



# MHS 2330: Career Planning: STEM Explorations

Department of Educational and Human Sciences  
College of Education, University of Central Florida

## COURSE SYLLABUS

Instructor:	Christopher Belser, M.Ed., NCC	Term:	Fall 2016
Teaching Assistants:	Weslee Aristor Justin Gonner	Class Meeting Days:	M, W
E-Mail:	<a href="mailto:Christopher.Belser@ucf.edu">Christopher.Belser@ucf.edu</a> <a href="mailto:Weslee.Aristor@ucf.edu">Weslee.Aristor@ucf.edu</a> <a href="mailto:Justin.Gonner@ucf.edu">Justin.Gonner@ucf.edu</a>	Class Meeting Hours:	4:30 - 5:50 p.m.
Instructor Office Hours:	(MSB 231B) Monday/Wednesday: 11:00-4:00	Class Location:	CB2 206 NSC 111 NSC 113 NSC 115
		Credit Hours:	3

- All Sections:** Mondays 4:30 p.m. - 5:50 p.m., CB2 206 **AND**  
**Section 301:** Wednesdays 4:30 p.m. - 5:50 p.m., NSC 111 (Chris Belser)  
**Section 302:** Wednesdays 4:30 p.m. - 5:50 p.m., NSC 113 (Weslee Aristor)  
**Section 303:** Wednesdays 4:30 p.m. - 5:50 p.m., NSC 115 (Justin Gonner)

### Welcome!

I hope that this course will assist you in developing your own career and life goals. In order for this course to be useful to you and for you to be successful in it, you should carefully read this syllabus and adhere to the policies and procedures outlined. If we all practice the core values of the [UCF Creed](#): integrity, scholarship, community, creativity, and excellence, I anticipate a fun, productive, and positive experience for everyone!

### University Course Catalog Description

An introduction to career and life planning theories and concepts that assists students in applying these to their own lives.

### Course Overview

The course is designed for undergraduate students with an interest in STEM (science, technology, engineering, and math), who desire to learn theories and concepts in career and life planning and apply them to their own lives. Research has demonstrated that students who are more crystallized in their career path are more focused in their academic endeavors. While learning career and life planning concepts and theories, students will participate in experiential activities to assist them in their own career planning. The class will involve readings, experiential exercises/activities, small group discussion, and written exercises.

### Course Objectives

1. Students will participate in learning-centered activities and experiences to become familiar with career development theories and apply them to their own career and life planning.
2. Students will participate in learning-centered activities and experiences to become familiar with the career decision-making process, including the role of self-concept, and apply them to their own career and life planning.

3. Students will assess their own interests, values, strengths, and weaknesses pertaining to life and career planning in STEM.
4. Students will explore STEM majors and careers related to their personal characteristics.
5. Students will demonstrate effective career management and job seeking skills.
6. Students will participate in experiential and learning activities toward narrowing down career interests in Life Sciences, Physical and Natural Sciences, and Engineering to a few options for further investigation.
7. Students will be able to explain why career decision-making is a lifelong process.

**Required Text**

\*Sukiennik, D, Bendat, W, & Raufman, L. (2010).The Career Fitness Program: Exercising Your Options (11<sup>th</sup> Ed). Upper Saddle River, NJ: Pearson Prentice Hall.

<b>Basis for Final Grade</b>		
<b>Assessments/Assignments</b>		<b>Points</b>
I.	Attendance a. Class attendance & participation (100 points) b. Lab visits (15 points each; 45 points total) c. Mentor contact (30 points)	175
II.	Syllabus Quiz (This quiz grade cannot be dropped as your lowest quiz grade.)	5
III.	Quizzes on Readings (10 points x 8 quizzes)	80
IV.	Reaction Papers a. Reaction Paper 1 (25 points) b. Reaction Paper 2 (25 points) c. Reaction Paper 3 (25 points) d. Reaction Paper 4 (25 points)	100
V.	MyPlan Assessments a. Interest Profiler (15 points) b. Work Values Sorter (15 points) c. Basic Skills Survey(15 points)	45
VI.	HumanMetrics Personality Test: Jung Typology Test (15 points)	15
VII.	Career Development Inventory a. Pre-test (15 points) b. Post-test (15 points)	30
VIII.	Career Thoughts Inventory a. Pre-test (15 points) b. Post-test (15 points)	30
IX.	Major Decision-Making Paper	100
X.	Poster Presentation	50
XI.	Information Interview	50
XII.	Resume/Cover Letter Preparation	60
XIII.	Career Action Plan	60
Total		800

Grading will be based on a +/- system using the above 800-point value system:

Percentage	Letter Grade	Points
94.0 - 100.00	A	752-800
90.0 - 93.99	A-	720-751
87.0 - 89.99	B+	696-719
84.0 - 86.99	B	672-695
80.0 - 83.99	B-	640-671
77.0 - 79.99	C+	616-639
74.0 - 76.99	C	592-615
70.0 - 73.99	C-	560-591
67.0 - 69.99	D+	536-559
64.0 - 66.99	D	512-535
61.0 - 63.99	D-	488-511
0.00 - 60.99	F	0-487

#### **Attendance & Participation Policy (100 points):**

Due to the interactive and experiential nature of the course (in-class activities, discussions, and lectures), we require students to regularly attend class. **Students are allowed one unexcused absence. Any subsequent unexcused absence will result in a 10-point deduction from their attendance grade. Excused absences only include illness with a physician's note (i.e. the Student Health Center) or death of an immediate family member.** Students who choose to attend all classes will receive an additional 10 bonus points. **Students will only receive credit for being present if they are present for the entire class (i.e. you cannot leave early and earn full credit for attendance). If you attend class but don't turn in an ungraded in-class assignment, you will lose points from your Attendance/Participation grade.**

#### **Lab Visits (45 points):**

During the second phase of the class, students will participate in 3 visits to UCF STEM research labs hosted by COMPASS faculty and their research assistants. Each lab visit will be worth 15 points. Sign-up for these labs will take place during class.

#### **Mentor Contact (30 points):**

All COMPASS students will be assigned a mentor who will contact them periodically to check in, to invite students to COMPASS events, and/or to host mentorships meetings. Students are responsible for attending/interacting with their mentor at least three times during the semester.

#### **Syllabus Quiz (5 points)**

Students should complete this quiz on WebCourses by the end of the first week of class. This quiz is designed to ensure that students have familiarized themselves with the syllabus, which contains the answer to most logistical questions that may arise this semester. This assignment fulfills a University requirement related to financial aid (see section *Financial Aid Verification* for more details). Not completing this quiz may jeopardize your financial aid per the University's new policy. As such, your grade on this quiz cannot be dropped as your lowest quiz grade.

