

# Choose Your Major: Majors Exploration

EXPLORATION THROUGH SELF-REFLECTION, INFORMATION  
GATHERING, EVALUATION AND DECISION MAKING  
WORKBOOK

EXPLORATORY ADVISING, STUDENT SUCCESS CENTRE

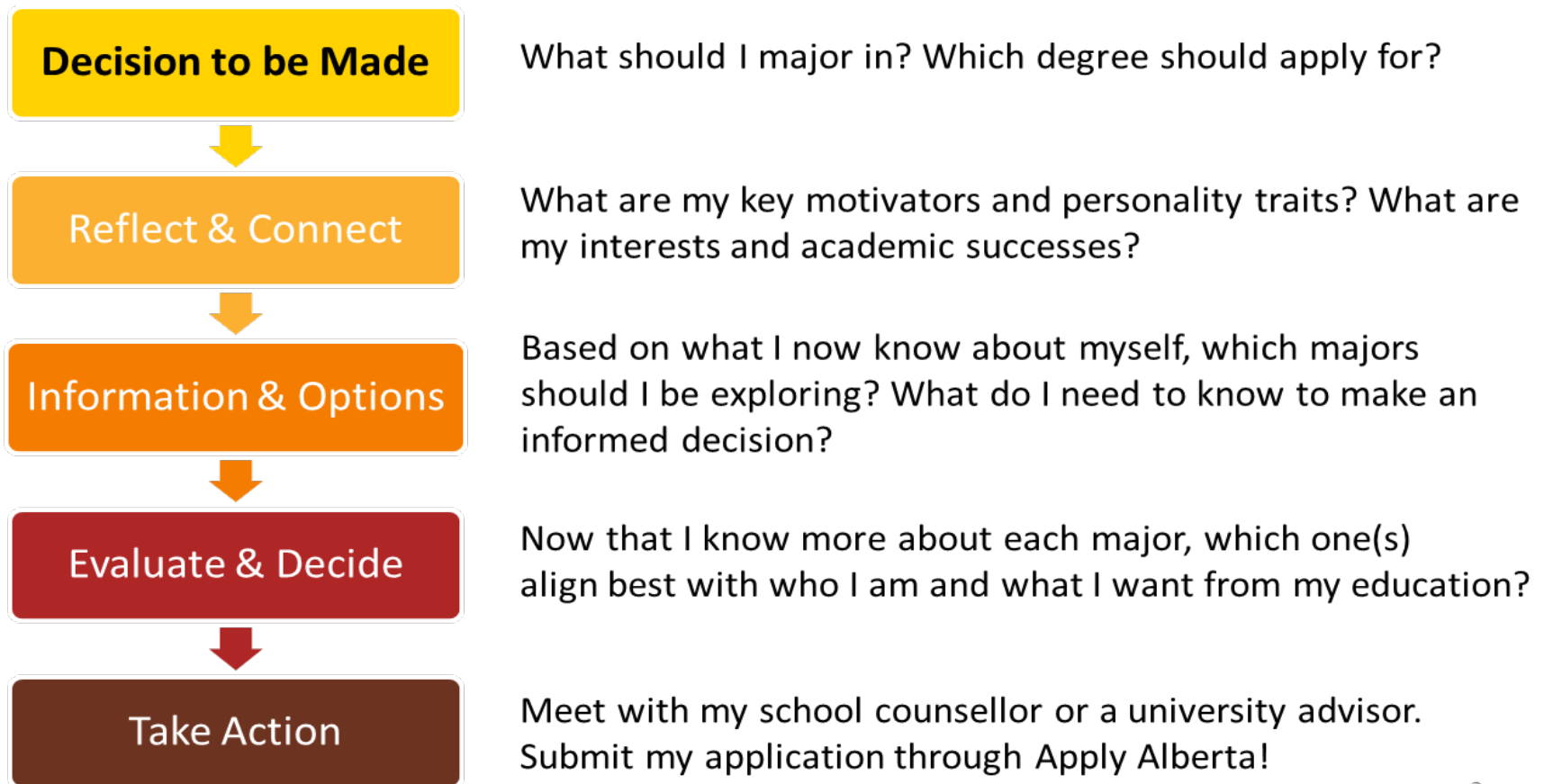
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## Exploration Process Model

This is the model followed throughout the Majors Exploration workbook to guide your decision making.

The model overview is listed on the left. The questions on the right are specific to the process of exploring majors with the goal of coming to a final decision and choosing a degree program to apply to.



## Instructions & Expectations

This workbook is a comprehensive guide to the exploration process, and can help you choose a major!

How to use the workbook:

- Go at your own pace – this is for you, so put in as much as you hope to get out.
- Case Study: provides an example of how a student would use the exploration process model to choose a major/degree program – use as a guide to help you move through the activities.
- The activities connect to each other so that you will build on your understanding as you go – it will be helpful to refer back to previous activities as you complete new ones.
- Blank Spaces: while many activities are structured, some require more brainstorming – follow the prompts to help guide you, and only fill in as much as is relevant for your situation.
- Reflect & Connect: this section helps you understand the connections between your motivators, personality traits, interests, academics, and your major options.
- Information & Options: this section provides you with key resources to help you gather information about potential majors so that you can explore options.
- Evaluate & Decide: this section helps you put it all together and narrow your choices to make an informed decision.
- Take Action: this section highlights next steps to help you move forward toward your goals.

Remember that majors exploration is a process! This workbook aims to help you thoughtfully and constructively choose a major using the best resource for the job – you!

## Learning Outcomes

- Apply the steps of the exploration process.
- Develop skills in self-reflection, information gathering, evaluation, and decision-making.
- Develop confidence in applying these skills to your exploration process.
- Engage in the exploration process as a foundation for choosing a major.

Some technical things to consider before getting started....

**Faculty** – division or school within the University that offers degree; like a student’s “house”

**Degree** – type of credential awarded; dependent on the major field of study

**Major** – specialized area of study; key focus of degree program; required to graduate

**Minor** – secondary area of study that is different from major; not required to graduate

### General Degree Structure

- an undergraduate / bachelor degree is 120 units, which is 40 courses
- the major field of study is the “majority” of the courses in a degree
- some degrees require more courses in the major field than others
- all degrees have space for option or elective courses outside of the major field
- minors or embedded certificates are a way to organize options or electives within a degree

## Exploration Process Model: Case Study 1

The following case study provides an example of how a student would use the exploration process model to choose a major/degree program. Use the case study as a guide to help move through each stage of exploration and complete the activities for yourself. Remember, there is no right answer!

