

**YOUR  
CAREER  
NOW!**

**@CSI**

**CAREER  
GUIDE**



# The Concept of Career Clusters

Career Clusters identify the knowledge and skills learners need as they follow a pathway toward their career goals. The knowledge and skills identified form a strong basis for success whether in high school, college, technical training, an apprenticeship program or in the workplace.

## The Sixteen Career Clusters page

Agriculture, Food & Natural Resources . . . . .	1
Architecture & Construction . . . . .	1
Arts, A/V Technology & Communications . . . . .	2
Business, Management & Administration . . . . .	2
Education & Training. . . . .	3
Finance . . . . .	3
Government & Public Administration . . . . .	4
Health Science . . . . .	4
Hospitality & Tourism . . . . .	5
Human Service. . . . .	5
Information Technology. . . . .	6
Law, Public Safety & Security . . . . .	6
Manufacturing . . . . .	7
Marketing, Sales & Service . . . . .	7
Science, Technology, Engineering & Mathematics . . . . .	8
Transportation, Distribution & Logistics . . . . .	8



Your Career Now! @ CSI prepares all students for college, technical training, apprenticeships and careers, by focusing on the use of career clusters to provide learners with a clear pathway to achieving their goals.

**ABOUT THIS BOOK:** This Your Career Now! @ CSI Career Guide is presented by the College of Southern Idaho, Twin Falls, Idaho, as a guide for guidance counselors and possible students considering their future careers.

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## Agriculture, Food & Natural Resources

This diverse Career Cluster prepares you for careers in planning, implementation, production, management, processing and/or marketing of agriculture commodities and services including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and services.

CSI Programs	web address	page
Agribusiness . . . . .	<a href="http://agriculture.csi.edu/agribusiness">agriculture.csi.edu/agribusiness</a> . . . . .	12
Animal Science . . . . .	<a href="http://agriculture.csi.edu/animalScience">agriculture.csi.edu/animalScience</a> . . . . .	14
Aquaculture . . . . .	<a href="http://agriculture.csi.edu/aquaculture">agriculture.csi.edu/aquaculture</a> . . . . .	15
Horse Management . . . . .	<a href="http://agriculture.csi.edu/horse">agriculture.csi.edu/horse</a> . . . . .	29
Horticulture . . . . .	<a href="http://agriculture.csi.edu/horticulture">agriculture.csi.edu/horticulture</a> . . . . .	30
Veterinary Technology . . . . .	<a href="http://agriculture.csi.edu/vefTech">agriculture.csi.edu/vefTech</a> . . . . .	41
Water Resource Management . . . . .	<a href="http://agriculture.csi.edu/water">agriculture.csi.edu/water</a> . . . . .	42



## Architecture & Construction

This diverse Career Cluster prepares you for careers in designing, planning, managing, building and maintaining the built environment. Architecture & Construction comprises of one of the largest industries in the United States. People employed in this cluster work on new structures, restorations, additions, alteration and repairs.

CSI Programs	web address	page
Air Conditioning, Refrigeration and Heating . . . . .	<a href="http://tradeindustry.csi.edu/hvac">tradeindustry.csi.edu/hvac</a> . . . . .	13
Cabinetmaking/Woodworking . . . . .	<a href="http://tradeindustry.csi.edu/woodworking">tradeindustry.csi.edu/woodworking</a> . . . . .	19
Drafting Technology . . . . .	<a href="http://tradeindustry.csi.edu/drafting">tradeindustry.csi.edu/drafting</a> . . . . .	25
Manufacturing (Precision Machining and Automation) . . . . .	<a href="http://tradeindustry.csi.edu/manufacturing">tradeindustry.csi.edu/manufacturing</a> . . . . .	34
Residential Construction . . . . .	<a href="http://tradeindustry.csi.edu/construction">tradeindustry.csi.edu/construction</a> . . . . .	39
Welding . . . . .	<a href="http://tradeindustry.csi.edu/welding">tradeindustry.csi.edu/welding</a> . . . . .	44





## Arts, A/V Technology & Communications

This cluster offers two different avenues of concentration. Careers in the Performing Arts, Visual Arts or certain aspects of Journalism, Broadcasting and Film require courses and activities that challenge students' creative talents. Careers in Audio-Video Communications Technology, Telecommunications or Printing Technology require strong backgrounds in computer and electronic-based technology and a solid foundation in math and science. All pathways require the ability to communicate effectively in both oral and written form. In addition, the creative aspects of this cluster are rapidly merging with the technological, making it even more challenging.



CSI Programs	web address	page
Digital Media . . . . .	<a href="http://it.csi.edu/computer_graphics">it.csi.edu/computer_graphics</a> . . . . .	24
Network Systems Technician . . . . .	<a href="http://it.csi.edu/network_support">it.csi.edu/network_support</a> . . . . .	36



## Business Management & Administration

The Business, Management and Administration Cluster prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service and communication.

CSI Programs	web address	page
Accounting/Bookkeeping . . . . .	<a href="http://business.csi.edu/comp_bookkeeping">business.csi.edu/comp_bookkeeping</a> . . . . .	9
Administrative Assistant . . . . .	<a href="http://it.csi.edu/office_technology">it.csi.edu/office_technology</a> . . . . .	11
Business Management/ Entrepreneur . . . . .	<a href="http://business.csi.edu/biz_management">business.csi.edu/biz_management</a> . . . . .	18
Horse Management . . . . .	<a href="http://agriculture.csi.edu/horse">agriculture.csi.edu/horse</a> . . . . .	29



## Education & Training

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services.

CSI Programs	web address	page
Education Assistant . . . . .	<a href="http://education.csi.edu/TE/assistant">education.csi.edu/TE/assistant</a> . . . . .	27



## Finance

The Finance Cluster prepares learners for careers in financial and investment planning, banking, insurance and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer services and communication.

CSI Programs	web address	page
Business Management/ Entrepreneur . . . . .	<a href="http://business.csi.edu/biz_management">business.csi.edu/biz_management</a> . . . . .	18





## Government & Public Administration

Government affects Americans in countless ways. The federal government defends us from foreign aggression; represents American interests abroad; deliberates, passes and enforces laws; and administers many different programs. State and local governments pass laws or ordinances and provide vital services to constituents.

There are many opportunities in government in every career area, but the Government and Public Administration Career Cluster emphasizes those that are unique to government.

The College of Southern Idaho’s Social Science Department develops analytical skills for evaluating and valuing human behavior in the great variety of contexts which are reflected in our different programs. Programs include Anthropology, Civil Engineering, Economics, Geography, History and Political Science. Find more information online at [socsci.csi.edu](http://socsci.csi.edu).



## Health Science

This Health Science Career Cluster orients students to careers that promote health, wellness, and diagnosis as well as treat injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, cruise ships, medivac units, sports arenas, space centers, or within the community.



<b>CSI Programs</b>	<b>web address</b>	<b>page</b>
Addiction Studies . . . . .	<a href="http://hshs.csi.edu/human_services">hshs.csi.edu/human_services</a> . . . . .	10
Dental Assistant . . . . .	<a href="http://hshs.csi.edu/dental_assistant">hshs.csi.edu/dental_assistant</a> . . . . .	22
EMT/Paramedic . . . . .	<a href="http://csi.edu/emt">csi.edu/emt</a> <a href="http://csi.edu/paramedic">csi.edu/paramedic</a> . . . . .	28
Medical Assisting . . . . .	<a href="http://hshs.csi.edu/medical_assistant">hshs.csi.edu/medical_assistant</a> . . . . .	35
Practical Nursing . . . . .	<a href="http://hshs.csi.edu/practical_nursing">hshs.csi.edu/practical_nursing</a> . . . . .	37
Radiologic Technology . . . . .	<a href="http://hshs.csi.edu/radiologic_technology">hshs.csi.edu/radiologic_technology</a> . . . . .	38
Surgical Technology . . . . .	<a href="http://hshs.csi.edu/surgical_technology">hshs.csi.edu/surgical_technology</a> . . . . .	40



## Hospitality & Tourism

The Hospitality and Tourism Cluster prepares learners for careers in the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel-related services.

CSI Programs	web address	page
Culinary Arts . . . . .	<a href="http://business.csi.edu/culinary_arts">business.csi.edu/culinary_arts</a> . . . . .	21
Hospitality Management . . . . .	<a href="http://business.csi.edu/hospitality">business.csi.edu/hospitality</a> . . . . .	31



## Human Services

This diverse Career Cluster prepares individuals for employment in career pathways related to families and human needs.

CSI Programs	web address	page
Addiction Studies . . . . .	<a href="http://hshs.csi.edu/human_services">hshs.csi.edu/human_services</a> . . . . .	10
Early Childhood Education . . . . .	<a href="http://education.csi.edu/TE/earlyChildhood">education.csi.edu/TE/earlyChildhood</a> . . . . .	26
Human Services . . . . .	<a href="http://hshs.csi.edu/human_services">hshs.csi.edu/human_services</a> . . . . .	32





## Information Technology

IT careers involve the design, development, support and management of hardware, software, multimedia and systems integration services. IT careers are available in every sector of the economy – from Financial Services to Medical Services, Business to Engineering and Environmental Services.



CSI Programs	web address	page
Administrative Assistant . . . . .	it.csi.edu/office_technology. . . . .	11
Computer Support Technician . . . . .	it.csi.edu/computer_support . . . . .	20
Digital Media . . . . .	it.csi.edu/computer_graphics . . . . .	24
Network Systems Technician . . . . .	it.csi.edu/network_support . . . . .	36
Web Development . . . . .	it.csi.edu/web_development . . . . .	43



## Law, Public Safety & Security

This Career Cluster helps prepares students for careers in planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

CSI Programs	web address	page
EMT/Paramedic . . . . .	csi.edu/emt csi.edu/paramedic. . . . .	28
Law Enforcement . . . . .	socsci.csi.edu/lawEnforcement . . . . .	33





## Manufacturing

This diverse Career Cluster prepares learners for careers in planning, managing, and performing the processing of materials into products. Careers also include related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

<b>CSI Programs</b>	<b>web address</b>	<b>page</b>
Air Conditioning, Refrigeration and Heating . . . . .	<a href="http://tradeindustry.csi.edu/hvac">tradeindustry.csi.edu/hvac</a> . . . . .	13
Manufacturing (Precision Machining and Automation) .	<a href="http://tradeindustry.csi.edu/manufacturing">tradeindustry.csi.edu/manufacturing</a> . . . . .	34
Welding . . . . .	<a href="http://tradeindustry.csi.edu/welding">tradeindustry.csi.edu/welding</a> . . . . .	44



## Marketing Sales & Service

This diverse Career Cluster prepares you for careers in planning, managing and performing marketing activities to reach organizational objectives.

