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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!
- 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, academic success 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 in order 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

**Degree Structure**

- all undergraduate degrees are 120 credits, which is 40 courses
- the major field of study is the “majority” of the courses in a degree
- some majors are more comprehensive than others, but most are about 60 credits or 20 courses
- all undergraduate degrees have space for options or electives
- majors range from 14-30 courses, which leaves 10-26 courses for options
- minors are a way to organize options or electives within a degree
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.
Reflect & Connect

Motivation

What made you choose to attend university?

Reflect on these questions as you answer the statements below with “Strongly Agree” (5) to “Strongly Disagree” (1).

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

Personality Mosaic Scoring
To score, circle the same numbers that you circled on the Interest Mosaic.

<table>
<thead>
<tr>
<th>R</th>
<th>I</th>
<th>A</th>
<th>S</th>
<th>E</th>
<th>C</th>
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<tbody>
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<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
</tr>
</tbody>
</table>

Now add up the numbers of circles in each column:
R____ I____ A____ S____ E____ C____

What are your highest scores?
1st_________ 2nd__________ 3rd__________


Realistic (R)
Characteristics of Realistic:
- Physically skilled
- Mechanical ability
- Work with objects/things rather than ideas/people
- Like tools, plants, animals
- Enjoy being outdoors
- Concrete problem solvers

Investigative (I)
Characteristics of Investigative:
- Observers, learners
- Enjoy investigation, problem solving, analysis
- Drawn to science/math
- Work with ideas rather than people
- Prefer less structure

Artistic (A)
Characteristics of Artistic:
- Creative, imaginative
- Enjoy innovative ideas and artistic methods
- Solves problems with unconventional thinking
- Work with ideas, self-expression, artistic tools

Conventional (C)
Characteristics of Conventional:
- Detail Oriented
- Work with data/numbers rather than ideas/people
- Clerical ability
- Organization and planning
- Follow instructions
- Prefer structure

Enterprising (E)
Characteristics of Enterprising:
- Task and goal oriented
- “People” person
- Enjoys opportunities to influence, persuade and manage others
- Leadership, management
- Works for economic gain

Social (S)
Characteristics of Social:
- “People” person
- Enjoys opportunities to inform, help, train
- Self-improvement or improvement of others
- Solves problems through discussion with others

**Reflect & Connect**

**Interests**
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

<table>
<thead>
<tr>
<th>Interests</th>
<th>Personal</th>
<th>Academic</th>
<th>Occupational</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reflect & Connect

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.
Reflective 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.

### ACADEMIC SUCCESS

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In which subject areas do you excel?</td>
<td></td>
</tr>
<tr>
<td>In which courses have you achieved the highest grades?</td>
<td></td>
</tr>
<tr>
<td>What kind of assignments have you enjoyed?</td>
<td></td>
</tr>
<tr>
<td>What academic tasks are you most motivated to complete?</td>
<td></td>
</tr>
<tr>
<td>What makes school engaging?</td>
<td></td>
</tr>
</tbody>
</table>

### ACADEMIC CHALLENGES

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which subject areas do you find challenging?</td>
<td></td>
</tr>
<tr>
<td>In which courses have you achieved the lowest grades?</td>
<td></td>
</tr>
<tr>
<td>What kind of assignments have been a struggle?</td>
<td></td>
</tr>
<tr>
<td>What academic tasks motivate you the least?</td>
<td></td>
</tr>
<tr>
<td>When do you procrastinate most?</td>
<td></td>
</tr>
</tbody>
</table>
Reflect & Connect

What does success mean to you/how do you know you’ve been successful?

List the grades achieved for your most recent 10 university level courses and your GPA on these 10 courses: (tip – use My Grades function in MyUCalgary portal)

1. ____
2. ____
3. ____
4. ____
5. ____

6. ____
7. ____
8. ____
9. ____
10. ____

GPA on last 10 courses: ____
Reflect & Connect

Mind-map
Use the following example as a guideline to complete the next exercise on page 14.

Now that you’ve explored your motivation, personality, interests and academic successes, it is time to draw connections that will help move you forward in the decision making process.

Consider:
How do these characteristics connect?
Can you identify ways they may intersect to influence your major exploration or decision making process?

List any actions you can take based on this information:
- Seek program advising and career development advising
- Look into course outlines to explore course content
- Contact LSE regarding volunteer/student engagement opportunities
Reflect & Connect

Your turn!

