills, written and oral communication skills, the ability to reason and to solve problems, the ability to view life from more than one perspective and to adjust to new situations. These skills and characteristics, so important in a rapidly changing society and economy, can be put to use in business, industry, government or education.

## MAJOR

### OCCUPATIONAL OPPORTUNITIES

Banking or retail management trainee  
Claims adjuster  
Convention/meeting planner  
Human resources professional  
Public relations specialist  
Teacher

Buyer trainee  
College/university admission counselor  
Development officer/fundraiser  
Insurance agent  
Sales representative  
Writer

Some positions may require additional education and/or training.

### EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

### POTENTIAL EMPLOYERS

Banks  
Government  
Magazines/newspapers  
Non-profit organizations  
Retailers

Colleges/universities  
Insurance companies  
Manufacturers  
Public relations/advertising firms  
Schools

### SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

Bly, Robert W. *Careers for Writers & Others Who Have a Way with Words*, Lincolnwood, IL: VGM Career Horizons, 2003.

Camenson, Blythe. *Great Jobs for Liberal Arts Majors*, New York, NY: McGraw-Hill, 2008.

Eberts, Marjorie & Gisler, Margaret. *Careers for High Energy People and Other Go Getters*, New York, NY: VGM Career Books, 2005.

Eberts, Marjorie. *Careers for Bookworms and Other Literary Types*, Lincolnwood, IL: VGM Career Books, 2003.

Eberts, Marjorie. *Careers for Cybersurfers and Other Online Types*, Lincolnwood, IL: VGM Career Horizons, 2004.

*Encyclopedia of Careers and Vocational Guidance*, Chicago, IL: Ferguson Publishing Co., 2008

Paradis, Adrian A. *Careers for Caring People and Other Sensitive Types*, Lincolnwood, IL: VGM Career Books, 2003

## MATHEMATICS

## MAJOR AND MINOR PROGRAMS ARE OFFERED

The study of mathematics provides the student with the foundation and flexibility to be successful in a vast array of career fields. It encourages development of critical, logical and independent thinking. Emphasis is placed both on the understanding of mathematical theory and on the application of that theory to real life problems. The mathematics major needs such skills and characteristics as accuracy, problem-solving ability, detail orientation, and the ability to think and reason analytically. Some students choose to enhance job opportunities by obtaining a major in mathematics and a minor in another field of interest. Some students also obtain a license for Adolescent to Young Adult Integrated Mathematics which allows them to teach in grades 7-12.

With a strong liberal arts background and grasp of mathematical theory and application, math majors are prepared for employment in any number of business, industrial, government or educational settings. A degree in mathematics is also excellent preparation for graduate school.

## OCCUPATIONAL OPPORTUNITIES

Actuary	Attorney
Buyer	College professor
Cryptologist	Mathematical Modeling
Budget Analyst	Engineering
Research Analyst	Research Mathematician
Numerical Analyst	Operations Research Analyst
Forensic Analyst	National Security Analyst
Securities account executive (broker)	Statistician
Teacher - high school or middle school	Biostatistician

Some positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Consulting Firms	Brokerage houses
Colleges and universities	Computer software/hardware manufacturers
Research facilities	Government
Insurance companies	Market research firms
Schools - high school or middle school	Retailers

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- \*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.
- \*Lambert, Stephen & DeCotis, Ruth. Great Jobs for Math Majors, Lincolnwood, IL: VGM Career Horizons, 2006.
- Paradis, Adrian A. Opportunities in Banking Careers, Lincolnwood, IL: VGM Career Series, 2001.
- Ring, Trudy. Careers in Finance, New York, NY: VGM Career Books, 2005.
- Stair, Lila B. & Stair, Leslie. Careers in Marketing, Lincolnwood, IL: VGM Career Books, 2002.

## Professional Associations

- American Academy of Actuaries, 1850 M Street NW, Suite 300, Washington, DC 20036, <http://www.actuary.org>.
- American Mathematical Society, 201 Charles Street, Providence, RI 02940-6248, <http://www.ams.org>.
- Society for Industrial & Applied Mathematics, 3600 Market Street, 6<sup>th</sup> Floor, Philadelphia, PA 19104, <http://www.siam.org>.

**MATHEMATICS (CONTINUED)**

**Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/15-2021.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/15-2091.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-1022.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos043.htm>.

## **MATHEMATICS/CHEMISTRY**

## **MAJOR**

The dual major in mathematics and chemistry involves applying knowledge of mathematics to the field of chemistry. Through the course work required, the student acquires an understanding of the concepts of the science of chemistry and of the concepts and structure of mathematics. Emphasis is placed on learning to use mathematics in research and problem solving in the field of chemistry. The student develops skills in critical thinking, observation, logic and the clear expression of ideas.

The skills important to the student contemplating this major include an above average science and math aptitude, detail orientation, the ability to work independently, patience and initiative.

The mathematics/chemistry major is excellent preparation for graduate school, secondary teaching (when combined with the appropriate education courses), or a position in business, industry or government.

### **OCCUPATIONAL OPPORTUNITIES**

Analytical chemist	Chemical technician
College professor	Dentist
Environmentalist	Food chemist
Mathematician	Medical doctor
Nutritionist	Occupational safety and health specialist
Organic chemist	Quality assurance specialist
Research associate	Science information specialist
Statistician	Teacher - high school or middle school
Technical writer	

Some positions may require additional education and/or training.

### **EMPLOYMENT OUTLOOK**

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

### **POTENTIAL EMPLOYERS**

Chemical plants	Colleges and universities
Government agencies	High schools
Hospitals	Industrial laboratories
Manufacturing	Middle schools
Pharmaceutical firms	Research laboratories

### **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

\*Lambert, Stephen & DeCotis, Ruth. Great Jobs for Math Majors, Lincolnwood, IL: VGM Career Horizons, 2006.

Woodburn, John. Opportunities in Chemistry, Lincolnwood, IL: VGM Career Horizons, 2002

### **Professional Associations**

American Chemical Society, Career Services, 1155 16th Street, NW, Washington, DC 20036, <http://www.acs.org>.