<b>CSI Programs</b>	<b>web address</b>	<b>page</b>
Business Management/ Entrepreneur . . . . .	<a href="http://business.csi.edu/biz_management">business.csi.edu/biz_management</a> . . . . .	18
Digital Media . . . . .	<a href="http://it.csi.edu/computer_graphics">it.csi.edu/computer_graphics</a> . . . . .	24
Web Development . . . . .	<a href="http://it.csi.edu/web_development">it.csi.edu/web_development</a> . . . . .	43





## Science, Technology, Engineering & Mathematics

A career in science, technology, engineering or mathematics is exciting, challenging and ever changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research, and professional and technical services (including laboratory testing, and research and development services).

The Mathematics, Engineering, and Computer Science Department at CSI provides students with university-parallel curricula in mathematics, engineering and computer science which transfer to four year institutions. The department also provides mathematics courses for students with majors in other academic and technical departments. Programs include Engineering, Biology, Geology, Chemistry, Mathematics, Natural Science and Physics. For more information please visit online at [math.csi.edu](http://math.csi.edu).



## Transportation, Distribution & Logistics

This diverse Career Cluster exposes students to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, rail and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.



<b>CSI Programs</b>	<b>web address</b>	<b>page</b>
Auto Body Technology. . . . .	<a href="http://tradeindustry.csi.edu/auto_body">tradeindustry.csi.edu/auto_body</a> . . . . .	16
Automotive Technology. . . . .	<a href="http://tradeindustry.csi.edu/automotive">tradeindustry.csi.edu/automotive</a> . . . . .	17
Diesel Technology. . . . .	<a href="http://tradeindustry.csi.edu/diesel">tradeindustry.csi.edu/diesel</a> . . . . .	23



# Accounting/Bookkeeping

The goal of CSI's Accounting/Bookkeeping program is to provide you, the student, with the training necessary for successful employment in bookkeeping and related fields. Upon completion of this program you will have financial record management skills, computerized bookkeeping (using both QuickBooks Pro and Peachtree accounting software) experience, as well as computerized data processing, spreadsheet creation and management, and word processing skills.

## Advancement opportunities

Experienced bookkeeping and accounting clerks may be given more responsible assignments. This often results in a pay raise. Clerks who have good communication and technical skills may be promoted to supervisor. Those who get additional training may become accountants or auditors.

## Employment

Bookkeeping and accounting clerks work in almost every industry.

Major employers:

- \* Bookkeeping and accounting firms
- \* Local, state, and federal government agencies

## Outlook

A growing economy should result in more demand for accounting services. However, automation of office functions is expected to continue. Thus, clerks who use computers should be able to do more work. Large organizations are likely to continue combining departments to reduce costs. This will further reduce the demand for bookkeeping and accounting clerks.

Despite the slow growth, many job openings will occur each year as current workers leave this occupation. The majority of new jobs will be created in small, rapidly growing organizations. Many opportunities for temporary and part-time work should be available.

## Interests

Bookkeeping and accounting clerks are people who tend to:

- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.
- \* Have enterprising interests. They like work activities that involve starting up and carrying out projects, especially in business. They like to lead and persuade others, make decisions, and take risks for profit.



**Degrees Offered:**  
Associate of Applied  
Science (64 Credit Hrs.)

**Sample Courses:**  
Introduction to Bookkeeping, Cost Accounting, QuickBooks Pro Accounting, PeachTree Accounting, Income Tax Procedures, Ten Key Skills, Human Relations in Supervision

**Contact:**  
Cindy Harmon  
(208) 732-6319  
charmon@csi.edu





## Addiction Studies

The Addiction Studies curriculum focuses on the nature of substance abuse and its impact on the physical, emotional, intellectual and spiritual nature of the human being. The program includes specialized coursework in knowledge of the various models of addiction, various treatment modalities, HIV, blood borne pathogens and other infectious diseases, the impact addiction has on individuals, families and society and the psychopharmacology of psychoactive drugs.

The program also provides education and classroom activities to assist in gaining entry-level skills in the areas of screening and assessment, case management and in developing an effective helping relationship with individuals and/or groups. Included in the coursework are clinical practical experiences, ensuring student participation in “real world” situations. AAS graduates of the Addiction Studies program may pursue their Bachelor of Science degree on-line through our partnership with the University of Wisconsin at Oshkosh.

### Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (39 Credit Hrs.)

### Sample Courses:

Alcohol/Drugs & Society, Pharmacology of Psychoactive Drugs, Alcohol, Drugs & the Family, Screening & Assessment, Counseling Skills

### Contact:

Mary Christy  
(208) 732-6713  
mchristy@csi.edu

### Advancement opportunities

Addictions counselors may advance their careers based on experience and performance on the job. However, most employers favor additional education when seeking employees and giving promotions.

Addictions counselors with advanced degrees and licenses can become program directors in hospitals, clinics, and other facilities. They may also run government health and human service agencies.

### Employment

Major employers:

- \* Outpatient/Residential care centers
- \* Child and family service agencies
- \* Local and state government agencies Hospitals

### Outlook

Demand is expected to be strong for addictions counselors. A few states have recently passed laws requiring counseling instead of jail for people caught with drugs. This shift will require more substance abuse counselors in those states. In addition, some insurance companies are paying for their subscribers to see counselors. This is because it generally costs less for a patient to see a counselor than a psychiatrist or psychologist.

### Interests

Addictions counselors are people who tend to:

- \* Consider achievement important. They like to see the results of their work and like to get a feeling of accomplishment from their work.
- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Have investigative interests. They like work activities that have to do with ideas and thinking. They like to search for facts and figure out solutions to problems mentally.



# Administrative Assistant

The Administrative Assistant program prepares students for a fast paced career, keeping an office running smoothly and efficiently, utilizing strong organization and critical thinking skills. Students will develop an expertise in communication, problem solving and software applications that can be carried through to any business environment. Course work meets the standards for Microsoft Certified Application Specialist.

Students may choose to pursue a Legal Assistant option that will develop an understanding of the technical and human relation skills necessary for a position as an administrative assistant in a legal office. Certification as a Legal Assistant requires a combination of course work and work experience. Students completing the required course work may after working two years take the ALS (Accredited Legal Secretary) certification exams.

## Advancement opportunities

Secretaries generally advance by being promoted to other secretarial jobs with more responsibilities. Secretaries who increase their knowledge of a company's operation or upgrade their skills may be promoted to other positions. For example, they may advance to executive secretary, clerical supervisor, or office manager.

Secretaries with word processing experience can advance to jobs as word processing trainers, supervisors, or managers.

## Employment

Major employers:

- \* Schools and colleges
- \* Religious organizations
- \* Local, state, and federal government agencies
- \* Temporary worker agencies
- \* Hospitals

## Outlook

One reason for the decline in secretarial jobs is that most office workers have their own computers. Workers who would have given secretaries a letter to type in the past, now type it themselves or send an e-mail. However, some tasks, such as working with clients, are not easily automated. In addition, good communication skills cannot be replaced by technology. Secretaries will continue to play key roles in organizations.

## Interests

Secretaries are people who tend to:

- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up.
- \* Consider good working conditions important. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider relationships important. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail.
- \* Have enterprising interests. They like to lead and persuade others, make decisions, and take risks for profit.
- \* Have social interests. They like work activities that assist others and promote learning and personal development.



## Degrees Offered:

Associate of Applied Science (65 Credit Hrs.)

Technical Certificate (34 Credit Hrs.)

## Sample Courses:

Introduction to Book-keeping, Business Writing, Office Procedures, Principles of Book-keeping, Information Management, Records Management, Office Technology Integration, several Elective Credit options available

## Contact:

Lori Garnand  
(208) 732-6317  
lgarnand@csi.edu





## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Associate of Arts (64 Credit Hrs.)

Associate of Science (64 Credit Hrs.)

Technical Certificate (29 Credit Hrs.)

## Sample Courses:

Plant Science in Agriculture, Agriculture Management, Principles of Animal Science, Fundamentals of GIS, General Soils, Introduction to GPS

## Contact:

Jim Wilson  
(208) 732-6403  
jwilson@csi.edu



# Agribusiness

Every aspect of life has an Agriculture component. CSI graduates are working as range technicians evaluating usage of plants on public lands, as Crop consultants assisting farmers in decision-making, in feed and soil analysis and agrichemical investigations. Your Agribusiness education can take you into the sale of commodities, fertilizers, equipment and agriculture chemicals, or brokering commodities.

Environmental concerns and the growing emphasis on biofuels and other alternative energy sources will expand the Agribusiness field in coming years. Agribusiness graduates also work in the geospatial industry using GPS and GIS, providing tractor guidance and helping landowners make site-specific decisions on application of nutrients and managing databases of agriculture inputs.

CSI, together with the University of Idaho, offers the only true two-plus-two transfer program in the United States. You can earn your Bachelors Degree in Agriscience and Technology without leaving the CSI campus.

## Advancement opportunities

Graduates generally begin in a learning environment. They learn about their specific job, their company and how the business operates. Graduates experience rapid advancement and supervisory roles in their field of choice. Hard work reaps rewards and CSI Agribusiness graduates are in many area businesses making decisions for their businesses.

## Employment

CSI Agri-business graduates work in:

- \* Food processing
- \* Agricultural sales
- \* Crop advising
- \* Feed analysis
- \* State/Federal government jobs
- \* Animal nutrition
- \* Soil and plant analysis industry
- \* Commodities purchasing
- \* Seed quality industry
- \* Seed production industry

## Outlook

The agricultural industry has undergone years without a large worker turn over. Today, things are changing. The baby boomer population, is vacating or will vacate in the next 5 -10 years, large numbers of great jobs in every aspect of the AGRICULTURAL INDUSTRY. Several industries are currently looking for CSI graduates to fill these positions and provide a great beginning salary with benefits and advancement.

## Interests

Agricultural successes:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider independence important. They like to make decisions and try out ideas on their own.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay.

# Air Conditioning, Refrigeration, Heating

The Air Conditioning, Refrigeration, Heating Technology Program, also known as the HVAC/R program, at the College of Southern Idaho is a hands-on, learn-by-doing program. Students learn to read and create schematic drawings; develop critical thinking, problem solving, analyzing and application skills; and study safety procedures in the HVAC/R field. At CSI, students will enjoy a 16 to 1 instructor ratio to ensure understanding and to provide the students with a positive learning experience.