<b>Meet Sam</b>	
<ul style="list-style-type: none"> <li>Interested in environmental issues and conservation</li> <li>Spends time outdoors with others</li> <li>Talks to friends about their problems</li> </ul>	<ul style="list-style-type: none"> <li>Grade 12 student</li> <li>Mom is an accountant</li> <li>Dad is a teacher</li> <li>Best friend wants to be an architect</li> </ul>

<b>Stage 1 - Reflect &amp; Connect</b>			
<b>Sam's Motivators</b>			
What influences Sam's choice to attend university?	How will Sam's top motivator influence the exploration process?	How Sam will know when they find the right program?	What makes Sam excited about university?
Family encourages Sam to go to university and is supportive of Sam's degree program choice	Look for diversity in subject areas; Find interesting/related jobs	When they are excited about the majority of courses in the degree program	Meet new people; Experience new ideas; Participate in extra-curricular activities; Take new subjects
<b>Sam's Personality Traits: Holland Codes</b>			
<b>Investigative (1)</b> <ul style="list-style-type: none"> <li>Likes to observe &amp; listen</li> <li>Enjoys puzzles, research, investigation</li> <li>Likes idea generation</li> <li>Solves problems through abstract thinking</li> </ul>	<b>Realistic (2)</b> <ul style="list-style-type: none"> <li>Likes working with things/objects</li> <li>Enjoys being outdoors</li> <li>Likes tools, plants, animals</li> <li>Solves problems through concrete, systematic analysis</li> </ul>	<b>Social (3)</b> <ul style="list-style-type: none"> <li>People person</li> <li>Enjoys helping, informing, training others</li> <li>Likes self-improvement</li> <li>Solves problems through discussion with others</li> </ul>	
<b>Sam's Interests</b>			
Personal	Occupational	Academic	
<ul style="list-style-type: none"> <li>Make a better environment</li> <li>How society works</li> <li>Feels happy when helping others</li> </ul>	<ul style="list-style-type: none"> <li>Wants to get a good job</li> <li>Likes to work outside</li> <li>Have some opportunity for travel</li> </ul>	<ul style="list-style-type: none"> <li>Likes the way English is taught</li> <li>Loves Biology; Finds Math difficult</li> <li>Prefers Social Studies over English</li> </ul>	
<b>Sam's Academics</b>			
Successes	Challenges	Grades	<b>84.2% Avg.</b>
<ul style="list-style-type: none"> <li>Research</li> <li>Essays</li> <li>Group work</li> <li>Motivated by new subjects</li> <li>Ideas generation</li> </ul>	<ul style="list-style-type: none"> <li>Studying languages</li> <li>Independent work</li> <li>Chemistry (needed extra tutoring)</li> <li>Dislikes Computer Science</li> <li>Strongly dislikes Physics</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies 20-1 : 89%</li> <li>Biology 30: 95%</li> <li>English 30-1: 86%</li> <li>Chemistry 20: 77%</li> <li>Math 20-1: 74%</li> </ul>	

## Stage 2 – Information & Options

<u>Explore Programs</u>	<u>First Year Degree Guide</u>	<u>Degree Structure</u> (number of courses per subject)	<u>Degree Profiles: Career Options</u>
<b>Anthropology BSc</b>	Not that interested in Anthropology or Archeology, and Bio only recommended. <i>Are 8 options too much choice?</i>	<b><u>BSc Anthropology</u></b> 14-19 ANTHROPOLOGY, 1 ARCHAEOLOGY, 1 BIOLOGY, 19-24 OPTION. From course descriptions, <i>Biological Anthropology is not the kind of Biology Sam likes.</i>	<i>List of jobs is too diverse for Sam. Not really in area of interest. Potential careers: Community Officer; Impact Assessment Officer.</i>
<b>Environmental Science BSc (Geography &amp; Arts concentration)</b>	6 concentrations. Likes BISC, but more interested in <i>Geography &amp; Arts for good science/arts combo</i> . Has no PHYS or CPSC, but has <i>cool new subjects</i> (GEOG & ECON), and has <i>no first year options</i> .	<b><u>BSc Environmental Science</u></b> 3 BIOLOGY, 1 ECOLOGY, 2 CHEMISTRY, 15 GEOGRAPHY, 1 STATISTICS, 2 ECONOMICS, 2 MATHEMATICS, 1-2 ANTHROPOLOGY/SOCIOLOGY, 5-6 ENVIRONMENTAL SCIENCE, 8 OPTION. <i>Finds mix of subjects really interesting.</i>	<i>Lists interesting, varied jobs involving environment. New career ideas: Urban Planner; Conservationist; Environmental Protection Officer; Sustainability Consultant; Waste Reduction Coordinator.</i>
<b>Natural Sciences BSc (Biology concentration)</b>	7 concentrations in pure sciences. BISC or Energy Sci are interesting. Has <i>too much</i> CHEM, MATH, PHYS and CPSC. 3 OPTN	<b><u>BSc Natural Sciences</u></b> 10 BIOLOGY, 6-10 from 1 of: CHEMISTRY, COMPUTER SCIENCE, ENERGY SCIENCE, GEOSCIENCE, MATHEMATICS, PHYSICS, 13-19 OPTION. <i>Only likes Biology concentration.</i>	<i>Lists of jobs are too general for Sam. Possible career interests: Environment &amp; Pollution Control; Conservation; Charitable Organizations.</i>
<b>Psychology BA</b>	Only Psyc 200 and 201 classes listed for first year. <i>Are 8 options too much choice?</i>	<b><u>BA Psychology</u></b> 15-20 PSYCHOLOGY, 20-25 OPTION. <i>Major courses are only mildly interesting.</i>	<i>List of jobs are not really appealing. Potential career: Researcher (other subject areas?)</i>
<b>Urban Studies BA</b>	Urban Studies 253 content is cool. Geography seems interesting. <i>Are 8 options too much choice?</i>	<b><u>BA Urban Studies</u></b> 16-20 from field of URBAN STUDIES, 20-24 OPTION. <i>Broad range of subjects, almost all interesting. Could take BIOLOGY in options.</i>	<i>Lists fewer environmental jobs. Potential careers: Environmental Planner; Environment Impact Officer; Architect; Parks Technician.</i>

### Stage 3 – Evaluate & Decide

After reflecting and gathering information, Sam now knows their motivators, personality traits, interests, academic successes and challenges, as well as career preferences. Additionally, Sam has explored how their top five degree programs are structured. All this information helps Sam determine which degree program fits best. Now Sam must review the options, prioritize their importance, and use a process of elimination to decide.

