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<http://www.WesternReservePublicMedia.org/careers>

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Credits

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Get Ready for Your Career: Unit Overview

The goal of this project is to help students match their interests and skills with a career path. This will be accomplished by having each student create a career folder. This folder includes a checklist that will help students keep track of their progress with the project.

The first chapter of the unit offers information and activities that will help students learn more about themselves, their strengths and their interests. Lesson plans include the following:

- Learning Styles – Students find out more about themselves and how they learn best.
- Matching Passion With Demand – Students discover what their passion is. They then look at their school or community and determine what goods and services are needed there. This will help them to select a career that matches their skills. Standards for this section are taken from the National Content Standards for Entrepreneurship Education, The Consortium for Entrepreneurship Education, Columbus, Ohio, <http://entre-ed.org>.
- Thinking About a Career – Students determine their likes and dislikes by visiting a variety of websites and learn what their career interests are and what careers match those interests.

The second chapter offers a series of resource pages that can be given to students or used by the teacher. They include information on high school courses that are necessary for success in college, things to consider when choosing a college, income and education, job shadowing and intern information and more.

The third chapter describes in depth three different careers: physician, meteorologist and financial planner. It includes information about Ohio colleges and universities that offer certification in each of these areas.

When the student has completed these activities, he or she will have a good basis for deciding on a career path.

Get Ready for Your Career: Videos

1. Physician — Professional Development Video

This video guides the teacher through planned activities that match a student’s interests and skills with a career. Resource pages are explained. Information is then directed at the career of a physician.

2. Physician — Student

A practicing physician and a student getting ready to become a physician are interviewed. They answer the following questions: What do they do on the job? How do you get ready to become a doctor? How much does the job pay? How many jobs are there? What other jobs are like this? The video ends with a listing of colleges in Ohio that offer this program.

3. Financial Planner — Professional Development Video

This video guides the teacher through planned activities that match a student’s interests and skills with a career. Resource pages are explained. Information is then directed at the career of a financial planner.

4. Financial Planner — Student

A financial planner answers the following questions: What do you do on the job? How do you get ready to become a financial planner? How much does the job pay? How many jobs are there? What other jobs are like this? The video ends with a listing of colleges in Ohio that offer this program.

5. Meteorologist — Professional Development Video

This video guides the teacher through planned activities that match a student’s interests and skills with a career. Resource pages are explained. Information is then directed at the career of a meteorologist.

6. Meteorologist — Student

A meteorologist answers the following questions: What do you do on the job? How do you get ready to become a meteorologist? How much does the job pay? How many jobs are there? What other jobs are like this? The video ends with a listing of colleges in Ohio that offer this program.

Making a Career Folder

When you have completed any of these items, place the paper in your folder and check off that you have completed the task.

Place "X" here when task is completed	Task
	Complete the <i>Reality Check</i> questionnaire
	Complete the <i>Learning Styles</i> worksheet
	Complete the <i>What Is Your Passion?</i> worksheet
	Complete the <i>My School or Community Under a Microscope</i> worksheet
	Complete the <i>To Team or Not to Team?</i> worksheet
	Complete the <i>Finding Out About a Career</i> worksheet
	Research the effect of income and education
	Visit my school counselor
	Take the ACT and/or the SAT
	Write a list of questions I'd like answered about my career choice
	Write my pros-and-cons list for my career choice
	Have a plan to answer questions that weren't answered by the video
	Watch a video about my career choice
	Interview someone who performs the career in which I am interested
	Job shadow or do service in my area of interest
	Start to look at colleges that have courses in my career area

Reality Check

Name _____

Career Areas of Interest _____

Have I taken the courses that will get me into college? (Visit <http://westernreservepublicmedia.org/careers> for a list of high school courses recommended for college.)

What do I still need to take?

My current GPA? _____

What GPA should I have to get into the college I want? _____

My class rank _____

My score on the ACT _____ (Visit <http://westernreservepublicmedia.org/careers> to see what type of college might accept students with similar scores.)

Extracurricular activities that I have done at school, including sports, clubs, tutoring, etc.

Have I visited my school counselor? _____

What do the tests I have taken to learn about my career tell me? What careers should I consider?

Volunteer service I have done in my community, particularly that's related to my career interest area.

What subjects do I do well in?

What subjects do I do poorly in?

What do I like to do in my spare time?

Am I interested in the military?

There is an excellent reality check activity at http://www.ocis.org/realitycheck/frmRealityCheck_intro.aspx. It takes you through a series of questions about your lifestyle choices and tells you how much you should earn to maintain this lifestyle. You do need a password, which your school counselor can give you, for this activity.

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Know Yourself

Learning Styles

Overview

This activity is designed to allow students to become aware of how they learn. This knowledge is but one factor in ultimately selecting a career that is well suited to them.

Standards Addressed

Personal Assessment

- B.15 Evaluate personal capabilities
- B.16 Conduct self-assessment to determine entrepreneurial potential

Personal Management

- B.26 Use feedback for personal growth

Standards credit: The Consortium for Entrepreneurship Education, Columbus, Ohio, www.entre-ed.org

Materials

- *Learning Styles* student handout

Procedure

How Do You Learn?

1. Introduce the concept of how important it is to understand oneself.
2. Pass out the *Learning Styles* handout and review it with your class. Ask the students to predict the type of learner they think they are.
3. Have the students use computers to go to What's Your Learning Style? at <http://people.usd.edu/~bwjames/tut/learning-style> and take the learning style tests.
4. Instruct the students to write a paragraph about what they have learned about themselves from these exercises.
5. Review with the students the characteristics of an entrepreneur and ask them to compare what they found with these characteristics.

Other Resources

What's Your Learning Style? <http://www.edutopia.org/multiple-intelligences-learning-styles-quiz> – Gives an explanation of what learning styles are and a test to find your own style.

Writing Evaluation Scale

Criteria	Points
Writing is clear; conclusions are logical and developed.	3
Writing is clear but brief and lacks clarity; some logic errors.	2
Writing draws at least one conclusion but is somewhat confusing.	1
Writing shows no conclusions or is unrelated to the task.	0

Name _____

Learning Styles

Every person has his or her own unique way of learning. Think about yourself. Do you learn best in a group or by yourself? Do you need quiet? Do you remember better if you see something or if you hear it?

How you answer these questions can help to determine your learning style. Although you may learn in a lot of ways, you probably have one style that is more dominant than the others.

Learning Styles

Visual learners remember best what they see. They learn best through images — pictures, diagrams, timelines, demonstrations and charts. They usually like mazes and puzzles, machines, inventions and map reading. Sometimes they are accused of daydreaming in class.

Auditory learners think in words. They remember best when they hear and listen. They might be good readers but prefer the spoken word more. They are often musical. They are generally good storytellers and solve problems by discussing them.

Kinesthetic learners (or active learners) prefer to learn through their bodies or their feelings. They are highly active and communicate with body language and lots of gestures. These learners often talk about how they feel about things. They learn best when there are hands-on activities.

Thinking Styles

Analytical thinkers are generally reserved. They tend to make decisions based on facts and research. They like to get to the bottom of things; curiosity is one of their strongest motives. Many mathematicians, philosophers and scientists belong to this type. Analytical thinkers quickly grasp patterns, principles and structures. They tend to like linear structures or things that progress in order or in a step-by-step fashion. They generally make decisions based on facts, not emotions. They tend to do one thing at a time. They like an ordered environment. They are said to be “left-brained.”

Global thinkers tend to make decisions based on emotion or intuition. They like doing more than one thing at a time. They like group activities. They tend to be spontaneous and learn best when information is presented with humor or emotion. They can work well while the radio or television is on. They are said to be “right-brained.”

Make Some Predictions

- My learning style is visual auditory kinesthetic
 My thinking style is global analytical

Now that you know about these different learning styles, it is time to find out what kind of learner you are. Go to **What’s Your Learning Style?** at <http://www.berghuis.com/abiator/lsi/liframe.html> and take one of the tests. After you take the tests, fill in the chart below.

Test	Your Learning Style	Agree or Disagree?
Learning Styles Test 1		
Learning Styles Test 2		
Analytical/Global Test		

Write at least three sentences that tell about you. Then write whether you think that you have the characteristics of an entrepreneur.

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**Matching Passion
With Demand**

Matching Passion With Demand

Overview

Students delve into what it takes to become an entrepreneur, what their own passions are and where this knowledge might lead them.

Standards Addressed

Personal Assessment

- B.14 Determine interests
- B.15 Evaluate personal capabilities
- B.16 Conduct self-assessment to determine entrepreneurial potential

Personal Management

- B.19 Make decisions
- B.26 Use feedback for personal growth

Career Planning

- H.06 Explain employment opportunities in entrepreneurship

Standards credit: The Consortium for Entrepreneurship Education, Columbus, Ohio, <http://entre-ed.org>

Activity 1: Passion and Demand

Materials

- *What Is Your Passion?* student handout
- *My School or Community: Under the Microscope* student handout

Procedure

1. Ask the students what they think an entrepreneur is. Write the answers on the board. Try to get to the place where students define an entrepreneur as a person who sees a need for a service or a product in the community and starts his or her own business to earn a profit. (Profit is defined as the total amount of income after paying expenses.)
2. Have the students name entrepreneurs in their community. Small businesses are good examples: pizza shops, car dealerships, doctors, etc.

3. Discuss what is needed for a person to be an entrepreneur. List these so they are visible to the student. They might include intelligence, organization, creativity, ability to take a risk, work ethic, capital, skills, profit seeking, etc.
4. Explain to the students that there are two main qualities to being a successful entrepreneur: to love what you are doing and to choose a product or service that is needed.
5. Our first activity is to discover what we really love. Distribute the student handout *What Is Your Passion?* Follow the directions on the handout so that each student will end up with one interest that he or she really loves in the center white square.
6. Divide the students into groups of three to five. Distribute the *My School or Community: Under the Microscope* student handout. Explain to the students that they are going to create a new business using the information about the demographics of their community and about their personal passions. Talk about the concepts of advertising and corporate identity. Students' advertisements in the radio and newspaper should "sell" their company to the public. Students can go online to at <http://www.sloganizer.net/en> to create a slogan for their business.
7. Have the students share their businesses with the class. Have them read their radio announcements and display the newspaper advertisements around the room.

Activity 2: Opportunity Cost (Online Activity)

If the students do not understand opportunity cost, go to <http://www.WesternReservePBS.org/economics/cost.htm> and proceed through this lesson.

Activity 3: To Team or Not To Team?

Students have completed a variety of activities about themselves. Now they need to look a little closer at being an entrepreneur.

Materials

- *To Team or Not to Team?* student handout

Procedure

1. Distribute the student handout *To Team or Not to Team?*
2. Give the students some time to write their thoughts about working for themselves or working for others. Ask them to think about the things their parents have said about their jobs.
3. Have a class discussion about each of the conditions of employment and have the students fill in the chart.
4. An answer sheet is included.

Evaluation

The students will fill in 12 blanks. Evaluation could be based on a percentage of items correct. This activity could also be used as a forum for discussion.

Possible Answers for To Team or Not To Team?