## Advancement opportunities

Advancement in this field usually takes the form of higher wages. However, experienced mechanics may advance to jobs as supervisors or service managers. Those who enjoy working with people may move into areas such as sales or marketing. Those with management skills and funding may open their own businesses.

## Employment

About 13 percent of heating and cooling system mechanics are self-employed.

Major employers:

- \* Heating and cooling system installation companies
- \* Electrical contractors
- \* Heating and cooling system retailers

## Outlook

As the population and economy grow, so will the demand for systems that control the indoor climate. Even if the level of new construction slows down, the demand for mechanics who repair and maintain these systems should remain stable.

In addition, concern for the environment should lead to the development of more efficient systems. Mechanics will be needed to replace or modify current equipment. The continuing focus on improving indoor air quality should also spur growth in this field. Highly skilled heating and cooling system mechanics will have the best prospects.

## Interests

Heating and cooling system mechanics are people who tend to:

- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Consider achievement important. They like to get a feeling of accomplishment from their work.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (50 Credit Hrs.)

Postsecondary Certificate (8 Credit Hrs.)

## Sample Courses:

National Electric Code, Air Conditioning, EPA Certification, Fossil Fuel Furnaces, Ammonia Refrigeration, Heat Pumps, Commercial Refrigeration

## Contact:

David Wyett  
(208) 732-6323  
dwyett@csi.edu



# Animal Science

Did you know that dairy is the highest ranked agricultural commodity produced in Idaho, in terms of cash receipts, and that beef production ranks second? Idaho is among the top ten states in dairy, feed cattle, and beef processing. The CSI Animal Science program will provide students with an understanding of the biological function, production, and use of domestic animals. We teach and apply the latest technology in genetics, physiology, and nutrition so students will better understand how to use and care for animals, in preparation for employment in the expanding animal science industry of Idaho.

## Advancement opportunities

Farm and ranch workers have many opportunities for advancement. They may advance from working on small farms to working on larger ones. Those who have leadership skills may become agricultural worker supervisors. Those who are able to save money may rent or purchase land and run their own farm or ranch.

Ranch workers who enjoy working with animals may become animal breeders, caretakers, or trainers. They may need additional training to qualify for these occupations.

## Employment

Many farm and ranch workers work only part of the year. Workers are in demand from spring to fall, but not in winter. About half as many farm and ranch workers are employed during the winter. Farm and ranch worker jobs are available in all areas of the country.

Major employers:

- \* Commercial farms
- \* Agriculture worker supply services

## Outlook

Some employment for farm and ranch workers is seasonal. There tend to be a lot of job openings in seasonal work because people move on to other jobs. Many job openings will become available as current workers leave this occupation for various reasons.

## Interests

Farm and ranch workers are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Associate of Science (34 Credit Hrs.)

## Sample Courses:

Principles of Macroeconomics, Agricultural Management, Principles of Animal Science (with Lab), Artificial Insemination of Cattle, Applied Animal Nutrition with Lab, Intro to Animal Reproduction & Breeding, Agriculture Marketing and Management

## Contact:

Dr. Barry Pate  
(208) 732-6415  
bpate@csi.edu





# Aquaculture

Along with production of many species of fish, Idaho is the nation's largest commercial producer of rainbow trout. Students enrolled in the nine-month Aquaculture Program program at CSI learn and work at the college hatchery as well as for area commercial facilities throughout the educational experience. The Aquaculture Program helps students develop a broad background of experience preparing for future education and employment.

## Work Activities

- \* Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- \* Coordinating the Work and Activities of Others — Getting members of a group to work together to accomplish tasks.
- \* Monitor Processes, Materials, or Surroundings — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- \* Scheduling Work and Activities — Scheduling events, programs, and activities, as well as the work of others.
- \* Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- \* Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- \* Making Decisions and Solving Problems — Analyzing information and evaluating results to choose the best solution and solve problems.

- \* Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.
- \* Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- \* Training and Teaching Others — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

## Interests

- \* Realistic — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
- \* Enterprising — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.



**Degrees Offered:**  
Associate of Applied Science (64 Credit Hrs.)  
Technical Certificate (36 Credit Hrs.)

**Sample Courses:**  
Fisheries Management 1 & 2, Diseases of Fish 1 & 2, Fish Nutrition 1 & 2, Practicum 1 & 2

**Contact:**  
Terry Patterson  
(208) 732-6402  
(208) 733-3972  
tpatterson@csi.edu



# Auto Body Technology

The Auto Body Technology Program at CSI is designed to provide the technical and professional skills needed for entry level technicians. The program involves classroom and lab experience, and practical on-the-job experience in a work environment such as a dealership or auto body shop. As a student, you will learn the concepts behind today's auto body jobs, as well as gain basic hands-on skills, including shop safety and proper use of tools and equipment.



## Degrees Offered:

Associate of Applied Science (70 Credit Hrs.)

Technical Certificate (41 Credit Hrs.)

## Sample Courses:

Electrical, Auto Body Shop Fundamentals, Panel Repair Replace & Adjustment, Metal Finishing & Body Filling, Plastic & Adhesives, Collision Repair Projects

## Contact:

Richard Frey  
(208) 732-6336  
rhfrey@csi.edu

Tim Pierce  
(208) 732-6331  
tpierce@csi.edu



## Advancement opportunities

Additional training in specialized areas or with automobile makers can help repairers advance. Skilled auto body workers can also advance to shop supervisor. Some repairers open their own shops. Others become auto damage appraisers for insurance companies.

## Employment

About 18 percent of auto body repairers are self-employed.

Major employers:

- \* Auto body shops
- \* Motor vehicle dealerships

## Outlook

Several factors will contribute to the growth of this occupation. As the population increases, so will the number of vehicles on the road. This means there will probably be more accidents and more vehicles needing repair. In addition, new cars are made of steel alloys, aluminum, and plastics. These materials are harder to repair than the steel parts of older cars. Plus, these materials tend to be damaged more in an accident. This means there is more work to be done when repairing vehicles and it can take more time to make the repair.

The automotive repair business is not very sensitive to changes in the economy. When the economy is slow, people put off minor repairs such as fixing minor dents. However, major repairs paid for by insurance will still be done so repairers will have work.

## Interests

Auto body repairers are people who tend to:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.

# Automotive Technology

The College of Southern Idaho and General Motors teamed up in 1982 by combining their resources and expertise to offer the Automotive Service Educational Program (ASEP). ASEP is designed to provide the technical and professional competency required for GM dealership and ACDelco service center employment, by training students to inspect, diagnose and provide service and repair. The program involves classroom and lab experience on GM vehicles as well as working in a GM dealership or ACDelco service center.

## Advancement opportunities

Beginners who learn on the job usually start as trainees or mechanics' helpers. Within a few months, they perform many routine service tasks and make simple repairs. It usually takes two to five years of on-the-job training to become a journey-level mechanic. However, graduates of college training programs are often able to advance to the journey level after only a few months on the job.

Experienced mechanics with leadership ability sometimes advance to shop supervisor or service manager. Those who work well with customers may become service estimators. Some open their own repair shops.

## Employment

About 15 percent of auto mechanics are self-employed.

Major employers:

- \* Auto repair shops
- \* Auto dealerships
- \* Auto supply stores
- \* Gas and service stations

## Outlook

As the population grows, so will the number of motor vehicles. All those new cars and trucks, as well as the old ones, will require maintenance and service. Most jobs for mechanics are at repair shops and auto dealerships. The number of jobs at these locations will continue to grow. Faster growth may occur at shops that specialize in oil changes, brake repair, and other minor repairs.

## Interests

Automobile mechanics are people who tend to:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



**Degrees Offered:**  
Associate of Applied  
Science (66 Credit Hrs.)

**Sample Courses:**  
Automotive H.V. A/C,  
Automotive Engine Driv-  
ability, Automotive  
Braking Systems, Auto-  
motive Engine Repair,  
Steering & Suspension,  
Automotive Electrical/  
Electronics

**Contact:**  
David Rodriguez  
(208) 732-6334  
drodriguez@csi.edu

Robyn Swainston  
(208) 732-6332  
rswainston@csi.edu





## Degrees Offered:

Associate of Applied  
Science (64 Credit Hrs.)

## Sample Courses:

Principles of Marketing,  
Legal Environment,  
Human Relations in Su-  
pervision, Professional  
Selling, Advertising,  
Small Business Manage-  
ment, Business Plan  
Development, Principles  
of Macroeconomics,  
Income Tax Procedures,  
Intro to International  
Business, E-Commerce  
Basics

## Contact:

Colin Randolph  
(208) 732-6406  
crandolph@csi.edu



# Business Management/Entrepreneur

The Business Management/Entrepreneurship curriculum provides you, the student, with the skills necessary to own and operate your own business or to assume entry level managerial positions. Most of all, it can teach you how to work as a leader in the business world. The courses will cover management theory, human resources and decision-making, as well as accounting, marketing, economics and finance. You may choose to place emphasis on Retail Selling, Management, Marketing, E-Commerce, Entrepreneurship, or Restaurant or Hospitality Management.

## General & Operations Managers:

- \* Direct and coordinate activities of businesses or departments concerned with the production, pricing, sales, or distribution of products.
- \* Manage staff, preparing work schedules and assigning specific duties.
- \* Review financial statements, sales and activity reports, and other performance data to measure productivity and goal achievement and to determine areas needing cost reduction and program improvement.
- \* Establish and implement departmental policies, goals, objectives, and procedures, conferring with board members, organization officials, and staff members as necessary.
- \* Oversee activities directly related to making products or providing services.

## Skills

- \* Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- \* Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.

- \* Time Management — Managing one's own time and the time of others.
- \* Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- \* Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

## Abilities

- \* Oral Expression — The ability to communicate information and ideas in speaking so others will understand.
- \* Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- \* Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.
- \* Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

# Cabinetmaking/Woodworking

Combining lecture and hands-on training, the Cabinetmaking/Woodworking program at CSI uses all aspects of modern woodworking facilities to instruct you in the skills required for this industry. Subjects included in this limited enrollment program are math, sketching, blueprint reading and safety procedures. A variety of skills, techniques and methods of cabinetmaking, furniture construction and woodworking are also taught. Employment opportunities include cabinetmaker, installer, finish carpenter and furniture maker.

## Advancement opportunities

Skilled cabinetmakers may advance to jobs as supervisors, estimators, or detailers. Supervisors need skills in managing. Estimators need skills in sales. They must also be able to visualize the proposed job and figure costs. Detailers need drafting skills and experience in the trade.