1. Indicate your top motivator from page 5
2. Indicate your three letter personality code from page 8
3. Indicate key interest themes/trends from page 10
4. Identify key components from your Academic Success Chart from page 11
5. Brainstorm how all of these characteristics connect to move you forward!

<table>
<thead>
<tr>
<th>MOTIVATORS</th>
<th>PERSONALITY TRAITS</th>
<th>ACADEMIC SUCCESSES</th>
<th>INTERESTS</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

List any actions you can take based on this info:

•
•
•
Reflect & Connect

Majors By Personality Traits

See below to connect your top three personality traits (page 8) to the majors offered at UCalgary.

REALISTIC – majors appealing to students who identify as Realistic

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

INVESTIGATIVE – majors appealing to students who identify as Investigative

- Actuarial Science (I, E, C)
- Ancient & Medieval History (I, E, C)
- Anthropology (Social & Cultural) (I, S, E)
- Anthropology (Biological) (R, I, C)
- Archaeology (R, I, E)
- Art History (I, A, S)
- Astrophysics (R, I, C)
- Biochemistry (I, S, C)
- Bioinformatics (R, I, C)
- Biological Sciences (I, S, C)
- Biomedical Sciences (I, S, C)
- Cellular & Molecular Biology (I, S, C)
- Canadian Studies (I, S, C)
- Chemistry (R, I, C)
- Computer Science (R, I, C)
- Dance (R, I, A)
- Earth Science (R, I, C)
- East Asian Studies (I, S, E)
- Ecology (R, I, S)
- Economics (I, E, C)
- Engineering (R, I, E)
- Environmental Science (I, E, C)
- English (I, A, S)
- French (I, A, C)
- Geography (R, I, S)
- Geology (R, I, C)
- Geophysics (R, I, C)
- History (I, S, C)
- Health & Society (I, S, E)
- International Indigenous Studies (I, S, E)
- International Relations (I, S, E)
- International Studies (I, A, S)
- Italian Studies (I, A, S)
- Linguistics (I, A, S)
- Linguistics & Languages (I, A, C, S)
- Mathematics (I, A, C)
- Music (I, A, S)
- Natural Sciences (I, S, C)
- Neuroscience (I, S, C)
- Philosophy (I, S, C)
- Plant Biology (I, S, C)
- Political Science (I, E, C)
- Psychology (I, A, S)
- Religious Studies (I, A, S)
- Russian (I, A, C)
- Sociology (I, S, E)
- Spanish (I, A, C)
- Visual Studies (R, I, A)
- Zoology (R, I, S)

ARTISTIC – majors appealing to students who identify as Artistic

- Art History (I, A, S)
- Communication & Media Studies (R, A, E)
- Dance (R, I, A)
- Drama (A, S, E)
- East Asian Language Studies (A, S, E)
- English (I, A, S)
- Film Studies (R, A, E)
- French (I, A, C)
- German (I, A, C)
- Greek & Roman Studies (I, A, S)
- Italian Studies (I, A, S)
- Linguistics (I, A, S)
- Linguistics & Languages (I, A, C, S)
- Mathematics (I, A, C)
- Music (I, A, S)
- Psychology (I, A, S)
- Religious Studies (I, A, S)
- Russian (I, A, C)
- Spanish (I, A, C)
- Visual Studies (R, I, A)
- Women’s Studies (A, S, E)
### Reflect & Connect

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

<table>
<thead>
<tr>
<th>Major</th>
<th>Education</th>
<th>Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art History (I, A, S)</td>
<td>Education (S + teachable subject codes)</td>
<td>Neuroscience (I, S, C)</td>
</tr>
<tr>
<td>Anthropology (Social &amp; Cultural) (I, S, E)</td>
<td>English (I, A, S)</td>
<td>Nursing (R, S, C)</td>
</tr>
<tr>
<td>Biochemistry (I, S, C)</td>
<td>Geography (R, I, S)</td>
<td>Philosophy (I, S, C)</td>
</tr>
<tr>
<td>Biological Sciences (I, S, C)</td>
<td>Greek &amp; Roman Studies (I, A, S)</td>
<td>Plant Biology (I, S, C)</td>
</tr>
<tr>
<td>Biomedical Sciences (I, S, C)</td>
<td>History (I, S, C)</td>
<td>Psychology (I, A, S)</td>
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<td>Community Rehabilitation (R, S, E)</td>
<td>Italian Studies (I, A, S)</td>
<td>Sociology (I, S, E)</td>
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<td>Commerce (S, E, C)</td>
<td>Kinesiology (R, S, E)</td>
<td>Urban Studies (I, S, C)</td>
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<tr>
<td>Development Studies (S, E, C)</td>
<td>Law and Society (S, E, C)</td>
<td>Zoology (R, I, S)</td>
</tr>
<tr>
<td>East Asian Language Studies (A, S, E)</td>
<td>Linguistics (I, A, S)</td>
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<tr>
<td>East Asian Studies (I, S, E)</td>
<td>Linguistics &amp; Languages (I, A, C, S)</td>
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<tr>
<td>Ecology (R, I, S)</td>
<td>Music (I, A, S)</td>
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</table>