#### Which two programs will Sam apply for?

<b>Sam's 1<sup>st</sup> Choice</b>	
<b>Sam's 2<sup>nd</sup> Choice</b>	

### Stage 4 – Take Action

Sam goes to [Apply Alberta website](#) to complete degree application with two program choices.

Review application steps on [How to Apply website](#) based on where you are completing high school.

## Exploration Process Model: Case Study 2

The following case study provides an example of how a student would use the exploration process model to choose a major/degree program. Use the case study as a guide to help move through each stage of exploration and complete the activities for yourself. Remember, there is no right answer!

<b>Meet Alex</b>	
<ul style="list-style-type: none"> <li>• Has always been interested in multiple academic subjects</li> <li>• Interested in environmental issues and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 student</li> <li>• Mom is an accountant</li> <li>• Dad is an information technology specialist</li> <li>• Most family members in Arts or Business fields</li> </ul>

### Stage 1 - Reflect & Connect

#### Alex's Motivators

What influences Alex's choice to attend university?	How will Alex's top motivator influence the exploration process?	How will Alex know when they find the right program?	What makes Alex excited about university?
Gain skillset to find a good job; family is supportive of program choice	Search for versatility in career options; search for diversity in subject areas	Exciting job opportunities, challenges in program, and new skills and subjects	Meet new people; experience new ideas; participate in extra-curricular activities

#### Alex's Personality Traits: Holland Codes

Conventional (1)	Investigative (2)	Enterprising (3)
<ul style="list-style-type: none"> <li>• Detail-oriented</li> <li>• Work with data/numbers rather than ideas/people</li> <li>• Organization and planning</li> <li>• Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Observer, learner</li> <li>• Enjoys investigation, problem solving, and analysis</li> <li>• Drawn to Science/Math</li> <li>• Work with ideas rather than people</li> </ul>	<ul style="list-style-type: none"> <li>• Task and goal-oriented</li> <li>• Enjoys opportunities to influence, persuade, and manage others</li> <li>• Leadership, management</li> <li>• Works for economic gain</li> </ul>

#### Alex's Interests

Personal	Occupational	Academic
<ul style="list-style-type: none"> <li>• Likes improving or optimizing things</li> <li>• Enjoys problem-solving</li> <li>• Feels happy when helping others</li> <li>• Contribute to environment sustainability</li> <li>• Can spend hours researching a specific topic of interest</li> </ul>	<ul style="list-style-type: none"> <li>• Wants practical job that combines sciences with technology</li> <li>• Prefer project-based job</li> <li>• Wants good balance between collaborative and independent work</li> <li>• Have some opportunity for travel</li> <li>• Prefer mainly indoor work</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy hands-on learning (experiments, projects, etc.)</li> <li>• Loves Chemistry and Biology</li> <li>• Decently good at Math</li> <li>• Not a fan of writing</li> <li>• Prefer <i>Applied Science</i> than <i>Pure Science</i></li> </ul>

#### Alex's Academics

Successes	Challenges	Grades <span style="float: right;">94.2% Avg.</span>
<ul style="list-style-type: none"> <li>• Research</li> <li>• Working with data</li> <li>• Independent work</li> <li>• Ideas generation</li> <li>• Presentations</li> <li>• Systematic problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Studying languages</li> <li>• Essays and writing</li> <li>• Programming (need more practice)</li> <li>• Theoretical Physics</li> <li>• Decision-making</li> <li>• Memorization-based courses</li> </ul>	<ul style="list-style-type: none"> <li>• Biology 30: 95%</li> <li>• ELA 30-1: 90%</li> <li>• Chemistry 30: 95%</li> <li>• Math 30-1: 95%</li> <li>• Math 31: 95%</li> <li>• Physics 30: 95%</li> </ul>

## Stage 2 – Information & Options

<u>Explore Programs</u>	<u>First Year Degree Guide</u>	<u>Degree Structure</u> (number of courses per subject)	<u>Degree Profiles: Career Options</u>
<b>Environmental Science BSc</b>	<p>2 BIOL, 3 MATHS, 1 CPSC/DATA, 1 PHYS, 3 options; 6 possible concentrations.</p> <p><i>Likes Chemistry, more interested in Statistics for job practicality. Balance between required and options.</i></p>	<p><b><u>BSc Environmental Science</u></b> 3 BIOL, 1 ECOL, 2 CHEM, 1 GLGY, 2 PHYSICS, 4 MATH, 10 STATS, 1 CPSC, 5 ENSC, 11 Options.</p> <p><i>Not really interested in Geology and (theoretical) Physics. As much as enjoys Statistics, 10 courses is a lot. Are 11 options too much choice in degree?</i></p>	<p>Ecologist; City Planner; Sustainability Consultant; Fish &amp; Wildlife Officer; Environmental Protection Officer</p> <p><i>List of jobs are not really appealing as most include field work.</i></p>
<b>Biomedical Engineering BSc in Eng</b>	<p>Common first-year, 3 possible minors <i>but not too interesting.</i></p> <p><i>Very structured with only 2 options throughout degree.</i></p> <p><i>Common first-year has courses from other Engineering fields (Electrical, Civil, Software).</i></p>	<p><b><u>BSc in Eng Biomedical Engineering</u></b> 4 MATH, 1 PHYSICS, 2 CHEM, 2 DIGITAL ENG, 10 ENG, 13 BIOMEDICAL ENG, 8 ENG Options, 1 ECON, 1 COMS, 2 Options.</p> <p><i>Program includes a bit of all other Engineering fields – is it too broad?</i></p> <p><i>Courses seem interesting, but it may include a good portion of Electrical content (signal, sensor, and waves), which may be boring.</i></p>	<p>Biomedical Engineer; Biomedical Researcher; Bioinformatics Data Scientist; Tissue Engineer; Mechatronic Engineer; Medical Equipment Sales Representative</p> <p><i>Likes that careers intersect between Natural Sciences and Technology. Very interesting jobs, but enough opportunities? Too specific titles, maybe not versatile. Need Masters?</i></p>
<b>Chemical Engineering BSc in Eng</b>	<p>Common first-year, 4 possible minors. <i>Biomedical or Energy and Environment seem cool.</i></p> <p><i>Very structured. Common first-year has courses from other Engineering fields (Electrical, Civil, Software).</i></p>	<p><b><u>BSc in Eng Chemical Engineering</u></b> 8 ENG, 2 DIGITAL ENG, 4 MATH, 1 PHYSICS, 2 CHEM, 17 CHEMICAL ENG, 1 SCIENCE Option, 12 ENG Options, 1 COMS, 3 Options.</p> <p><i>Interested in courses related to materials and properties (Fluid dynamics, materials engineering). Good balance between theoretical, problem-solving, and hands-on learning.</i></p>	<p>Chemical Engineer; Environmental Engineer; Polymer Engineer; Project Engineer; Biochemical Engineer</p> <p><i>Careers versatile and interesting with room to explore different fields. Good balance between Science and Technology.</i></p>
<b>Data Science BSc</b>	<p>4 MATH, 2 CPSC, 1 STAT, 1 DATA, 2 Options. Many possible concentrations.</p> <p><i>Interested in Actuarial Science, Astrophysics, or Statistics concentrations.</i></p>	<p><b><u>BSc Data Science</u></b> 10 DATA, 1 STAT, 5 MATH, 4 CPSC, 6 Concentration, 4 ENG Options, 10 Options.</p> <p><i>Not sure about Computer Science courses as not strongest subject. Maybe too 'number' focused. Want to learn something related to Biology or Chemistry.</i></p>	<p>Data Scientist; Analyst; Machine Learning Specialist</p> <p><i>Interested in working with data, but not as entire job. Too machine and computer based?</i></p>