American Mathematical Society, 201 Charles Street, Providence, RI 02940-6248, <http://www.ams.org>.

**MATHEMATICS/CHEMISTRY (CONTINUED)**

**Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-2031.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos043.htm>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos049.htm>.

## MUSIC

## MAJOR AND MINOR PROGRAMS ARE OFFERED

Study in the field of music offers a general humanistic education, as well as specific skills in musical expression, appreciation and aesthetic sensitivity. The music major offers the student an opportunity to analyze, interpret and communicate the works and emotions of the masters of music through performance, while developing and expanding her/his own personal means of creative expression.

Students who have majored in music may go on to careers as performers, directors or composers of music, but the skills and abilities developed by the discipline are also applicable in many other fields. The music major has learned to analyze and convey the ideas of others, to develop original ideas, to interact and communicate with others, to solve problems, to set goals, to motivate and to lead. Such skills can be applied in business and industry, church work, and community and arts organizations, and also equip the student for graduate school in disciplines such as law, business or education.

## OCCUPATIONAL OPPORTUNITIES

Choir conductor	Church organist
Composer/arranger	Conductor/director
Fund-raiser for arts organizations	Minister of music
Music teacher	Performer
Producer	Retail music manager
Sales of musical instruments, sheet music, etc.	Service provider for musical instruments

Some positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Arts organizations	Choral groups
Churches	Manufacturers of musical instruments, sheet music, etc.
Music stores	Orchestral and instrumental groups
Schools and universities	Self-employment

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

- \*Crouch, Tanya. 100 Careers in the Music Business, Hauppauge, NY: Baron's Educational Series, Inc., 2001.
- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- \*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.
- Gerardi, Robert. Opportunities in Music Careers, Lincolnwood, IL: VGM Career Horizons, 2002.
- \*Gurvis, Sandra. Careers for Non-Conformists, New York, NY: Marlowe and Company, 2000.
- Haubstock, Susan H. & Joselit, David. Career Opportunities in Art, Lincolnwood, IL: VGM Career Series, 2001

## Professional Associations

American Federation of Musicians, 1501 Broadway, Suite 600, New York, NY 10036, <http://www.afm.org>.

## Websites

- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-2041.00>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-2042.00>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos095.htm>.

## **EDUCATION-MULTI AGE -MUSIC EDUCATION**

## **(K-12 LICENSURE TO ACCOMPANY BA)**

The Music Education program prepares students to teach all areas of music at the elementary and secondary levels. Music teachers at the elementary level need piano and singing skills. Secondary music teachers not only teach and coach both voice and instruments, but may also conduct and direct the band, orchestra and choir. They may teach music theory, appreciation and history, work with ensembles, and direct musicals.

Many who have obtained a degree in music education also teach privately, freelance as entertainers or work as church musical directors or organists.

A successful career in music education calls for patience, creativity, leadership qualities and excellent communication skills appropriate to the age group with which the teacher works.

### **OCCUPATIONAL OPPORTUNITIES**

Band director	Choir director
Church musical director	Church organist
Composer	Elementary school teacher
Freelance entertainer	Librarian
Studio teacher	Secondary school teacher

Some positions may require additional education and/or training.

### **EMPLOYMENT OUTLOOK**

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>. Currently the outlook for music teachers in Ohio is expected to increase about 17% through 2018, with an additional 1550 jobs available.

### **POTENTIAL EMPLOYERS**

Churches	Entertainment industry
Libraries	Schools
Self-employment	

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

Edelfelt, Roy. Careers in Education, Lincolnwood, IL: VGM Career Horizons, 2004.

Fine, Janet. Opportunities in Teaching Careers, Lincolnwood, IL: VGM Career Horizons, 2005.

Gerardi, Robert. Opportunities in Music Careers, Lincolnwood, IL: VGM Career Horizons, 2002.

\*Morkes, Andrew, editor. Ferguson's Careers in Focus, Education, Chicago, IL: Ferguson's Publishing Co., 2002.

#### **Professional Associations**

Music Teachers National Association, 441 Vine Street, Suite 3100, Cincinnati, OH 45202-3004,  
<http://www.mtna.org/home.htm>.

#### **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2021.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2022.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-2031.00>.

## NATURAL SCIENCE

## MAJOR

The student majoring in natural science will complete a concentration in chemistry.

Natural scientists seek to obtain a clear understanding of the world around them through observation, experimentation and study. A major in natural science will prepare the student with skills in critical thinking, laboratory technology, interpretation of observations and clear expression of ideas.

Persistence, patience, curiosity, independence, initiative and the ability to pay close attention to detail are personal characteristics the natural scientist might exhibit.

## OCCUPATIONAL OPPORTUNITIES

Agricultural scientist	Agricultural engineer	Agriculturist
Astronomer	Biologist	Chemist
Conservation scientist	Entomologist	Forester
Geologist	Geophysicists	Horticulturist
Laboratory technician	Life science technician	Meteorologist
Oceanographer	Physicist	Physiologist
Range conservationist	Soil conservationist	Technical writer/editor
Wildlife manager		

These positions may require advanced degrees.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Colleges and universities	Consulting firms	Fertilizer and seed companies
Food industry	Department of Agriculture	Department of the Interior
Fish and Wildlife Services	National Park Services	N.A.S.A.
E.P.A.	Atomic Energy Comm.	Greenhouses
Hospitals	Laboratories	Local governments
Lumber, paper and logging companies	Military	Non-profit research organizations
Pharmaceutical companies	Private industry	Public health services
Scientific publishing companies	Secondary schools	

## SOURCES FOR ADDITIONAL INFORMATION

### Professional Associations

American Chemical Society, Career Services, 1155 16th Street NW, Washington, DC 20036, <http://www.acs.org>.

Society of American Foresters, 5400 Grosvenor Lane, Bethesda, MD 20814, <http://www.safnet.org>.

American Geological Institute, 4220 King Street, Alexandria, VA 22302, <http://www.agiweb.org>.

### Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/11-9121.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos009.htm>.

## **NONPROFIT LEADERSHIP**

## **MINOR**

The Nonprofit Leadership certificate/minor is designed to enhance career opportunities by preparing students to perform work in the nonprofit field including: board/committee development; fundraising; human resources development and supervision; general nonprofit management; nonprofit accounting and financial management; nonprofit marketing; nonprofit program planning, and nonprofit risk management.

Employment in the nonprofit sector has more than doubled in the last 25 years and today approaches 12.5 million workers or 9.5 percent of the total workforce.

Nonprofits generally draw people who are passionate about solving social problems and co-workers enjoy a certain camaraderie that comes from working for a united goal. Employees also report more challenges and a wide range of opportunities. Generally nonprofits do not provide compensation packages that are competitive with for-profit organizations.

## **OCCUPATIONAL OPPORTUNITIES**

Program director	Project director
Field director	Office Manager
Policy analyst	Case manager
Editor	Instructor
Counselor	Accountant
Communications director	Doctor/nurse
Marketing manager	Public relation director

Some positions may require additional education or training.

## **POTENTIAL EMPLOYERS**

Health services	Homeless shelters
Public radio and TV	YMCA
Arts organizations	Civil aid organizations
United Way agencies	Public interest agencies
Legal service agencies	

## **SOURCES FOR ADDITIONAL INFORMATION**

### **Books** (\* denotes books available in the Career Center Library)

\*Axelrod-Contrada, John. Career Opportunities in Politics, Government, & Activism, New York, NY: Ferguson Publishing Co., 2003.

Hamilton, Leslie and Tragert, Robert. 101 Best Nonprofits to Work For, Stamford, CT: Arco/Thomson Learning, 2000.

### **Professional Associations**

Nonprofit Career Network, P.O. Box 912, Essex, CT 06426-0912, <http://www.nonprofitcareer.com>.

### **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/11-9151.00>.

## **NURSING**

## **MAJOR**

The baccalaureate degree in nursing prepares women and men as liberally educated, beginning level professional practitioners of nursing who are prepared to provide culturally competent primary health care nursing in partnership with clients and interdisciplinary colleagues. They fulfill professional and social responsibilities through active participation in professional, social, political and cultural arenas, and advocate for and promote optimum health through empowerment of individuals, families, groups and diverse populations in the community. Graduates of the BSN program must be able to participate as partners with other health care professionals and clients in meeting the health care needs of the community; to synthesize and apply information gleaned from the sciences, humanities and technology; to assess client needs and provide appropriate nursing interventions. Professional nursing practice occurs wherever clients needing healthcare are found: hospitals, private homes, clinics and schools, community settings and long-term/chronic care centers. Professional nursing is a self-directed and interdisciplinary practice with shared responsibility for achieving the goal of empowering clients to assume responsibility for giving directions and making decisions that promote, restore and maintain optimum health.

The BSN-prepared nurse possesses the personal and professional characteristics of empathy and compassion, a well developed value system, the ability to communicate and work in partnership with others of diverse values and cultures under challenging and difficult circumstances, and the emotional stability to perform in a professional manner under pressure. Nursing is also a physically demanding profession and calls for considerable strength and stamina. Among the competencies demanded by a career in nursing are interpersonal and communication skills, maturity and self-direction, ability to be comfortable with ambiguity and change, understanding of human behavior, respect for individual differences, skills in teaching, ability to analyze and synthesize complex and sophisticated data, a commitment to life-long learning and a sense of humor.

## **OCCUPATIONAL OPPORTUNITIES**

Case managers	Community health
Critical care/intensive care nursing	Emergency nursing
Flight nursing	Geriatric/Gerontological nursing
Health insurance evaluator	Home health nursing
Hospice nursing	Hospital in-service educator
Hospital nursing	Industrial/occupational health
Infection control	International nursing
Maternal newborn nursing	Military nursing
Nurse consultant	Nurse manager/administrator
Occupational health	Oncology nursing
Parish nursing	Pediatric nursing
Psychiatric nursing	Rehabilitation nursing
Research	Rural nursing
School nursing	

## **EMPLOYMENT OUTLOOK**

Demand for nursing graduates with a bachelor's degree between 2008 and 2018 is expected to increase 22%. However, employment of RNs will not grow at the same rate in every industry. Projected growth rates are highest for Offices of Physicians at 48% and lowest in Hospitals at 17%. (<http://www.bls.gov/oco/ocos083.htm>)

## **POTENTIAL EMPLOYERS**

Business/industry	Colleges and universities
Community health agencies	Government agencies
Health maintenance organizations	Hospitals
Long term/chronic care facilities	Military services
National Institutes of Health	Nurse managed clinics
Peace Corps	Physicians' offices
Retirement homes	Schools
Wellness centers	World Health Organization

## **NURSING (CONTINUED)**

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

Frederickson, Keville. Opportunities in Nursing Careers, Lincolnwood, IL: VGM Career Books, 2003.

#### **Professional Associations**

American Association of Colleges of Nursing, One Dupont Circle, NW, Suite 530, Washington, DC 20036,  
<http://www.aacn.nche.edu>.

American Nurses' Association, 8515 Georgia Avenue, Suite 400, Silver Spring, MD 20910,  
<http://www.nursingworld.org>.

Honor Society of Nursing, Sigma Theta Tau International, 550 West North Street, Indianapolis, IN 46202,  
[www.nursingsociety.org](http://www.nursingsociety.org).

National League for Nursing, 61 Broadway, New York, NY 10006, <http://www.nln.org>.

#### **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/29-1111.00>.

Ohio Board of Nursing, <http://www.nursing.ohio.gov>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos083.htm>.

## PARALEGAL STUDIES

## MAJOR

The Paralegal Studies program prepares students to become attorneys' assistants in legal, judicial and corporate settings. The paralegal (or legal assistant), working under the direction of a lawyer, performs such substantive legal tasks as legal research, interviewing clients, drafting court pleadings and legal documents, and assistance in litigation, probate, real estate transactions, estate planning and taxation.