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

<table>
<thead>
<tr>
<th>Major</th>
<th>Education</th>
<th>Natural Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient &amp; Medieval History (I, E, C)</td>
<td>East Asian Studies (I, S, E)</td>
<td>Latin American Studies (I, S, E)</td>
</tr>
<tr>
<td>Anthropology (Social &amp; Cultural) (I, S, E)</td>
<td>Economics (I, E, C)</td>
<td>Law and Society (S, E, C)</td>
</tr>
<tr>
<td>Archaeology (R, I, E)</td>
<td>Engineering (R, I, E)</td>
<td>Political Science (I, E, C)</td>
</tr>
<tr>
<td>Communication &amp; Media Studies (R, A, E)</td>
<td>Environmental Science (I, E, C)</td>
<td>Social Work (S, E, C)</td>
</tr>
<tr>
<td>Community Rehabilitation (R, S, E)</td>
<td>Film Studies (R, A, E)</td>
<td>Sociology (I, S, E)</td>
</tr>
<tr>
<td>Commerce (S, E, C)</td>
<td>Health &amp; Society (I, S, E)</td>
<td>Women’s Studies (A, S, E)</td>
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<tr>
<td>Development Studies (S, E, C)</td>
<td>International Indigenous Studies (I, S, E)</td>
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<tr>
<td>Drama (A, S, E)</td>
<td>International Relations (I, E, C)</td>
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</table>

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

<table>
<thead>
<tr>
<th>Major</th>
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<tbody>
<tr>
<td>Actuarial Science (I, E, C)</td>
<td>Development Studies (S, E, C)</td>
<td>Mathematics (I, A, C)</td>
</tr>
<tr>
<td>Ancient &amp; Medieval History (I, E, C)</td>
<td>Earth Science (R, I, C)</td>
<td>Natural Sciences (I, S, C)</td>
</tr>
<tr>
<td>Anthropology (Biological) (R, I, C)</td>
<td>Economics (I, E, C)</td>
<td>Neuroscience (I, S, C)</td>
</tr>
<tr>
<td>Astrophysics (R, I, C)</td>
<td>Environmental Science (I, E, C)</td>
<td>Nursing (R, S, C)</td>
</tr>
<tr>
<td>Biochemistry (I, S, C)</td>
<td>French (I, A, C)</td>
<td>Philosophy (I, S, C)</td>
</tr>
<tr>
<td>Bioinformatics (R, I, C)</td>
<td>Geology (R, I, C)</td>
<td>Physics (R, I, C)</td>
</tr>
<tr>
<td>Biological Sciences (I, S, C)</td>
<td>Geophysics (R, I, C)</td>
<td>Plant Biology (I, S, C)</td>
</tr>
<tr>
<td>Biomedical Sciences (I, S, C)</td>
<td>German (I, A, C)</td>
<td>Political Science (I, E, C)</td>
</tr>
<tr>
<td>Canadian Studies (I, S, C)</td>
<td>History (I, S, C)</td>
<td>Russian (I, A, C)</td>
</tr>
<tr>
<td>Cellular &amp; Molecular Biology (I, S, C)</td>
<td>International Relations (I, E, C)</td>
<td>Social Work (S, E, C)</td>
</tr>
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<td>Chemistry (R, I, C)</td>
<td>Law and Society (S, E, C)</td>
<td>Spanish (I, A, C)</td>
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<tr>
<td>Commerce (S, E, C)</td>
<td>Linguistics &amp; Languages (I, A, C, S)</td>
<td>Urban Studies (I, S, C)</td>
</tr>
<tr>
<td>Computer Science (R, I, C)</td>
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</tbody>
</table>
Reflect & Connect