<p><b>Global Development Studies BA</b></p>	<p>1 GDST, 2 Languages, 7 Options.  <i>Are 7 options in first-year too much choice?</i></p>	<p><b><u>BA Global Development Studies</u></b> 12 DEST, 1 RESEARCH METHOD, 2 LANGUAGES, 15 GDST Field Options, 10 Options.  <i>Lots of interesting courses GDST Field (Sustainability Studies, Geography, Health and Society). Not sure about language requirement. May require lots of writing (papers or essays).</i></p>	<p>Diplomat; Peace/Human Rights Activist; Development Officer; International Policy Analyst; Policy/Political Risk Analyst  <i>Some opportunities for travel. Likes idea of working internationally.</i></p>
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<p><b>Stage 3 – Evaluate &amp; Decide</b></p>	
<p>After reflecting and gathering information, Alex now knows their motivators, personality traits, interests, academic successes and challenges, as well as career preferences. Additionally, Alex has explored how their top five degree programs are structured. All this information helps Alex determine which degree program fits best. Now Alex must review the options, prioritize their importance, and use a process of elimination to decide.</p>	
<p><b>Which two programs will Alex apply for?</b></p>	
<p><b>Alex's 1<sup>st</sup> Choice</b></p>	
<p><b>Alex's 2<sup>nd</sup> Choice</b></p>	

## Exploration Process Model: Case Study 2

The following case study provides an example of how a student would use the exploration process model to choose a major/degree program. Use the case study as a guide to help move through each stage of exploration and complete the activities for yourself. Remember, there is no right answer!

<b>Meet Riley</b>	
<ul style="list-style-type: none"> <li>• Drawn to Math, Physics, Chemistry and Biology</li> <li>• Also enjoys Humanities and Social Sciences</li> <li>• Participated in Math contests</li> <li>• Attended Open House days focused on Math, Science and Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 student</li> <li>• Mom is a teacher</li> <li>• Sibling and Dad work in healthcare</li> <li>• Most friends want Business or Psychology</li> <li>• Likes to make art</li> </ul>

<b>Stage 1 - Reflect &amp; Connect</b>			
<b>Riley's Motivators</b>			
What influences Riley's choice to attend university?	How will Riley's top motivator influence the exploration process?	How will Riley know when they find the right program?	What makes Riley excited about university?
First-generation immigrant; family prefers STEM program, but supportive regardless	Search for subject diversity and well-rounded experience to develop other skills and focus on interests	Excited about majority of courses in program; good balance of required and option courses	Meet new people; gain more independence; take new subject areas; extra-curricular activities
<b>Riley's Personality Traits: Holland Codes</b>			
<b>Investigative (1)</b> <ul style="list-style-type: none"> <li>• Likes to observe &amp; listen</li> <li>• Enjoys puzzles, research, investigation</li> <li>• Likes idea generation</li> <li>• Solves problems through abstract thinking</li> </ul>	<b>Social (2)</b> <ul style="list-style-type: none"> <li>• People person</li> <li>• Enjoys helping, informing, training</li> <li>• Always looks for ways to improve</li> <li>• Solves problems through discussion with others</li> </ul>	<b>Artistic (3)</b> <ul style="list-style-type: none"> <li>• Creative, imaginative</li> <li>• Enjoys innovative idea generation</li> <li>• Solves problems through unconventional thinking</li> <li>• Work with ideas, self-expression, and artistic tools</li> </ul>	
<b>Riley's Interests</b>			
Personal	Occupational	Academic	
<ul style="list-style-type: none"> <li>• Feels happy when helping others</li> <li>• Often contemplates how to make systems better</li> <li>• Likes challenging self</li> <li>• Comfortable with change</li> </ul>	<ul style="list-style-type: none"> <li>• Wants fulfilling and secure job; considering diverse sectors</li> <li>• Likes working in collaborative spaces and independently with focus on leadership development</li> </ul>	<ul style="list-style-type: none"> <li>• Experiential Learning opportunities</li> <li>• Hands-on, experience-based, or community-based education</li> <li>• Problem-solving</li> <li>• Learning and teaching capacity</li> </ul>	
<b>Riley's Academics</b>			
Successes	Challenges	Grades	95.20% Avg.
<ul style="list-style-type: none"> <li>• Motivated by and curious about new subjects</li> <li>• Ideas generation</li> <li>• Independent work</li> <li>• Numbers comes easily</li> </ul>	<ul style="list-style-type: none"> <li>• Writing papers</li> <li>• Public speaking</li> <li>• Presentations</li> <li>• Group projects</li> <li>• Reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Math 30-1: 100%</li> <li>• Math 31: 97%</li> <li>• Chemistry 30: 93%</li> <li>• Physics 30: 94%</li> <li>• English 30-1: 92%</li> </ul>	