## Employment

About 16 percent of cabinetmakers are self-employed.

Major employers:

- \* Cabinet manufacturers
- \* Household furniture manufacturers
- \* Office furniture manufacturers

## Outlook

Growth will depend on the demand for custom-designed interiors for new offices. In addition, more people are expected to want nice cabinets in their homes. However, custom cabinets are expensive. Thus, this occupation is sensitive to the state of the economy. When the economy is weak, people are less likely to buy cabinets. Some companies may lay off workers during slow periods. Some job opportunities will arise as cabinetmakers retire or leave this occupation for other reasons.

## Interests

Cabinetmakers are people who tend to:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.



## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (40 Credit Hrs.)

Postsecondary Certificate (13 Credit Hrs.)

## Sample Courses:

Woodworking Safety, Concepts of Woodworking, Wood Types, Basic Drafting, Applied Joinery, Layout Procedures, Face Frame Construction, Project Applications, Window & Door Construction

## Contact:

Ken Triplett, Jr.  
(208) 732-6335  
ktriplett@csi.edu





### Degrees Offered:

Technical Certificate  
(30 Credit Hrs.)

### Sample Courses:

Computer Operating Systems, Microsoft Client Administration, Microsoft Server Administration, Troubleshooting Hardware for the PC, Hardware Lab, Network Technology 1, HTML

### Contact:

Kirk Ruby  
(208) 732-6316  
kruby@csi.edu



## Computer Support Technician

The Computer Support Technician technical certificate is designed to provide you with the skills and knowledge to become employable in an entry-level position. As a student, you will learn troubleshooting, assemblage, and PC hardware and software installation skills. These skills could also prepare you to take the industry standard A+ Certification test as well as the Network+ Certification test. In addition, this program serves as a skill development tract if you wish to go onto a two-year Network Support degree.

### Advancement opportunities

Beginning computer systems analysts start with small projects and are supervised by experienced analysts. As they gain experience, they may be put in charge of increasingly larger and more complex systems. Those who have good people skills may advance to supervisory positions. For some management positions, a bachelor's or master's degree in business administration may be required. Some analysts become consultants.

### Employment

Major employers:

- \* Computer systems design companies
- \* Federal, state, and local government agencies
- \* Business management companies
- \* Insurance companies

### Outlook

Much of the demand for systems analysts is the result of advances in computer technology. Growth in this occupation will be driven by very rapid growth in the computer and data processing services industry. This is expected to be one of the fastest growing industries in the U.S. economy. Demand will also result from the need to replace employees who are promoted to other positions or who retire.

### Interests

Computer systems analysts are people who tend to:

- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style.
- \* Consider support from their employer important. They prefer jobs where they are trained well.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Have investigative interests. They like work activities that have to do with ideas and thinking. They like to search for facts and figure out solutions to problems mentally.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail.

# Culinary Arts

The Culinary Arts program provides culinary and hospitality education designed to prepare students for a successful career in the rapidly expanding food service industry. The curriculum is designed to meet the needs of the industry, building from basic introductions to each area of Culinary Arts into highly artistic expertise. Students will gain skills and knowledge in food preparation, nutrition, menu planning, sanitation, equipment operation, inventory control, purchasing, and front-of-the-house customer service skills. Classroom learning is combined with working lab periods at local restaurants, interesting field trips, guest speakers and a summer internship.

## Advancement opportunities

Advancement for food service supervisors is limited in small establishments. However, they can advance by taking jobs with bigger companies or with institutional facilities, such as schools. Experienced supervisors in large restaurant chains may advance to manager jobs. Willingness to relocate is often important to advance to positions with more responsibility. Additional training or college education may be required for advancement.

## Employment

Major employers:

- \* Fast food restaurants
- \* Full service restaurants
- \* Schools
- \* Grocery stores

## Outlook

Job growth will be spurred by increases in the population, household income, and leisure time. More income and leisure time allow people to take vacations and dine out more often. In addition, in an increasing number of families all parents work. These families are more likely to go out to eat. Thus, as more people dine out, the demand for supervisors should grow. Growth in the elderly population will result in more food service supervisor jobs in nursing homes and residential care facilities

## Interests

Food service worker supervisors are people who tend to:

- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style.
- \* Have enterprising interests. They like work activities that involve starting up and carrying out projects, especially in business.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions.



## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (29 Credit Hrs.)

## Sample Courses:

The Professional Kitchen, Introduction to Food Preparation, Food Sanitation, Menu Management, Food Service Nutrition, Food Service Purchasing, Adv Entrees & Plate Presentation

## Contact:

Mike Johnson  
(208) 732-6381  
mjohnson@csi.edu





# Dental Assistant

The Dental Assistant program at CSI offers you, the student, courses in basic dental assistant procedures as well as general education classes and credits that are transferable to other Allied Health curricula or programs. A portion of your training includes working in labs and clinics. The program is designed to equip students with the skills, knowledge, and abilities necessary to enter the job market.

## Degrees Offered:

Technical Certificate  
(44 Credit Hrs.)

## Sample Courses:

Medical Terminology, Introduction to Allied Health, Fundamentals of Nutrition, Human Structure & Function, Orientation to Dental Assisting, Dental Assisting General Chairside, Dental Anatomy & Terminology, Dental Radiology, Dental Theory 2, Clinical Practicum

## Contact:

Tonja Bowcut  
(208) 732-6708  
tbowcut@csi.edu



## Advancement opportunities

Without further education, opportunities for advancement are limited. Some dental assistants who work in the front office become office managers. Other dental assistants go back to school to become dental hygienists or dentists.

## Employment

Almost all dental assistants work in private dental offices.

## Outlook

The increasing trend for people to keep their natural teeth will fuel the demand for dental services. Older dentists, who are less likely to employ assistants, will be replaced by recent graduates, who are more likely to hire them. In addition, as dentists' workloads increase, they are expected to hire more assistants to perform routine tasks.

Job prospects for dental assistants should be good. Besides growth in the occupation, many more job openings will arise from the need to replace dental assistants who leave the field. Many of these openings will be for entry-level jobs that offer on-the-job training.

## Interests

Dental assistants are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.

## Interests (continued)

- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Have social interests. They like work activities that assist others and promote learning and personal development. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.



# Diesel Technology

The CSI Diesel Technology Program is currently sponsored by Freightliner for student curriculum, equipment and job placement. The instructors are ASE certified & Freightliner certified. The diesel technology program is an 11-month or 2 year program with two options of study; a lab option and a co-op option that includes work site training. Instruction is a combination of lecture and hands-on training while covering the latest truck technology, servicing and repairing vehicles, and understanding technical manuals.

## Advancement opportunities

Most beginning mechanics perform routine service tasks and make minor repairs. They advance to harder jobs as they prove their ability. Formal training increases the chances for advancement.

Experienced mechanics may advance to field service jobs. Field service mechanics travel to the job site to work on the equipment. These jobs give mechanics a better chance to work independently and earn higher wages. Mechanics with leadership ability may become shop supervisors or service managers. Mechanics with business skills may open their own repair shops.

## Employment

About 25 percent of heavy equipment mechanics work for heavy equipment dealers.

Major employers:

- \* Heavy equipment dealers
- \* Federal, state, and local government agencies
- \* Highway, street, and bridge construction companies

## Outlook

Equipment rental and leasing companies are expected to have the greatest need for mechanics. Growth is also expected with heavy equipment dealers. Opportunities will be best for those with formal training in diesel or heavy equipment mechanics.

## Interests

Heavy equipment mechanics are people who tend to:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.



## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (44 Credit Hrs.)

## Sample Courses:

Analysis of Hydraulics, Principles of Compression & Gas Ignition, Analysis of Fuel Injection Systems, Analysis of Power Transmissions, Analysis of Suspension & Control, Air Conditioning, Basic Applied Electricity, Preventative Maintenance

## Contact:

Levi Perkins  
(208) 732-6371  
lperkins@csi.edu





## Digital Media

The Digital Media program is designed for students interested in studying the creation, use, and management of high-quality digital media content. The primary focus is on the production and application of digital multimedia, web design, video, and graphic design for print in a project-based, hands-on learning environment. Students may produce high quality publications including brochures, newsletters, logos, etc. or may create and produce video for the web as well as graphically rich and usable websites. The program is designed to equip students with the skills, knowledge, and abilities necessary to enter the computer graphics job market.

### Degrees Offered:

Associate of Applied Science (70 Credit Hrs.)

Technical Certificate (33 Credit Hrs.)

### Sample Courses:

Photoshop, Typography & Letterforms, Introduction to Digital Media Tools, Video Editing, Page Layout & Design, Website Design & Management

### Contact:

Teresa Sept  
(208) 732-6315  
tsept@csi.edu

Daryl Hunt  
(208) 732-6305  
dhunt@csi.edu



### Advancement opportunities

Experienced and successful graphic designers may advance to assistant art director, art director, or design director. In some companies, they may advance to creative director of an art or design department. Graphic designers may develop their skills to the point that they can specialize in one area, such as website design. Some may gain enough success to open their own business.

### Employment

About 25 percent of graphic designers are self-employed.

Major employers:

- \* Graphic design companies
- \* Advertising agencies
- \* Newspaper, magazine, and book publishers
- \* Printing and business form companies

### Outlook

The demand for graphic designers will be due in part to the growth of the Internet. Graphic designers will be needed to design and lay out web pages. In addition, businesses will continue to want visually appealing ideas for their products, publications, and videos. All these items require the skills of graphic designers.

Despite high demand, competition will be strong for the best jobs. This is because employers will pay high wages to the most talented designers.

### Interests

Graphic designers are people who tend to:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Have artistic interests. They like work activities that deal with artistic forms, designs, and patterns. They prefer work which allows for self expression.

# Drafting Technology

The College of Southern Idaho Drafting Technology Program is academically rigorous and demanding. Training is provided in a variety of aspects of drafting using CAD programs and traditional techniques. Students will gain knowledge of making and using plans, blueprints and drawing of models while studying the disciplines addressed in the program: Machine (mechanical), Structural, Civil, and Architectural Drafting. This is a limited enrollment program.

## Advancement opportunities

Drafters who gain experience and knowledge may become design drafters or senior drafters. With additional training or experience, drafters may also move into related positions, such as technical writer, sales engineer, or engineering assistant.