#### **Quizzes on Readings (80 points)**

Students will complete 9 quizzes during the semester based on the readings from the textbook. Quizzes will consist of a total of ten questions (multiple choice, fill in the blank, true/false). The quizzes will be taken on WebCourses outside of class and must be taken during the specified

window (see calendar below for dates and reading assignments). The lowest quiz grade will be dropped at the end of the semester.

### **Reaction Papers (40 points)**

Students will complete four reaction papers for each of the following guest lecture sets: Life Sciences, Engineering (Civil, Industrial, Environmental), Engineering (Electrical, Computer, Mechanical) and Physical & Natural Sciences. Students will complete a two-page reaction paper (12 pt font, Times New Roman, 1" margins, double spaced) to the presentations given those weeks. Students will also incorporate information found on O\*NET into these papers.

### **Assessments (120 points)**

#### **Career Thoughts Inventory (30 points)**

The CTI measures negative career thoughts. Negative thinking can make it more difficult for you to make career decisions. It is normal for everyone to think negatively from time to time. But too much negative thinking causes problems. It may cause you to avoid decisions that you need to make. Even one or two negative thoughts can make decision making more difficult. See the appendix for further instructions.

#### **MyPlan Assessments (45 points)**

Students will access the MyPlan assessments through the UCF Career Services website and complete an Interest Profiler, Work Values Sorter, and Basic Skills Survey. See the appendix for further instructions.

#### **HumanMetrics Jung Typology Personality Test (15 points)**

Students will complete a personality assessment online through the HumanMetrics website. See the appendix for further instructions.

#### **Career Development Inventory (30 points)**

The Career Development Inventory (CDI), created by Albert Thompson, Richard Lindeman, Donald Super, Jean Pierre Jordaan, and Roger Myers, can be used *before* administering an interest inventory to measure an individual's readiness to make vocational choices, or with an interest inventory to determine how best to interpret the interest inventory results. See the appendix for further instructions.

### **Poster Presentation (50 points)**

The poster presentations will be visual representations of the major/career research paper. Students may follow the outline of the major/career research paper to complete their poster. Students are encouraged to be creative when making their poster. Posters will be presented in class during a group poster session. More details will be provided in class.

### **Information Interview (50 points)**

The information interview is a technique used to explore and research occupations and organizations. It involves talking to people who are in an occupation you are considering to learn more about it, or it might be used to network and research a potential employer. Please take note that COMPASS mentors, COMPASS faculty, Excel faculty, and class guests are OFF LIMITS. Students may not interview family members. See the appendix for further instructions.

### **Resume/Cover Letter Preparation (60 points)**

Students will create a resume and cover letter that will be critiqued by an instructor or designee. See this website for help with completing the assignment:

[http://www.career.ucf.edu/categories/Students/Undergraduate\\_Students/Write\\_Effective\\_Resumes\\_and\\_Cover\\_Letters/49\\_30.aspx](http://www.career.ucf.edu/categories/Students/Undergraduate_Students/Write_Effective_Resumes_and_Cover_Letters/49_30.aspx)

### **Career Action Plan (60 points)**

Students will complete an action plan and decide on three goals they want to accomplish before graduation that will enhance future career goals. Students will discuss specific actions they will take to achieve those goals and will include a time line. See the appendix for further instructions.

### **Major Decision-Making Paper (95 points)**

Students will complete a research paper that discusses the results of the assessments, major options, and career options. See the appendix for further instructions.

### **Grade Dissemination**

Graded quizzes and materials in this course will be returned individually.

### **Financial Aid Verification**

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course, but no later than August 26. Failure to do so will result in a delay in the disbursement of your financial aid. The activity you will need to complete to meet this requirement is the Syllabus Quiz on WebCourses.

### **Course Policies**

#### **Late Work Policy:**

There are no make-ups for in-class assignments or online quizzes without official documentation. Assignments turned in late (after the end of class on day the assignment is due) will be assessed a penalty: late assignments will be accepted with a 50% grading penalty. If you know in advance you will be absent on the day an assignment is due, it is your responsibility to turn the assignment in early or make arrangements with the course instructor.

#### **Essay Writing Policy:**

Written assignments will be typed and double-spaced. Margins should be set at **1 inch** on all sides. Fonts should be **12-point** in a standard typeface such as **Times New Roman**. A title should appear on the first page or on a cover page (your choice) along with your name, the class number (MHS2330) and the date. College level writing contains complete sentences, correct spelling, and proper grammar. I encourage you to visit the [University Writing Center](#) for help with this.

Spell check is useful but it does not identify incorrect words (there for their; to for too; hat for what, etc.). Proofreading aloud may help you catch your own mistakes. You may also want to have a proofreading partner to check each other's work.

#### **Professionalism Policy:**

Academic decorum will be shown through respectful and civil behavior at all times. This includes but is not limited to arriving on time and being prepared for class, showing respect in words and actions,

and participating in discussions. If issues arise, the Office of Student Conduct will be consulted (see [The Golden Rule](http://goldenrule.sdes.ucf.edu/) for specific behaviors considered violations <http://goldenrule.sdes.ucf.edu/>).

**Academic Conduct Policy:**

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see <http://z.ucf.edu/>.

**Accommodating Students with Special Learning Needs:**

The Individuals with Disabilities Education Act of 1992 (IDEA; 20 U.S.C Section 1400 et seq.), the American with Disability Act of 1990 (ADA; 42 U.S.C., Section 12101 et seq.), and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794 et seq.) requires the University of Central Florida provide “reasonable accommodations to any individual who advises us of a physical or mental disability.” Students wishing to receive some instructional accommodation because of a documented disability should meet with the instructor to discuss accommodations. Please arrange a meeting with me at your earliest convenience (before the 3rd class).

**Inclement Weather Policy:**

In the event of inclement weather, class will be cancelled **ONLY** if UCF closes. Thus, use your own discretion when deciding not to attend classes throughout the semester when inclement weather is not an issue. Classes cancelled due to UCF closing for inclement weather will be made-up at the end of the semester on designated days.

**Disclaimer:**

Information contained in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between the University of Central Florida and any student. The instructor reserves the right, acting within the policies and procedures of UCF, to make changes in course content or instructional techniques without notice or obligation.

**Course Policies: Technology and Media**

**Email:**

In this class our official mode of communication is through email or WebCourses All communication between student and instructor and between student and student should be respectful and professional. [Knights email](#) is the only official student email at UCF. Class rosters list Knights email addresses rather than external email addresses, and all official class

communications will be sent only to the Knights email addresses. Students are responsible for checking their Knights email accounts regularly.

**Personal Technology Devices:**

**Per university policy and classroom etiquette, cellphones and other devices must be silenced during class. Laptops, tablets, or iPads may be used for note-taking during lecture classes, but students should refrain from surfing the Internet, shopping online, playing on social media, etc.** Those not heeding this policy may be asked to put away the device or leave the classroom immediately so as to not disrupt the learning environment. Be respectful.