**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 circling 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

### Arts

<table>
<thead>
<tr>
<th>Major</th>
<th>AC</th>
<th>I</th>
<th>P</th>
<th>JO</th>
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<tbody>
<tr>
<td>Ancient and Medieval History</td>
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<tr>
<td>History</td>
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<tr>
<td>Social and Cultural Anthropology</td>
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<tr>
<td>Biological Anthropology</td>
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<tr>
<td>Archaeology</td>
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<tr>
<td>Art History</td>
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<tr>
<td>Canadian Studies</td>
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<tr>
<td>Dance</td>
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<td>Development Studies</td>
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<tr>
<td>Drama</td>
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<td>Earth Science</td>
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<tr>
<td>English</td>
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<tr>
<td>Film Studies</td>
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<tr>
<td>French</td>
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<tr>
<td>Geography</td>
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<tr>
<td>German</td>
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</tr>
<tr>
<td>Greek and Roman Studies</td>
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</tbody>
</table>

### Cumming School of Medicine

<table>
<thead>
<tr>
<th>Program</th>
<th>AC</th>
<th>I</th>
<th>P</th>
<th>JO</th>
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</thead>
<tbody>
<tr>
<td>Community Rehabilitation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bioinformatics</td>
<td></td>
<td></td>
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<tr>
<td>Biomedical Sciences</td>
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<tr>
<td>Health and Society</td>
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</table>

### Haskayne School of Business

<table>
<thead>
<tr>
<th>Program</th>
<th>AC</th>
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<th>P</th>
<th>JO</th>
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</thead>
<tbody>
<tr>
<td>Commerce</td>
<td></td>
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### Kinesiology

<table>
<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>Biomechanics</td>
<td></td>
<td></td>
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<tr>
<td>Exercise and Health Physiology</td>
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<tr>
<td>Kinesiology</td>
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<tr>
<td>Leadership in Pedagogy and Coaching</td>
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<tr>
<td>Mind Sciences</td>
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</table>

### Werklund School of Education

<table>
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<tr>
<th>Program</th>
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<th>JO</th>
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<tbody>
<tr>
<td>4yr Education</td>
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<td></td>
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<tr>
<td>5yr Concurrent (elementary)</td>
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<tr>
<td>5yr Concurrent (secondary)</td>
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</tr>
<tr>
<td>2yr After Degree (elementary)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2yr After Degree (secondary)</td>
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</tbody>
</table>
Reflect & Connect

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Actuarial Science</td>
<td>AC I P JO</td>
<td>Geology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>AC I P JO</td>
<td>Geophysics</td>
</tr>
<tr>
<td>Astrophysics</td>
<td>AC I P JO</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>AC I P JO</td>
<td>Natural Science</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>AC I P JO</td>
<td>Neuroscience</td>
</tr>
<tr>
<td>Cellular, Molecular, Microbial Biology</td>
<td>AC I P JO</td>
<td>Physics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>AC I P JO</td>
<td>Plant Biology</td>
</tr>
<tr>
<td>Computer Science</td>
<td>AC I P JO</td>
<td>Statistics</td>
</tr>
<tr>
<td>Ecology</td>
<td>AC I P JO</td>
<td>Zoology</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>AC I P JO</td>
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</table>

<table>
<thead>
<tr>
<th>Schulich School of Engineering</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Chemical Engineering</td>
<td>AC I V LP JO</td>
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</tr>
<tr>
<td>Civil Engineering</td>
<td>AC I V LP JO</td>
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</tr>
<tr>
<td>Electrical Engineering</td>
<td>AC I V LP JO</td>
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<tr>
<td>Energy Engineering</td>
<td>AC I V LP JO</td>
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<tr>
<td>Geomatics Engineering</td>
<td>AC I V LP JO</td>
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<tr>
<td>Mechanical Engineering</td>
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<td>Oil and Gas Engineering</td>
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<td></td>
</tr>
<tr>
<td>Software Engineering</td>
<td>AC I V LP JO</td>
<td></td>
</tr>
</tbody>
</table>

List the majors you have remaining (try to limit yourself to 8-10, 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

Use the resources below to help you complete the chart on the next page. The resources will help you to learn more about potential majors and careers, and the chart will help you to collect important information in order to compare options.

Explore Programs
http://www.ucalgary.ca/future-students/undergraduate/explore-programs

Use the Undergraduate Explore Programs website to examine UCalgary degree programs that most appeal to you. Connect your top three personality traits to degrees offered at UCalgary (see pages 18 & 19).