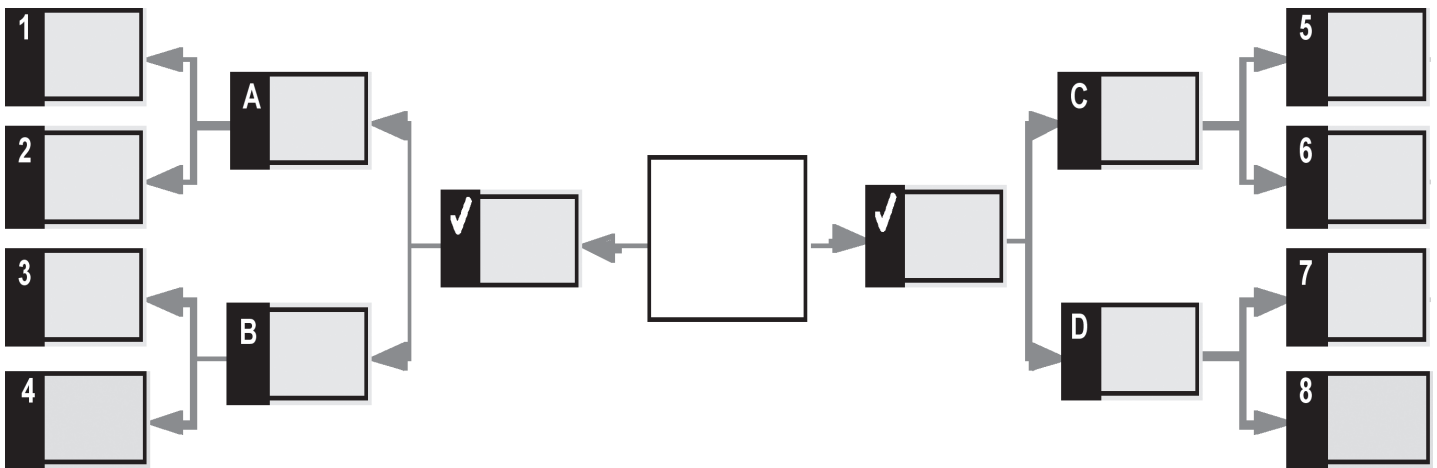
Conditions of Employment	Working for Someone Else	Working for Yourself
Job Stability	Depends on success of company or on the whim of your superiors. There is some recourse in the law.	Depends entirely on the success of the business.
Work Hours	Determined by the company. Generally have set hours of work.	Usually unpredictable and often involves working long hours.
Salary	Usually set by the company. Generally raises are given at a set amount of time (e.g., yearly). Raises are determined by the company.	Generally starts with a low salary until the business gets started. Then the amount of money made is determined by how successful the business is.
Benefits	Generally a package of benefits set by company. (e.g., health insurance, days off, retirement programs, vacations etc.) Benefits provided by the business.	You determine what is given in terms of benefits. Vacations sometimes suffer because of workload.
Responsibilities	Company tells you what your responsibilities are. Generally given in writing.	Responsible for everything. Hire and pay others to do duties.
Feelings of Success	Depends on the company you work for and your supervisors.	Depends on the success of the business.

Name _____

What Is Your Passion?

1. In boxes 1 through 8, write eight different things that interest you.
2. Decide which you like better – number 1 or 2 – and write it in box A. Do the same for 3 and 4, 5 and 6, and 7 and 8.
3. Decide which one you like better between A and B and write it in the box with the checkmark next to it. Do the same with boxes C and D.
4. Now pick the one you liked better from the two checked boxes and write it in the center box.

Adapted from allterrainbrain.org



Name _____

My School or Community: Under the Microscope

You are thinking about creating a business in your school or your community. Let's discuss what type of business will be successful and earn a profit. Answer the following questions.

1. List each person in the group's main passion or interest from the *What Is Your Passion?* activity.
2. List some businesses that already exist in your school, town or community.
3. Discuss what businesses or services are missing in your school, town or community that would make it a better place.
4. Try to match the items in #1 with what businesses or services are needed. As a group, decide on one business that you would like to start and list it below. Tell why your group selected that business. Name your business.

5. What service will your business provide or what product will it make? What type of people will use your service or product?

6. What problems do you anticipate? What risks are you taking?

7. What will you do to overcome those risks?

8. You want to put an ad on the radio. Write an advertisement for your product or service.

9. You also are taking an ad out in the newspaper. Show us how the ad will look.

Name _____

To Team or Not to Team?

Most people work for somebody else. Entrepreneurs, on the other hand, have a business or offer a service that allows them to work for themselves.

Fill in the chart below with your thoughts about the conditions of employment when working for others and when working for yourself.

Conditions of Employment	Working for Someone Else	Working for Yourself
Job Stability		
Work Hours		
Salary		
Benefits		
Responsibilities		
Feelings of Success		

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**Thinking About
a Career**

<http://www.WesternReservePublicMedia.org/careers>

Thinking About a Career

Overview

In this lesson students will try to discover what career matches their learning style and their ideas about being an entrepreneur. Students will check out various sites to determine what careers match their interest. They will find out generally what type of education is necessary for their career and what colleges provide courses that match their interests.

Standards Addressed

Personal Assessment

- B.14 Determine interests
- B.15 Evaluate personal capabilities
- B.16 Conduct self-assessment to determine entrepreneurial potential

Personal Management

- B.19 Make decisions
- B.26 Use feedback for personal growth

Career Planning

- H.06 Explain employment opportunities in entrepreneurship

Standards credit: The Consortium for Entrepreneurship Education, Columbus, Ohio, <http://entre-ed.org>

Materials

- *Hotlist: Career Exploration* student handout
- *Finding Out About a Career* student handout
- *Career Planning Chart* student handout
- *Pros and Cons of a Career* student handout
- *Questions About My Career Choice* student handout

Part 1: Choosing a Career

1. Encourage students to visit with their school counselor to get help and direction in choosing a career. One source that most schools have is the Ohio Career Information System website, www.ocis.org, which has valuable planning tools as well as career and college information. Available to schools throughout Ohio, OCIS is a fee-based system that is sustained by subscribing schools. The information is up-to-date and the tools are interactive and engaging.
2. Many schools use the commercial program Self-Directed Search (SDS). This assessment guide invites students to select areas of interest, organize their

responses and then see what careers match their interests. Students should check with their counselor to see if this service is available to them. The assessment guide is based on John Holland's Theory of Career Choice, which states that people fall into one of six different groups in the working world:

- Realistic (doers)
- Investigative (thinkers)
- Artistic (creators)
- Social (helpers)
- Enterprising (persuaders)
- Conventional (organizers)

Some groups have added a seventh category, Attentive (servers), due to the fact that we have shifted from a manufacturing to a service economy.

This assessment also can be accessed online for a fee at <http://www.self-directed-search.com/johnholland.aspx>. More information about John Holland's theory is available at **The Career Key — Holland's Theory of Career Choice and You**, http://www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.html.

Part 2: Finding Out About Your Career Interests

1. Once the students have used self-assessment tools and discovered what areas are of interest to them, they can begin to study those careers. Distribute the student handout Hotlist: Career Exploration or have students go online at <http://www.westernreservepublicmedia.org/careers>. Sites are also provided on the handout Finding Out About a Career. Students can fill in the information on the Career Planning Chart about the specific careers in which they are interested.

Evaluation

If this is a class activity, you could use the Career Planning Chart to evaluate students' work. Students may also use the results of this exercise as a basis for further discussion of the career choice with a parent, teacher or counselor.

Part 3: Personal Inquiry

1. After finding an area of interest and then researching that area, students can do some personal investigation.
2. Distribute the *Pros and Cons of a Career* student handout. Have them write their perceptions of benefits and problems with the career they have chosen.
3. Distribute the *Questions About My Career Choice* student handout. Students could work with classmates with like interests and develop some questions that they find important.
4. Have students look at a video that gives information about this career. The videos "Physician," "Financial Planner" and "Meteorologist" are part of this package. Many other career videos are available on YouTube.
5. Encourage the students to try and find answers to their questions, either through watching the videos or by conducting interviews, phone calls, etc.

Hotlist: Career Exploration

Select one or more of these links to find out what careers match your interests and learning style.

- **The Career Interests Game**, <http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/?menu=student&expand=si> – This is a game designed to help you match your interests and skills with similar careers. From the University of Missouri Career Center, this game is based on Dr. John Holland’s theory that people and work environment can be loosely classified into six groups.
- **Drive of Your Life**, <http://driveofyourlife.org/launch.html> – This free online career exploration game helps middle school and high school students learn more about themselves, higher education and careers. It asks students to answer a series of questions about themselves to learn what careers could interest them. They then go on a virtual drive to learn more about each of those careers – all in their own customized car.
- **Explore Your Options (ACT)**, <http://www.actstudent.org/wwm/> – Offers information on many careers. Also offers Career Planning Tips and an interactive World of Work Map.
- **Free Career Test**, <http://www.free-career-test.com> – This site offers three tests: Career Interest Test, Résumé Test and Start Your Own Business Test. It gives a very good summation of interest and learning style. It also has a section called Get Jobs that offers information about jobs that match areas of interest. The My Salary section lists the average salary of more than 20,000 jobs.
- **How to Make a Career Choice When You Have No Idea What You Want to Do**, <http://careerplanning.about.com/od/careerchoicechan/tp/Career-Choice.htm> – This is an article with links to other sites that offers self-assessment tips and tools.
- **The Princeton Review Career Quiz**, <http://www.princetonreview.com/login3.aspx?RDN=1> – Following completion of a 24-question quiz, participants receive details about interests and work style. Requires an email account. The site also offers practice tests for the ACT, SAT and more.
- **Skills Preview for Verizon Associates**, https://www22.verizon.com/about/careers/pdfs/SkillsPreviewMarch_2003.pdf – These tests were written for people who may want a career with Verizon, but they are applicable to anyone seeking a job.

Finding Out About a Career

The links below will direct you to sites that tell you about the careers you have found that interest you.

- **OCIS**, <http://www.ocis.org> – This Internet-based academic and career information and planning system is available to schools throughout Ohio. It is a fee-based system that is sustained by subscribing schools. The information is up-to-date and the tools are interactive and engaging.
- **Resources for Students and Teachers – Hotlist**, <http://bls.gov/audience/students.htm> – This link will connect you with the online version of the Occupational Outlook Handbook, as well as resources and tools for students, parents and educators.
- **Ohio Labor Market Information**, <http://lmi.state.oh.us/proj/projections.htm> – This link connects to Ohio labor market information, which contains many useful tools and documents that provide projections of the employment demands and opportunities in Ohio – mostly helpful for educators and parents.
- **Ohio’s Career Information System**, <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1758&ContentID=15300&Content=89265> – This link connects to the OCIS webpage on the ODE website – contains additional resources such as the Family Resource Guide, IACP brochure, and archived event information.
- **Career and College Planning**, <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=1676> – This link connects to a resource page for families – information on opportunities available across the state in a variety of interests and needs (Career Centers, Post Secondary Enrollment Options, Dual Enrollment, etc.).
- **High School and Middle School FCS (Family and Consumer Science) Programs**, <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1754&ContentID=11870&Content=92050> – This is the link to the ODE website where the Family and Consumer Science content standards and courses are located.