## Employment

Major employers:

- \* Engineering and architectural firms
- \* Machinery manufacturers
- \* Architectural and structural metal manufacturers
- \* Construction companies

## Outlook

As architects and engineers become more familiar with CAD programs, less work will be given to drafters. This is why the occupation is growing slowly. Despite the slow growth, jobs will become available as current drafters retire or transfer to other occupations. Growth will be slightly faster for mechanical drafters.

## Interests

Drafters are people who tend to:

- \* Consider achievement important. They like to get a feeling of accomplishment from their work.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style.

## Interests (continued)

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have artistic interests. They like work activities that deal with artistic forms, designs, and patterns. They prefer work which allows for self expression.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (41 Credit Hrs.)

## Sample Courses:

Trigonometry for the Trades, Board Drafting, Computer Aided Drafting, Orthographic Projections, Dimensioning Standards, Dimensioning in AutoCAD, Solid Modeling, Machine Drafting, Civil Drafting, Architectural Drafting, Structural Drafting,

## Contact:

Pat Ferrell  
(208) 732-6326  
pferrell@csi.edu





# Early Childhood Education

The Early Childhood Education Program offers several program options for students interested in working with children (birth through eight years) and their families. In addition, the ECE Program operates a Laboratory School for toddlers (18 months to 3 years) and preschoolers (3-5 years). We have integrated our curriculum to meet the Early Childhood Special Education Blended Certificate standards for two-year programs. The Early Childhood Education field provides a wide variety of employment possibilities that include child care, preschool teaching, kindergarten and primary school teacher's aide, Head Start family educator, special education aide, and kindergarten through third grade classroom teacher.

## Degrees Offered:

Associate of Arts  
(74 Credit Hrs.)

Associate of Applied  
Science (64 Credit Hrs.)

Technical Certificate  
(43 Credit Hrs.)

Postsecondary Certificate  
(27 Credit Hrs.)

## Sample Courses:

Math for Elementary Teachers, Introduction to Sociology, Child Health and Safety, Infant & Toddler Care & Education, The Young Child

## Contact:

Evin Fox  
(208) 732-6872  
efox@csi.edu



## Advancement opportunities

With additional training, kindergarten teachers may move into other jobs. Some of these positions include school librarian, reading specialist, or guidance counselor. They may also become administrators or supervisors. However, competition for these positions is strong.

Chances for advancement are limited for preschool teachers. Some may advance to supervisory or administrative jobs in large child-care centers or preschools. Some preschool teachers set up their own child-care businesses.

## Employment

Most kindergarten teachers work in public and private schools. More than half of all preschool teachers work in child day care services.

Major employers:

- \* Child day care services
- \* Elementary schools
- \* Religious organizations

## Outlook

Many states are considering making preschool required for four-year-olds. They're also considering making kindergarten be all day long instead of just half day. If states make these changes, the number of jobs for preschool and kindergarten teachers will increase dramatically.

## Interests

Preschool and kindergarten teachers are people who tend to:

- \* Consider independence important. They like to make decisions and try out ideas on their own.
- \* Consider achievement important. They like to get a feeling of accomplishment from their work.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Have social interests. They like work activities that assist others and promote learning and personal development. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.
- \* Have artistic interests. They like work activities that deal with artistic forms, designs, and patterns.

# Education Assistant

The Education Assistant Program is a comprehensive paraprofessional training curriculum which offers a three tiered degree system, eight different program options, and is available both online and in a classroom setting. Because of the various delivery methods, all paraprofessionals, even those located in isolated areas, will have access. This performance-based program allows students to gain credit for prior learning experiences.

## Advancement opportunities

Teacher aides advance by taking classes and gaining new skills. After taking training, they can work as guidance counselors, speech specialists, or tutors. Some aides get a degree and a teaching license. Sometimes employers will allow for time away from the job to get more training. They also may reimburse some tuition costs.

## Employment

Most teacher aides work at elementary, middle, and high schools.

Major employers:

- \* Public and private schools
- \* Childcare centers

## Outlook

Student enrollments are expected to grow slowly. However, the population of special education students is growing quickly. There are also more students who speak English as a second language. Teacher aides work mainly with these two groups of students. School budget cuts may increase the number of pupils in each classroom. All these factors increase the need for aides. In addition, many jobs will open as aides leave this occupation to find higher paying jobs.

## Interests

Teacher aides are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Have social interests. They like work activities that assist others and promote learning and personal development. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (32 Credit Hrs.)

## Sample Courses:

Effective Teaching, Assisting Children with Reading Difficulties, Teaching Writing in Schools, Develop & Adapt the Curriculum, Family/Community Relations & Disabilities, Special Education Policies & Procedures

## Contact:

Tracey Meyerhoeffer  
(208) 732-6874  
tmeyerhoeffer@csi.edu





## EMT/Paramedic

The Emergency Medical Technician (EMT) & Paramedic Programs of the College of Southern Idaho provide comprehensive education to create competent, compassionate, and professional entry level EMTs and paramedics. As an EMT student you will study topics such as basic patient assessment and treatment of common trauma and medical emergencies such as airway and bleeding control, fracture care, and emergency childbirth.

Paramedic students study advanced emergency medical topics such as cardiology, pathophysiology and assessments, pharmacology, medical and trauma emergencies, obstetrics and pediatrics. A required field internship is the final component of the program. The paramedic Program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs and lays a foundation for a 1 year bridge program to the CSI RN Program

### EMT Degrees:

Technical Certificate  
(30 Credit Hrs.)

Postsecondary Certificate  
(15 Credit Hrs.)

### Paramedic Degrees:

Associate of Applied  
Science (69 Credit Hrs.)

Technical Certificate  
(59 Credit Hrs.)

### Sample Courses:

Medical Terminology,  
Human Structure &  
Function, Basic &  
Advanced Emergency  
Medical Technician,  
Paramedic 1, 2 & 3

### EMT Contact:

Jim Massie  
(208) 732-6709  
jmassie@csi.edu

### Paramedic Contact:

Gordy Kokx  
(208) 732-6710  
gkokx@csi.edu

### Advancement opportunities

Emergency medical technicians advance by taking additional training. Usually paramedics advance to positions that do not include fieldwork. A paramedic with leadership skills may advance to supervisor, operations manager, or executive director of emergency services.

Some EMTs and paramedics become instructors or dispatchers. Some may decide that they want to receive further medical training. They may attend college to become registered nurses, physician assistants, or doctors.

### Employment

Major employers:

- \* Private ambulance firms
- \* Fire departments
- \* Hospitals

Some EMTs who work for hospitals may work full time in the medical facility and respond to calls in ambulances or helicopters.

### Outlook

As the population grows, there will be a need for more emergency services. Also, the number of older adults is increasing. Older adults are the greatest users of emergency services. Both of these factors will increase the need for EMTs.

### Interests

Emergency medical technicians are people who tend to:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up.
- \* Have social interests. They like work activities that assist others and promote learning and personal development.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions.
- \* Have investigative interests. They like work activities that have to do with ideas and thinking. They like to search for facts and figure out solutions to problems mentally.

# Horse Management

Today's Equine industry is a multi-billion dollar industry that is very diverse; from sophisticated and high tech to family recreation. The purpose of the CSI Equine Program is to provide students with the knowledge and skills necessary to work in this multifaceted field. We offer a curriculum that would articulate with a four year university program.

## Advancement opportunities

Experienced animal breeders may become managers for an employer. Others may start their own businesses. Breeders may also become animal show judges, or officers in state or national breeding associations. Some may become lobbyists and persuade legislators to pass laws that benefit animal breeders.

## Employment

About 85 percent of animal breeders are self-employed. The rest work on farms and ranches.

## Outlook

This occupation is very small, so the number of job openings each year will be limited. In addition, the costs to start an animal breeding business can be high. This also limits the number of people who enter this occupation.

## Interests

Animal breeders are people who tend to:

- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have investigative interests. They like work activities that have to do with ideas and thinking. They like to search for facts and figure out solutions to problems mentally.



## Degrees Offered:

**Horse Management**  
Associate of Applied Science (64 Credit Hrs.)

Technical Certificate  
(32 Credit Hrs.)

**Equine Studies**  
Associate of Arts  
(64 Credit Hrs.)

**Equine Business Management**  
Associate of Science  
(64 Credit Hrs.)

## Sample Courses:

Equine Nutrition, Equine Reproduction, Horse Health, Horse Judging, Horse Anatomy & Unsoundness 1 & 2, Business Aspects of Racing Horses, Agriculture Management, Equine Studies Workshop, Draft Horses, Business Aspects of Raising Horses

## Contact:

Jim Knight  
(208) 732-6414  
jknight@csi.edu



# Horticulture

Plants alter the environment in which we live by moderating climate, improving air quality, conserving water, and harboring wildlife. A green infrastructure of trees, shrubs, flowers and turf is critical for healthy and livable communities. As Green Industry Professionals we are committed to constantly enhancing the quality of life, standard of living and economic viability of individuals and communities.

The Horticulture program at CSI will provide you, the student, with practical hands-on horticulture skills and applied theory in both classroom and laboratory settings. Curriculum includes learning to breed and grow fruits, vegetables, trees, shrubs, and various classifications of fauna and vegetation. Other topics of study comprise the life cycles of plants and how to nourish them at each stage; and

## Degrees Offered:

Technical Certificate  
(30 Credit hours)

Associate of Applied  
Science (64 Credit Hrs.)

Associate of Science  
(64 Credit Hours)

Associate of Arts  
(64 Credit Hours)

## Sample Courses:

Plant Science in Agriculture, Introduction to Horticulture, Landscape Maintenance, Herbaceous Plants, Woody Landscape Plants, Arbo-riculture, General Soils, Soil Fertility, Turfgrass Culture

## Contact:

Dave Kiesig  
(208) 732-6431  
dkiesig@csi.edu

## Advancement opportunities

Uneducated workers make up a large part of the industry labor force. Those with High School Diplomas may find some opportunities as crew leaders. Many of the Green Industry jobs available to these workers are seasonal only. Employees with a college degree will find many opportunities for year-round work as supervisors, managers and even entrepreneurs. Education helps... Taking courses to continue ones education is not only beneficial but many times required to maintain certification and licensing in many facets of the green industry.

## Employment

- \* Nurseries –wholesale and retail
- \* Greenhouses – wholesale and retail
- \* Florist
- \* Plant Researcher
- \* Landscape Planning and Design
- \* Landscape Installation
- \* Golf Courses
- \* Specialty Crop Production
- \* Vineyards and Enology,
- \* Forestry
- \* Parks Development/Maintenance
- \* Air, Water and Soil Conservation
- \* Teaching
- \* and many more!