The paralegal field is among the fastest growing in the United States through 2006, offering graduates of Paralegal Studies programs many career opportunities in law firms, corporations and government agencies.

The paralegal needs very strong writing skills, as well as good oral communication skills, a love for detail, and the ability to think critically, analyze and synthesize information. She/he must possess the personal characteristics of maturity, tact, discretion and objectivity.

The AA, BA and Certificate in Paralegal Studies are approved by the American Bar Association (ABA).

## OCCUPATIONAL OPPORTUNITIES

Paralegal  
Legal assistant  
Manager of paralegal department

## EMPLOYMENT OUTLOOK

Employment of paralegals is projected to grow 28 percent between 2008 and 2018. Employers are trying to reduce costs and increase the availability and efficiency of legal services by hiring paralegals to perform tasks once done by lawyers. Paralegals are performing a wider variety of duties, making them more useful to businesses.  
(<http://www.bls.gov/oco/ocos114.htm>)

## POTENTIAL EMPLOYERS

Banks	Law Firms	Utility Companies
Corporations	Paralegal Firms	
Government Agencies	Title Companies	
Insurance Companies	Trust Companies	

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- \*Fins, Alice. Opportunities in Paralegal Careers. Lincolnwood, IL: VGM Career Horizons, 2005.
- \*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

## Professional Associations

Cincinnati Paralegal Association, P.O. Box 1515, Cincinnati, OH 45201, <http://www.cincinnati-paralegals.org>.  
National Association of Legal Assistants, 1516 S. Boston Avenue, Suite 200, Tulsa, OK 74119-4013, <http://nala.org>.  
National Federation of Paralegals Association, P.O. Box 2016, Edmonds, WA 98020, <http://www.paralegals.org>.  
National Paralegal Association, P.O. Box 406, Solebury, PA 18963-0406, [www.nationalparalegal.org](http://www.nationalparalegal.org).  
Standing Committee on Legal Assistants, American Bar Association, 321 N. Clark Street, Chicago, IL 60654  
[www.abanet.org/legalservices/paralegals/home.html](http://www.abanet.org/legalservices/paralegals/home.html).

## Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/23-2011.00>.  
U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos114.htm>.

## PHILOSOPHY

## MINOR

A minor in philosophy offers students an opportunity to develop critical thinking skills of analysis, synthesis, and sound reasoning to become cognizant of philosophical theories and their influence in society. Philosophy students develop many transferable skills that can be utilized in a variety of careers and jobs, demonstrating the flexibility and capacity for growth that employers find valuable. These skills include analytical, organizational, research, as well as oral and written communication skills. Philosophy students work in a variety of occupations, although many will be found in working in religious occupations.

## OCCUPATIONAL OPPORTUNITIES

Clergy	Teachers
Writers	Grant writer
Editors	
Public relation specialists	
Broadcasters	
Sales occupations	
Counselors	

Some positions may require additional education or training.

## POTENTIAL EMPLOYERS

Churches	Schools
Synagogues	Social service organizations
Mosques	Colleges & universities
Temples	

## SOURCES FOR ADDITIONAL INFORMATION

### Books (\* denotes books available in the Career Center Library)

\*Axelrod-Contrada, John. Career Opportunities in Politics, Government, & Activism, New York, NY: Ferguson Publishing Co., 2003.

\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

Phifer, Paul. College Majors and Careers: A Resource Guide For Effective Life Planning, Chicago, IL: Ferguson Publishing Co., 2003

### Professional Associations

Center for the Study of The Great Ideas, 106 W. Germania Place, Chicago, IL 60610,  
<http://www.thegreatideas.org/index.html>.

The American Catholic Philosophical Association, ACPA Subscription and Membership Services,  
Philosophy Documentation Center, P. O. Box 7147, Charlottesville, VA 22906-7147,  
<http://www.acpaweb.org>.

### Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-1126.00>.

## PHYSICAL THERAPY

## MAJOR

It is estimated that physical therapists help over 900,000 individuals daily to restore health, alleviate pain, and prevent the onset of disease. This includes all ages from newborn to the elderly. Physical therapy takes a personal and direct approach to meeting an individual's health needs and goals. For people with health problems resulting from injury or disease, the physical therapist assists in the recovery process. The physical therapist helps facilitate function by enhancing an individuals' strength, relieving pain, and regaining correct movement patterns of the involved area so the patient can perform the normal activities of daily living. Another role of the physical therapist is to keep individuals healthy and protect them from injury. Physical therapists can optimize the physical performance of an individual by teaching and designing fitness programs.

The Doctor of Physical Therapy degree is a comprehensive program designed to prepare a clinician who can think critically and solve problems; apply scientifically validated therapeutic skills and techniques effectively; respect the uniqueness and dignity of the individual; and understand the responsibilities of the health care provider in the professional and community life of the next century.

## OCCUPATIONAL OPPORTUNITIES

Acute care	Administration
Aquatic therapy	Cardiopulmonary
Education	Geriatrics hand rehabilitation
Neurology	Oncology
Orthopedics	Pediatrics`
Research	Sports medicine
Women's health	

These positions may require additional education or training.

## EMPLOYMENT OUTLOOK

Employment of physical therapists is expected to grow 30 percent from 2008 to 2018. The increasing elderly population will drive growth in the demand for physical therapy services and demand for physical therapists should continue to rise as new treatments and techniques expand the scope of physical therapy practices. Moreover, demand will be spurred by the increasing numbers of individuals with disabilities or limited function. (<http://www.bls.gov/oco/ocos080.htm>)

## POTENTIAL EMPLOYERS

Armed forces	Athletic facilities
Businesses/corporations	Clinics
Colleges/universities	Contract agencies
Hospitals	Medical supply companies
Private practices	Public/private schools
Skilled nursing home facilities	Sports teams
	Patients' home
State agencies	

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- \*Heitzmann, W.R. Opportunities in Sports and Fitness Careers, Lincolnwood, IL: VGM Career Books, 2003.
- Krumhansl, Bernice R. Opportunities in Physical Therapy Careers, New York, NY: McGraw-Hill, 2006.-Hill, 2006.