Career Planning Chart

Name of Career	Amount of School Needed	Colleges That Have a Program for This	Demand for Career	Average Salary

Pros and Cons of a Career

List what you believe are the positives and negatives about your career choice.

Positive Aspects of My Career Choice	Negative Aspects of My Career Choice

Questions About My Career Choice

1. Make a list of questions about what you would like to know.
2. Watch a video about that career.
3. Talk to your counselor about finding a way to get answers to the questions that were not answered in the video.

	What I Want to Know	What I Found Out
1		
2		
3		
4		
5		
6		

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Resource Pages

<http://www.WesternReservePublicMedia.org/careers>

John Holland's Theory of Career Choice

John Holland is an American scientist and a psychology professor at the University of Michigan. His theory looks at which career choices are likely to lead to job success and satisfaction. It also explains other human actions, such as success and satisfaction in school and training programs. It is the best known and most widely researched theory on this topic and is used by most career counselors.

Holland's Theory

Understanding Holland's theory will help you make good choices – decisions about which occupations, careers, majors or training programs best fit you. The theory can be summarized in six statements:

1. In our culture, most people are one of six personality types: realistic, investigative, artistic, social, enterprising and conventional.
2. People with the same personality types work well together and reward behavior that supports that personality type.
3. There are six types of work environments: realistic, investigative, artistic, social, enterprising and conventional.
4. People seek environments that match their skills and abilities and express their values and attitudes.
5. People who work in environments that match their personality type are more likely to be successful and satisfied.
6. Your workplace (or school) has an effect on how you act or work and on how comfortable you are in that environment.

Source: Adapted from Holland's Theory of Career Choice and You at http://www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.html

Looking at the Personality Types

Realistic – “The Do-ers”

Realistic people are practical, athletic, mechanically inclined, nature lovers and concrete. They like to “do” things such as play a sport, work outdoors, tinker with machines/vehicles, tend or train animals, operate tools and machines or read a blueprint. They are hands-on types of people.

Possible occupations include farmer, forester, firefighter, police officer, flight engineer, pilot, carpenter, electrician, diesel mechanic, locomotive engineer, truck driver and locksmith.

Investigative – “The Thinkers”

Investigative people are inquisitive, analytical, logical, curious, introspective, scholarly and observant. They like to think abstractly, do research, perform lab experiments, work independently and be challenged.

Possible occupations include chemist, mathematician, meteorologist, biologist, dentist, physician, veterinarian, pharmacist, medical technician, architect, surveyor and electrical technician.

Artistic – “The Creators”

Artistic people are creative, imitative, unconventional, sensitive, emotional and innovative. They like to write, sketch, draw, paint, work on crafts, express themselves creatively and attend theater and art exhibits.

Possible occupations include dancer, book editor, art teacher, clothes designer, graphic designer, comedian, actor, disk jockey, composer and musician.

Social — “The Helpers”

Social people are friendly, helpful, outgoing, cooperative, patient, empathetic and kind. They like to work in groups, help people with problems, serve others, mediate disputes and plan and supervise activities.

Possible occupations include counselor, parole officer, social worker, dental hygienist, nurse, physical therapist, teacher, librarian and athletic trainer.

Enterprising — “The Persuaders”

Enterprising people are self-confident, persuasive, adventurous, popular, extroverted, talkative and popular. They like to lead a group, persuade others, be elected to office, have power or status and start their own service or business.

Possible occupations include auctioneer, sales person, travel agent, recreation leader, judge, lawyer, city manager, sales manager, bank president, TV newscaster, camp director, hotel manager, real estate agent and school principal.

Conventional — “The Organizer”

Conventional people are well organized, conscientious, efficient, orderly, practical, systematic, structured and polite. They like to define procedures, work with numbers, type or use shorthand and collect or organize things.

Possible occupations include court clerk, secretary, bookkeeper, bank teller, post office clerk, mail carrier, typist, title examiner or timekeeper.

Holland Code

Holland created what is known as the Holland Code, which lists career possibilities and assigns a code that matches the personality types listed above. Access the site at **Career Key**, http://www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.html#. There is a fee for using this assessment tool.

Income and Education

Income is the money that is earned from the sale of goods or services. As you may know, income varies widely and is very important when you consider your standard of living. Here are some factors that create differences in income:

- The market for the occupation. For example, athletes have a high income because they have skills that are important in a market that has many consumers. When there is a change in the demand, the earnings will either raise or lower.
- Education and training. Workers with more human capital (education) tend to earn more than those with less education.
- How hard someone works, how much natural ability a person has, how well a person can get along with others.

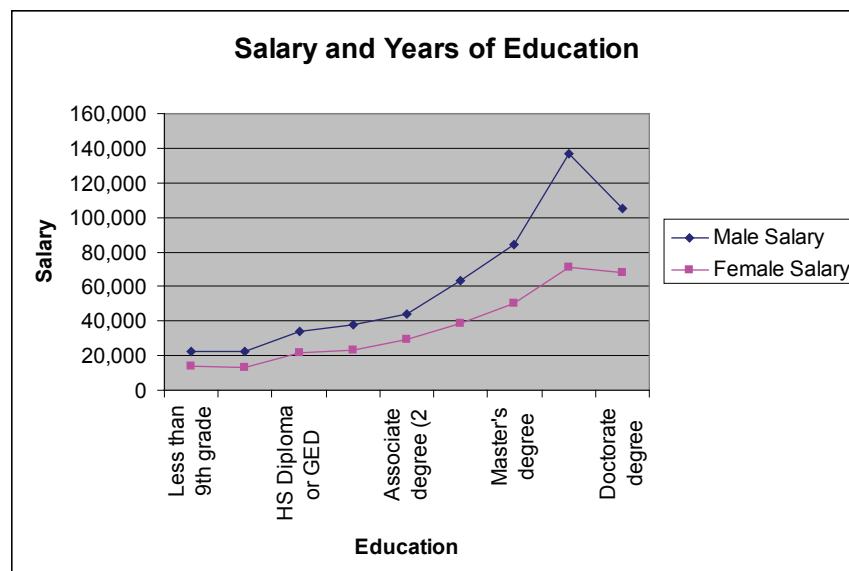
Let's take a look at one of these factors. The statistics below are from the 2004 U.S. Census.

Education vs. Income

Years of Education	Male Salary	Female Salary
Less than 9th grade	22,070	14,008
9th to 12th grade (no diploma)	22,795	13,519
HS Diploma or GED	34,050	21,923
Some college (no degree)	37,561	22,896
Associate degree (2 years)	44,130	29,208
Bachelor's degree	63,753	38,766
Master's degree	84,017	50,547
Professional degree	137,050	70,812
Doctorate degree	104,848	68,191

Source: U.S. Bureau of the Census,

http://encarta.msn.com/media_461544498/income_and_educational_levels.html



student handout

1. Describe the relationship between education and income.
2. What else stands out about this chart?
3. Consider that you have a work life of 30 years. How much more would a man with a bachelor's degree earn than a man with a high school diploma only?
4. Can you think of some occupations that have high incomes without a college education?

Types of Degrees

“A college education is an extraordinarily profitable investment. Every dollar spent on a young man’s college education produces \$34.85 in increased lifetime income. Any Wall Street stockbroker would envy that kind of investment yield – especially these days. You say you can’t afford to go to college? The Postsecondary Education Opportunity Research Letter says you can’t afford not to.”

– Katharine Hansen, Ph.D., http://www.quintcareers.com/college_education_value.html

Certification courses are generally given for a specific such as beautician, chef, welder or plumber, or to develop a certain skill. Community colleges and technical/vocational colleges offer certificate courses. The length of the course or number of courses varies depending on the category.

Associate degrees are generally offered at two-year technical, vocational or community colleges. Courses taken for an associate degree can often be used to complete the requirements for a bachelor’s degree.

Bachelor’s degrees are also referred to as undergraduate degrees. These degrees are usually four-year programs. Generally a student declares a major in an area of interest, such as math, science, social studies or the arts, and takes the majority of his coursework in this area. General studies courses are also usually required for graduation. There are different types of bachelor degrees, including bachelor of science (B.S.), where the focus is science, or bachelor of arts (B.A.), where the focus is the arts.

Master’s degrees are obtained at a graduate school and most programs take two years to complete beyond attainment of the bachelor’s degree. A master’s degree helps advance one’s career because it implies a mastery of a subject or area of study. Once again, there are different types of master’s degrees, such as M.A. (master of arts), M. Ed. (master of education) and M.B.A (master of business administration).

After obtaining a master’s degree, some people want to further their education by obtaining a **doctoral degree**. Work is generally done on one specific area. This generally takes anywhere from three to five years or longer and a work of research or of the arts is often required. Common degrees include a doctor of philosophy (Ph.D.) and a doctor of education (Ed.D.)

There are also advanced degrees that go along with specific fields. Examples include a medical degree (M.D.), which a physician receives and a juris doctorate (J.D.) for a lawyer.

Source: Alison Cole, <http://searchwarp.com/swa47624.htm>

Resources

- **Choice Degree**
<http://www.choicedegree.com/degree-types.html>
- **College Zone: Types of Degrees**
http://www.collegezone.com/studentzone/415_813.htm
- **Types of College Degrees**
<http://searchwarp.com/swa47624.htm>
- **Which Degree Is Right for You?**
<http://adulted.about.com/od/gettingyourdegree/a/typesofdegrees.htm>

High School Courses Recommended for College

High school students entering public four-year colleges and universities in Ohio are required/recommended to have completed the following units.

Note: Be sure to check with your counselor to see what exact courses are required at your school and what courses are recommended for your career choice.

English

- Four years – American literature, English literature and other elective English classes

Mathematics

- Three years – Algebra I and II, geometry, precalculus, trigonometry, analytic geometry, calculus, integrated math

Science

- Three years, with laboratory experience – One year each of physical, life and advanced science

Social Studies

- Three years – world history, American history, American government, principles of democracy

Foreign Language

- Two units in the same language; three units in the same language or two units in two different languages is required for an honors diploma

Additional Courses

- Visual arts, music, theater, drama, dance, computer science

Source: *The above list is adapted from "Get Set for College," from ACT 2010-2011, page 2.*

List here courses that you still need to take or questions that you have.