**Important Dates to Remember**

Last Day to Drop Classes:	Thursday, August 25, 2016 (11:59 p.m.)
Labor Day Holiday:	Monday, September 5, 2016
Withdrawal Deadline:	Monday, October 31, 2016 (11:59 p.m.)
Grade Forgiveness Deadline:	Monday, October 31, 2016 (11:59 p.m.)
Last day of classes:	Friday, December 2, 2016
Study Day:	Monday, December 5, 2016
Final Exam Period	<i>This course has no final exam.</i>

<b>COURSE CALENDAR</b>			
<b>Class Day</b>	<b>Topics/ Class Plans</b>	<b>Readings/Quizzes</b> - done before class	<b>Assignments Due</b>
<b>WHO AM I? PERSONAL ASSESSMENT</b>			
<b>Week 1</b>			
<b>M 8/22</b>	<b>Welcome, Introductions, Group Activity, COMPASS responsibilities</b> <b>Discuss Syllabus and activities</b>	N/A	Complete Syllabus Quiz on WebCourses as soon as possible! (By August 26)
<b>W 8/24 Discussion</b>	<b>Career Assessment Overview:</b> (a) Review and discuss CDI (b) Career Thoughts Inv. (CTI)		Complete Career Development Inventory (CDI) online; bring results to class
<b>Week 2</b>			
<b>M 8/29</b>	<b>Testing Your Career Savvy:</b> Get into Shape Building Your Career Success: Discover Your Personal Power Understand the importance of Self-Assessment; integrate CDI/CTI results		
<b>W 8/31</b>	<b>MyPlan Assessment</b> (a) Discuss MyPlan results (b) Introduction to Holland's RIASEC	<b>Chapter 1 Quiz</b> <i>Opens: 8/29 @ 12:00 a.m.</i> <i>Closes: 8/31 @ 11:59 p.m.</i>	Complete MyPlan online: --Interest Profiler --Work Values Sorter --Basic Skills bring results to class

Week 3			
M 9/5	<b>LABOR DAY - NO CLASS</b>		
W 9/7 Discussion	<b>Identifying specific components of STEM career profiles</b> Developing a success STEM Career Plan --Motivated Skills Card Sort Activity	<b>Chapter 2 Quiz</b> <i>Opens: 9/5 @ 12:00 a.m.</i> <i>Closes: 9/7 @ 11:59 p.m.</i>	
Week 4			
M 9/12 Discussion	<b>Confirming Core Values: Strengthen Your Balance</b> Define and clarify values in career planning and decisions		
W 9/14	<b>Confirming Core Values: Strengthen Your Balance (Cont.)</b>  <b>Exploration of values associated with STEM career:</b> --Career Values Card Sort Activity	<b>Chapter 3 Quiz</b> <i>Opens: 9/12 @ 12:00 a.m.</i> <i>Closes: 9/14 @ 11:59 p.m.</i>	
Week 5			
M 9/19 Discussion	<b>Assessing Your Personality and Interests: Express Your Real Self</b> <b>Personality Type and STEM Careers:</b> (a) HumanMetrics Jung Typology Test (JTT) discussion of results (b) Identify careers associated with your Jung Typology Test (JTT) (c) Holland's RIASEC Model		Complete HumanMetrics Jung Typology Test online; bring results to class
W 9/21	<b>Synthesizing personal assessments:</b> Who am I? Integrating Career Thoughts Inventory (CTI), Career Development Inventory (CDI), Jung Typology Test (JTT) and MyPlan	<b>Chapter 4&amp;5 Quiz</b> <i>Opens: 9/19 @ 12:00 a.m.</i> <i>Closes: 9/21 @ 11:59 p.m.</i>	
WHERE AM I GOING? THE WORLD OF WORK IN STEM			
Week 6			
M 9/26	<b>Guest Lectures (Life Sciences)</b> <b>**survey**</b>		
W 9/28 Discussion	<b>Are Life Sciences for Me?</b> Life Science class discussion  <b>Examining the World of Work: Broaden Your Outlook</b>	<b>Chapter 6 Quiz</b> <i>Opens: 9/26 @ 12:00 a.m.</i> <i>Closes: 9/28 @ 11:59 p.m.</i>	Reaction Paper 1 (hard copy due in class)



Week 7			
M 10/3	<b>Guest Lectures (Engineering - Civil, Industrial, Environmental)</b> <b>**survey**</b>		
W 10/5 Discussion	<b>Is Civil, Industrial or Environmental Engineering for me?</b> Engineering Class Discussion  <b>Exploring Career Information: Expand Your Horizons</b>	<b>Chapter 7 Quiz</b> <i>Opens: 10/3 @ 12:00 a.m.</i> <i>Closes: 10/5 @ 11:59 p.m.</i>	Reaction Paper 2 (hard copy due in class)
Week 8			
M 10/10	<b>Guest Lectures (Engineering - Electrical, Computer, Mechanical)</b> <b>**survey**</b>		
W 10/12 Discussion	<b>Is Electrical, Computer or Mechanical Engineering for me?</b> Engineering class discussion  <b>Developing Your Decision Making: Strategize Your Game Plan</b>	<b>Chapter 8 Quiz</b> <i>Opens: 10/10 @ 12:00 a.m.</i> <i>Closes: 10/12 @ 11:59 p.m.</i>	Reaction Paper 3 (hard copy due in class)
Week 9			
M 10/17	<b>Guest Lectures (Physical/Natural Sciences)</b> <b>**survey**</b>		
W 10/19	<b>***NO CLASS***</b>	<b>Chapter 10 Quiz</b> <i>Opens: 10/17 @ 12:00 a.m.</i> <i>Closes: 10/19 @ 11:59 p.m.</i>	
HOW DO I GET THERE? EXPERIENTIAL LEARNING AND STEM MAJOR IDENTIFICATION			
Week 10			
M 10/24	<b>Are Physical and Natural Sciences for me?</b> Physical and Natural Sciences Class Discussion  <b>Synthesizing the STEM World of Work</b> <b>General disciplines</b>		Reaction Paper 4 (hard copy due in class)
W 10/26 Discussion	<b>Small Group Discussion about Informational Interviews</b>	<b>Chapter 11 Quiz</b> <i>Opens: 10/24 @ 12:00 a.m.</i> <i>Closes: 10/26 @ 11:59 p.m.</i>	Information Interview (hard copy due in class)

