

# Choose Your Major: Majors Exploration

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

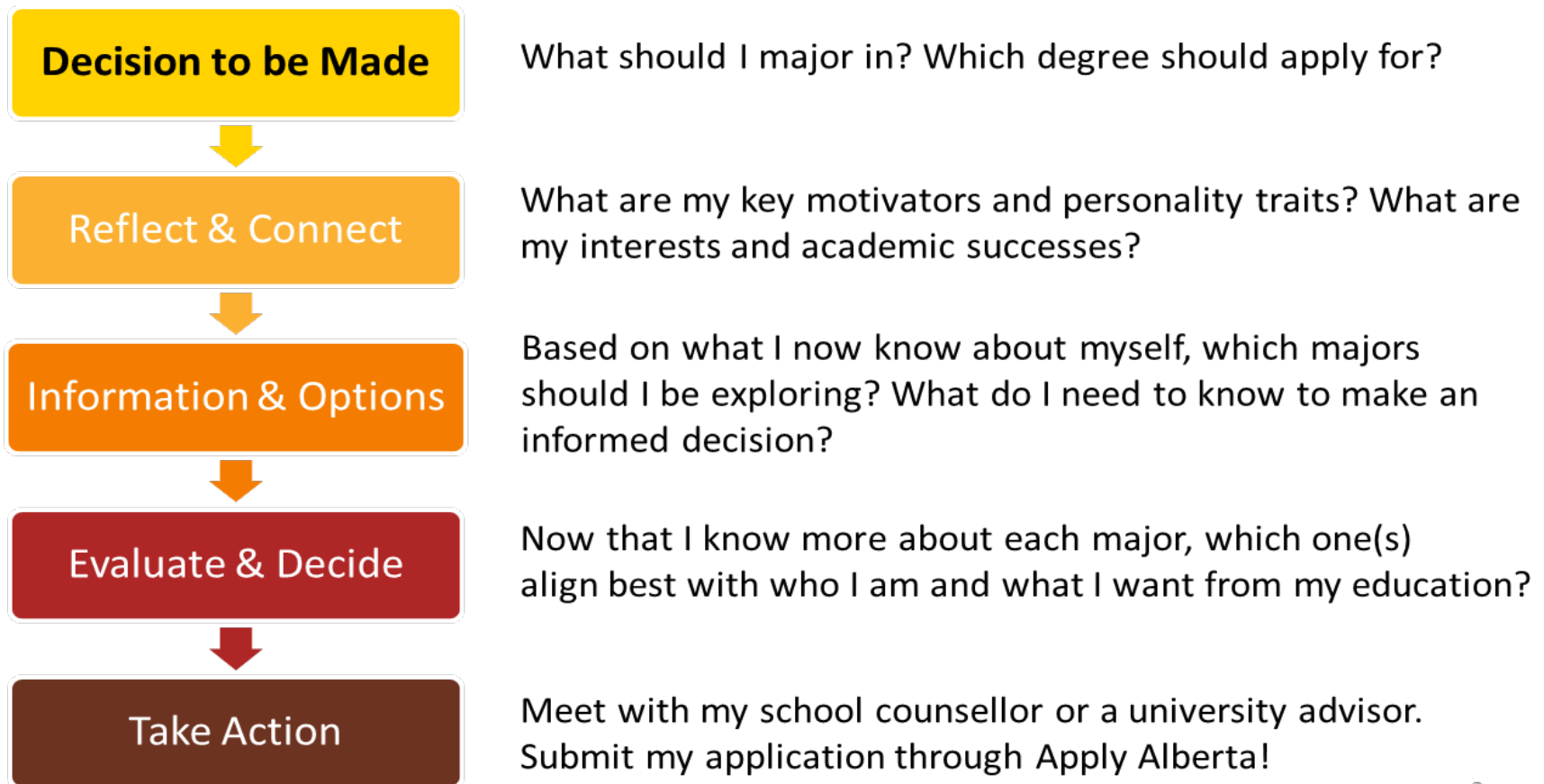
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## Exploration Process Model