Admission Standards

Typical ACT Composite Score Averages

Score	Type of College	Explanation
16-21	Open	Some colleges have open enrollment that allows anyone to enter until they have reached their capacity
17-22	Liberal	Some freshmen are accepted even though they are in the lower half of their graduating class
18-24	Traditional	The majority of freshmen accepted are in the top 50 percent of their graduating class.
21-26	Selective	The majority of freshmen accepted are in the top 25 percent of their high school graduating class
25-30	Highly Selective	The majority of freshmen accepted are in the top 10 percent of their graduating class

Adapted from "Get Set for College: A Guide for Ohio Parents and Students"

Top 10 Factors to Consider When Selecting a College

1. **Geographic location** – Many students want to go to colleges that are close to their hometown. Others want to be far away from home. It is important to not let geographic area limit one's search for the "perfect school."
2. **Enrollment** – Colleges vary in size. Some schools have fewer than 100 students while others have many thousands. Large schools offer more courses in specialized areas, provide greater anonymity, offer more activities, have larger libraries and lab facility and often have graduate degrees. Small colleges often have a more personal atmosphere, smaller classes that foster a closer relationship between professors and students, greater chances to participate in extracurricular activities and more flexible programming.
3. **Campus setting** – Some colleges are in very rural areas while others may be in city centers.
4. **Campus security** – Students should consider the presence of campus security officers, the availability of transportation around campus, escort services at night, the presence of outdoor lighting and emergency phones on campus, dorm entrance security and area crime rates.
5. **Public vs. private** – Public colleges are partially funded by state tax dollars. Private colleges are generally more expensive because students (and often donations by past graduates) pay the whole bill.
6. **Religious vs. nondenominational** – Most private colleges and all public colleges are secular. Some colleges are operated by religious organizations and require religious activities and courses. The amount of religious courses that are required varies from college to college.
7. **Single-sex vs. coed** – Most colleges are coed. There are, however, 82 all-female colleges nationwide. There are only a handful of all-male colleges. Some are seminaries and rabbinical institutions.
8. **Academic focus** – Most colleges in the United States have a variety of academic disciplines. Some, however, are specifically focused on one or two areas.
9. **Structured vs. free environment** – The number of course requirements varies drastically, from strict adherence to the set standards to colleges where students select the courses they wish to take. These are the two extremes. Most colleges fall between these extremes.
10. **Sports** – Colleges are divided into Divisions I, II and III for athletics. If you are an athlete or a big fan, a school's division could make a difference to you.

Adapted from College Admissions Services website, <http://www.go4ivy.com/choosecollege.asp>.

Top Reasons Students Select Colleges

1. The college's graduates get good jobs
2. The cost of attending this college
3. A visit to the campus
4. Wanted to go to a school about the size of this college
5. The college's graduates gain admission to top graduate/professional schools
6. Wanted to live close to home
7. Got information from a website
8. This college had high rankings in national magazines
9. Was admitted through an early action or early decision program
10. Could not afford first choice
11. Chosen based on high school advisor's suggestion
12. Not offered aid by first choice
13. Recruited for athletics
14. Attracted by the religious affiliation/orientation of the college
15. Chosen based on college counselor's advice
16. Ability to take online courses

Adapted from "The American Freshman: National Norms for Fall 2009." Published by the University of California at Los Angeles Higher Education Research Institution in Nov. 10 Teen Ink, College Connection

Activities Students Did in the Past Year

Studied with other students	87%
Performed volunteer work	85%
Used the Internet: For research or homework	77%
To read news sites	43%
To read blogs	25%
To blog	14%
Attended a religious service	75%
Socialized with someone of another racial/ethnic group	69%
Came late to class	58%
Tutored another student	54%
Played a musical instrument	44%
Was bored in class	39%
Asked a teacher for advice after class	27%
Felt overwhelmed by workload	27%
Participated in political demonstrations	26%
Voted in a student election	22%
Was a guest in a teacher's home	21%
Felt depressed	6%

Adapted from "The American Freshman: National Norms for Fall 2009." Published by the University of California at Los Angeles Higher Education Research Institution in Nov. 10 Teen Ink, College Connection

Colleges' Top Selection Criteria

Have you ever wondered what colleges look for in selecting a student for admission? Should you volunteer? Should you study more? How should you spend your time? Below is a list of what private and public colleges look for in a student's application. Notice that in many cases, public and private institutions are very similar and in others are quite different.

What Colleges Look For	Private Four-year Institutions	Public Four-year Institutions
Test scores	80%	86%
Test of English as a Foreign Language (TOEFL)	78%	69%
High school record	77%	79%
High school grades	69%	68%
College preparatory program	47%	25%
High school class rank	25%	18%
Recommendations	7%	51%
Formal demonstration of competencies	5%	9%
Open admissions	15%	13%

Adapted from Western Interstate Commission for Higher Education

First One in Your Family in College

Education beyond high school is much more important now than it was in the past. In the last 20 years, there have been fewer jobs for people with just a high school diploma. Today businesses want people who can think creatively and communicate well. What you do in high school will have an effect on how prepared you are to continue at a university, college, community college or technical school. If you are the first in your family to pursue higher education, you will be taking a very important step for you and for your whole family. You need to have a plan.

1. **Prepare yourself academically.** Make sure you take courses that prepare you for college. Use the resource page *High School Courses Recommended for College* (page 44) for a list of courses that will prepare you for college level work.
2. **Think about what you want to do with your life.** Start thinking now about what you want to do with your life. Join some school groups that may interest you. Do volunteer work in your community. Talk to people about what they do. Take some personal or career inventories to give you a focus. Visit the *Career Hotlist* (page 72) for more information.
3. **Find people who will help you.** It's important to have a support system in place. Some people have this in their family. If you don't, find people outside of your family who can offer help. Your school counselor has a wealth of information about colleges, scholarships, course selection and much more. If possible, find someone who is doing what you would like to do and get information about that career. Your choice of friends is also important. Seek those who believe in you and want you to succeed with your plan. Avoid those who discourage you.
4. **Learn about colleges.** Use the resources found within this project to help you:
 - *Ohio Colleges and Universities* (page 67) – A hotlist of all colleges in Ohio
 - *Financial Aid* (page 51)
 - *Career Hotlist* (page 72)
 - *High School Courses Recommended for College* (page 44)

Your school counselor is your best resource and will have information on all of the above topics above and many more.

Resources

- **Helping Your Children Become a First-Time College Student**, <http://www.act.org/path/parent/college/firstgeneration.html> – Has parent and student booklets of information on this topic (English and Spanish)
- **News You Can Use**, <http://www.act.org/news/use> – An electronic monthly newsletter from ACT for high schooler students who are planning to go to college
- **Latinos in College**, <http://www.latinosincollege.com/pdf/Chapters.pdf>

Adapted from ACT, Inc., <http://www.act.org/path/parent/college/firstgeneration.html>

Financial Aid

You know college is in your future ... now how are you going to pay for it? Getting the aid that you need can be confusing, so let's try to take some of the mystery out of the process.

Most college and university websites have information about the general details of their individual financial aid programs.

The general form to fill out to receive aid is FAFSA (Free Application for Federal Student Aid). This is the form that a student must use to apply for federal, state and/or institutional aid from any school across the country. Questions are paired with tips for easy filing. The FAFSA form should be filed as soon as possible after January 1 of the student's senior year because this government program operates on a first-come/first-serve basis. Information can be found at <http://www.fafsa.ed.gov>.

Everyone should complete the FAFSA filing process. If the college or university needs more information, it will contact the student and ask you to fill out an addition form called the CSS/Financial Aid Profile. There is a fee for this filing, so one should only do it at the request of the institution. The profile is a fully Web-based application system that provides students with a secure and efficient method for reporting their financial aid data to higher education institutions. For more information, visit <http://www.collegeboard.com/student/pay/scholarships-and-aid/8374.html>.

Through the FAFSA process, one of the factors looked at to determine eligibility is the estimated family contribution (EFC) for the child's education. Eligibility is determined by subtracting a family's calculated EFC from the school's estimated cost of attendance (COA). This difference is called the demonstrated financial need. The cost of different schools varies, but the EFC generally remains the same from school to school. The EFC is also often used to award various types of scholarships, which reinforces the significance of filing

the FAFSA. To get an idea of what your EFC might be, go to <http://www.fafsa4caster.ed.gov> for an estimate.

Many – if not all – high schools offer some form of informational night about financial aid, so it would be good to check the school calendar just before or just after the first of the year for information about a program in your district. Your school counselor also can give you information and tips about financial aid.

For more information, go to:

- **Department of Education**, <http://www.ed.gov> – Massive site that contains lots of material.
- **Free Application for Federal Student Aid (FAFSA)**, <http://fafsa.ed.gov> – Site for filing the FAFSA
- **FAFSA Forecaster**, <http://fafsa4caster.ed.gov> – Provides tool for estimating expected family contribution
- **College Board**, <http://www.collegeboard.com> – Has sections for parents, for students and for professionals. Gives information on taking the SAT
- **FinAid**, <http://www.finaid.org> – Search for scholarships, loans and military aid
- **Alloy Education**, <http://www.findtuition.com> and <http://www.careersandcolleges.com> – Has a step-by-step process that allows you to find help in getting money for college
- **Ohio Career Information System**, <http://ocis.ode.state.oh.us/ViewHtmlWithNav.aspx?File=Aid/AIDFAQ100.htm> – Offers information on paying for school; requires a username and password from the applicant's high school

Gaining Experience: Job Shadowing and Internships

Job Shadowing

Job shadowing is generally a program for high school students that helps them find out what it is like to be in a specific job. This helps the student choose a college program that might lead them to a profession of interest. Students should consult with a teacher or counselor for more information. College students or even adults who want experience in a particular career might also try job shadowing.

Internships

An intern is someone who works in a temporary position with an emphasis on on-the-job training rather than just employment. Interns are usually college or university students, but they can also be high school students or adults seeking skills for a new career.

Internships offer the following benefits:

- Provide experience in a field of interest
- Help a person determine areas of interest and sometimes gain school credit
- Help a person gain professional contacts
- Offer opportunities of a return to gainful employment

An internship may be either paid, unpaid or partially paid. We think of physicians as having paid internships, but there are other careers that offer paid internships as well.

Internships may be part time or full time. Usually they are part time during the school year and full time in the summer, and they typically last six to 12 weeks. Internship positions are available from businesses, government departments, nonprofit groups and organizations.

Finding Internships

- **CareerArc Group**, <http://www.internships.com> – Has information for students, employers and teachers
- **Universum Group**, <http://www.internshipprograms.com> – Allows you to browse by employer, location, field and date. It also offers a top-10 List.
- **Idealist**, <http://www.idealists.org/if/as/Internship> – Enables one to search for internship positions in a variety of ways.
- **White House Internships**, <http://www.whitehouse.gov/about/internships> – Is designed to mentor and cultivate today's young leaders, strengthen their understanding of government service and prepare them for future public service opportunities

The Trades

What Are Trade Jobs?

“For some people, a day’s work doesn’t count for much if it doesn’t involve getting their hands dirty or breaking a sweat. If you are a ‘get down and get dirty’ kind of person, you might consider a career in auto mechanics, electrical work, carpentry or law enforcement. Nearly 6,000 vocational school programs are available to give you the information and training you need to break into these fields. If you’ve been putting off your college search, consider training for a career in the trades instead.

Skilled trade jobs are currently in high demand. Many pay substantially more than four-year degrees. But trade careers have become less popular and this is causing a nationwide shortage. Companies are concerned that soon they will not have enough skilled workers, making careers in the trades a hot commodity.”
Careers in Trade Basics Source: <http://www.collegeinfo.com/careers-in-the-trades>

Did You Know?

- Elvis Presley went to night school to become an electrician.
- George Harrison worked as an apprentice electrician at age 16.
- Ozzy Osbourne’s first job was a plumber’s assistant.
- Harrison Ford was a master carpenter before he became Indiana Jones.
- Jay Leno’s early career was as an auto mechanic. (He still loves to tinker with cars!)