<b>Week 11</b>			
<b>M 10/31</b>	<b>Experience/Qualifications vs Goals</b>  <b>Resume/Cover Letter Writing</b> --Writing workshop		
<b>W 11/2</b>	<b>***NO CLASS***</b>		Resume/Cover Letter Electronic copy to be uploaded online by 4:30pm
<b>Week 12</b>			
<b>M 11/7</b>	<b>Discuss Resume/Cover Letter</b>  <b>Building / Strengthening yourself as a job candidate</b>		
<b>W 11/09 Discussion</b>	<b>Interviewing</b>  <b>30-Second Pitch Activity</b>		
<b>Week 13</b>			
<b>M 11/14</b>	<b>Experiential Learning: Small group discussions regarding Lab Visits</b>		Resume/Cover letter--Final Electronic copy to be uploaded online by 4:30pm
<b>W 11/16 Discussion</b>	<b>Post assessments: Career Thoughts Inventory and Career Development Inventory</b>		CDI Post
<b>Week 14</b>			
<b>M 11/21</b>	<b>Career and Major Action Planning</b> <b>Discuss career and major action plan</b>  Majors, job opportunities, job outlook, salary projections and work context – via O*NET		Career Action Plan (hard copy due in class)
<b>W 11/23</b>	<b>**No Class**</b> <b>Thanksgiving Holiday</b>		
<b>Week 15</b>			
<b>M 11/28</b>	<b>STEM Major Selection</b> COMPASS Commitment Forms Major Scavenger Hunt		Major Decision Making Paper (hard copy due in class)
<b>W 11/30</b>	<b>Poster Presentations</b> In discussion sections		Poster Presentations (All students must be prepared to present)
<b>Week 16</b>			
<b>M 12/5</b>	<b>Study Day: NO CLASS</b>		
<b>M 12/12</b>	<b>COMPASS feedback focus group: Optional / For extra credit</b> Tentatively set for 4:30		

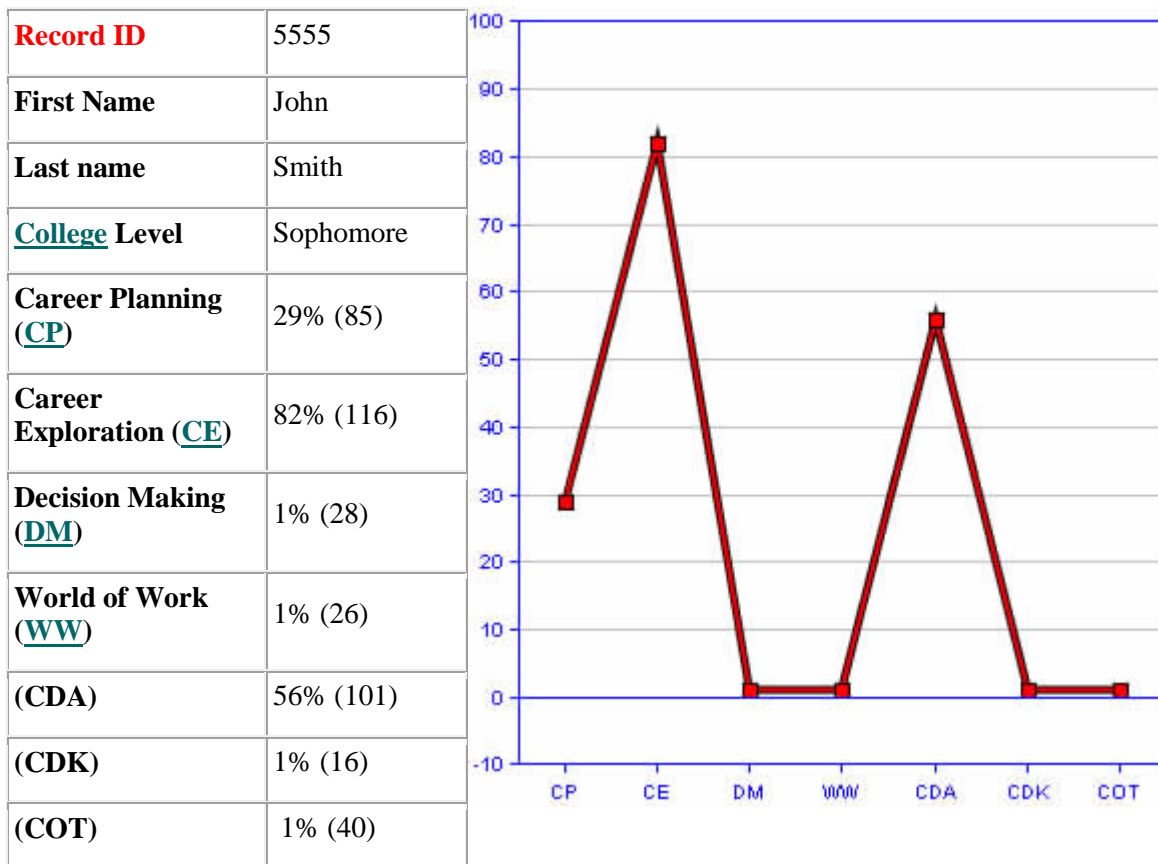
**\*\*APPENDIX\*\***

**Career Development Inventory**

**Assessing the Career Development Inventory**

1. Using Mozilla Firefox, Google Chrome, Safari or Internet Explorer (this website does not work with all browsers), go to <http://www.vocopher.com/register.cfm>
2. Fill out the registration form and next to "Code" enter "ucf14"
3. Click Career Tests
4. Click CD1, College Form (You will complete CD1 at the beginning and at the end of the semester)
5. Take the Test
6. Print Results Page. It will look like this:

Congratulations, you have completed the [Career](#) Development Inventory Part I. Your results can be seen below:



**My CDI Record ID is: \_\_\_\_\_ (Please enter your CDI record ID here)**

### ***Career Planning***

Career Planning is made up of 20 items in which one reports the career planning in which he or she has engaged and the degree of engagement, for example: talking about career plans with an adult friends, getting a part-time or summer job that will help in deciding what kind of occupation to choose, and getting a job after finishing education or training. These items also have one rate their own knowledge of the kind of work they would like to do, including what people really do on the job, the needed, and so on.

Career Planning represents your degree of involvement in thinking about your future and how well various occupations fit you.

Low scores indicate that you may not yet be serious and systematic about approaching the career choices that you have to make. Thus, you may benefit from spending more time looking ahead to your future in the world of work. Activities that arouse your curiosity about occupations and career paths would also be beneficial. This means that you should consider spending more time becoming aware of the educational and occupational decisions that you will have to make in the near and distant future as well as how you might approach those choices.

High scores indicate appropriate awareness of, concern about, and involvement in preparing to make educational and occupational choices as well as career plans. This means that you may be ready to narrow your alternatives down to three or four tentative preferences and then engage in advanced exploration to learn more about these occupations.

### ***Career Exploration***

Career Exploration is made up of 20 items. The first 10 questions ask one to rate relatives, friends, people in the college or occupation being considered, other adults, printed materials, and the media as sources of career information. The remaining 10 ask for ratings of the usefulness of the information received from each of those sources. Thus, the student's use of good and poor resources can be compared with the use reported by others.

Career Exploration represents how well you have used quality resources in your planning activities.