This is the model we will follow throughout the 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, 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

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  | 84.2% Avg.   |
| <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><br>(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>   | <a href="#"><u>BSc Anthropology</u></a><br>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> . | <a href="#"><u>BSc Environmental Science</u></a><br>1 ARCHAEOLOGY/ANTHROPOLOGY, 3 BIOLOGY, 1 ECOLOGY, 2 CHEMISTRY, 12 GEOGRAPHY, 1 STATISTICS, 4 ECONOMICS, 2 MATHEMATICS, 1 PSYCHOLOGY/SOCIOLOGY, 5 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   | <a href="#"><u>BSc Natural Sciences</u></a><br>10-12 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>   | <a href="#"><u>BA Psychology</u></a><br>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 201 looks cool. Geography seems interesting. <i>Are 8 options too much choice?</i>   | <a href="#"><u>BA Urban Studies</u></a><br>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?

Sam's 1<sup>st</sup> Choice

Sam's 2<sup>nd</sup> Choice

### Stage 4 – Take Action

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

\*International Students review "Studied Outside Alberta" on [UCalgary Future Students website](#).

## Reflect & Connect

### Motivation

\*Use the Case Study provided for a guide\*

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).

|  | <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:

- |   |     |    |
|---|-----|----|
| 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?

- 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?

- 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 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 the same numbers that you circled on the Interest Mosaic.

| 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 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 the Case Study provided for a guide\*

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 5?

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 the Case Study provided for a guide\*

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 By Personality Traits

See below to connect your top three personality traits (page 10) to the majors offered at UCalgary. Highlight the majors that most connect with your top three personality traits.

### **REALISTIC** – majors appealing to students who identify as Realistic

|   |                                     |                          |
|---|-------------------------------------|--------------------------|
| Archaeology (R, I, E)                   | Computer Science (R, I, C)          | Geology (R, I, C)        |
| Anthropology (R, I, S, E, C)            | Dance (R, I, A)                     | Geophysics (R, I, C)     |
| Astrophysics (R, I, C)                  | Data Science (R, I, C)              | Kinesiology (R, S, E)    |
| Bioinformatics (R, I, C)                | Design in City Innovation (R, I, A) | Nursing (R, S, C)        |
| Chemistry (R, I, C)                     | Engineering (R, I, E)               | Physics (R, I, C)        |
| Communication & Media Studies (R, A, E) | Film Studies (R, A, E)              | Visual Studies (R, I, A) |
| Community Rehabilitation (R, S, E)      | Geography (R, I, S)                 | Zoology (R, I, S)        |

### **INVESTIGATIVE** – majors appealing to students who identify as Investigative

|  |  |                             |
|--|--|-----------------------------|
| Actuarial Science (I, E, C)            | Economics (I, E, C)                        | Music (I, A, S)             |
| Ancient & Medieval History (I, E, C)   | Engineering (R, I, E)                      | Natural Sciences (I, S, C)  |
| Anthropology (R, I, S, E, C)           | English (I, A, S)                          | Neuroscience (I, S, C)      |
| Archaeology (R, I, E)                  | Environmental Science (I, E, C)            | Philosophy (I, S, C)        |
| Art History (I, A, S)                  | French (I, A, C)                           | Physics (R, I, C)           |
| Astrophysics (R, I, C)                 | Geography (R, I, S)                        | Plant Biology (I, S, C)     |
| Biochemistry (I, S, C)                 | Geology (R, I, C)                          | Political Science (I, E, C) |
| Bioinformatics (R, I, C)               | Geophysics (R, I, C)                       | Psychology (I, A, S)        |
| Biological Sciences (I, S, C)          | Greek & Roman Studies (I, A, S)            | Religious Studies (I, A, S) |
| Biomedical Sciences (I, S, C)          | Health & Society (I, S, E)                 | Sociology (I, S, E)         |
| Cellular & Molecular Biology (I, S, C) | History (I, S, C)                          | Spanish (I, A, C)           |
| Chemistry (R, I, C)                    | International Indigenous Studies (I, S, E) | Urban Studies (I, S, C)     |
| Computer Science (R, I, C)             | International Relations (I, E, C)          | Visual Studies (R, I, A)    |
| Dance (R, I, A)                        | Language & Culture (I, A, S, C)            | Zoology (R, I, S)           |
| Data Science (R, I, C)                 | Linguistics & Languages (I, A, S, C)       |                             |
| Design in City Innovation (R, I, A)    | Mathematics (I, A, C)                      |                             |
| East Asian Studies (I, S, E)           |  |                             |