Source: <http://www.careersandcolleges.com/tp2/cnc/articles/view.do?cat=cnc.c.the-trades&article=careers-in-the-trades>

How Do I Learn a Trade?

There are two common ways to learn a trade. One is to complete an apprentice program. In this type of program, one generally is paired with master tradesperson. Sometimes the apprentice must attend classes.

The second way is to earn credits that can be applied toward an associate’s degree from a community or technical college. These programs take from one to four years and generally lead to apprenticeship certification as a qualified journeyworker.

- **Technical School Guide**, <http://www.technical-schools-guide.com> – Lists trade schools in various areas of interest
- **Apprenticeship Training Resources**, <http://www.khake.com/page58.html> – A hotlist of resources to understand and to find apprenticeships

What Are Trade Unions?

Tradespeople often belong to trade unions. A trade union or labor union is an organization of workers that have banded together to achieve common goals such as better working conditions. This practice began during the Industrial Revolution. The trade union, through its leadership, bargains with the employer on behalf of union members (rank and file members) and negotiates labor contracts (collective bargaining) with employers. This may include the negotiation of wages, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies. The agreements negotiated by the union leaders are binding on the rank and file members and the employer and in some cases on other non-member workers.
Adapted from Trade Union, http://en.wikipedia.org/wiki/Trade_union

Hotlist

- **Careers in the Trades**, <http://www.careersandcolleges.com/tp2/cnc/articles/view.do?cat=cnc.c.the-trades&article=careers-in-the-trades>
- **Careers in Trade Basics**, <http://www.collegeinfo.com/careers-in-the-trades> — Gives a small amount of basic information and a very long list of possible trades
- **Highest-Paying Trades**, <http://www.collegeinfo.com/careers-in-the-trades>
- **The Trades**, http://www.ccq.org/H_Metiers.aspx?sc_lang=en&profil=GrandPublic – Gives specific information about 26 different trades

Pursuing a Military Career

“Scores of incoming students are unaware that the military is a source of financial aid to the tune of about \$1 billion each year. The military provides aid as payment for training or as reward for service, and is, by far, the largest source of money for college that is **not** based on need.” Source: <http://www.petersons.com/college-search/getting-rotc-scholarships-college.aspx>

The Military in General

The United States military consists of five active-duty branches and seven reserve components. The active duty branches are Army, Navy, Air Force, Marine Corps and Coast Guard. The Army Reserves, Army National Guard, Air Force Reserves, Air National Guard, Navy Reserves, Marine Corps Reserves and Coast Guard Reserves make up the reserve components. The military services offer a variety of enlistment and reenlistment bonuses to attract new recruits into military specialties that are considered difficult to staff, as well as to encourage experienced military members to stay in past their first enlistment period.

Congress has given the services the absolute right to set standards for enlistment and commission, and the right to accept or reject applicants based on those standards. Factors such as medical condition, aptitude testing, age, criminal history, number of dependents and citizenship or legal immigration standards must be met.

There are three levels of education requirements. More than 90 percent are Tier 1 enlisters. Applicants in Tier 1 must have a high school diploma (not a GED) and at least 15 college credits. Depending on state law, completion of high school by home study may or may not be considered equivalent to a high school diploma. Tier 2 accepts GED and other home schooling and Tier 3 (whose applicants are rarely accepted) has no education requirement.

ROTC

Many colleges have Reserve Officers’ Training Corps (ROTC) programs that offer college tuition assistance to cadets by granting numerous scholarships to members who qualify. This assistance can help pay for tuition and miscellaneous fees, textbooks or other school expenses. Not all colleges offer ROTC.

Each branch of the military has slightly different benefits and commitments. The Army, Navy, Air Force and Marines all offer full scholarships and a varying stipend paid per month. In return, a cadet must attend meetings and do drills during his or her time at

college. After college, there is a further commitment to a varying number of years of active duty. There are qualifications needed to gain admittance to ROTC, including SAT or ACT scores, GPA and age. For more information about ROTC, visit the websites listed below or a local armed forces recruiter.

Other Opportunities

The military reserve is available in the Army, Navy, Air Force and Marines. It generally has a commitment of one weekend per month and two weeks per year for four to six years. The reserves can be called to active duty.

The National Guard is available in the Army and Air Force. Once again, there are benefits and commitments.

Resources

- **About the Military**, <http://ocis.ode.state.oh.us/ViewHtmlWithNav.aspx?File=Mil/MilFAQ100AboutTheMilitary.htm> – Requires user name and password from high school
- **Military.com**, <http://www.military.com> – Links to benefits, careers, education, etc.
- **About U.S. Military**, <http://usmilitary.about.com> – Has general information, enlistment information, pay and benefits and information about making the military a career
- **Join the Military**, <http://www.military.com/Recruiting/Home> – Answers many questions and is easy to navigate
- **How to Find a Military Recruiter**, http://www.ehow.com/how_2061865_find-us-military-recruiter.html
- **ROTC.com**, <http://www.rotc.com> – This site gives information about the benefits of joining ROTC during college
- **Air Force**, <http://airforce.com>
- **Air Force ROTC**, <http://afrotc.com>
- **Army**, <http://goarmy.com>
- **Marines**, <http://marines.com>
- **Marines ROTC**, <http://www.nrotc.navy.mil>
- **Navy**, <http://navy.com>
- **Navy ROTC**, <http://www.nrotc.navy.mil>

Are you READY FOR YOUR CAREER

Sample Occupations

Physician

What Do You Do on This Job?

Doctors make people healthier. When people get sick, they go to the doctor and he or she finds out why they are sick and offers a treatment plan. The doctor also offers advice for staying healthy.

There are different types of doctors. Family and general practitioners generally treat common problems. Specialists are experts in a specific field, such as cardiology, orthopedics and dermatology. Internists focus on problems with the inner organs. Pediatricians care for babies and children. Surgeons perform operations.

Some doctors are doctors of medicine (M.D.), who treat all types of illness and injury; others are doctors of osteopathic medicine (D.O.), who focus on muscle and bone.

Many doctors work long hours. According to the Bureau of Labor Statistics, "About three of 10 physicians worked more than 60 hours in a week in 2008." Doctors are often called out for emergencies and sometimes have to make visits at hospitals.

How Do You Get Ready to Become a Doctor?

To be a doctor, most high schools require the following subjects: calculus, English, general biology (with lab), general chemistry (with lab), general physics (with lab) and organic chemistry (with lab).

It generally takes at least 11 years after high school to become a doctor. This is more than most careers and includes four years of college, four years of medical school and three years of hospital work (internship and residency). Specialists might spend even more time in their field of expertise.

To become a doctor, you should study biology, chemistry, physics, math and English in both high school and college. Getting into medical school is not easy. There are about 125 accredited medical schools in the United States and seven in Ohio.

Students usually spend the first two years of medical school in labs and the classroom. They take many science courses. They learn how to examine patients and how to determine what the patient's problem is. During the last two years, they spend time with patients and doctors, usually in a hospital setting in what is called rotations. This means they rotate to various specialties so they can experience many fields and try to determine their own

area of interest. After medical school, doctors intern and do a residency. They must pass the United States Medical Licensing Exams (USMLEx) before they can get their license and practice as a doctor.

Medical school is expensive but there are many financial aid options, including scholarships and federally funded loans to help with the cost.

You should like to help people if you want to be a doctor. You should also be willing to study a lot and be comfortable making decisions and handling emergencies.

How Much Does This Job Pay?

According to the Bureau of Labor Statistics, "Doctors are generally well-paid. According to the Medical Group Management Association's Physician Compensation and Production Survey, median wages depended on what kind of doctor a person was. The median yearly wages of general practitioners were \$186,044 in 2008. Specialists usually made about \$339,738 per year. How much they earned also depended on how long they had been doctors and where they lived. It also depended on how many hours they worked and how good they were as doctors."

How Many Jobs Are There?

Physicians held about 661,400 jobs in 2008. More doctors are working as partners or in groups. [Bureau of Labor Statistics](http://www.bls.gov/k12/azlist.htm)
<http://www.bls.gov/k12/azlist.htm>

What Are Similar Jobs?

- Chiropractors
- Dentists
- Immunology
- Nurse practitioner
- Optometrists
- Pharmacists
- Physician assistants
- Osteopathic medicine
- Veterinarians

Where can I go for more information?

- **American Medical Association,**
<http://www.ama-assn.org>
- **Association of American Medical Colleges (AAMC),**
<http://www.aamc.org>
- **OCIS,** <http://www.ocis.org> – OCIS is an Internet-based academic and career information and planning system. Available to schools throughout Ohio, it is a fee-based system that is sustained by subscribing schools. The information is up-to-date and the tools are interactive and engaging.
- **Occupational Outlook Physicians and Doctors,**
<http://www.bls.gov/oco/ocos074.htm>
- **Bureau of Labor Statistics, Occupation Outlook Handbook,** <http://www.bls.gov/oco/home.htm>
- **American Medical Association,** 515 N. State St., Chicago, IL 60654. Internet: <http://www.ama-assn.org/go/becominganmd>
- **American Osteopathic Association,**
<http://www.osteopathic.org>
- **American Academy of Family Physicians,**
<http://fmignet.aafp.org>
- **American Board of Medical Specialties,**
<http://www.abms.org>
- **American College of Obstetricians and Gynecologists,** <http://www.acog.org>
- **American College of Surgeons, Division of Education,** <http://www.facs.org>
- **American Psychiatric Association,**
<http://www.psych.org>
- **American Society of Anesthesiologists,** <http://www.asahq.org/career/homepage.htm>

What Ohio Colleges and Universities Offer a Doctor of Medicine Degree?

- Boonshoft School of Medicine at University of Dayton, Dayton
- Case Western Reserve School of Medicine, Cleveland
- Northeast Ohio Medical University, Rootstown
- Ohio University, College of Osteopathic Medicine, Athens

- The Ohio State University College of Medicine, Columbus
- University of Cincinnati Academic Health Center, Cincinnati
- University of Toledo Medical Center, Toledo

Practice Tests for Medical School

- ASWB Tests
- CBET Exam
- CCHT Exam
- CCRN Review
- CEN Exam
- CHPN Exam
- CNOR Exam
- CNRN Exam
- CNS Certification
- DANB GC Exam
- HESI A2 Test
- IBLCE Test
- NCE Test
- NCLEX PN Test
- NCLEX RN Test
- NET Test
- PANRE Exam
- PAX RN Exam
- PAX-PN Exam
- PTCB Exam
- TEAS Test
- VTNE Exam

Financial Planner

What Do You Do on This Job?

Financial planners or financial counselors explain funding options or teach money management skills to clients. When someone seeks financial advice about planning for retirement, starting a college fund or deciding how to invest their money, they look for a financial planner.

Financial planners most often are employed in the following ways:

- They work at colleges and universities and help students get financial aid
- They help people who are in debt or who need help managing their money
- They help people to invest money and plan for their future

How Do You Prepare to Become a Financial Planner?

Most financial planners have a college degree in business, accounting, statistics or finance.

Math, computer science and problem solving are very important to be successful in this job. People skills are also necessary. Having good communication skills helps financial planners to explain difficult mathematical concepts to clients. Written skills are also important because they need to write reports and make presentations.