Low scores indicate that you may not have yet begun to use quality informational resources in exploring many of the career opportunities available to you. Your confidence in any current career aspiration or occupational preference should be tempered by knowing that you may find other occupations just as interesting, or even more interesting, once you learn about them. This means that you may benefit from identifying reliable sources of occupational information and learning how to use them in investigating the world of work and examining a broad range of career opportunities.

High scores indicate that you have learned effective strategies for seeking information and gathering relevant data about occupations that interest you. This means that you are ready to engage in broad exploration of the world of work and to investigate occupational fields that attract you.

### ***Decision Making***

Decision Making is made up of 20 brief sketches of people making career decisions. Initials are used instead of names. The sketches cover a range of grade and occupational levels and both traditionally male and traditionally female occupations. The scale measures the ability to apply knowledge and insight to career planning and decision making. The rationale is that individuals who can solve the career problems in these sketches are more capable of making wise decisions about their own careers.

Decision Making represents your skill at systematically applying principles of rational decision making to the educational and vocational choices that you will face in the future and to the types of career decisions you are now making.

Low scores indicate that you may benefit from learning and practicing the principles and processes of decision making, including identifying the problem and knowing what information is needed for its solution.

High scores indicate that you know how to apply the principles of rational decision making to a variety of situations that you will encounter as you build your career. You appear to have the decisional skills needed to accurately match your abilities and interests to the requirements and rewards of different educational majors and occupations.

### ***World of Work***

World of Work Information represents the fund of knowledge you have about occupations and the world of work.

Low scores indicate that you need more inquiry into and information about occupational fields and career development tasks before making important career decisions and occupational choices. You probably would benefit from learning more about your tentative preferences, how people get jobs in those occupations, and how they adjust to those jobs.

High scores indicate that you have engaged in appropriate amounts of inquiry and information seeking to learn about educational and occupational opportunities and alternatives. You probably have a broad fund of information to support your career decision making, although you still may need to gather more information about the specific occupations you are now considering before you commit yourself to a particular choice.

## Career Thoughts Inventory

The CTI measures negative career thoughts. Negative thinking can make it more difficult for you to make career decisions. It is normal for everyone to think negatively from time to time. But too much negative thinking causes problems. It may cause you to avoid decisions that you need to make. Even one or two negative thoughts can make decision making more difficult.

Pre

Post

### Decision Making Confusion (DMC)

\_\_\_\_\_

\_\_\_\_\_

If you have negative feelings or if you are confused about decision making, then it is harder to begin or continue making career choice.

Some people know that they need to make a career choice, but they find it difficult to think of possible choices and then make a decision. Feeling frustrated, overwhelmed, anxious, angry, or depressed often makes it harder to think clearly about choosing. Not knowing how to go about choosing also makes decision making difficult.

As you realize that you are not thinking clearly and are not making progress in choosing, your negative feelings can increase. These stronger negative feelings make it even more difficult for you to think clearly. As a result, you may never get started with your decision making. You may avoid making a choice until events force you to make a quick decision. You may get caught in a cycle. You know you need to choose, you try to make a choice, you get frustrated, and then you give up or try again without success.

### Commitment Anxiety (CA)

\_\_\_\_\_

\_\_\_\_\_

If you find it difficult to commit to a specific choice, your anxiety about making a decision makes it even more difficult to choose. Some people can narrow down their options to a few choices, but they are unable to make a final decision. Not wanting to commit to a choice can be good if you still want to explore other career options.

Delaying commitment for other reasons may not be good. Making a commitment is harder when you think that you "must" make a "perfect" choice. Waiting until you find that "perfect" choice will only increase your anxiety as time passes with no perfect choice in sight.

For some people, making important commitments of any kind is very difficult. This is especially true when people have made and failed on commitments in the past. Sometimes you can become so anxious about committing to a choice that you may avoid making a choice until events force you to make a quick decision.

### External Conflict (EC)

\_\_\_\_\_

\_\_\_\_\_

If you find it hard to balance the importance of your ideas with the importance of ideas of family members and friends, making a choice is more difficult.

Some people have difficulty making career choices because of the conflicting suggestions they get from important people in their lives. In some cases, important people may not like the choices that you have already made. The feedback you get from others may change from one time to another. This may make you feel less confident about your choices.

Some people may also have difficulty deciding which feedback from others is useful and which feedback should be ignored. People may get so confused that it is hard to tell their own opinions from the opinions of others. As people become less confident and more confused, they may be less willing to decide for themselves. It then becomes easier to allow someone else to make the career choice.

### Overall Score:

\_\_\_\_\_

\_\_\_\_\_

A higher CTI scale score may indicate a specific problem area for career decision making. By identifying and then learning how these problems developed, people are better prepared to challenge and alter their negative career thoughts-one thought at a time. If any of your percentile scores are 84 or higher, you are encouraged to talk with a human service professional about your situation.

### **MyPlan.com Assessments**

1. Go to <http://ucf.myplan.com/>
2. Create your account using the UCF Group license LCPJ3JQV.
3. Click on the Assessments Tab.
4. Take the Career Interest Inventory and print results when complete.
5. Take the Skills Profiler and print results when complete.
6. Take the Values Assessment and print results when complete. (You only need to print the “Personal Interest Areas” page for the Interest Inventory, the “Summary Analysis” page for the Skills Profiler, and the “Work Values Clusters” page for the Values Assessment.)
7. Bring these results to class.

### **Jung Typology Test**

1. Go to [humanmetrics.com](http://humanmetrics.com)
2. Scroll down to the section called Jung's Typology Test
3. Click on the tab at the bottom right of the section labeled " take test"
4. Answer the questions provided and be sure to submit your answers at the end and print the results page

### Reaction Papers (25 points each; 100 points total)

During the second phase of the class, students will get to hear guest lectures from UCF STEM faculty and STEM industry professionals. Students will complete a two-page reaction paper for each class in which guest lectures are presented, for a total of four reaction papers. Each paper should cover all of the lectures presented during the class period (i.e. one paper for multiple speakers).