### **ARTISTIC** – majors appealing to students who identify as Artistic

|   |                                      |                             |
|---|--------------------------------------|-----------------------------|
| Art History (I, A, S)                   | Film Studies (R, A, E)               | Mathematics (I, A, C)       |
| Communication & Media Studies (R, A, E) | French (I, A, C)                     | Music (I, A, S)             |
| Dance (R, I, A)                         | Gender & Sexuality Studies (A, S, E) | Psychology (I, A, S)        |
| Design in City Innovation (R, I, A)     | Greek & Roman Studies (I, A, S)      | Religious Studies (I, A, S) |
| Drama (A, S, E)                         | Language & Culture (I, A, S, C)      | Spanish (I, A, C)           |
| East Asian Language Studies (A, S, E)   | Linguistics (I, A, S, C)             | Visual Studies (R, I, A)    |
| English (I, A, S)                       | Linguistics & Languages (I, A, S, C) |                             |

**SOCIAL** – majors appealing to students who identify as Social

|   |  |                             |
|---|--|-----------------------------|
| Art History (I, A, S)                   | Gender & Sexuality Studies (A, S, E)       | Music (I, A, S)             |
| Anthropology (R, I, S, E, C)            | Geography (R, I, S)                        | Natural Sciences (I, S, C)  |
| Biochemistry (I, S, C)                  | Global Development Studies (S, E, C)       | Neuroscience (I, S, C)      |
| Biological Sciences (I, S, C)           | Greek & Roman Studies (I, A, S)            | Nursing (R, S, C)           |
| Biomedical Sciences (I, S, C)           | History (I, S, C)                          | Philosophy (I, S, C)        |
| Cellular & Molecular Biology (I, S, C)  | Health & Society (I, S, E)                 | Plant Biology (I, S, C)     |
| Community Rehabilitation (R, S, E)      | International Indigenous Studies (I, S, E) | Psychology (I, A, S)        |
| Commerce (S, E, C)                      | Kinesiology (R, S, E)                      | Religious Studies (I, A, S) |
| Drama (A, S, E)                         | Language & Culture (I, A, S, C)            | Social Work (S, E, C)       |
| East Asian Language Studies (A, S, E)   | Latin American Studies (I, S, E)           | Sociology (I, S, E)         |
| East Asian Studies (I, S, E)            | Law and Society (S, E, C)                  | Urban Studies (I, S, C)     |
| Education (S + teachable subject codes) | Linguistics (I, A, S, C)                   | Zoology (R, I, S)           |
| English (I, A, S)                       | Linguistics & Languages (I, A, S, C)       |                             |

**ENTERPRISING** – majors appealing to students who identify as Enterprising

|   |  |                                   |
|---|--|-----------------------------------|
| Actuarial Science (I, E, C)             | East Asian Studies (I, S, E)               | International Relations (I, E, C) |
| Ancient & Medieval History (I, E, C)    | Economics (I, E, C)                        | Kinesiology (R, S, E)             |
| Anthropology (R, I, S, E, C)            | Engineering (R, I, E)                      | Latin American Studies (I, S, E)  |
| Archaeology (R, I, E)                   | Environmental Science (I, E, C)            | Law and Society (S, E, C)         |
| Communication & Media Studies (R, A, E) | Film Studies (R, A, E)                     | Political Science (I, E, C)       |
| Community Rehabilitation (R, S, E)      | Gender & Sexuality Studies (A, S, E)       | Social Work (S, E, C)             |
| Commerce (S, E, C)                      | Global Development Studies (S, E, C)       | Sociology (I, S, E)               |
| Drama (A, S, E)                         | Health & Society (I, S, E)                 |                                   |
| East Asian Language Studies (A, S, E)   | International Indigenous Studies (I, S, E) |                                   |