Most colleges and universities offer a bachelor's degree in finance. Not as many offer a master's degree. The courses teach different ways to raise money for a company, how to invest money and how to analyze financial statements.

To prepare for a career in financial planning, college preparatory course work is necessary. This generally includes four years of English, three years of math, three years of social studies and two years of science. Some colleges require a foreign language as well. Other helpful courses include introductory business, basic computer, public speaking, pre-calculus and economics, if they are available.

How Much Does This Job Pay?

In 2008, the average yearly wages of financial planners were about \$100,000. Their earnings are based on the level of their work and client base.

How Many Jobs Are There?

In 2008, there were more than 250,000 financial planners working in the United States.

What Other Jobs Are Like This?

- Accountants
- Financial managers
- Insurance sales agents
- Securities, commodities and financial service sales representatives
- Bank tellers
- Budget analysts
- Compliance officers and inspectors
- Loan clerks and officers
- Accountants and auditors
- Brokerage clerks
- Tax preparers and examiners

Where to Get More Information

- **OCIS**, <http://www.ocis.org> – OCIS is an Internet-based academic and career information and planning system. Available to schools throughout Ohio, it is a fee-based system that is sustained by subscribing schools. The information is up-to-date and the tools are interactive and engaging.
- **Occupational Outlook Financial Analyst**, <http://www.bls.gov/oco/ocos301.htm>
- **Bureau of Labor Statistics Occupation Outlook Handbook**, <http://www.bls.gov/oco/home.htm>

What Ohio Colleges and Universities Offer Courses in This Area?

- **Ashland University:** Bachelor's degree
- **Baldwin-Wallace College:** Bachelor's degree
- **Bowling Green State University:** Bachelor's degree
- **Case Western Reserve:** Master's degree
- **Cedarville University:** Bachelor's degree
- **Central State University:** Bachelor's degree
- **Chancellor University:** Bachelor's degree
- **Cleveland State University:** Bachelor's degree
- **College of Mount St. Joseph:** Bachelor's degree in business administration/mathematics
- **Columbus State Community College:** Associate Degree
- **Cuyahoga Community College:** Associate degree
- **Edison Community College:** Associate degree in financial management
- **Franklin University:** Associate and bachelor's degrees in financial management
- **Hiram College:** Bachelor's degree in accounting and financial management
- **Jefferson Community College:** Associate degree
- **John Carroll University:** Bachelor's degree
- **Kent State University:** Bachelor's and doctoral degrees
- **Kent State University — Ashtabula:** Associate degree
- **Lake Erie College:** Bachelor's degree
- **Lakeland Community College:** Certificate in financial accounting
- **Lorain County Community College:** Associate degree in banking and finance
- **Lourdes College:** Bachelor's degrees in accounting and finance
- **Marietta College:** Bachelor's degree
- **Marion Technical College:** Associate degree
- **Miami University — Hamilton:** Bachelor's degree
- **Miami University — Oxford:** Bachelor's degree
- **Mount Vernon Nazarene University:** Bachelor's degree in financial management and personal financial planning
- **North Central State College:** Associate degree in financial management
- **Notre Dame College:** Advanced degrees in finance
- **Ohio Business College — Sandusky:** Associate degree
- **Ohio Dominican University:** Bachelor's degree
- **Ohio Northern University:** Bachelor's degree
- **The Ohio State University:** Bachelor's, master's and doctoral degrees
- **The Ohio State University — Lima:** Bachelor's degree
- **Ohio University:** Bachelor's and master's degrees
- **Otterbein College:** Bachelor's degree
- **Rhodes State College:** Associate degree
- **Sinclair Community College:** Associate degree
- **Stark State College of Technology:** Associate degree
- **Tiffin University:** Bachelor's degree
- **The University of Akron:** Bachelor's and master's degrees
- **University of Cincinnati:** Associate, bachelor's and doctoral degrees
- **University of Dayton:** Bachelor's and master's degrees
- **The University of Findlay:** Associate, bachelor's and master's degrees
- **University of Phoenix — Independence:** Associate and bachelor's degrees
- **University of Rio Grand:** Bachelor's in financial economics
- **University of Toledo:** Certificate, bachelor's, master's and doctoral degrees in business administration

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- **Walsh University:** Associate and bachelor's degrees
 - **Wright State University — Celina:** Associate degree
 - **Wright State University — Dayton:** Bachelor's and master's degrees
 - **Xavier University:** Bachelor's degree
 - **Youngstown State University:** Associate, bachelor's and master's degrees in finance

Practice Tests for Business

- IAAP-CAP Test
- IAAP-CPS Test
- PHR Test
- PMP Test
- Wonderlic WPT-R Test

Practice Tests for Finance

- CFP Exam
- CGFM Exams
- CPA Exams
- Series 3 Test
- Series 7 Test
- Series 65 Test
- Series 66 Test

Meteorologist

What Do You Do on This Job?

A person with this career is also called an atmospheric scientist or a weather person. The job involves studying weather processes and climate trends and reporting the findings to federal or news agencies or the general public. Meteorologists learn about the air that surrounds the earth – what it is made of and how it moves. They also learn about the effects of pollution on the atmosphere.

Meteorologists are sometimes described as environmental scientists. They do more than predict the day-to-day weather. They gather and analyze weather data to look for long-term trends such as global warming. They may also discover patterns that predict droughts or excessive rain. Some may focus on the effects of wind. Meteorologists learn to use tools including satellites and radar to predict severe weather. Today, meteorologists are able to use computers to track storms, hurricanes and tornadoes for the benefit of public safety.

For those interested in a career in meteorology, there are three possible areas of study concentration:

- **Physical Meteorology:** The study of the atmosphere's chemical and physical properties; transmission of light, sound and radio waves; and weather phenomena such as clouds and rain
- **Climatology:** The science of collecting, analyzing and interpreting past records of wind, rainfall, sunshine and temperature in specific areas of regions to discern trends
- **Operational Meteorology:** The study of weather forecasting, air pressure, temperature, humidity, and wind velocity

Source: OCIS, <http://ocis.ode.state.oh.us/InfoPrintSelect.aspx?FileID=Prog&FileNum=400401>

How Do You Prepare to Become a Weather Person?

To become a weather person, you need to take high school courses that prepare you for college. These include four years of English, three years of math and three years of social studies. You should also include in your high school program general computer applications, computer science, technical writing, earth science, chemistry, physics, environmental science, trigonometry, pre-calculus and calculus. Those who plan to go into broadcasting should also take courses in public speaking, writing and foreign language.

About 75 colleges in the United States offer a bachelor's degree in atmospheric science and meteorology. About 40 offer advanced degrees.

An advanced degree is required if you plan to do research or work in government positions. Your education will include four years of college to earn a bachelor's degree, <http://www.bls.gov/k12/azlist.htm> two years to earn a master's degree and two or three years to earn a doctoral degree.

Admission to graduate programs is competitive. You need a bachelor's degree, good grades and good test scores on the Graduate Record Exam (GRE) or other exam as directed by the university.

How Much Does This Job Pay?

The largest employer of meteorologists is the U.S. government's National Weather Service. You must be accredited by the American Meteorological Society to work there. According to the [Bureau of Labor Statistics](#), "In May 2008, the average yearly wages of environmental scientists were \$62,280

How Many Jobs Are There?

The Bureau of Labor Statistics estimates that environmental scientists held about 85,900 jobs in 2008. This number includes all environmental scientists, not just atmospheric scientist or meteorologists. Many worked for the government. Others worked for organizations including science and engineering companies and oil and gas companies.

What Other Jobs Are Like This?

- Chemists
- Engineering technicians
- Physicists
- Science technicians
- Nature science managers
- Geologists and geophysicists

Where Can I Go for More Information?

- **OCIS**, <http://www.ocis.org> – OCIS is an Internet-based academic and career information and planning system. Available to schools throughout Ohio, it is a fee-based system that is sustained by subscribing schools. The information is up-to-date and the tools are interactive and engaging.
- **Occupational Outlook**, <http://www.bls.gov/k12/science04.htm>
- **Bureau of Labor Statistics Occupation Outlook Handbook**, <http://www.bls.gov/oco/home.htm>
- **American Meteorological Society**, <http://www.ametsoc.org>

What Ohio Colleges and Universities Have Courses in This Area?

- **The Ohio State University:** Atmospheric sciences and meteorology
 - Bachelor's Information: <http://www.geography.osu.edu/atmospheric-and-climatic-studies/undergraduate-curriculum>
 - Master's and doctorate information: <http://www.geography.osu.edu/atmospheric-and-climatic-studies/graduate-curriculum>
- **Ohio University** — degree in climatology and meteorology, <http://libguides.library.ohiou.edu/content.php?pid=64794&sid=807409>

**to
be
READY
FOR YOUR
CAREER**

Hotlists

<http://www.WesternReservePublicMedia.org/careers>

Ohio Colleges and Universities

Four-Year Public Colleges and Universities

- University of Akron, <http://www.uakron.edu>
- Bowling Green State University, <http://www.bgsu.edu>
- Central State University, <http://www.centralstate.edu>
- Cleveland State University, <http://www.csuohio.edu>
- University of Cincinnati, <http://www.uc.edu>
- Kent State University, <http://www.kent.edu>
- Miami University, <http://www.muohio.edu>
- Northeastern Ohio Universities College of Medicine (NEOUCOM), <http://www.neoucom.edu>
- The Ohio State University, <http://www.osu.edu>
- Ohio University, <http://www.ohiou.edu>
- Shawnee State University, <http://www.shawnee.edu>
- University of Toledo, <http://www.utoledo.edu>
 - Health Science Campus at the University of Toledo (formerly Medical University of Ohio), <http://hsc.utoledo.edu>
- Wright State University, <http://www.wright.edu>
- Youngstown State University, <http://www.ysu.edu>

Two-Year Public University Branch Campuses

- Bowling Green State University: Firelands, <http://www.firelands.bgsu.edu>
- Kent State University, <http://www.kent.edu>:
 - Ashtabula, <http://www.ashtabula.kent.edu>
 - East Liverpool, <http://www.eliv.kent.edu>
 - Geauga, <http://www.geauga.kent.edu>
 - Salem, <http://www.salem.kent.edu>
 - Stark, <http://www.stark.kent.edu>
 - Trumbull, <http://www.trumbull.kent.edu>
 - Tuscarawas, <http://www.tusc.kent.edu>

- Miami University, <http://www.muohio.edu>:
 - Hamilton, <http://www.ham.muohio.edu>
 - Middletown, <http://www.mid.muohio.edu>
- The Ohio State University, <http://www.osu.edu>:
 - Lima, <http://www.lima.ohio-state.edu>
 - Mansfield, <http://www.mansfield.ohio-state.edu>
 - Marion, <http://osumarion.osu.edu>
 - Newark, <http://www.newarkcolleges.com>
 - Agricultural Technical Institute, <http://www.ati.ohio-state.edu>
- Ohio University, <http://www.ohio.edu>:
 - Chillicothe, <http://www.chillicothe.ohiou.edu>
 - Eastern, <http://www.eastern.ohiou.edu>
 - Lancaster, <http://www.lancaster.ohiou.edu>
 - Southern, <http://www.southern.ohiou.edu>
 - Zanesville, <http://www.zanesville.ohiou.edu>
- University of Akron: Wayne, <http://www.wayne.uakron.edu>
- University of Cincinnati, <http://www.uc.edu>:
 - Clermont, <http://www.clc.uc.edu>
 - Raymond Walters, <http://www.rwc.uc.edu>
- Wright State University: Lake, <http://www.wright.edu/lake>