## Stage 2 – Information & Options

<u>Explore Programs</u>	<u>First Year Degree Guide</u>	<u>Degree Structure</u> (number of courses per subject)	<u>Degree Profiles: Career Options</u>
<b>4-Year On-Campus BEd</b>  <b>Mathematics</b>	<p>EDUC 201, Fine Arts and Canadian Studies foundational, 3 MATH, STATS, ENGL, 2 Options.</p> <p><i>Good variety and scope of required courses in first-year of Math and Science courses. Has space for options.</i></p>	<p><b><u>BEd 4-year On-Campus (Mathematics)</u></b> 19 EDUC, 10 Teachable Subject courses (MATH), 6 Foundation courses, 5 Options.</p> <p><i>Program breakdown seems well-rounded. Would prefer more MATH than EDUC courses.</i></p>	<p>Teacher/Educator</p> <p><i>Loves being in a teaching and learning capacity, but are there other job opportunities?</i></p>
<b>Mathematics BSc</b>	<p>2 concentrations interested in (Computational Applied Math/Mathematical Finance and Risk Management). 5 MATH, CPSC/DATA, and 5 Options.</p> <p><i>Nicely balanced first year of required and options. New Mathematical concepts are interesting.</i></p>	<p><b><u>BSc Mathematics</u></b> 18-22 MATH and Field of MATH, 22-18 Options.</p> <p><i>New Math topics are exciting. Has opportunity to take Statistics, Computer Science, Actuarial Science, and Data Science courses. The balance of required and options courses is appealing.</i></p>	<p>Banker; Cryptographer; Analysts; Programmer; Actuary</p> <p><i>List of interesting, varied jobs, but many may require further training, certification, or education.</i></p>
<b>Commerce BComm</b>  <b>Finance or Accounting concentration</b>	<p>15 concentrations. Set first-year common core curriculum regardless of concentration.</p> <p><i>Not really interested in ECON. SGMA 217 and MGST 217 may involve a lot of group projects and presentations.</i></p>	<p><b><u>BComm Commerce</u></b> 21 Commerce including concentration courses, 6 program specific courses, 4 Non-commerce junior options, 9 Non-commerce senior options.</p> <p><i>Not as many opportunities for option courses (only 13 throughout the degree).</i></p>	<p>CPA; Auditor; Analysts; Investment; Banker Lending Officer</p> <p><i>List of jobs may be secure but is too general. Preference is for non-desk job – are there other opportunities with these jobs?</i></p>
<b>Gender and Sexuality Studies BA</b>	<p>Only GSXS 201 listed for first year.</p> <p><i>Are 9 options in first-year too much choice?</i></p>	<p><b><u>BA Gender and Sexuality Studies</u></b> 16-20 GSXS, 20-24 Options.</p> <p><i>Almost all major field courses are interesting, hands-on, and include tons of experiential learning opportunities. Are the course topics constituting the field too broad? Will it be difficult to choose from the field options?</i></p>	<p>Potential careers in communications, non-profit sectors, sexual health education, business, and environmental justice initiatives.</p> <p><i>List of jobs seem fulfilling but may be too diverse and not as secure.</i></p>

<b>Actuarial Science BSc</b>	4 MATH, 1-2 CPSC/DATA, 5 Options.  <i>Nicely balanced first year of required and option courses. New Mathematical concepts are interesting.</i>	<u><a href="#">BSc Actuarial Science</a></u> 5 MATH, 2 STAT, 1 CPSC, 5 ACSC, 7 either ACSC or STAT, 20 Options.  <i>Not as interested in ACSC course topics like Life Contingencies or Stochastic Processes. Not the strongest in Statistics. Good balance of required and options courses.</i>	Actuary; Analysts; Consultant; Tax Investigator; Statistician  <i>List of interesting, varied jobs but many may require further training, certification, or education.</i>
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<b>Stage 3 – Evaluate &amp; Decide</b>	
After reflecting and gathering information, Riley now knows their motivators, personality traits, interests, academic successes and challenges, as well as career preferences. Additionally, Riley has explored how their top five degree programs are structured. All this information helps Riley determine which degree program fits best. Now Riley must review the options, prioritize their importance, and use a process of elimination to decide.	
<b>Which two programs will Riley apply for?</b>	
<b>Riley's 1<sup>st</sup> Choice</b>	
<b>Riley's 2<sup>nd</sup> Choice</b>	

## Reflect & Connect

### Motivators

\*Use Case Studies provided for guidance\*

Consider: What things influence your choice to attend university?

Reflect on these questions as you answer the statements below with “Strongly Agree” (5) to “Strongly Disagree” (1). Circle or highlight the number you identify with for each statement.

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>N/A</b>	<b>Agree</b>	<b>Strongly Agree</b>
I decided on my own to attend university.	1	2	3	4	5
My family encouraged me to attend university.	1	2	3	4	5
I feel societal pressure to attend university or to study a certain subject.	1	2	3	4	5
I want to attend university because I really want to learn.	1	2	3	4	5
I want to attend university to achieve a well-paying job after I graduate.	1	2	3	4	5
I have always been interested in several academic subjects.	1	2	3	4	5
I have only ever been interested in one or two academic subjects.	1	2	3	4	5
I have always been involved in activities outside of academics or school.	1	2	3	4	5
I have talked to people about potential career options.	1	2	3	4	5
I want my major to give me the feel of prestige/I want to be a high-status individual.	1	2	3	4	5
There is more to my university experience than academics.	1	2	3	4	5

Consider your answers from the previous page to answer the following questions:

Based on your answers, do you believe: (circle or highlight "yes" or "no")

- |   |     |    |
|---|-----|----|
| a) It is up to you to decide what to major in                                   | yes | no |
| b) Your family, friends or societal expectations will dictate your major choice | yes | no |

In deciding on a major, which of the following is most important to you?

Rank order these motivators, where 1 is most important and 4 is the least important.

- Getting a high-paying, prestigious job \_\_\_\_\_
- Studying something I'm very interested in \_\_\_\_\_
- Getting the most from my university experience \_\_\_\_\_
- Gaining new skills \_\_\_\_\_

What is your top motivator for choosing a major?

How will this influence your major exploration process? (circle or highlight applicable statement)

- a. I will start by looking at career options
- b. I will register in courses I'm interested in to explore my options
- c. I will find extracurricular opportunities to enhance my academics
- d. I will determine which skills I'd like to develop and look for academic and/or extracurricular activities to acquire them
- e. Other (please note below any other considerations)

How will you know when you've found the right program? (circle or highlight applicable statement)

- a. I will have a clear path to a desired occupation/career
- b. I will be very excited about the majority of classes required for my major
- c. The extracurriculars I'm engaged in will provide meaning to my academics
- d. I will gain confidence in using the skills I'm developing
- e. Other (please note below any other indicators that you've found a good fit)

What excites you most about university?