## Outlook

In the hardest times this country has ever seen – the depression era – when people had a nickel the first two things they sought to purchase were an apple and flowers according to Lloyd Wright, founder of Kimberly Nurseries. Both of these are Horticultural products... which gives the term job security a very real meaning.

A recent study by the University of Idaho and Idaho Nursery and Landscape Association shows that Gardening and Yardcare continue to reign as the top consumer involved activities in Idaho. The 'Green Industry' is currently the fastest growing industry in Idaho and in the top ten nationally. With an ever increasing emphasis on landscaping quality by municipalities, businesses, and residential properties it is a safe bet that the Green Industry is here to stay and will continue to 'grow'!

## Interests

Horticulture careers are best suited to those who like to work with plants, don't mind getting a little bit dirty, can work with all kinds of tools, equipment and people, prefer to work outdoors, and who like to feel good at the end of each day about having accomplished something good for someone and the planet at the same time!





# Hospitality Management

The Hospitality Management program prepares you, the student, for leadership roles and successful careers in the rapidly expanding hospitality industry. This program provides a foundation of the basic philosophies, skills and procedures of the hospitality industry, as well as real world applications and “hands on” practices. You can choose to study either Lodging or Restaurant Management while developing problem solving and critical thinking abilities.

## Advancement opportunities

Graduates of hotel management programs usually start as assistant manager trainees. As they gain experience, trainees usually become assistant managers. Eventually they may become general managers. Larger hotels may offer better opportunities for advancement than smaller hotels.

## Employment

About 40 percent of hotel and motel managers are self-employed. These managers usually own a small hotel or motel.

Major employers:

- \* Hotels and motels

## Outlook

The travel industry is growing again after the lull caused by the events of September 11, 2001. Some families and business customers are willing to pay extra for suites, which are rooms with kitchens and space to have meetings. Other people prefer to stay at large full-service hotels that offer fitness centers, large meeting rooms, and play areas for children. Both suite and full-service hotels need more managers because of the number of services they provide.

Jobs will be available as workers retire, transfer to other positions, or leave the field. Some people leave the field because of long hours or the high amount of contact with customers. Opportunities are very good for people who have a college degree in hotel or restaurant management.

## Interests

Hotel and motel managers are people who tend to:

- \* Consider independence important. They like to make decisions and try out ideas on their own.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Have enterprising interests. They like work activities that involve starting up and carrying out projects, especially in business.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They prefer working where there is a clear line of authority to follow.
- \* Have social interests. They like work activities that assist others and promote learning and personal development.



**Degrees Offered:**  
Associate of Applied  
Science (64 Credit Hrs.)

**Sample Courses:**  
Human Relations in  
Supervision, Menu  
Management, The  
Professional Kitchen,  
Hospitality Law, Tourism,  
Introduction to Hospital-  
ity, Hospitality Market-  
ing, Event Management,  
Customer Service &  
Conflict Resolution,  
Food and Beverage  
Service, Hospitality  
Accounting, Front Office  
Management

**Contact:**  
Dianne Jolovich  
(208) 732-6407  
djolovich@csi.edu





# Human Services

The Human Services program trains and educates you, the student, for professional and paraprofessional jobs in diverse settings such as group homes and halfway houses; correctional, developmental disability agencies, and community mental health centers; family, child, and youth service agencies; and programs concerned with alcoholism, drug abuse, family violence, and aging.

The curriculum includes specialized coursework in knowledge of Human Service models, the establishment of helping relationships, communication and interviewing techniques and the implementation of therapeutic group activities/group communication in various settings. The courses include clinical practice experiences, ensuring student participation in “real world” situations. AAS graduates of the Human Services program may pursue their Bachelor of Science degree on-line through our partnership with the University of Wisconsin at Oshkosh.

## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (35 Credit Hrs.)

## Sample Courses:

Environmental Science, Bioethics for Health Professional, Introduction to Allied Health, Introduction to Human Services, Understanding the Helping Relationship

## Contact:

Mary Christy  
(208) 732-6713  
mchristy@csi.edu



## Advancement opportunities

Social and human service assistants may advance to other positions in their agency. They may advance to dealing with more difficult cases or have larger caseloads. Attending training such as seminars and workshops is a good way to acquire skills needed for advancement.

Assistants may also advance to other occupations that involve counseling. They may become social workers, counselors, or psychologists. However, a master’s degree is usually required for these positions. Some employers may pay for assistants to take classes.

## Employment

Major employers:

- \* State and local government agencies
- \* Social services agencies
- \* Residential care centers
- \* Job training programs

## Outlook

The demand for social services will increase as the population grows and people get older. Assistants will be needed to make sure the elderly get all the services they are eligible for. Job training programs also are expected to require additional social and human service assistants.

## Interests

Bookkeeping and accounting clerks are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Have social interests. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.

# Law Enforcement

The Law Enforcement program at CSI prepares you, the student, for career opportunities in the law enforcement field such as peace officer (city, county, state), dispatcher, correction officer and security officer. CSI's program is approved by the Idaho State Police Officers Standards and Training (POST) Council therefore eliminating the need to attend Basic Police Academy before certification testing. While enrolled you will learn how to patrol, direct and control traffic and handle emergencies, as well as study laws and ordinances, self-defense, first aid and proper weapon use.

## Advancement opportunities

Police officers usually are eligible for promotion after a probation period. This period ranges from six months to three years. Promotions to a higher rank are usually made according to a candidate's position on a promotion list. Scores on written exams and job performance determine a candidate's position.

Continuing training helps officers improve their job performance and their chances for promotion. Officers can obtain training through police academies and other training centers. In addition, many departments pay all or part of the tuition for officers to take courses toward a college degree in criminal justice, police science, administration of justice, or public administration.

## Employment

Major employers:

- \* Local, state, and federal police departments

## Outlook

At the state and local levels, growth is likely to continue even though budgets may be small. Because the size of budgets varies from year to year, so does the number of law enforcement jobs. Layoffs are rare because the number of retirements each year is usually enough to cover any personnel cuts. Trained officers who do lose their jobs because of budget cuts usually have little difficulty finding jobs with other agencies.

## Interests

Police patrol officers are people who tend to:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay.
- \* Consider independence important. They like to make decisions and try out ideas on their own.
- \* Have social interests. They like work activities that assist others and promote learning and personal development.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions.



## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (34 Credit Hrs.)

## Sample Courses:

Introduction to Criminal Justice, Introduction to Law & Justice, Introduction to Corrections, Criminal Evidence Law, Law of Arrest Search & Seizure, Police Procedures, Criminal Investigation, Advance Patrol Procedures, Basic Collision Investigation

## Contact:

Brett Reid  
(208) 732-6339  
breid@csi.edu





## Manufacturing (Precision Machining and Automation)

The Manufacturing Technology program at CSI uses a broad approach to training technicians, creating a foundation with a variety of skills that include machining and CNC, as well as fabrication, plastics, electronics and a CAD CAM. The first year of the program (TC) focuses on machining, and the second year (AAS) introduces advanced topics and automation (programmable logic controllers and robotics). Related non-credit short term training will be designed to coincide with this program and industry needs, helping prepare students for a successful career in the rapidly expanding field of machining fabrication.

### Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (32 Credit Hrs.)

### Sample Courses:

Machining, CNC, Robotics and Automation, Computer Assisted Design, Applied Math and Physics

### Contact:

Ben Hamlett  
(208) 732-6374  
bhamlett@csi.edu

### Advancement opportunities

Advancement for operators usually takes the form of higher pay. However, there are also opportunities for operators to advance to new positions. For example, they can run multiple machines. They can become trainees for more highly skilled jobs, such as machinists or numerical control tool programmers. Operators who have good people skills may advance to supervisory jobs.

### Employment

Major employers:

- \* Machine shops
- \* Motor vehicle parts manufacturers
- \* Metalworking machinery manufacturers
- \* Plastic products manufacturers
- \* Aerospace products and parts manufacturers

### Outlook

Companies are switching to computer-controlled machines because they improve quality and lower costs. Growth in this occupation will be limited because machine operators can be more productive. More growth will occur in plastics than in metalworking. This is because plastic products increasingly are being substituted for metal ones.

Employment levels of machine operators are influenced by economic cycles. When the demand for machined goods falls, workers may be laid off or forced to work fewer hours.

### Interests

Numerical control machine operators are people who tend to:

- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



# Medical Assistant

The Medical Assistant program at CSI prepares graduates to assist physicians in out-patient settings by working in a simulated office performing administrative and clinical medical assisting duties. This program is accredited by the Commission on Accreditation of Allied Health Education Programs, and prepares students to successfully complete the CMA examination. Medical assistants generally perform clinical skills assisting physicians with patient care. Some who prefer a more administrative setting may progress to office or clinic manager.

## Advancement opportunities

Medical assistants have two possible routes for advancement. With further training and coursework, medical assistants can advance to other medical positions. For example, they can become nurses or physician assistants. Experienced medical assistants can also advance to other clerical positions. They can become health records technicians, secretaries, or bookkeepers. They may need additional training to advance to these jobs.

## Employment

Over half of all medical assistants work in a doctor's office.

Major employers:

- \* Doctors' offices
- \* Hospitals
- \* Offices of other types of health care providers (chiropractors and optometrists)

## Outlook

One factor in the growth of this occupation is technological advances in medicine. Because of these advances, more disorders can be treated. Another factor is growth in the population, especially of the elderly. This group is most likely to need medical attention. In addition, some health care providers are shifting tasks from nurses to medical assistants. This will also increase the demand for these workers.

Most job openings will be in doctors' offices and clinics. Job prospects should be excellent for medical assistants who have formal training or experience.

## Interests

Medical assistants are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Have social interests. They like work activities that assist others and promote learning and personal development. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.



## Degrees Offered:

Technical Certificate  
(35 Credit Hrs.)

## Sample Courses:

General Psychology, Medical Terminology, Human Structure & Function, Pharmacology, Medical Office Procedures, Integrated Medical Procedures, Clinical Procedures

## Contact:

Penny Glenn  
(208) 732-6728  
pglenn@csi.edu





## Network Systems Technician

The Network Systems Technician program is designed to prepare you, the student, for a career in network systems and computer support. You will gain the skills required to pass industry certification exams including Microsoft, Cisco and CompTIA. After successful completion of the program, you will be a valuable asset to corporate IT departments that utilize Microsoft networks, or Cisco routers and switches, and PC computing hardware and software.

### Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

### Sample Courses:

Computer Operating Systems, Intro to Programming with Visual Basic, CISCO Networking 1, 2, 3 & 4, Microsoft Client Administration, Microsoft Server Administration, Linux/UNIX, Troubleshooting Hardware for the PC, Hardware Lab, HTML, Fundamentals of Wireless LANs

### Contact:

Roland Cooke  
(208) 732-6309  
rcooke@csi.edu

### Advancement opportunities

Beginning computer systems administrators start with small projects and are supervised by a senior-level administrator. As they gain experience, they may be put in charge of increasingly larger and more complex systems. Those who have good people skills may advance to supervisory positions.

### Employment

Major employers:

- \* Computer systems design companies
- \* Federal, state, and local government agencies
- \* Business management companies
- \* Universities and colleges

### Outlook

Many companies have computer systems that they need to protect, maintain, or expand. In addition, other companies need to add computer systems. Because of technological advances and competition between businesses, it is unlikely that the demand for administrators will slow any time soon. Companies will continue to invest heavily in their computer systems because they are getting productivity or other gains from that investment.

### Interests

Computer systems administrators are people who tend to:

- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Have investigative interests. They like to search for facts and figure out solutions to problems mentally.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They prefer working where there is a clear line of authority to follow.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions.



# Practical Nursing

The Practical Nursing Program at CSI is approved by the Idaho Board of Nursing and the Idaho State Board of Professional-Technical Education. Upon graduation students are eligible to write the NCLEX-PN and when passed will be licensed to practice nursing as a Licensed Practical Nurse in Idaho.

The Practical Nursing curriculum will prepare students for a rewarding career by teaching application principles to utilize the nursing process and apply principles from behavioral, medical and nursing sciences to recognize and meet the needs of patients in various settings. Admission to the nursing program is competitive, with more applicants than spaces available.

## Advancement opportunities

Advancement for licensed practical nurses often takes the form of a salary increase. However, some experienced LPNs become supervisors of nursing assistants and aides. Advancement opportunities are best for those who acquire additional training. They may become registered nurses (RNs) or one of many other types of health care workers.

## Employment

Major employers:

- \* Nursing and personal care agencies
- \* Hospitals
- \* Doctors' offices
- \* Home health care agencies
- \* Temporary worker agencies

## Outlook

Nursing homes will offer the most new jobs for LPNs. In part because the number of elderly people in need of long-term care is rising. Additionally, there is an increasing number of patients released from the hospital who have not recovered enough to return home.

Fast growth is also expected in home health care services and employment of LPNs is expected to grow quickly in doctors' offices, clinics, and emergency medical centers.

## Interests

Licensed practical nurses are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people. They prefer jobs where they are not pressured to do things that go against their sense of right and wrong.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities. They like to get a feeling of accomplishment from their work.
- \* Have social interests. They like work activities that assist others and promote learning and personal development. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have investigative interests. They like work activities that have to do with ideas and thinking. They like to search for facts and figure out solutions to problems mentally.



## Degrees Offered:

Technical Certificate  
(49 Credit Hrs.)

## Sample Courses:

General Psychology, Medical Terminology, Human Structure & Function, Professional Concepts, Normal Nutrition, Pharmacology, Therapeutic Nutrition, Medical Surgical 1, 2 & 3, Maternal Child 1 & 2

## Contact:

Dr. Pam Holloway  
(208) 732-6720  
pholloway@csi.edu





### Degrees Offered:

Associate of Applied Science (72 Credit Hrs.)

### Sample Courses:

Anatomy and Physiology I & II, Medical Terminology, Introduction to Allied Health, Radiologic Science, Patient Care in Radiography 1 & 2, Radiographic Procedures 1 & 2, Radiation Protection, Image Analysis, Imaging Equipment, Imaging & Processing

### Contact:

O. Gary Lauer, Ph. D.,  
RT (R) ARRT  
(208) 732-6719  
glauer@csi.ed



## Radiologic Technology

The CSI Radiologic Technology Program is an intensive five semester program that prepares graduates for the national certification examination in radiography conducted by the American Registry of Radiologic Technologists (ARRT). Upon passing this exam, graduates become eligible for entry level employment in diagnostic imaging departments of hospitals and clinics as Registered Technologists in Radiography. This program is also accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), therefore meeting national industry training standards.

### Advancement opportunities

There are many opportunities for advancement for radiologic technologists. Those who continue their education and stay up-to-date on technological changes are most likely to advance. Radiologic technologists may become supervisors for radiologic staff. They may specialize in certain procedures that require more skill and knowledge. Specializing usually means workers receive higher wages. Radiologic technologists with experience and a successful work history may move into medical administration.

### Employment

About half of all radiologic technologists work in hospitals.

Major employers:

- \* Hospitals
- \* Doctors' offices
- \* Medical laboratories

### Outlook

Many new jobs will be created at hospitals. However, employment will grow most rapidly in medical offices, clinics, and diagnostic imaging centers. These jobs will result from the trend of doing more procedures outside the hospital setting. In addition, a significant part of the population is getting older. They will require more medical testing.

### Interests

Radiologic technologists are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider achievement important. They like to get a feeling of accomplishment from their work.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery.
- \* Have investigative interests. They like work activities that have to do with ideas and thinking. They like to search for facts and figure out solutions to problems mentally.
- \* Have social interests. They like work activities that assist others and promote learning and personal development. They like to communicate with others: to teach, give advice, help, or otherwise be of service to others.



# Residential Construction

The Residential Construction program at CSI gives you, the student, an opportunity to enter an exciting, financially rewarding, growing industry with endless opportunities suited to match your individual talent, personality, and unique skills. From construction management to specialized skilled trades, you will have hands-on-experience as we build a complete home, participating in all facets of construction from footing to finish, sheet rock to shingles. You may complete and earn a 1 year Technical Certificate, or a 2 year Associates of Applied Science.

## Advancement opportunities

Beginning carpenters start with basic tasks. As they gain experience, they are given more difficult tasks. Experienced carpenters may advance to carpentry or general construction supervisors. Some carpenters become independent contractors. To advance, carpenters should be able to estimate the type and quantity of materials needed to complete a job. In addition, they should be able to estimate how long a job will take to complete and its cost.

## Employment

About 32 percent of carpenters are self-employed.

Major employers:

- \* House construction companies
- \* Office and industrial building construction companies
- \* Framing contractors
- \* Finish carpentry contractors

## Outlook

As our population increases, we need more houses and more or larger businesses to meet society's needs. Construction activity should continue to grow as long as the economy remains good.

Carpenters who have all-round skills will have the best chances of remaining employed. Job openings will be plentiful. This is a large occupation with high turnover. Thousands of jobs will occur each year as carpenters leave the field.

## Interests

Carpenters are people who tend to:

- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay.
- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider independence important. They like to make decisions and try out ideas on their own. They prefer jobs where they can plan their work with little supervision.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



## Degrees Offered:

Associate of Applied Science (70 Credit Hrs.)

Technical Certificate (39 Credit Hrs.)

## Sample Courses:

Construction Tools & Safety, Construction Math & Layout, Building Framing Theory I & II, Mechanical and Electrical Systems, Excavation and Masonry Layout, Construction Fieldwork, Construction Blueprints and Codes, OSHA & Industrial Safety

## Contact:

Alan Heck  
(208) 732-6330  
aheck@csi.edu





### Degrees Offered:

Surgical First Assisting  
Associate of Applied  
Science (64 Credit Hrs.)

Technical Certificate  
(44 Credit Hrs.)

### Sample Courses:

General Psychology,  
Medical Terminology,  
Introduction to  
Allied Health, Human  
Structure & Function,  
Operating Room  
Techniques, Surgical  
Techniques, General  
Surgical Procedures,  
Pharmacology

### Contact:

Janet Milligan  
(208) 732-6706  
jmilligan@csi.edu



## Surgical Technology

The Surgical Technology program at CSI educates you, the student, to work in operating rooms and assist surgeons. You will learn about surgical procedures and instruments, study infections that can be threatening in an operating room and learn how to prevent them, as well as how to sterilize equipment and supplies. You will also study medical terminology, basic procedures, and medicines that are used during surgery. CSI's Surgical Technology program is Nationally Accredited by CAAHEP and upon graduation you can write for national certification.

### Advancement opportunities

Technologists advance by specializing in a particular area of surgery. For example, some specialize in open-heart surgery. They may also work as circulating technologists. These workers are the "unsterile" members of the surgical team. They prepare patients and help with anesthesia. They also interview the patient before surgery and answer the surgeon's questions about the patient during surgery.

With additional training, some technologists advance to first assistants. These workers help retract, sponge, and suture during surgery. They also help close and treat wounds.

### Employment

About seven out of ten surgical technologists work in public or private hospitals.

Major employers:

- \* Hospitals
- \* Doctors' offices
- \* Dentists' offices
- \* Outpatient care centers

### Outlook

The number of surgeries performed each year is expected to increase due in part to a growing and aging population. In addition, advances in technology will make new surgical procedures available. Hospitals will continue to be the largest employer of surgical technologists. However, the fastest employment growth is expected in doctors' offices and out-patient centers.

### Interests

Surgical technologists are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions.
- \* Have social interests. They like work activities that assist others and promote learning and personal development.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards.

# Veterinary Technology

The College of Southern Idaho has the only Veterinary Technology program in Idaho approved by the American Veterinary Medical Association. The Vet Tech program gives motivated individuals an opportunity to combine their compassion for animals with their interest in science and medicine. The curriculum offers courses in anatomy and physiology, animal nursing and restraint, health and records, veterinary parasitology, clinical lab procedures, surgical nursing, radiology, animal diseases and much more. Along with classwork, students will have hands-on experience in CSI's dedicated Vet Tech lab.

## Advancement opportunities

Veterinary technologists and technicians can advance in expertise and special knowledge of species. As they acquire advanced expertise, they can take on more tasks helping veterinarians. Experienced technologists and technicians may become supervisors. They can advance to managing animal shelters, veterinary hospitals, and humane societies. By attending veterinary college, they can become veterinarians.

## Employment

Major employers:

- \* Veterinary hospitals and clinics
- \* Research labs at colleges and universities

## Outlook

The number of pets people own is expected to grow. In addition, pet owners are expected to increase their use of veterinary services. This will increase the work for veterinary technologists and technicians because they will do more procedures to treat pets.

Graduates of training programs in veterinary technology have the best prospects for a job.