## Professional Associations

American Physical Therapy Association, 1111 North Fairfax Street, Alexandria, VA 22314,  
<http://www.apta.org>.

## Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/29-1123.00>.  
U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos080.htm>.

## **POLITICAL SCIENCE**

## **MINOR**

The political science minor is an excellent means of further developing nearly any liberal arts major, particularly one of the Behavioral Sciences or History. Through the study of the internal and external factors that influence foreign and domestic political structure and policy, students in this discipline are able to develop a more comprehensive view of the world and its ever-changing political environment. Coursework in this field may include American foreign policy, constitutional law, Presidency, civil liberties, religion and politics, international economics, and international policy and governments.

Strong research skills, the ability to communicate effectively, organization and creativity are all capabilities that are essential in this field. Interpersonal skills are also highly valuable because professionals employed within this field must work with a variety of different people on highly sensitive issues at times. They must exhibit tact, while continuing to forcefully defend their research or perspective. Many in this field continue their education with graduate or law school; however employment opportunities are available in a range of industries, including government.

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

Paradis, Adrian A. Careers for Caring People and Other Sensitive Types, Lincolnwood, IL: VGM Career Books, 2003

#### **Professional Associations**

American Historical Association, 400 A Street, SE, Washington, DC 20003-3889, <http://www.historians.org>.

American League of Lobbyists, P.O. Box 30005, Alexandria, VA 22310, <http://alldc.org>.

American Political Science Association, 1527 New Hampshire Ave, NW Washington, DC 20036-1206, <http://www.apsanet.org/>.

National Association of Schools of Public Affairs and Administration, 1029 Vermont Avenue, NW, Suite 1100, Washington, DC 20005, <http://www.naspaa.org>.

#### **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-3094.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos054.htm>.

## PSYCHOLOGY

## MAJOR AND MINOR PROGRAMS ARE OFFERED

The undergraduate psychology major is designed to expose students to the scientific study of behavior and mental processes with particular attention to human development, personality, social interactions, psychopathology and research methodology. The major curriculum is built on a liberal arts and sciences foundation with additional course work strongly recommended in critical thinking, social diversity, economics and human biology.

The employment opportunities for a person with a bachelor's degree in psychology are many and varied. Graduates will have developed strong skills in analysis, synthesis, technical writing, and understanding people. These skills are highly valued by employers. Entry-level positions can be found in the areas of human services, mental health, research, public relations, and business/marketing. Some graduates choose to continue their education by entering graduate school in psychology, counseling, social work, business, law, or another discipline.

## OCCUPATIONAL OPPORTUNITIES

Activities assistant	Advocate (Juvenile Court)
Banking or retail management trainee	Case worker
Chemical dependency specialist	College student personnel specialist
Clinical Research Coordinator	Community Planner
Counselor	Customer relations representative
Development officer/fundraiser	Employment counselor
Human resources professional	Human services worker
In-home therapist	Intake counselor
Law enforcement officer	Legislative aide
Market Research Consultant	Mental Health Specialist
Research Assistant	Physical Therapist
School Psychologist	Youth services worker

Some positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Banks	Centers for physically and mentally disabled
Colleges and universities	Correctional facilities
Court systems	Children's protective services
Employee assistance plans	Family counseling services
Government (local, state & federal)	Hospital Research Foundations
Insurance companies	Market research firms
Retailers	Youth services bureaus

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

Burger, William R. Human Services in Contemporary America, Belmont, CA: Thomson Brooks/Cole Publishing Company, 2008.

DeGalan, Julie & Lambert, Stephen. Great Jobs for Psychology Majors, New York, NY: McGraw-Hill, 2006.

Garner, Geraldine O. Careers in Social & Rehabilitation Services, New York, NY: McGraw-Hill, 2008.

\*Gurvis, Sandra. Careers for Non-Conformists, New York, NY: Marlowe and Company, 2000.

\*Sternberg, Robert J. editor. Career Paths in Psychology Where Your Degree Can Take You, Washington D.C.: American Psychological Association, 2007.

**PSYCHOLOGY (CONTINUED)**

**Professional Associations**

American Psychological Association, 750 First Street, NE, Washington, DC 20002, <http://www.apa.org>.

**Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-3031.00>.

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-3032.00>

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos056.htm>.

## RELIGIOUS EDUCATION

## MAJOR

Some students choose to combine their love for the study of religion with their desire for a career as an educator by pursuing a religious education major. This degree provides a comprehensive program to prepare laity and religious to fill the church's need for professional religious educators in schools, parishes and congregations. Students gain teaching skills and experience, a tolerance for and appreciation of the beliefs of others and an understanding that religious education is not limited to formal classrooms, but can occur in many settings, such as small faith community groups.

Religious educators, like all educators, should possess the personal characteristics of creativity, patience and concern for others' development. They should be skilled at motivating others and be able to impart enthusiasm for their subject matter.

## OCCUPATIONAL OPPORTUNITIES

Elementary or high school teacher  
Lay apostolate  
Liturgist  
Missionary  
Religion teacher  
Religious education director  
Writer/editor for religious publications

Some positions may require additional education and/or training.

Diocesan certification standards should be consulted.

State certification/licensure to teach at the elementary or secondary levels available through the Education Department.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Churches  
College/university campus ministries  
Elementary and secondary schools  
Lay religious institutions  
Religious publishing houses  
Retreat centers

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

\*Eberts, Marjorie & Gisler, Margaret. *Careers for Good Samaritans and Other Humanitarian Types*, Lincolnwood, IL: VGM Career Horizons, 1998.

*Encyclopedia of Careers and Vocational Guidance*, Chicago, IL: Ferguson Publishing Co., 2008

Fine, Janet. *Opportunities in Teaching Careers*, Lincolnwood, IL: VGM Career Horizons, 2005.

\*Fogg, Neeta, et.al. *The College Majors Handbook*, Indianapolis, IN: JIST Works, Inc., 2004.