## Personality Mosaic

**DIRECTIONS:** Circle or highlight the numbers of statements that clearly feel like something you might say or do or think – something that feels like you! – Takes 2-3 minutes

1. It's important for me to have a strong, agile body.
2. I need to understand things thoroughly.
3. Music, color, beauty of any kind can really affect my moods.
4. People enrich my life and give it meaning.
5. I have confidence in myself that I can make things happen.
6. I appreciate clear directions so that I know exactly what to do.
7. I can usually carry/build/fix things myself.
8. I can get absorbed for hours thinking something out.
9. I appreciate beautiful surroundings; color and design mean a lot to me.
10. I love company.
11. I enjoy competing.
12. I need to get my surroundings in order before I start a project.
13. I enjoy making things with my hands.
14. It's satisfying to explore new ideas.
15. I always seem to be looking for new ways to express my creativity.
16. I value being able to share personal concerns with people.
17. Being a key person in a group is very satisfying to me.
18. I take pride in being very careful about all the details of my work.
19. I don't mind getting my hands dirty.
20. I see education as a lifelong process of developing and sharpening my mind.
21. I love to dress in unusual ways, to try new colors and styles.
22. I can often sense when a person needs to talk to someone.
23. I enjoy getting people organized and on the move.
24. A good routine helps me get the job done.
25. I like to buy sensible things I can make or work on myself.
26. Sometimes I can sit for long periods of time and work on puzzles or read or just think about life.
27. I have a great imagination.
28. It makes me feel good to take care of people.
29. I like to have people rely on me to get the job done.
30. I'm satisfied knowing that I've done an assignment carefully and completely.
31. I'd rather be on my own doing practical, hands-on activities.
32. I'm eager to read about any subject that arouses my curiosity.
33. I love to try creative new ideas.
34. If I have a problem with someone, I prefer to talk it out and resolve it.
35. To be successful, it's important to aim high.
36. I prefer being in a position where I don't have to take responsibility for decisions.
37. I don't enjoy spending a lot of time discussing things. What's right is right.
38. I need to analyze a problem pretty thoroughly before I act on it.
39. I like to rearrange my surroundings to make them unique and different.
40. When I feel down, I find a friend to talk to.
41. After I suggest a plan, I prefer to let others take care of the details.
42. I'm usually content where I am.
43. It's invigorating to do things outdoors.
44. I keep asking "why".
45. I like my work to be an expression of my moods and feelings.

46. I like to find ways to help people care more for each other.
47. It's exciting to take part in important decisions.
48. I'm always glad to have someone else take charge.
49. I like my surroundings to be plain and practical.
50. I need to stay with a problem until I figure out an answer.
51. The beauty of nature touches something deep inside me.
52. Close relationships are important to me.
53. Promotions and advancement are important to me.
54. Efficiency, for me, means doing a set amount carefully each day.
55. A strong system of law and order is important to prevent chaos.
56. Thought-provoking books always broaden my perspective.
57. I look forward to seeing art shows, plays and good films.
58. I haven't seen you for so long; I'd love to know how you're doing.
59. It's exciting to influence people.
60. When I say I'll do it, I follow through on every detail.
61. Good, hard physical work never hurt anyone.
62. I'd like to learn all there is to know about subjects that interest me.
63. I don't want to be like everyone else; I like to do things differently.
64. Tell me how I can help you.
65. I'm willing to take some risks to get ahead.
66. I like exact directions and clear rules when I start something new.
67. The first thing I look for in a car is a well-built engine.
68. Those people are intellectually stimulating.
69. When I'm creating, I tend to let everything else go.
70. I feel concerned that so many people in our society need help.
71. It's fun to get ideas across to people.
72. I hate it when they keep changing the system just when I get it all down.
73. I usually know how to take care of things in an emergency.
74. Just reading about those new discoveries is exciting.
75. I like to create happenings.
76. I often go out of my way to pay attention to people who seem lonely and friendless.
77. I love to bargain.
78. I don't like to do things unless I'm sure they're approved.
79. Sports are important in building strong bodies.
80. I've always been curious about the way nature works.
81. It's fun to be in a mood to try or do something unusual.
82. I believe that people are basically good.
83. If I don't make it the first time, I usually bounce back with energy and enthusiasm.
84. I appreciate knowing exactly what people expect of me.
85. I like to take things apart to see if I can fix them.
86. Don't get excited. We can think it out and plan the right move logically.
87. It would be hard to imagine my life without beauty around me.
88. People often seem to tell me their problems.
89. I can usually connect with people who get me in touch with a network of resources.
90. I don't need much to be happy.



Personality Mosaic Scoring

To score, circle or highlight the same numbers that you circled on the previous pages.

R	I	A	S	E	C
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36
37	38	39	40	41	42
43	44	45	46	47	48
49	50	51	52	53	54
55	56	57	58	59	60
61	62	63	64	65	66
67	68	69	70	71	72
73	74	75	76	77	78
79	80	81	82	83	84
85	86	87	88	89	90

Now add up the numbers of circles or highlights in each column:

R\_\_\_\_ I\_\_\_\_ A\_\_\_\_ S\_\_\_\_ E\_\_\_\_ C\_\_\_\_

What are your highest scores?

1<sup>st</sup> \_\_\_\_\_ 2<sup>nd</sup> \_\_\_\_\_ 3<sup>rd</sup> \_\_\_\_\_

Adapted from: Michelozzi, B.N. (1998) *Coming alive from nine to five: The career search handbook* (3<sup>rd</sup> ed). Mountain View, CA: Mayfield Publishing Company. Reference: Sharf, R.S. (2010). *Applying career development theory to counselling* (5<sup>th</sup> ed). Belmont, CA: Brooks/Cole Cengage Learning