Community Colleges

- Belmont Technical College, <http://www.btc.edu>
- Central Ohio Technical College, <http://www.cotc.edu/Pages/index.aspx>
- Cincinnati State Technical & Community College, <http://www.cincinnati-state.edu>
- Clark State Community College, <http://www.clark.cc.oh.us>
- Columbus State Community College, <http://www.csccl.edu>
- Cuyahoga Community College, <http://www.tri-c.edu>
- Eastern Gateway Community College, <http://www.egcc.edu>
- Edison Community College, <http://www.edisonohio.edu>
- Hocking College, <http://www.hocking.edu>

- James A. Rhodes State College, <http://www.rhodesstate.edu>
- Lakeland Community College, <http://www.lakeland.cc.oh.us>
- Lorain County Community College, <http://www.lorainccc.edu>
- Marion Technical College, <http://www.mtc.edu>
- North Central State College, <http://www.ncstatecollege.edu>
- Northwest State Community College, <http://www.nsccl.edu>
- Owens Community College, <http://www.owens.edu>
- Rio Grande Community College, <http://www.rio.edu>
- Sinclair Community College, <http://www.sinclair.edu>
- Southern State Community College, <http://www.sccc.edu>
- Stark State College, <http://www.starkstate.edu>
- Terra Community College, <http://www.terra.edu>
- Washington State Community College, <http://www.wsccl.edu>
- Zane State College, <http://www.zanestate.edu>

- Baldwin-Wallace College, <http://www.bw.edu>
- Baptist Bible College & Seminary, <http://www.bbc.edu>
- Bexley Hall Seminary, <http://www.bexley.edu>
- Bluffton University, <http://www.bluffton.edu>
- Capital University, <http://www.capital.edu>
- Case Western Reserve University, <http://www.case.edu>
- Cedarville University, <http://www.cedarville.edu>
- Central Michigan University, <http://www.cel.cmich.edu>
- Chatfield College, <http://www.chatfield.edu>
- Christ College of Nursing and Health Sciences, <http://www.thechristcollege.org>
- Cincinnati Christian University, <http://www.ccu.edu>
- Cincinnati College of Mortuary Science, <http://www.ccms.edu>
- Cleveland Institute of Art, <http://www.cia.edu>
- Cleveland Institute of Music, <http://www.cim.edu>
- College of Mount Saint Joseph, <http://www.msj.edu>
- College of Wooster, <http://www.wooster.edu>
- Columbus College of Art and Design, <http://www.ccad.edu>
- Cornell University, <http://www.cornell.edu>
- Defiance College, <http://www.defiance.edu>
- Denison University, <http://www.denison.edu>
- Embry-Riddle Aeronautical University, <http://www.erau.edu>
- Fielding Graduate University, <http://www.fielding.edu>
- Firelands Regional Medical Center, <http://www.firelands.com>
- Franciscan University of Steubenville, <http://www.franciscan.edu>
- Franklin University, <http://www.franklin.edu>
- Geneva College, <http://www.geneva.edu>
- God's Bible School and College, <http://www.gbs.edu>
- Good Samaritan College of Nursing and Health Science, <http://www.gscollege.edu>

Independent Colleges and Universities

These institutions were issued a certificate of authorization

Not-For-Profit Colleges and Universities

- Allegheny Wesleyan College, <http://www.awc.edu>
- Antioch University, <http://www.antioch.edu>
- Antioch University Midwest, <http://midwest.antioch.edu>
- Art Academy of Cincinnati, <http://www.artacademy.edu>
- Asbury Theological Seminary, <http://www.asburyseminary.edu>
- Ashland University, <http://www.ashland.edu>
- Athenaeum of Ohio, <http://www.athenaeum.edu>
- Aultman College of Nursing and Health Sciences, <http://www.aultmancollege.org>
- Baker College, <http://www.baker.edu>

- Grace Theological Seminary, <http://www.grace.edu>
- Graceland University, <http://www.graceland.edu>
- Hebrew Union College, <http://www.huc.edu>
- Heidelberg University, <http://www.heidelberg.edu>
- Hiram College, <http://www.hiram.edu>
- Huron School of Nursing, <http://www.huronhospital.org/HuronSchoolofNursing/tabid/1286/Default.aspx>
- Indiana University-East, <http://www.iue.edu>
- Indiana Wesleyan University, <http://www.indwes.edu>
- John Carroll University, <http://www.jcu.edu>
- Kenyon College, <http://www.kenyon.edu>
- Kettering College of Medical Arts, <http://www.kcma.edu>
- Lake Erie College, <http://www.lec.edu>
- Laura & Alvin Siegal College of Judaic Studies, <http://www.siegalcollege.edu>
- Lindsey Wilson College, <http://www.lindsey.edu>
- Lourdes College, <http://www.lourdes.edu>
- Loyola University Institute of Ministry, <http://www.lim.loyno.edu>
- Malone University, <http://www.malone.edu>
- Mansfield University, <http://mansfield.edu>
- Marietta College, <http://www.marietta.edu>
- Marshall Community and Technical College, <http://www.mctc.edu>
- Marygrove College, <http://www.marygrove.edu>
- MedCentral College of Nursing, <http://www.medcentral.edu>
- Mercy College of Northwest Ohio, <http://www.mercycollege.edu>
- Methodist Theological School in Ohio, <http://www.mtso.edu>
- Moody Bible Institute, <http://www.moody.edu>
- Mount Carmel College of Nursing, <http://www.mccn.edu>
- Mount Union College, <http://www.mountunion.edu>
- Mount Vernon Nazarene University, <http://www.mvnu.edu>
- Muskingum University, <http://www.muskingum.edu>
- National Technological University, <http://www.ntu.edu>
- Northern Kentucky University, <http://www.nku.edu>
- Notre Dame College, <http://www.notredamecollege.edu>
- Nyack College, <http://www.nyackcollege.edu>
- Oberlin College, <http://www.oberlin.edu>
- Ohio Christian University (formerly Circleville Bible College), <http://www.ohiochristian.edu>
- Ohio College of Podiatric Medicine, <http://www.ocpm.edu>
- Ohio Dominican University, <http://www.ohiodominican.edu>
- Ohio Northern University, <http://www.onu.edu>
- Ohio Wesleyan University, <http://www.owu.edu>
- Otterbein University, <http://www.otterbein.edu>
- Payne Theological Seminary, <http://www.payne.edu>
- Pittsburgh Theological Seminary, <http://www.pts.edu>
- Pontifical College Josephinum, <http://www.pcj.edu>
- Queens University, <http://www.queens.edu>
- Rabbinical College of Telshe, <http://regents.ohio.gov/campuses/rabbinicaltelshe.edu-college.com>
- Rosedale Bible College, <http://www.rosedale.edu>
- Saint Mary Seminary & Graduate School of Theology, <http://www.stmarysem.edu>
- Southern Baptist Theological Seminary, <http://www.sbts.edu>
- Spring Arbor University, <http://www.arbor.edu>
- Springfield Regional School of Nursing, <http://www.chsn.com>
- Temple Baptist College, <http://www.templebaptistcollege.com>
- Temple Bible College, <http://www.templebiblecollege.org>
- Thomas More College, <http://www.thomasmore.edu>
- Tiffin University, <http://www.tiffin.edu>
- Trinity Evangelical Divinity School of Trinity International University, <http://www.tiu.edu/divinity>

- Trinity Lutheran Seminary, <http://www.tlsohio.edu>
- Tri-State Bible College, <http://www.tsbc.edu>
- Union Institute & University, <http://www.myunion.edu>
- United Theological Seminary, <http://www.united.edu>
- University of Dayton, <http://www.udayton.edu>
- University of Findlay, <http://www.findlay.edu>
- University of Northwestern Ohio, <http://www.unoh.edu>
- University of Notre Dame, <http://www.nd.edu>
- University of Rio Grande, <http://www.urg.edu>
- University of Scranton, <http://www.scranton.edu>
- Urbana University, <http://www.urbana.edu>
- Ursuline College, <http://www.ursuline.edu>
- Walsh University, <http://www.walsh.edu>
- Wheeling Jesuit University, <http://www.wju.edu>
- Wilberforce University, <http://www.wilberforce.edu>
- Wilmington College, <http://www.wilmington.edu>
- Winebrenner Theological Seminary, <http://www.winebrenner.edu>
- Wittenberg University, <http://www.wittenberg.edu>
- Xavier University, <http://www.xavier.edu>

For-Profit Colleges and Universities

- Academy of Court Reporting and Technology, <http://www.acr.edu>
- Antonelli College, <http://www.antonellicollege.edu>
- Art Institute of Cincinnati, <http://www.aic-arts.com>
- Art Institute of Ohio – Cincinnati, <http://www.artinstitutes.edu/cincinnati>
- ATS Institute of Technology, <http://www.atsinstitute.com>
- Bradford School, <http://www.bradfordschoolcolumbus.edu>
- Brown Mackie College, <http://www.brownmackie.edu>
- Bryant & Stratton College, <http://www.bryantstratton.edu>
- Capella University, <http://www.capella.edu>

- Chamberlain College of Nursing, <http://www.chamberlain.edu>
- Chancellor University (formerly Myers University), <http://www.chancelloru.edu>
- Davis College, <http://www.daviscollege.edu>
- DeVry University, <http://www.devry.edu>
- ETI Technical College, <http://www.eticollege.edu>
- Fortis College, <http://www.fortis.edu>
- Gallipolis Career College, <http://www.gallipoliscareercollege.com>
- Herzing University, <http://www.herzing.edu>
- International College of Broadcasting, <http://www.icbcollege.com>
- ITT Technical Institute, <http://www.itt-tech.edu>
- Kaplan College, <http://www.kaplancollege.com>
- Miami Jacobs Career College, <http://www.miamijacobs.edu>
- National College, <http://www.ncbt.edu>
- Ohio Business College, <http://www.ohiobusinesscollege.edu>
- Ohio Technical College, <http://www.ohiotechnicalcollege.com>
- Southwestern College, <http://www.lincolnedu.com/schools/southwestern-college/?leadsource=GSEW&source=les-google-southwestern-college-local-match-oh>
- Strayer University, <http://www.strayer.edu>
- University of Phoenix, <http://www.phoenix.edu>

Listing from The Ohio Board of Regents, <http://regents.ohio.gov/campuses/independent.php>

Free Practice Sites for College Admission Tests

ACT, SAT and Other Tests

- **4Tests.com**, <http://www.4tests.com> – Free online test for the GED, ACT, SAT, TOEFL and NCLEX (nursing). Also has a study store where review books can be purchased. There is a free tutorial section.
- **Number2.com**, <http://number2.com> – Was rated as one of the best online study guides, even higher than paid services.
- **Study Guide Zone**, <http://www.testprepreview.com> – Comprehensive site with study information for many areas. Offers flash cards and help in a variety of pre-college and graduate school areas.
- **Test Prep Review.com**, <http://testprepreview.com> – Gives information, test items, reviews and tutorials for more than 25 different tests.
- **Top SAT Words**, <http://www.vocabulary.com/top144satwords.html> – Free ACT, SAT and GRE practice test material.
- **AP Free Response Questions**, http://www.collegeboard.com/student/testing/ap/prep_free.html – All AP areas are addressed. Gives sample questions and a scoring guide.