Nelson, John Oliver. *Opportunities in Religious Service Careers*, Lincolnwood, IL: VGM Career Books, 2004

## Professional Associations

National Federation for Catholic Youth Ministry, 415 Michigan Avenue, NE, Suite 40,  
Washington, DC. 20017-4502, [www.nfcym.org](http://www.nfcym.org).

## Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/21-2021.00>.

## RELIGIOUS PASTORAL MINISTRY

## MAJOR

There exists within the church today a growing need for lay pastoral ministers. The religious pastoral ministry major prepares students to meet that need through professional involvement in campus ministry, retreat work, pastoral counseling, ecumenical work, parish and congregational ministry, and various forms of social action.

The Religious Pastoral Ministry program combines theological training and professional pastoral studies with field experiences in parishes, social agencies and other institutions. The faculty is composed of priests, religious and laity with backgrounds in academic theology, community organizations and psychiatric social work.

Students develop skills in relating to all types of people and faith traditions and learn to harmonize the ideals of the gospel with professional competence. The program also stresses an understanding of the mission of the church and the development of leadership within it, as well as the development of skills in critical thinking, conflict resolution, organization, social analysis, communication, and theological reflection.

## OCCUPATIONAL OPPORTUNITIES

Campus ministry	Chaplaincy
Director of religious education	Ecumenical work
Hospice spiritual care	Liturgist
Minister to the divorced/separated	Minister to the grieving
Parish administrator	Parish pastoral minister
Pastoral care minister	Pastoral counselor
Retreat center director	Youth minister

Some positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>. . Employment openings across the United States are projected to increase 13% between 2010 and 2018.

## POTENTIAL EMPLOYERS

Churches	Nursing homes
Colleges and universities	Parishes
Hospices	Retreat centers
Hospitals	Social service agencies

## SOURCES FOR ADDITIONAL INFORMATION

**Books** (\* denotes books available in the Career Center Library)

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

Nelson, John Oliver. Opportunities in Religious Service Careers, Lincolnwood, IL: VGM Career Books, 2004.

## Professional Associations

National Federation for Catholic Youth Ministry, 415 Michigan Avenue, NE, Suite 40, Washington, DC 20017-4502, <http://www.nfcym.org>.

## Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/21-2011.00>.

## RELIGIOUS STUDIES

## MAJOR

The religious studies major seeks to provide students with resources for an appreciation and analysis of religion; for the investigation of sources, historical development and contemporary practices of religious faith; and for a sympathetic appreciation of the beliefs of others. Like all liberal arts disciplines, it offers sound preparation for entry into a variety of graduate school programs. It teaches skills in communication, critical thinking, analysis and problem solving which are applicable to entry-level positions not only in professions requiring a theological background, but in education, communications, social services, business, health care and many other fields as well.

## OCCUPATIONAL OPPORTUNITIES

Campus minister  
Chaplaincy  
Church liturgist  
Diocesan administrator  
Hospital chaplain  
Missionary  
Parish administrator  
Religious coordinator for a nursing home  
Writer/editor for religious publications  
Youth minister

Positions may require additional education and/or training.

## EMPLOYMENT OUTLOOK

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

## POTENTIAL EMPLOYERS

Churches  
Colleges and universities  
Diocesan chancery  
Hospices  
Hospitals  
Nursing homes  
Parishes  
Prisons  
Religious education programs  
Religious publishing houses  
Retreat centers  
Social service agencies

## SOURCES FOR ADDITIONAL INFORMATION

### Books (\* denotes books available in the Career Center Library)

Eberts, Marjorie & Gisler, Margaret. *Careers for Good Samaritans and Other Humanitarian Types*, Lincolnwood, IL: VGM Career Horizons, 1998.  
Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008  
Nelson, John Oliver. *Opportunities in Religious Service Careers*, Lincolnwood, IL: VGM Career Books, 2004.

### Professional Associations

National Federation for Catholic Youth Ministry, 415 Michigan Avenue, NE, Suite 40, Washington, DC 20017-4502, [www.nfcym.org](http://www.nfcym.org).

### Websites

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/21-2011.00>.

## **SOCIAL WORK**

## **MAJOR**

A major in social work prepares students for generalist social work practice. Entry-level baccalaureate positions are found in family service agencies, hospitals, court systems, nursing homes, government agencies, rehabilitation clinics and other settings. Social workers strive to assist individuals to function more effectively within society. They counsel, refer and advocate for their clients, and propose needed changes in societal institutions such as health care, education and housing.

The social work major, with its required course work and field experiences, also prepares students to enter Master of Social Work (MSW) programs or other graduate programs. The MSW is generally required for supervisory or administrative positions, for research, and for specialization in mental health services.

The student contemplating a career in social work should consider whether she/he possesses the traits of emotional maturity, objectivity, warmth, compassion, and a genuine desire to help those who are in some way disadvantaged tackle their problems. The social worker also needs to be comfortable working as part of a team as well as independently.

### **OCCUPATIONAL OPPORTUNITIES**

Child welfare caseworker	Community organizer
Community planner	Counselor for older adults
Drug/alcohol rehabilitation counselor	Family caseworker
Family counselor	Medical social worker
Mental health worker	Outreach worker
Program director	Welfare caseworker
Youth counselor	

Positions may require additional education and/or licensure.

### **EMPLOYMENT OUTLOOK**

Employment of social workers is expected to increase by 16 percent during the 2008-18 decade. The growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in rapid job growth among gerontology social workers. (<http://www.bls.gov/oco/ocos060.htm>)

### **POTENTIAL EMPLOYERS**

Children's protective services	Community centers
Community mental health agencies	Facilities for older adults
Family service centers	Hospitals
Local, state and federal government	Residential programs for the mentally or physically handicapped
Shelters for the homeless	Social service agencies
Women's services - domestic violence	Youth service agencies

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- Garner, Geraldine O. Careers in Social & Rehabilitation Services, New York, NY: McGraw-Hill, 2008.
- Wittenberg, Renee. Opportunities in Social Work Careers, Lincolnwood, IL: VGM Career Books, 2003.