<p><b>Realistic (R)</b></p> <p>Characteristics of Realistic:</p> <ul style="list-style-type: none"> <li>• Physically skilled</li> <li>• Mechanical ability</li> <li>• Work with objects/things rather than ideas/people</li> <li>• Like tools, plants, animals</li> <li>• Enjoy being outdoors</li> <li>• Concrete problem solvers</li> </ul>	<p><b>Investigative (I)</b></p> <p>Characteristics of Investigative:</p> <ul style="list-style-type: none"> <li>• Observers, learners</li> <li>• Enjoy investigation, problem solving, analysis</li> <li>• Drawn to science/math</li> <li>• Work with ideas rather than people</li> <li>• Prefer less structure</li> </ul>	<p><b>Artistic (A)</b></p> <p>Characteristics of Artistic:</p> <ul style="list-style-type: none"> <li>• Creative, imaginative</li> <li>• Enjoy innovative ideas and artistic methods</li> <li>• Solves problems with unconventional thinking</li> <li>• Work with ideas, self-expression, artistic tools</li> </ul>
<p><b>Conventional (C)</b></p> <p>Characteristics of Conventional:</p> <ul style="list-style-type: none"> <li>• Detail Oriented</li> <li>• Work with data/numbers rather than ideas/people</li> <li>• Clerical ability</li> <li>• Organization and planning</li> <li>• Follow instructions</li> <li>• Prefer structure</li> </ul>	<p><b>Enterprising (E)</b></p> <p>Characteristics of Enterprising:</p> <ul style="list-style-type: none"> <li>• Task and goal oriented</li> <li>• “People” person</li> <li>• Enjoys opportunities to influence, persuade and manage others</li> <li>• Leadership, management</li> <li>• Works for economic gain</li> </ul>	<p><b>Social (S)</b></p> <p>Characteristics of Social:</p> <ul style="list-style-type: none"> <li>• “People” person</li> <li>• Enjoys opportunities to inform, help, train</li> <li>• Self-improvement or improvement of others</li> <li>• Solves problems through discussion with others</li> </ul>

Interests

\*Use Case Studies provided for guidance\*

Use the chart below to brainstorm your Personal (P), Academic (A) and Occupational (O) interests. Write down anything that comes to mind, there are no wrong answers!

**Interest** – topics/activities you enjoy; when you’re engaged in an interest you tend to lose track of time

(P) listening to music, (A) developmental psychology, (O) working independently on self-determined tasks

	Personal	Academic	Occupational
Interests			

From the previous chart, indicate below the key interests that you see as most useful in choosing your major.

How do these interests connect to the top motivator you identified on page 14?

What draws you to each of these interests? What do you find interesting about these topics?

What would you like to learn about each of these interests?

Consider your top interests and what you'd like to learn about each of them, what themes/similarities/trends can you identify?

Can your desired major allow you to explore these themes/similarities/trends?

If you're not able to explore these themes/similarities/trends within a major, where else might you be able to pursue them (electives/options, clubs, volunteering, paid work, etc.)?

**NOTE:** *Themes/trends in your interests can influence which classes you select and which major you pursue based on program content. Highlight the last three questions and return to them when you begin gathering information.*

## Academic Successes & Challenges

\*Use Case Studies provided for guidance\*

Reflecting on your academic experience is helpful in considering what in your education works and what does not. This is important to connect back to when determining your program or major options.

<b>ACADEMIC SUCCESS</b>	
In which subject areas do you excel?	
In which courses have you achieved the highest grades?	
What kind of assignments have you enjoyed?	
What academic tasks are you most motivated to complete?	
What makes school engaging?	

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<b>ACADEMIC CHALLENGES</b>	
Which subject areas do you find challenging?	
In which courses have you achieved the lowest grades?	
What kind of assignments have been a struggle?	
What academic tasks motivate you the least?	
When do you procrastinate most?	

## Majors / Programs By Personality Traits

Review Majors by Faculty charts below to connect your top three personality traits (page 17) to the majors offered at UCalgary. Highlight the majors that most connect with your top three personality traits.

**Realistic (R)  
Social (S)**

**Investigative (I)  
Enterprising (E)**

**Artistic (A)  
Conventional (C)**

<b>Arts</b>				
Anthropology	R, I, S, E, C		International Indigenous Studies	I, S, E
Archaeology	R, I, E		International Relations	I, E, C
Art History	I, A, S		Language and Culture	I, A, S, C
Communication & Media Studies	R, A, S, E		Law and Society	S, E, C
Dance	R, I, A, E		Linguistics	I, A, S, C
Drama	A, S, E		Linguistics and Language	I, A, S, C
Economics	I, E, C		Multidisciplinary Studies	R, I, A, S, E, C
English	I, A, S, C		Music	I, A, S, C
Film Studies	R, A, E, C		Philosophy	I, S, C
French	I, A, C		Political Science	I, E, C
Gender & Sexuality Studies	A, S, E		Psychology	I, A, S
Geography	R, I, S, C		Sociology	I, S, E
Global Development Studies	S, E, C		Urban Studies	I, S, C
History	I, S, C		Visual Studies	R, I, A

<b>Cumming School of Medicine</b>	
Community Rehabilitation	R, S, E
Bioinformatics	R, I, C
Biomedical Sciences	I, S, C
Health and Society	I, S, E

<b>Haskayne School of Business</b>	
Commerce	S, E, C

<b>Nursing</b>	
Nursing	R, S, C

<b>Social Work</b>	
Social Work	S, E, C

<b>Kinesiology</b>	
Biomechanics	R, I, S, E
Exercise and Health Physiology	R, I, S, E
Kinesiology	R, S, E
Leadership and Coaching	R, A, S, E
Motor & Psychosocial Aspects of Movement	R, I, A, S, E

<b>Werklund School of Education</b>	
4yr Education (elem/second/K-12)	S + Teachable
5yr Concurrent (elementary)	S + Teachable
5yr Concurrent (secondary)	S + Teachable
2yr After Degree (elementary)	S + Teachable
2yr After Degree (secondary)	S + Teachable

<b>Science</b>				
Actuarial Science	I, E, C		Geology	R, I, C
Astrophysics	R, I, C		Geophysics	R, I, C
Biochemistry	I, S, C		Mathematics	I, A, C
Biological Sciences	I, S, C		Natural Science	R, I, S, C
Cellular & Molecular Biology	I, S, C		Neuroscience	I, S, C
Chemistry	R, I, C		Physics	R, I, C
Computer Science	R, I, C		Plant Biology	I, S, C
Data Science	I, E, C		Statistics	I, A, C
Energy Science	I, E, C		Zoology	R, I, S
Environmental Science	R, I, E, C			

<b>Schulich School of Engineering</b>	
Biomedical Engineering	R, I, E, C
Chemical Engineering	R, I, E, C
Civil Engineering	R, I, E, C
Electrical Engineering	R, I, E, C
Energy Engineering	R, I, E, C
Engineering Physics	R, I, E, C
Geomatics Engineering	R, I, E, C
Mechanical Engineering	R, I, E, C
Oil and Gas Engineering	R, I, E, C
Software Engineering	R, I, E, C
Sustainable Systems Engineering	R, I, E, C