<b>Length / Formatting</b>	<b>Strong (5)</b>	<b>Progressing (3)</b>	<b>Weak (0)</b>
	The paper is at least two pages in length and is formatted correctly (double spaced, 12 inch Times New Roman font, 1" margins).	The paper is less than 2 pages in length <b>OR</b> is formatted incorrectly.	The paper is less than 2 pages in length <b>AND</b> is formatting incorrectly.
<b>Grammar / Mechanics</b>	<b>Strong (5)</b>	<b>Progressing (3)</b>	<b>Weak (0)</b>
	The paper is free of grammatical/ mechanical errors or has no more than 1 unique error.	The paper has 2-3 unique grammatical/mechanical errors.	The paper has 4 or more unique grammatical/ mechanical errors.
<b>O*Net Information</b>	<b>Strong (5)</b>	<b>Progressing (3)</b>	<b>Weak (0)</b>
	The paper includes information from O*Net that confirms, refutes, or complements the guest lectures.	The paper includes information from O*Net that confirms, refutes, or complements <b>some but not all</b> of the guest lectures.	The paper includes minimal or no information from O*Net.
<b>Personal Reaction / Reflection</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	The paper includes personal reactions/ reflection to <b>all</b> of the guest lectures. (i.e. What did you like and dislike? Could you see yourself doing this career?)	The paper includes personal reactions/ reflection to <b>some but not all</b> of the guest lectures.	The paper includes minimal or no personal reactions/ reflection to the guest lectures.
<b>Total Score ___ / 25</b>			



## Cover Letter Sample A

7 Walnut Circle  
Dormax, MI 49218  
(considering using your resume heading & contact info. here)

(1-2'' top margin)  
(Return Address)

August 7, 2008

(Date)

Mr. James Lemke, President  
Consumer's Power Company  
725 32nd Street  
Jackson, Michigan 49201

(Recipient's Address)

Dear Mr. Lemke:

(Greeting Line)  
(Double space)

**Introductory Paragraph:** This is the *Attention Grabber*. This paragraph should arouse the reader's interest. If you are applying for a specific internship or job, mention the position title and the name and date of the vacancy listing. Give the person's name that referred you to the company, if appropriate. Most introductory paragraphs are short, so be brief and clear.

**Middle Paragraph:** This is your *Sales Pitch*. It is the longest of your paragraphs. Persuade the employer that you are worth an interview. Mention specific skills, education, and/or experience (internships, class projects, work, etc.) that make you an attractive candidate for the position. Highlight special skills. Reveal a personal goal that could be realized with this firm. Prove that your skills and abilities can satisfy the employer's needs.

**Final Paragraph:** This is your *Request for Action*. Ask for an interview or a meeting to discuss how your skills might assist the employer. Offer to provide more information (e.g., samples of your work, more details of your past experience, etc.). You may ask the employer to contact you, or you can take the lead, and indicate that you will be contacting them to schedule a specific time to meet. Provide your phone number and email address, and the best times to contact you.

Thank you for your consideration.

Sincerely,

(Closing Line)

***DONT FORGET TO SIGN YOUR LETTER!***

Jay Rifkin

Enclosure

Note: Single space within each paragraph. Double space between paragraphs.

## Cover Letter Sample B

321 Graduation Way  
Orlando, FL 32817

April 15, 20xx

Ms. Connie Leibach  
Employment Manager  
Electronic Media, Inc.  
2287 Peach Avenue  
Atlanta, GA 30821

Dear Ms. Leibach:

I am forwarding my resume in response to your April 14<sup>th</sup> advertisement in the *Atlanta Journal & Constitution* for a Human Resource Specialist. I am very interested in the prospect of working with Electronic Media, Inc.

You will note from the enclosed resume that I have many of the attributes you are seeking for this position, including a B.S. Degree in Psychology (emphasis in organizational psychology) and an internship with the Human Resources Department of ABC Enterprises. Additionally, I have a great working knowledge of Microsoft Office and am fluent in Spanish; these skills would serve me well in this position, especially with the company expanding internationally.

Since this position would require working with many department managers within Electronic Media, Inc., I would also like to stress my ability to work effectively in a team setting. My interpersonal communication skills, time management skills, and enthusiasm have consistently contributed to my success with team projects.

I would be pleased to have the opportunity to discuss this position with you during a personal interview. I can be reached at (407) 555-1212. My email address is [ufortune@yahoo.com](mailto:ufortune@yahoo.com). Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,

*Ursula C. Fortune*

Ursula C. Fortune

Enclosure

## Resume/Cover Letter Rubric (60 points)

<b><u>Resume</u></b>	<b><u>Strong (10)</u></b>	<b><u>Progressing (5)</u></b>	<b><u>Weak (0)</u></b>
<b><i>Essential Information</i></b>	The resume includes all essential components (contact information, education information, work history, etc.)	The resume includes most essential components, but omits one or two components.	The resume omits more than two essential components.
<b><i>Organization / Formatting</i></b>	The resume is clearly and appropriately organized and has consistent formatting/organization.	The resume contains one to three mistakes in consistency of formatting/organization.	The resume contains more than three mistakes in consistency of formatting/organization.
<b><i>Grammar / Mechanics</i></b>	The resume contains one or fewer grammatical/mechanical errors.	The resume contains two grammatical/mechanical errors.	The resume contains three or more grammatical/mechanical errors.
<b><u>Cover Letter</u></b>	<b><u>Strong (10)</u></b>	<b><u>Progressing (5)</u></b>	<b><u>Weak (0)</u></b>
<b><i>Essential Information</i></b>	The cover letter includes all essential components (name and address of business, appropriate greeting, signature, your contact information, date, etc.)	The cover letter includes most essential components, but omits one or two components.	The cover letter omits more than two essential components.
<b><i>Organization / Formatting</i></b>	The cover letter is formatted appropriately and has a clear organization.	The cover letter contains one to three mistakes in consistency of formatting/organization.	The cover letter contains more than three mistakes in consistency of formatting/organization.
<b><i>Grammar / Mechanics</i></b>	The cover letter contains one or fewer grammatical/mechanical errors.	The cover letter contains two grammatical/mechanical errors.	The cover letter contains three or more grammatical/mechanical errors.
<b><u>Total Score:</u></b>			

## Information Interview (See Chapter 9 for additional tips)

**\*\*FAMILY MEMBERS, COMPASS MENTORS, AND CLASS GUESTS ARE OFF LIMITS\*\***

### WHAT IS AN INFORMATION INTERVIEW AND WHAT ARE ITS BENEFITS?

The information interview is a technique used to explore and research occupations and organizations. It involves talking to people who are in an occupation you are considering to learn more about it, or it might be used to network and research a potential employer. Some benefits are the following:

1. Discovering “first hand” information about an occupation. Reference books can provide facts about an occupation, such as salary and demand, but information interviews provide a personalized perspective of an occupation. It can be very useful in deciding whether or not a particular career is a good fit for you.
2. Access to the “hidden” job market. Only 20% of all job openings are advertised! Direct contact and networking is essential to finding out about unadvertised job openings. Information interviewing is not a job interview, but it can be a helpful first step in eliciting information about a prospective employer.
3. Improvement of self-confidence and interviewing skills.

### HOW TO DO AN INFORMATION INTERVIEW?

Identify professionals who work in areas you are interested in or that you may want to explore further. To identify names you can ask family members, friends, instructors, employer directories, telephone directories, professional association directories, and the Career Services On-Line Alumni Mentoring Program.