#### **Professional Associations**

- NASW: National Association of Social Workers, 750 First Street NE, Suite 700, Washington, DC 20002-4241, <http://www.naswdc.org>.

#### **Websites**

- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/21-1021.00>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/21-1022.00>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/21-1023.00>
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos060.htm>.

## **SOCIOLOGY**

## **MAJOR AND MINOR PROGRAMS ARE OFFERED**

The sociology major studies social life, social change, social causes and consequences of human behavior in various cultural contexts. Sociologists examine social behavior in families, groups, organizations, communities, and whole societies. They also study the increasing complexities of connections among cultures and societies today. Sociological knowledge and methods of study can be applied toward understanding many issues and in many work and civic environments. Whether as a paid employee, a volunteer or a citizen activist, the sociological perspective is valued in business, health, social service, criminal justice, law, media and government sectors of society.

The sociology major prepares graduates for entry-level positions in social service agencies, law enforcement agencies, government, business and industry. Graduates may also enter master's degree programs in social work, counseling, business administration, health care, or other disciplines. They may also choose to enter law school.

### **OCCUPATIONAL OPPORTUNITIES**

Advocate	Banking or retail management trainee
College student personnel specialist	Community organizer
Community planner	Customer relations representative
Development officer/fundraiser	Employment counselor
Human services worker	Law enforcement officer
Legislative aide	Personnel/human resources assistant
Research aide	Sales representative
Sociologist	Youth services worker

Positions may require additional education and/or training.

### **EMPLOYMENT OUTLOOK**

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

### **POTENTIAL EMPLOYERS**

Banks	Centers for physically and mentally handicapped
Colleges and universities	Community organizing agencies
Correctional facilities	Court systems
Children's protective services	Employee assistance plans
Government (local, state & federal)	Insurance companies
Law enforcement agencies	Market research firms
Retailers	Youth services bureaus

### **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

- Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008
- Garner, Geraldine O. Careers in Social & Rehabilitation Services, New York, NY: McGraw-Hill, 2008.
- Marek, Roseanne. Opportunities in Social Science Careers, Lincolnwood, IL: VGM Career Books, 2004
- Stephens, W.R. Careers in Sociology, Boston, MA: Allyn and Bacon, 2004.

### **Professional Associations**

- American Psychological Association, 750 First Street, NE, Washington, DC. 20002, <http://www.apa.org>.
- American Sociological Association, 1430 K Street, NW, Suite 600, Washington, DC 20005, <http://asanet.org>.

### **Websites**

- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/19-3041.00>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/21-1093.00>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos054.htm>.

## **SOCIO-PSYCHOLOGY**

## **MINOR**

Sociology is the study of social life, social change, social causes and consequences of human behavior in various cultural contexts. Sociologists examine social behavior in families, groups, organizations, communities, and whole societies. They also study the increasing complexities of connections among cultures and societies today. Psychology is the study of how and why people behave as they do. It is the scientific study of behavior and mental processes with particular attention to human development, personality, social interactions, psychopathology and research methodology.

The Socio-psychology minor combines the two disciplines and is a good complement to most major areas of study.

## **SOURCES FOR ADDITIONAL INFORMATION**

### **Books** (\* denotes books available in the Career Center Library)

Burger, William R. Human Services in Contemporary America, Belmont, CA: Thomson Brooks/Cole Publishing Company, 2008.

Garner, Geraldine O. Careers in Social & Rehabilitation Services, New York, NY: McGraw-Hill, 2008.

\*Gurvis, Sandra. Careers for Non-Conformists, New York, NY: Marlowe and Company, 2000.

Marek, Roseanne. Opportunities in Social Science Careers, Lincolnwood, IL: VGM Career Books, 2004.

### **Professional Associations**

American Psychological Association, 750 1<sup>st</sup> Street, NE, Washington, DC. 20002, <http://www.apa.org>.

American Sociological Association, 1430 K Street, NW, Suite 600, Washington, DC 20005, <http://asanet.org>.

**SPANISH**

**MINOR**

A minor in Spanish language is beneficial when paired with any major. The minor offers students the opportunity to build their foundation in language and skills. Among the benefits gained are understanding the language and the cultures of Spanish speaking peoples.

**EMPLOYMENT OUTLOOK**

As the demographics of the United States become increasingly diverse, the need for Spanish speaking employees will grow, whether in business/industry, the health care arena, or social service sectors. An understanding of the language will increase the marketability of a graduate in any field of study.

**SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

## **SPORT MANAGEMENT**

## **MAJOR**

The sport management major is designed to meet the needs of the contemporary sport industry so that students have an educational background to function effectively in a sport management setting. Sport Management is a \$350-400 billion business in the United States alone. This explosive growth is reflected in the expansion of professional, semi-professional, amateur, and youth sport leagues; corporate health and wellness programs; personal training; sport marketing, advertising and promotion; community recreation centers; and increased sports opportunities for all populations. Around the clock, use of facilities for school, community, and corporate sport activities and fitness programs have also increased the demand for professionals in this field

### **OCCUPATIONAL OPPORTUNITIES**

Sports Agents	Umpires, Referees & Sports Officials
Sports Broadcasters	Advertising and Promotions Managers
Sports Equipment Managers	Sports Psychologists
Sports Executives	Sports Scouts
Sports Statisticians	Facility Designers
Event Managers	Facility Managers
Instructors and Coaches	Sports Writers

Some positions may require additional education or training

### **EMPLOYMENT OUTLOOK**

Information on employment outlook for the occupations listed above may be found at America's Career InfoNet, <http://www.acinet.org>, the Occupational Information Network, <http://online.onetcenter.org>, or the Occupational Outlook Handbook, <http://www.bls.gov/oco>.