Complete the chart on the next page by rank ordering your top four selected majors.

Program Content and Structure
http://www.ucalgary.ca/pubs/calendar/current/index.html

Use the Academic Calendar to investigate your top four majors in more detail. All degree programs are 120 credits and most majors are roughly half of an entire degree program.

Search faculty or school pages to find the exact requirements needed to complete a major.
Click on the Faculty or School that houses the major, then click on Program Details, then select the major.

The Academic Calendar also provides Admission information (required high school and/or University level coursework, GPA, audition, essay, letter of intent, etc.)
For Admission requirements, click on Admissions, and then click Transfer Admission Requirements (A.5.3.1).

Complete the chart on the next page by noting the course-related, degree completion and admission information for your top four selected majors.

Occupational Considerations
https://library.ucalgary.ca/c.php?g=255458&p=2004916

Use Career Services Degree Profiles to explore potential jobs and industries related to each degree program/major. Select your top four majors from the Faculty or School drop-down menus to review career options.

Complete the chart on the next page by listing any interesting jobs and/or industries related to your top four selected majors.
## Major Options

<table>
<thead>
<tr>
<th>Majors</th>
<th>Completed Courses Used</th>
<th>Remaining Courses</th>
<th>Estimated Time for Completion</th>
<th>Admission Requirements</th>
<th>Interesting Jobs or Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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</tbody>
</table>
Evaluate & Decide

Evaluation of Choices

Using the information you have gathered about your top four majors consider the pros and cons of each major in order to make a decision. At this point, you should be able to reduce your list of majors to three 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’ve gathered information about four 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?

What is the estimated timeline:
   How long will it take you to be admitted?
   How long will it take you to graduate?
   Are you comfortable with this timeline?
Evaluate Choices

*Use the questions above to guide completion of the chart below.*

For each category you have 5 points to allocate among your top majors. Distribute these points based on how well each major fits what you have discovered about yourself. Use the Total column to tally the number of points for each major. This will help you rank your top majors based on your values.

<table>
<thead>
<tr>
<th>Top Majors</th>
<th>Motivators</th>
<th>Personality Traits</th>
<th>Interests</th>
<th>Academic Fit</th>
<th>Time to Completion</th>
<th>Admission Reqs</th>
<th>Career Options</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>(5)</td>
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</tbody>
</table>

What are you seeing in the above chart? How does this ranking resonate with you?

Is there a difference between what you want and what is realistic for you to achieve?

If so, how will you reconcile this difference?

Should you consider potential major/minor/degree combinations that are available to you as a realistic alternative?

**NOTE:** Remember the exploration process is circular. You may need to return to a previous stage or seek advising at this point to move forward with your decision-making.
Evaluate & Decide

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?

Extracurricular Activities I’d like to pursue are ______________________________________________________

______________________________________________________________________________________________

Volunteer/work opportunities I’d like to explore are ___________________________________________________

______________________________________________________________________________________________

Offices I’d like to connect with include ______________________________________________________________

______________________________________________________________________________________________
**Take Action**

To make this decision happen, what are your next steps? Check all that apply.

- [ ] High School upgrading
- [ ] Complete university level pre-requisites

- [ ] Register in courses strategically to boost GPA
- [ ] Register in courses to work toward degree requirements
- [ ] Complete additional admission requirements (program specific)

- [ ] Register in courses to continue exploring interests
- [ ] Meet with Faculty Program Advisor
- [ ] Meet with Exploratory Advisor
- [ ] Investigate extracurricular opportunities (on or off campus)

- [ ] Meet with Career Development Specialist
- [ ] Conduct information interview(s)
- [ ] Research occupational options

- [ ] Other _________________________________________________________________

- [ ] Submit Change of Program application (between October 1 - February 1)

In what order will you complete these steps?

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

Faculty Program Advising contacts: [http://www.ucalgary.ca/registrar/registration/advising](http://www.ucalgary.ca/registrar/registration/advising)


Career Services: [https://www.ucalgary.ca/careers/](https://www.ucalgary.ca/careers/)

Leadership and Student Engagement: [http://www.ucalgary.ca/leadership/](http://www.ucalgary.ca/leadership/)


Deirdre Mooney – Exploratory Advisor, Student Success Centre

More information and to book an appointment: [http://ucalgary.ca/ssc/advising/exploratory-advising](http://ucalgary.ca/ssc/advising/exploratory-advising)