Schedule Interview - You can either write a letter or call to arrange an appointment with the individual; however, direct telephone calls are usually more effective. Once you have contacted the individual, state your purpose. You might begin your conversation like this:

Student: “Hi, Ms. Smith, my name is \_\_\_\_\_, and I’m a student at the University of Central Florida. I’m currently taking a class on career planning and one of the assignments is to conduct an information interview in an area of interest. I’m very interested in the \_\_\_\_\_ field. I have read about this industry but feel I could benefit even more by talking to professionals who are in the field. Would it be possible for me to conduct an information interview with you? The interview would only take between 20-30 minutes. My schedule is flexible and I can meet with you at your convenience.”

Prepare your questions. Use open-ended questions such as the following: (These are sample questions; you can develop your own if you want.)

1. Would you describe what you like most about your job and about this employer? What do you dislike, or least enjoy?
2. What does a typical day look like for you?
3. What do you see as possible career paths leading to this job?
4. Are there particular values or personality characteristics that you think individuals in this job environment share?
5. What skills do you think one needs to do well in this job?
6. What is the salary range for someone entering the field?
7. What are the typical working conditions of this job? (workload, expectations, dress code, degree of independence, relationships, pressures, etc)
8. If you were going to hire a new entry level employee, what would a highly qualified candidate be like?
9. Is there something you would recommend I do to test whether this type of work is a good fit for me? (internships, co-op, or job shadowing opportunities).

### Conduct the Interview / Post Interview: Suggestions

- Dress at least in business/casual attire but if you really want to impress, go with the business attire.
- Arrive early for the interview.
- When you meet your interview contact, consider shaking hands and exchange greetings.
- Take notes during the interview.
- At the end of the interview, shake hands again, and express your appreciation for the opportunity to learn so much!
- Sending a thank note to the person the following day (email is appropriate if they have given you this information)
- **Get a signed business card from the interviewee, or print out their response to your thank you email.**

### **Specific Instructions for Completing the Assignment:**

- Type each question and its answer. (You can summarize their answer rather than transcribing.)
- Write a reflection on the process of conducting the interview and what you learned (at least 1 page):
  - What was the process of identifying potential interviewees like for you?
  - What was it like to make contact with them?
  - What was the actual interview experience like for you?
  - What thoughts do you now have about this particular field/position? Is it still an interest? If not, what was it that changed your mind?
  - Any additional reactions/information you gained from this experience.
- Include a copy of the “thank you” correspondence sent to interviewer.
- Write your full name and identify the class - MHS 2330, etc.
- Write name of person interviewed, title, and company (ask the interviewer for a business card and have him or her sign the back of it with the date the interview took place and your name. If the person does not have a business card, they can send you a confirmation email with the same information.)

### Information Interview (50 points)

<b>Interview Transcription</b> <i>(Does not need to be verbatim)**</i>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	The student typed each question and its answer in an organized, thorough manner.	Some questions and answers were typed in an organized, thorough manner, while others were not.	Questions and answers were not typed in an organized, thorough manner.
<b>Reflection on Interview Process</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	The paper includes a reflection on the process of setting up <b>AND</b> conducting the interview.	The paper includes a reflection on the process of setting up <b>OR</b> conducting the interview <u>but not both</u> .	The paper includes <b>neither</b> a reflection on the process of setting up <b>nor</b> conducting the interview.
<b>Reflection on Information Gained</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	The paper includes a reflection on what the student learned <b>AND</b> his/her thoughts about the career after the interview.	The paper includes a reflection on what the student learned <b>OR</b> his/her thoughts about the career after the interview <u>but not both</u> .	The paper includes <b>neither</b> a reflection on what the student learned <b>NOR</b> his/her thoughts about the career after the interview.
<b>Grammar / Mechanics</b>	<b>Strong (5)</b>	<b>Progressing (3)</b>	<b>Weak (0)</b>
	The paper is free of grammatical/mechanical errors or has no more than 1 unique error.	The paper has 2-3 unique grammatical/mechanical errors.	The paper has 4 or more unique grammatical/mechanical errors.
<b>Appropriateness of Interviewee</b>	<b>Appropriate (5)</b>	<b>Inappropriate (0)</b>	
	The interviewee was appropriate for the assignment.	The interviewee was a COMPASS Faculty/Staff member (including mentors), a class guest speaker, or an immediate family member.	
<b>Thank You Correspondence</b>	<b>Included (5)</b>	<b>Not Included (0)</b>	
	Student included a copy of the "thank you" correspondence sent to the interviewer.	Student did not include a copy of the "thank you" correspondence sent to the interviewer.	
<b>Interview Verification</b>	<b>Included (5)</b>	<b>Not Included (0)</b>	
	Student included a signed business card or post-interview email from the interviewee.	Student did not include a signed business card or post-interview email from the interviewee.	
<b>Total Score:</b>			

## Career Action Plan

**Develop a Career Action Plan.** Decide on **three goals** you want to accomplish before graduation that will enhance your future career goals. Discuss **specifications** you need to take to make those goals a reality. Include a **timeline**. The timeline does not need to be an illustration and can be integrated into the paragraphs of your paper.

<b>Formatting</b>	<b>Strong (5)</b>	<b>Progressing (3)</b>	<b>Weak (0)</b>
	The paper is formatted correctly (3-4 pages, double spaced, 12 point Times New Roman font, 1" margins)	One to two formatting elements are incorrect.	More than two formatting elements are incorrect.
<b>Grammar / Mechanics</b>	<b>Strong (5)</b>	<b>Progressing (3)</b>	<b>Weak (0)</b>
	The paper is free of grammatical/ mechanical errors or has no more than 1 unique error.	The paper has 2-3 unique grammatical/ mechanical errors.	The paper has 4 or more unique grammatical/ mechanical errors.
<b>Goals</b>	<b>Strong (15)</b>	<b>Progressing (10)</b>	<b>Weak (5-0)</b>
	The student <b>identified and described in detail</b> three goals they want to accomplish before graduation.	The student identified three goals they want to accomplish before graduation but did not describe them with details.	The student identified fewer than three goals or did not include goals.
<b>Importance of Goals</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	The student discussed the personal and/or professional importance of all three goals.	The student discussed the personal and/or professional importance of only two goals.	The student discussed the personal and/or professional importance of one or fewer goals.
<b>Action Steps</b>	<b>Strong (15)</b>	<b>Progressing (10)</b>	<b>Weak (0)</b>
	The student identified <b>three action steps</b> he or she will take to accomplish each goal. (3 per goal)	The student did not provide action steps for all goals <b>OR</b> only provided one action step per goal.	The student provided no action steps.
<b>Personal Deadlines</b> (Either written in-text or presented as a timeline)	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	The student provided information about when he or she plans to accomplish <b>all goals and action steps</b> .	The student provided information about when he/she plans to accomplish some goals and action steps but not all.	The student provided no information about when he or she plans to accomplish goals and action steps.
<b>Total Score:</b>			

### Poster Presentation (50 points)

The poster presentation will be visual representations of the Major Research Paper and Career Action Plan. Students may follow the outline of the Major Research Paper and Career Action Plan to complete their poster. Students are encouraged to be creative with their posters using a poster board, Power Point, Prezi, etc. Students will present their posters in class.