**CONVENTIONAL** – majors appealing to students who identify as Conventional

|  |                                      |                                 |
|--|--------------------------------------|---------------------------------|
| Actuarial Science (I, E, C)            | Data Science (R, I, C)               | Linguistics&Languages (I,A,S,C) |
| Ancient & Medieval History (I, E, C)   | Economics (I, E, C)                  | Mathematics (I, A, C)           |
| Anthropology (R, I, S, E, C)           | Environmental Science (I, E, C)      | Natural Sciences (I, S, C)      |
| Astrophysics (R, I, C)                 | French (I, A, C)                     | Neuroscience (I, S, C)          |
| Biochemistry (I, S, C)                 | Geology (R, I, C)                    | Nursing (R, S, C)               |
| Bioinformatics (R, I, C)               | Geophysics (R, I, C)                 | Philosophy (I, S, C)            |
| Biological Sciences (I, S, C)          | Global Development Studies (S, E, C) | Physics (R, I, C)               |
| Biomedical Sciences (I, S, C)          | History (I, S, C)                    | Plant Biology (I, S, C)         |
| Cellular & Molecular Biology (I, S, C) | International Relations (I, E, C)    | Political Science (I, E, C)     |
| Chemistry (R, I, C)                    | Language & Culture (I, A, S, C)      | Social Work (S, E, C)           |
| Commerce (S, E, C)                     | Law and Society (S, E, C)            | Spanish (I, A, C)               |
| Computer Science (R, I, C)             | Linguistics (I, A, S, C)             | Urban Studies (I, S, C)         |



## Major Non-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>                   |           |  |                                  |           |
|-------------------------------|-----------|--|----------------------------------|-----------|
| Ancient and Medieval History  | AC I P JO |  | International Indigenous Studies | AC I P JO |
| Anthropology                  | AC I P JO |  | International Relations          | AC I P JO |
| Archaeology                   | AC I P JO |  | Language and Culture             | AC I P JO |
| Art History                   | AC I P JO |  | Latin American Studies           | 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 |
| East Asian Language Studies   | AC I P JO |  | Multidisciplinary Studies        | AC I P JO |
| East Asian Studies            | AC I P JO |  | Music                            | AC I P JO |
| Economics                     | AC I P JO |  | Philosophy                       | AC I P JO |
| English                       | AC I P JO |  | Political Science                | AC I P JO |
| Film Studies                  | AC I P JO |  | Psychology                       | AC I P JO |
| French                        | AC I P JO |  | Religious Studies                | AC I P JO |
| Gender & Sexuality Studies    | AC I P JO |  | Sociology                        | AC I P JO |
| Geography                     | AC I P JO |  | Spanish                          | AC I P JO |
| Global Development Studies    | AC I P JO |  | Urban Studies                    | AC I P JO |
| Greek and Roman Studies       | AC I P JO |  | Visual Studies                   | AC I P JO |
| History                       | AC I P JO |  |                                  | 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 | 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 |
| Geomatics Engineering                 | AC I P JO |
| Mechanical 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 and/or interest themes/trends?

In consciously considering your motivators, personality and/or interests, 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 all departments within the university
- Learn more about courses, assignments, assessment to connect with your learning style
- Click “Courses” tab for departments in Faculty of Arts
- Click “Course Listings” tab for departments in Faculty of Science
- View course outlines from past semesters to see assignments and assessment types

### 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 major in order to make a decision. At this point, you try to reduce your list of majors to two at most. It is always worthwhile to have at least one back-up option in case something goes sideways with your first choice.

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

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

Which major(s) have the easiest admission requirements for you to meet?

What are the possible barriers to pursuing each major?

Will admission requirements or possible barriers make it difficult for you to be admitted to the major?

### Decide

#### Decision Time!

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

My chosen major is \_\_\_\_\_ !!

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

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