<b>School of Architecture, Planning and Landscape</b>	
Design in City Innovation	R, I, A, E, S

List the majors that connect most with your top three personality traits:

## Reduce Major / Program Options

Use the charts below to cross-off majors that you know are not options. Identify why these majors are not options by highlighting the reason that best represents why you will not consider it. Use the following legend:

- AC** – too academically challenging  
**I** – not interested in the content  
**P** – not aligned with my personality  
**JO** – limited/unclear/don't like the job options

<b>Arts</b>				
Anthropology	AC I P JO		International Indigenous Studies	AC I P JO
Archaeology	AC I P JO		International Relations	AC I P JO
Art History	AC I P JO		Language and Culture	AC I P JO
Communication & Media Studies	AC I P JO		Law and Society	AC I P JO
Dance	AC I P JO		Linguistics	AC I P JO
Drama	AC I P JO		Linguistics and Language	AC I P JO
Economics	AC I P JO		Multidisciplinary Studies	AC I P JO
English	AC I P JO		Music	AC I P JO
Film Studies	AC I P JO		Philosophy	AC I P JO
French	AC I P JO		Political Science	AC I P JO
Gender & Sexuality Studies	AC I P JO		Psychology	AC I P JO
Geography	AC I P JO		Sociology	AC I P JO
Global Development Studies	AC I P JO		Urban Studies	AC I P JO
History	AC I P JO		Visual Studies	AC I P JO

<b>Cumming School of Medicine</b>	
Community Rehabilitation	AC I P JO
Bioinformatics	AC I P JO
Biomedical Sciences	AC I P JO
Health and Society	AC I P JO

<b>Haskayne School of Business</b>	
Commerce	AC I P JO

<b>Nursing</b>	
Nursing	AC I P JO

<b>Social Work</b>	
Social Work	AC I P JO

<b>Kinesiology</b>	
Biomechanics	AC I P JO
Exercise and Health Physiology	AC I P JO
Kinesiology	AC I P JO
Leadership and Coaching	AC I P JO
Motor & Psychosocial Aspects of Movement	AC I P JO

<b>Werklund School of Education</b>	
4yr Education (elem/second/K-12)	AC I P JO
5yr Concurrent (elementary)	AC I P JO
5yr Concurrent (secondary)	AC I P JO
2yr After Degree (elementary)	AC I P JO
2yr After Degree (secondary)	AC I P JO

<b>Science</b>							
Actuarial Science	AC	I	P JO	Geology	AC	I	P JO
Astrophysics	AC	I	P JO	Geophysics	AC	I	P JO
Biochemistry	AC	I	P JO	Mathematics	AC	I	P JO
Biological Sciences	AC	I	P JO	Natural Science	AC	I	P JO
Cellular & Molecular Biology	AC	I	P JO	Neuroscience	AC	I	P JO
Chemistry	AC	I	P JO	Physics	AC	I	P JO
Computer Science	AC	I	P JO	Plant Biology	AC	I	P JO
Data Science	AC	I	P JO	Statistics	AC	I	P JO
Energy Science	AC	I	P JO	Zoology	AC	I	P JO
Environmental Science	AC	I	P JO				

<b>Schulich School of Engineering</b>	
Biomedical Engineering	AC I P JO
Chemical Engineering	AC I P JO
Civil Engineering	AC I P JO
Electrical Engineering	AC I P JO
Energy Engineering	AC I P JO
Engineering Physics	AC I P JO
Geomatics Engineering	AC I P JO
Mechanical Engineering	AC I P JO
Oil and Gas Engineering	AC I P JO
Software Engineering	AC I P JO
Sustainable Systems Engineering	AC I P JO

<b>School of Architecture, Planning and Landscape</b>	
Design in City Innovation	AC I P JO

List the majors you have remaining (try to limit yourself to 5-8, but it's ok if you have more):

Do the majors you have left reflect your motivators, personality, interests, and academics?

In critically considering your motivators, personality, interests, and academics, can you eliminate any additional majors, or do you need more information?



# Gather Information to Determine Options

## Resources

Exploring programs, courses, degree requirements and connections to careers are a great way to find the program that fits you. Here are some resources to help you get started! Click on the links below to start gathering more information and be sure to keep track of the info you collect to help you narrow down your options.

### [Explore Programs](#)

- Connect your personality traits to degree programs
- View degree programs by faculty
- Learn about the overarching questions and topics studied in each degree program
- Learn about courses taken within the degree and career opportunities

### [First Year Courses](#)

- View all degrees offered from each faculty
- View the ten courses that make up a first year in any degree program
- Explore courses that fit on the option side of a degree
- Learn more about transferring into another degree program after Year One

### [Program Requirements](#)

- View all degrees offered from each department within a faculty
- View major requirements necessary for completing a degree
- Learn about degree structures by seeing how many units of credit make up each degree component
- Explore courses taken in degree program to plan ahead and choose options

### [Course Outlines](#)

- Explore subject information provided on subject department websites within faculty sites
- Learn more about program content, opportunities, and courses

### [Degree Profiles](#)

- Learn more about potential majors through the lens of potential careers
- Explore the key skills and attributes gain through each degree program
- Explore sample jobs and industries that students have worked in with each degree program
- Connect to members of professional associations in a field of interest to do informational interviews

### [Occupational Information & Career Insite](#)

- Explore occupations and professions within Alberta
- Learn more about educational requirements, certification, market trends and salary expectations
- Conduct career research and educational planning
- Learn more about your personal interests, skills, strengths, values to find education/career fit

## Evaluate & Decide

### Evaluation of Choices

Using the information that you have gathered about yourself and majors/degree programs, consider the pros and cons of each program to make a decision. At this point, you try to reduce your list of programs to three at most. It is always worthwhile to have at least one back-up option in case something doesn't work out with your first choice.

Now that you have gathered information about programs, which are still realistic options for you?

What draws you to these programs? What would you enjoy most in studying these programs?

Which programs have the easiest admission requirements for you to meet?

What are the possible barriers to pursuing each program?

Will admission requirements or possible barriers make it difficult for you to be admitted to these programs?

### Decide

Decision Time!

Consider all the work that has gone into your exploration process. What program is the best fit for you?

My chosen program is \_\_\_\_\_!!

My back-up program is \_\_\_\_\_!

How does the idea of studying these programs make you feel?