	<b>Strong 5</b>	<b>Progressing 3</b>	<b>Weak 0</b>
<b>Poster Appearance</b>	The poster is creative, neat, and visually appealing.	The poster is somewhat creative, neat, and visually appealing.	The poster is not creative, neat, and visually appealing.
<b>Assessment Results</b>	Student included results of all assessments taken at the beginning and end of the semester.	Student included results of some of the assessments taken in class.	Student did not include results of assessments taken at the beginning of the semester.
<b>Goals</b>	The student discussed three goals they want to accomplish before graduation.	The student discussed two goals they want to accomplish before graduation.	The student discussed one or fewer goals they want to accomplish before graduation.
<b>Action Steps</b>	The student identified action steps he or she will take to accomplish each goal. (multiple steps per goal)	The student did not provide action steps for all goals <b>OR</b> only provided one action step per goal.	The student provided no action steps.
<b>Personal Deadlines</b>	The student provided information about when he or she plans to accomplish all goals and action steps.	The student provided information about when he/she plans to accomplish some goals and action steps.	The student provided no information about when he or she plans to accomplish goals and action steps.
<b>Majors</b>	Student listed two majors that might be a good fit for them.	Student listed one major that might be a good fit for them.	Student didn't list majors that might be a good fit for them.
<b>Occupations</b>	Student listed two occupations within each of the majors from the previous section with information on those occupations.	Student listed one occupation within each of the majors from the previous section with information on those occupations.	Student did not list two occupations within each of the majors from the previous section with information on those occupations.
<b>Time limit</b>	The student adequately discussed their poster in 7-8 minutes.	The student discussed their poster in 5-6 minutes, leaving out a few important details.	The student discussed their poster in less than 5 minutes, leaving out significant important details
<b>Organization/Preparation</b>	The presentation was organized and prepared in a logical format.	The presentation was somewhat organized and prepared in a logical format.	The presentation was unorganized and was not prepared in a logical format.
<b>Feedback on other Presentations</b>	The student provided feedback on at least four other posters.	The student only provided feedback for two or three other posters.	The student provided feedback for less than two other posters.
<b>Total Score: __ / 50</b>			



## Major Decision Making Paper

### Section 1:

- Discuss the results of the assessments taken: the three sections of the MyPlan Assessment, Human Metrics Jung Typology Test results, the CTI and CDI pre and post-tests.
- Discuss if you agree with the descriptions in each of those assessments and why you agree.
- Or, if you disagree with the descriptions, indicate why not (how you see yourself differently).

### Section 2:

- Based on the things you have learned about yourself in Section 1, identify **two** UCF majors that might be a good fit for you.
- For each major you should research the following:
  - A. Discuss any special requirements of each major such as language, specific math courses, limited access, or any other requirements. Use your catalog.
  - B. For each major chosen above, choose two occupations you can do with that major.

### Section 3:

- Research **ALL FOUR** occupations from the ones listed in B. For each occupation, discuss the following areas:
- For each of the two occupations, discuss the following:
  - A. Main functions of the occupation
  - B. Working conditions
  - C. Skills you need (basic, transferable, and workplace skills)
  - D. Job outlook and earnings, both for US and FL
  - E. Based on your identified interests, skills, and values, discuss why this career might or might not be a good fit for you.

### Remember :

- Paper must be typed, stapled, and grammatically correct
- Separate each section
- Paper should be 4-5 pages long
- 12 pt. font/double spaced / 1 inch margins

### Major Decision Making Paper (100 points)

<b>Formatting</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	The paper is formatted correctly (4-5 pages, double spaced, 12 Times New Roman point font, 1" margins)	One to two formatting elements are incorrect.	More than two formatting elements are incorrect.
<b>Grammar/ Mechanics</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	The paper is free of grammatical/ mechanical errors or has no more than 1 unique error.	The paper has 2-3 unique grammatical/ mechanical errors.	The paper has 4 or more unique grammatical/ mechanical errors.
<b>Assessment Results</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	Student included results of all assessments taken at the beginning and end of the semester.	Student included results of some of the assessments taken in class.	Student did not include results of assessments taken at the beginning of the semester.
<b>Assessment Reflection</b>	<b>Strong (15)</b>	<b>Progressing (10)</b>	<b>Weak (0)</b>
	The student reflected on all assessment results and how they influenced decision-making.	The student reflected on some assessment results and how they influenced decision-making.	The student did not reflect on assessment results and how they influenced decision-making.
<b>Majors</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	Student identified and described two UCF majors he or she is considering.	Student listed only one UCF major that he or she is considering.	Student did not list majors he or she is considering.
<b>Major Reflection</b>	<b>Strong (15)</b>	<b>Progressing (10)</b>	<b>Weak (0)</b>
	The student reflected on why he or she is considering these majors and how they fit with the assessment results.	The student included an incomplete reflection on their major options or only reflected on one major.	The student did not reflect on their major options.
<b>Occupations</b>	<b>Strong (10)</b>	<b>Progressing (5)</b>	<b>Weak (0)</b>
	Student listed and described two occupations within each of the majors from the previous section.	Student listed and described one occupation within each of the majors from the previous section.	Student did not list or describe two occupations within each of the majors from the previous section.
<b>Occupation Reflection</b>	<b>Strong (20)</b>	<b>Progressing (10)</b>	<b>Weak (0)</b>
	The student reflected on why he or she is considering these occupations and how they fit with the assessment results.	The student included an incomplete reflection on their occupation options or only reflected on one occupation.	The student did not reflect on their occupation options.
<b>Total Score:</b>			

## Formatting Guide for ALL Papers

You will start your assignment on page 1 (12 pt. font, double spaced, 1 inch margins) with the following heading. Please note the writing tips and suggestions within the body of the example. Obviously, your paper must adhere to the length requirement for the assignment.

Smith 1

John Smith

Mr. Belser

MHS 2330

January 15<sup>th</sup>, 2015

### Title of Paper

This paragraph represents a well-thought-out introduction that highlights the main points I am going to discuss in this paper. Note that I am not using contractions (i.e.: spelling out "I am" and not using I'm). It should also be noted that I am using complete sentences and not starting sentences with words such as "because" and "and."

The next paragraphs each represent a main point I stated I would discuss in the introduction. Each paragraph is at least three sentences in length.

When I want to start a new idea, I need to start a new paragraph. It should also be noted that when I start a new paragraph, each paragraph is indented.

There should be at least three paragraphs represented the "body" of your paper. After you discuss your main points, you should end your paper with a conclusion.

This paragraph represents the conclusion of the paper. It should not start out with phrases like "In conclusion," or "To summarize;" the reader should know by reading the paragraph that it is the concluding paragraph.