### **POTENTIAL EMPLOYERS**

Sports Teams	High Schools
Marketing Firms	Colleges and Universities
Sport Facilities	Businesses
Fitness Centers	Newspapers and Magazines
Self Employment	

### **SOURCES FOR ADDITIONAL INFORMATION**

#### **Books** (\* denotes books available in the Career Center Library)

Devantier, Alecia T. & Turkington, Carol A. Extraordinary Jobs in Sports, New York, NY: Ferguson Publishing, 2007

Heitzmann, W.R. Careers for Sports Nuts and other Athletic Types, Lincolnwood, IL: VGM Career Books, 2004.

\*Heitzmann, W.R. Opportunities in Sports and Fitness Careers, Lincolnwood, IL: VGM Career Books, 2003.

#### **Professional Associations**

North American Society for Sport Management (NASSM), West Gym 014, Slippery Rock University, Slippery Rock, PA 16057, <http://www.nassm.com>.

National Collegiate Athletic Association, 700 W. Washington Street, P. O. Box 6222, Indianapolis, IN 46206-6222, <http://www.ncaa.org>.

#### **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-2023.00>.

U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos251.htm>.

## **WOMEN'S STUDIES**

## **MINOR**

The women's studies minor is for women and men interested in deepening their understanding of the evolving cultural and societal aspects of women's roles. This interdisciplinary program is offered for the student interested in investigating gender and all aspects of women – past, present and future.

Women's studies courses increase the understanding of evolving cultural and societal aspects of women's roles. They focus on the nature, history, status, and contributions of women as well as attitudes towards women and relationships between women and men. These courses also help women and men examine alternative ways of looking at themselves and their roles in society.

A minor in women's studies is especially helpful in careers in which an understanding of contemporary women's issues is essential, such as health, education, public relations, social work, religious studies and the law.

## **OCCUPATIONAL OPPORTUNITIES**

Affirmative action officer	Lobbyist
Case worker	Public relations administrator
Counselor	Religion teacher
Doctor	Research assistant
Educational administrator	Social worker
Human resources worker	Teacher
Lawyer	Writer
Legal assistant	

Positions will require a major in an additional area of study or advanced degree.

## **POTENTIAL EMPLOYERS**

Business and industry  
Colleges and universities  
Counseling centers  
Legal Aid Society  
Local, state and federal government  
Magazines/newspapers  
Women's shelters and crisis centers

## **SOURCES FOR ADDITIONAL INFORMATION**

**Books** (\* denotes books available in the Career Center Library)

Encyclopedia of Careers and Vocational Guidance, Chicago, IL: Ferguson Publishing Co., 2008

\*Fogg, Neeta, et.al. The College Majors Handbook, Indianapolis, IN: JIST Works, Inc., 2004.

Marek, Roseanne. Opportunities in Social Science Careers, Lincolnwood, IL: VGM Career Books, 2004

## **Websites**

Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/25-1062.00>.

## WRITTEN COMMUNICATIONS

## MINOR

A minor in written communications can enhance any number of majors, including Business, Communication Studies and English. In addition to traditional coursework in these majors, the written communications minor focuses on journalism, news writing, feature writing, technical writing and a variety of creative writing styles. Effective communication skills are necessary in this field, as well as strong researching abilities. Traits that are beneficial to this field consist of enthusiasm, creativity, organization, attention to detail and the ability to provide persuasive information in a clear and concise manner. Future employment opportunities are vast, as all businesses and industries are in need of employees with strong written communication skills.

## OCCUPATIONAL OPPORTUNITIES

Biographer	Columnist	Continuity Writer
Copywriter	Critic	Director
Editor	Freelance Writer	Fundraiser
Development	Humorist	Journalist
Lyricist	Playwright	Poet
Producer	Proofreader	Reporter
Screen Writer	Speech Writer	Technical Writer

Positions may require additional education and/or training

## POTENTIAL EMPLOYERS

Advertising agencies	Business and industry	Educational institutions
Libraries	Local, state and federal government	Magazines
Newspapers	Non-profit agencies	Public relations firms
Publishing houses	Self-employment	TV and radio stations

## SOURCES FOR ADDITIONAL INFORMATION

### Books (\* denotes books available in the Career Center Library)

- Camenson, Blythe. Great Jobs for Communications Majors, Lincolnwood, IL: VGM Career Books, 2002.
- Foote-Smith, Elizabeth. Opportunities in Writing Careers, New York, NY: McGraw-Hill, 2006.
- \*Gurvis, Sandra. Careers for Non-Conformists, New York, NY: Marlowe and Company, 2000.
- Paradis, Adrian A. Careers for Caring People and Other Sensitive Types, Lincolnwood, IL: VGM Career Books, 2003
- Pattis, S. William. Careers in Advertising, Lincolnwood, IL: VGM Career Series, 2004.
- Rotman, Morris B. Opportunities in Public Relations Careers, Lincolnwood, IL: VGM Career Series, 2001
- \*Shonan, F.R. Noronha. Careers in Communications, Lincolnwood, IL: VGM Career Horizons, 2000.
- Stair, Lila B. & Stair, Leslie. Careers in Marketing, Lincolnwood, IL: VGM Career Books, 2002.

## Professional Associations

- American Society of Journalists and Authors, 1501 Broadway, Suite 302, New York, NY 10036, <http://www.asja.org>.
- International Association of Business Communicators, 601 Montgomery Street, Suite 1900, San Francisco, CA 94111, <http://www.iabc.com>.
- International Institute of Communications, Regent House, 24-25 Nutford Place, London W1H 5YN, <http://www.iicom.org>.
- National Association of Broadcasters, 1771 N Street, NW, Washington, DC 20036, <http://www.nab.org>.
- Public Relations Society of America, 33 Maiden Lane, 11<sup>th</sup> Floor, New York, NY 10038-5150, <http://www.prsa.org>.
- Society of Professional Journalists, 3909 N. Meridian Street, Indianapolis, IN 46208, <http://www.spj.org>.

## Websites

- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-3042.00>.
- Occupational Information Network, O\*Net Online, <http://online.onetcenter.org/link/summary/27-3043.04>.
- U. S. Department of Labor, Occupational Outlook Handbook, <http://www.bls.gov/oco/ocos089.htm>.