ACT

- **ACT Practice Tests**, <http://www.actexampracticetests.com/practice-reading.html> – Gives practice test items and more information about the testing experience.
- **Free Practice Test**, <http://www.actstudent.org/sampletest> – Separate Web sections for each part of the test.
- **Free Practice Test for ACT**, <http://www.petersons.com/college-search/free-act-practice-test.aspx> – Also offers information about area colleges and universities.

SAT

- **CollegeBoard.com**, <http://www.collegeboard.com/?student> – Practice tests, purchase of test booklets and more.
- **Top SAT Words**, <http://www.vocabulary.com/top144satwords.html> – Vocabulary help for SAT test.
- **Full Practice Tests**, <http://sat.collegeboard.com/practice/sat-practice-test> – Online or printed versions available.

Career Hotlist

Learning Styles

- **Abiator's Online Learning Styles Inventory**, <http://www.berghuis.com/abiator/lsi/lisiframe.html> – The Learning Styles tests, Analytical/Global Thinker Test and Multiple Intelligences Assessment available on this site are intended to help you understand the ways that you learn and process information.
- **Learning Styles**, <http://www.ldpride.net/learningstyles.MI.htm> – Defines different learning styles and offers a test to find one's own style.

Choosing a Career

Use one of these free self-assessment tools to help you discover the careers for which you are best suited.

- **The Career Interests Game**, <http://career.missouri.edu/students/majors-careers/skills-interests/career-interest-game/?menu=student&expand=si> – This is a game designed to help match interests and skills with similar careers. From the University of Missouri Career Center, it is based on Dr. John Holland's theory that people and work environment can be loosely classified into six groups.
- **Drive of Your Life**, <http://driveofyourlife.org/launch.html> – This fun online career exploration game helps middle school and high school students learn more about themselves, higher education and careers. Students answer a series of questions to learn what careers could interest them and then go on a virtual drive to learn more about each of those careers – all in their own customized car.
- **Explore Your Options (ACT)**, <http://www.actstudent.org/wwm> – Offers information on many careers. Also offers Career Planning Tips and an interactive World of Work Map.
- **Free Career Test**, <http://www.free-career-test.com> – This site offers three tests: Career Interest Test, Resume Test and Start Your Own Business Test. It gives a very good summation of interest and learning style. It also has a section called Get Jobs that gives you information about jobs that match your area of interest. The My Salary section lists the average salary of more than 20,000 jobs.
- **How to Make a Career Choice When You Have No Idea What You Want to Do**, <http://careerplanning.about.com/od/careerchoicechan/tp/Career-Choice.htm> – This article offers links to sites that provide self-assessment tips and tools.
- **The Princeton Review Career Quiz**, <http://www.princetonreview.com/login3.aspx?RDN=1> – A 24-question helps participants learn about their interests, work styles and careers that might be a good match. Requires an email account. The site also offers practice tests for the ACT, SAT and more.
- **Skills Preview for Verizon Associates**, https://www22.verizon.com/about/careers/pdfs/SkillsPreviewMarch_2003.pdf – These tests were written for people who may want a career with Verizon, but are applicable to anyone seeking a job.
- **Standards for Career Classes (from ODE)**, <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1714&ContentD=55793&Content=91704>
- **Apprenticeships and Opportunities (Jobs and Family Service site)**, <http://jfs.ohio.gov/apprenticeship/Apprenticeship%20Opportunities.stm> – This link offers apprenticeship opportunities across Ohio. Many are connected to programs where participants earn college credit during their time as an apprentice.
- **OCIS**, <http://www.ocis.org> – Available to schools throughout Ohio, OCIS is an Internet-based academic and career information and planning system. The fee-based system is sustained by subscribing schools. The information is up-to-date and the tools are interactive and engaging.
- **Hotlist of Resources for Students and Teachers**, <http://bls.gov/audience/students.htm> – Offers an online version of the Occupational Outlook Handbook, plus resources and tools for students, parents and educators.
- **Ohio Labor Market Information**, <http://lmi.state.oh.us/proj/projections.htm> – Provides projections of employment demands and opportunities in the Ohio labor market. Useful for educators and parents.

- **Ohio's Career Information System**, <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1758&ContentID=15300&Content=89265> – Connects to the OCIS website and contains additional resources such as the Family Resource Guide, IACP brochure and archived event information.
- **Career and College Planning**, <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicRelationID=1676> – Offers information on opportunities available across the state in a variety of interests and needs (career centers, post-secondary enrollment options, dual enrollment, etc).
- **High School and Middle School FCS (Family and Consumer Science) Programs**, <http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1754&ContentID=11870&Content=92050> – The Ohio Department of Education's family and consumer science content standards and courses.

Holland's Theory

- **The Career Key – Holland's Theory of Career Choice and You**, http://www.careerkey.org/asp/your_personality/hollands_theory_of_career_choice.html
- **SDS: Self-Directed Search**, <http://www.self-directed-search.com/johnholland.aspx> – This self-directed career search is available online. An email address and credit card are necessary.

Selecting a College

- **Top Ten Rules for Selecting a College**, http://www.college-scholarships.com/ten_rules_for_selecting_a_college_or_universities.htm
- **Find the Right College for You (College Board)**, <http://collegesearch.collegeboard.com/search/index.jsp> – Gives colleges that offer specific careers.
- **How to Select a College: Top 10 Factors in Your College Search**, <http://www.go4ivy.com/choosecollege.asp>
- **College: Planning a Strategy**, <http://www.go4ivy.com/planstrategy.asp>

Ohio Colleges and Universities

- **Board of Regents**, <http://regents.ohio.gov/index.php> – The Ohio Board of Regents is a nine-member advisory board to the chancellor with two ex-officio representatives from the state legislature. Responsibilities of the board include, developing an independent annual report on the Condition of Higher Education in the Ohio, and issuing an annual performance review of the chancellor. The board is also responsible for advising the chancellor on issues of statewide importance affecting higher education.
- **Universities in Ohio**, http://www.college-scholarships.com/ohio_traditional.htm – Includes admission email addresses, scholarship and email addresses for financial aid, online application and a link to home pages each university.
- **Ohio Career Colleges, Technical Colleges and School**, http://www.college-scholarships.com/ohio_career.htm – Has selection boxes that could be checked in a variety of categories.
- **Accredited Colleges Offering Online Degrees**, http://www.college-scholarships.com/ohio_career.htm – These are not all in Ohio but can be accessed by students in Ohio.
- **List of Colleges and Universities in Ohio**, http://en.wikipedia.org/wiki/List_of_colleges_and_universities_in_Ohio

Internships

- **Internship.com**, <http://www.internships.com> – Has information for students, employers and teachers. Students enter their Zip code and interest area and receive a list of matching internships.
- **Internship Programs. Com**, <http://www.internshipprograms.com> – Browse by employer, location, field and date.
- **Idealist.org**, <http://www.idealists.org/if/as/Internship> – Search for an internship position using a variety of criteria.
- **White House Internships**, <http://www.whitehouse.gov/about/internships> – This hands-on program is designed to mentor and cultivate today's young leaders, strengthen their understanding of the executive office and prepare them for future public service opportunities.

Job Sites

- **A to Z List of Jobs**, <http://www.bls.gov/k12/azlist.htm> – Offers an alphabetical list of job websites.

Becoming a Physician

- **American Medical Association**, <http://www.ama-assn.org>
- **Association of American Medical Colleges (AAMC)**, <http://www.aamc.org>
- **Occupational Outlook Physicians and Doctors**, <http://www.bls.gov/oco/ocos074.htm>
- **Occupation Outlook Handbook (Bureau of Labor Statistics)** <http://www.bls.gov/oco/home.htm>
- **American Medical Association**, <http://www.ama-assn.org/go/becominganmd>
- **American Osteopathic Association**, <http://www.osteopathic.org>
- **American Academy of Family Physicians**, <http://fmignet.aafp.org>
- **American Board of Medical Specialties**, <http://www.abms.org>
- **American College of Obstetricians and Gynecologists**, <http://www.acog.org>
- **American College of Surgeons, Division of Education**, <http://www.facs.org>
- **American Psychiatric Association**, <http://www.psych.org>
- **American Society of Anesthesiologists**, <http://www.asahq.org/career/homepage.htm>

Videos on Becoming a Physician

- **Becoming a Doctor: General Surgery with Dr. Richard Prinz**, <http://www.youtube.com/watch?v=j0wQIPmcBC8>
- **Becoming a Doctor: Neurosurgery with Dr. Issam Awad**, <http://www.youtube.com/watch?v=8rmVWRPjnxl>
- **BECOME A DOCTOR, DEMYSTIFIED. Daily Life as a Medical Doctor**, <http://www.youtube.com/watch?v=qsO4telFG-o>
- **What I Wish I Knew as a Medical Student**, <http://www.youtube.com/watch?v=urEMS59Cd4&feature=related>

Free Practice Test Sites for College Admission Tests

Both ACT and SAT (and a few others)

- **4Tests.com**, <http://4Tests.com> – Free online test for the GED, ACT, SAT, TOEFL and NCLEX. Also has an online store where review books can be purchased and a free tutorial section.
- **Number2.com**, <http://Number2.com> – Was rated as one of the best online study guides.
- **Test Prep Review.com**, <http://www.testprepreview.com> – Gives information, test items, reviews, tutorials for about 25 different tests.
- **Top SAT Words**, <http://www.vocabulary.com/top144satwords.html> – Free ACT, SAT and GRE practice test materials.
- **AP Free Response Questions**, http://www.collegeboard.com/student/testing/ap/prep_free.html – All AP areas are addressed. Gives sample questions and a scoring guide.

ACT

- **ACT Practice Tests**, <http://www.actexampracticetests.com/practice-reading.html> – Gives practice test items and more information about the testing experience.
- **Free Practice Test**, <http://www.actstudent.org/sampletest> – Separate Web sections for each part of the test.
- **Free Practice Test for ACT**, <http://www.petersons.com/college-search/free-act-practice-test.aspx> – Features many northeast Ohio schools.

SAT

- **CollegeBoard.com**, <http://www.collegeboard.com/?student> – Practice tests, purchase of test booklets and more.
- **Top SAT Words**, <http://www.vocabulary.com/top144satwords.html> – Vocabulary help for SAT test.
- **Full Practice Tests**, <http://sat.collegeboard.com/practice/sat-practice-test> – Online or printed versions available.

Vocabulary for College

- **College Survival Vocabulary**, <http://www.msugf.edu/students/pdf/CollegeSurvivalVocab.pdf>
- **College Lingo**, <http://www.studentnow.com/features/collegelingo.html> – College vocabulary with a sense of humor.



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