## Interests

Veterinary technologists and technicians are people who tend to:

- \* Consider relationships important. They like to work in a friendly, non-competitive environment. They like to do things for other people.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider good working conditions important. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery.
- \* Have investigative interests. They like work activities that have to do with ideas and thinking. They like to search for facts and figure out solutions to problems mentally.
- \* Have social interests. They like work activities that assist others and promote learning and personal development.



## Degrees Offered:

Associate of Applied Science (70 Credit Hrs.)

## Sample Courses:

Introduction to Veterinary Tech, Animal Nursing & Restraint, Animal Health Records Systems, Comparative Veterinary Anatomy & Physiology, Veterinary Parasitology, Specimen Collection Lab, Veterinary Microbiology, Applied Radiology

## Contact:

Dr. Jody Rockett  
(208) 732-6408  
jrockett@csi.edu





# Water Resource Management

The Water Resource Management Program primes students to meet the needs of environmental, municipal, industrial and agricultural water management. CSI offers two areas of emphasis: Municipal/Industrial emphasizes potable water and wastewater distribution and treatment, while Environmental focuses on water uses for wildlife habitat, irrigation, and protection of quality. In both areas, students learn about water quality, measurement, pumping and the legal aspects associated with water use.

## Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (28 Credit Hrs.)

## Sample Courses:

Water Measurement, Legal Issues of Water Management, Introduction to Hydrology

## Contact:

Dr. Ross Spackman  
(208) 732-6405  
rspackman@csi.ed

## Advancement opportunities

As operators are promoted, they become responsible for more complex treatment processes. Some advance to plant supervisor or superintendent. Others advance by transferring to a larger facility. College-level training in water treatment and increasingly responsible work experience may be enough to qualify an operator to be a superintendent of a small plant. However, educational requirements are rising as larger, more complex treatment plants are built. With each promotion, the operator must have greater knowledge of federal, state, and local regulations. Superintendents of large plants often need an engineering or science degree.

## Employment

Major employers:

- \* Local government agencies (water treatment agencies)
- \* Water supply services

## Outlook

As the population increases, so will the demand for water. Many cities are responding to this demand by building more treatment plants. In addition, many manufacturers are beginning to treat wastewater before it leaves their plants. Both of these factors should increase the demand for operators.

Water and wastewater treatment plant operators generally have steady employment. This is because their services are needed regardless of the state of the economy.

## Interests

Water treatment plant operators are people who tend to:

- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



# Web Development

The Web Development program at CSI will prepare you for an exciting career in a field with many untapped opportunities and high salaries. As a student, you will learn web design and development fundamentals, database design techniques, and you will be introduced to several programming languages. Upon graduation you will be able to develop robust, database-driven web applications that can lead to four-year programs or to immediate career opportunities.

## Web Developer Tasks

- \* Design, build, or maintain web sites, using authoring or scripting languages, content creation tools, management tools, and digital media.
- \* Analyze user needs to determine technical requirements.
- \* Create web models or prototypes that include physical, interface, logical, or data models.
- \* Incorporate technical considerations into web site design plans, such as budgets, equipment, performance requirements, or legal issues including accessibility and privacy.
- \* Research, document, rate, or select alternatives for web architecture or technologies.
- \* Select programming languages, design tools, or applications.
- \* Develop web site maps, application models, image templates, or page templates that meet project goals, user needs, or industry standards.
- \* Develop system interaction or sequence diagrams.
- \* Provide clear, detailed descriptions of web site specifications such as product features, activities, software, communication protocols, programming languages, and operating systems software and hardware.

## Interests

Web Developers are people who tend to:

- \* Consider independence important. They prefer jobs where they can plan their work with little supervision.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style.
- \* Consider achievement important. They like to see the results of their work and to use their strongest abilities.
- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up.
- \* Consider recognition important. They like to work in jobs which have opportunities for them to advance, be recognized for their work, and direct and instruct others.
- \* Have investigative interests. They like work activities that have to do with ideas and thinking. They like to search for facts and figure out solutions to problems mentally.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail.



## Degrees Offered:

Associate of Applied Science (66 Credit Hrs.)

## Sample Courses:

Computer Operating Systems, Network Technologies, Linux/UNIX, HTML, Website Design & Management, DHTML, E-Commerce Basics, Intro to Programming with Visual Basic, Systems Analysis & Design, Web Programming with PHP, Database Systems, Web Programming with ASP, XML

## Contact:

Ryan Jund  
(208) 732-6313  
rjund@csi.edu





## Welding

The Welding Program at CSI prepares you, the student, for a successful career in the rapidly expanding field of welding and fabrication. This limited enrollment program begins with an introduction to the basics of welding and continues on to each area of welding including TIG, MIG, and Stick Welding. You will learn blueprint reading, industrial safety, applied leadership, metallurgy, machining operations, welding procedures, material management, first aid and CPR, ornamental iron work, and metal forging. Students with these skills are highly recruited by a broad spectrum of industry, including (but not limited to) the mining industry. Program options that are available include an Associate of Applied Science, a one-year Technical Certificate, and AWS Welding Certification.

### Degrees Offered:

Associate of Applied Science (64 Credit Hrs.)

Technical Certificate (35 Credit Hrs.)

### Sample Courses:

Pipe Certification, Arc Welding (Basic, Intermediate & Advanced), TIG Welding (Basic, Intermediate & Advanced), MIG Welding (Basic, Intermediate & Advanced)

### Contact:

M. John Peterson  
(208) 732-6373  
mjpeterson@csi.edu

Kent Parish  
(208) 732-6372  
kparish@csi.edu

### Advancement opportunities

Welders can advance to more skilled jobs with additional training and experience. For example, they may become technicians, supervisors, inspectors, or instructors. Some experienced welders open their own repair shops.

### Employment

Welders work mostly in metal manufacturing industries.

Major employers:

- \* Architectural and structural metals manufacturers
- \* Agriculture, construction, and mining machinery manufacturers
- \* Commercial and industrial machinery manufacturers

### Outlook

The outlook for welders varies by industry. Many manufacturing jobs are moving overseas, so employment in that field is expected to decline. In contrast, construction is expected to grow.

The increasing use of robots to do tasks will have the most impact on low-skilled manual welders. Welders who work on construction projects or in equipment repair are less likely to be affected.

Job prospects should be excellent for welders with the right skills. Many employers report difficulty finding qualified applicants.

### Interests

Welders are people who tend to:

- \* Consider support from their employer important. They like to be treated fairly and have supervisors who will back them up. They prefer jobs where they are trained well.
- \* Consider good working conditions important. They like jobs offering steady employment and good pay. They want employment that fits their individual work style. They may prefer doing a variety of tasks, working alone, or being busy all the time.
- \* Have realistic interests. They like work activities that include practical, hands-on problems and solutions. They like to work with plants, animals, and physical materials such as wood, tools, and machinery. They often prefer to work outside.
- \* Have conventional interests. They like work activities that follow set procedures, routines, and standards. They like to work with data and detail. They prefer working where there is a clear line of authority to follow.



# The College of Southern Idaho

The College of Southern Idaho, a comprehensive community college, provides quality education, social, cultural, economic, and workforce development opportunities that meet the diverse needs of the communities it serves. CSI prepares students to lead enriched, productive, and responsible lives in a global society.

## Programs currently offered at CSI:

### Academic

Agri-Business  
 Agriculture  
 Agriculture Science  
 Anthropology  
 Art, Commercial  
 Art, General  
 Biology  
 Biotechnology  
 Botany  
 Business management  
 Business, General  
 - Accounting  
 - Finance  
 - International Business  
 - Management  
 - Marketing  
 Chemistry  
 Chiropractic (Pre)  
 Communication  
 Computer Science  
 Criminal Justice Admin.  
 Dentistry (Pre)  
 Dental Hygiene  
 Digital Media  
 - Graphic Design for Print  
 Dietetics  
 Ecology  
 English  
 Environmental Science  
 Economics  
 Education  
 - Bilingual  
 - Early Childhood  
 - Ed Asst. -Generalist  
 - Elementary  
 - Ed Asst. -Generalist  
 -Physical  
 - Secondary  
 - Special  
 Engineering  
 - Agriculture  
 - Chemical  
 - Civil  
 - Computer  
 - Electrical  
 - Mechanical  
 Fish & Wildlife Resources (Pre)  
 Forestry (Pre)

Geography  
 Geology  
 Health Promotion  
 History  
 Language  
 - Foreign  
 - Sign  
 Law  
 Liberal Arts  
 Library Science  
 Marine Biology  
 Mathematics  
 Medicine (Pre)  
 Microbiology  
 Music  
 Natural Science  
 Occupational Therapy (Pre)  
 Optometry (Pre)  
 Pharmacy (Pre)  
 Photography  
 Physical Therapy (Pre)  
 Physician Assistant (Pre)  
 Physics  
 Political Science  
 Psychology  
 Public Health  
 Range Science (Pre)  
 Real Estate  
 Recreation Management  
 Registered Nursing  
 Respiratory Therapy (Pre)  
 Social Work  
 Sociology  
 Speech Pathology/  
 Audiology (Pre)  
 Theatre  
 Veterinary Medicine (Pre)  
 Zoology

### Technical

Accounting/Bookkeeping  
 AC/Heating/Refrigeration  
 Addiction Studies  
 Administrative Assistant  
 Allied Health Multi-Skilled  
 Assistant  
 Animal Science  
 Apprenticeship, Carpentry  
 Apprenticeship, Electrical

Apprenticeship, HVAC  
 Apprenticeship, Industrial  
 Maintenance  
 Apprenticeship, Plumbing  
 Aquaculture  
 Auto Body  
 Automotive  
 Cabinetmaking/  
 Woodworking  
 Certified Nursing Assistant  
 Computer Support Tech.  
 Culinary Arts  
 Dental Assistant  
 Digital Media  
 - Graphic Design for Print  
 Diesel Technology  
 Drafting Technology  
 Early Childhood Ed  
 Emergency Medical  
 Technician  
 Equine Business  
 Management  
 Equine Studies  
 Farm Management  
 Fire Service Technology  
 Horse Management  
 Horticulture  
 Hospitality Management  
 Human Services  
 Laboratory Asst. /Technician  
 Law Enforcement  
 Livestock Technician  
 Manufacturing Technology  
 - Precision Machining &  
 Automation  
 Medical Assistant  
 Medical Technology  
 Network Support Tech  
 Office Technology  
 Practical Nursing  
 Paramedic  
 Radiologic Technology  
 Residential Construction  
 Surgical Technician  
 Surgical First Assistant  
 Veterinary Technician  
 Water Resource  
 Management  
 Web Developer  
 Welding Technology





College of  
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