

MHS 2330: Career Planning: STEM Explorations

COURSE SYLLABUS

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

Term: Fall 2022. Credit Hrs: 3

Meeting Days: Lecture – Mondays 4:30-5:50pm MSB 360

Lab – Wednesdays 4:30 -5:50pm (see section locations below)

Instructor:	Sandra Leon-Barth Sandra.Leon-Barth@ucf.edu Office Hrs.: - By appointment
Teaching Assistants:	Raymona Louis Raymona.Louis@ucf.edu Office Hrs.: (Sec 301) Mon & Wed 6pm-7:30pm & by appt. Olivia Madewell Olivia.Madewell@ucf.edu Office Hrs.:(Sec 302) Mon & Wed 6pm-7:30pm & by appt. Imamia Murshed Imamia.Murshed@ucf.edu Office Hrs.:(Sec 303) Mon 1pm -4pm & by Apt

LECTURE - All Sections: Mondays 4:30 p.m. - 5:50 p.m. - MSB 0360

DISCUSSION/LAB:

Section 301 Room: NSC 0113 : **Raymona Louis** Wednesdays 4:30 p.m. - 5:50 p.m.

Section 302 Room: NSC 0116 : **Olivia Madewell** Wednesdays 4:30 p.m. - 5:50 p.m.

Section 303 Room: NSC 0117 : **Imamia Murshed** Wednesdays 4:30 p.m. - 5:50 p.m.

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!

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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 (11th Ed). Upper Saddle River, NJ: Pearson Prentice Hall.

Basis for Final Grade		
Assessments/Assignments		Points
I.	Attendance a. Class attendance & participation (100 points) b. Mentor contact (95 points) c. Lab visits (45)	240
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 (10 points) b. Reaction Paper 2 (10 points) c. Reaction Paper 3 (10 points) d. Reaction Paper 4 (10 points)	40

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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 Maturity Inventory a. Pre-test (15 points) b. Post-test (15 points)	30
IX.	Major Decision-Making Paper	95
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.**

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Lab Visits (45 points):

During the second phase of the class, students will participate in 3 virtual 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. NOTE: If COMPASS faculty cannot facilitate the 3 lab visits, lab visits will be supplemented with a relevant TED Talk/s of your choice.

Mentor Contact (95 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 **2 structured meetings** (worth 35 pts each) with mentors and participating in **1 small group activity** (25 pts) (opportunities for small group activity include mentor kick-off party, and other activities that your mentors will plan.

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) for the presentations given those weeks. Students will also incorporate information found on O*NET into these papers.

Assessments (120 points)

Career Maturity Inventory (30 points)

The CMI is a helpful way for students to gain personal insight into the process of and readiness for making career choices. The CMI includes a series of 24 questions and is most often recommended to students enrolled in the First Year Experience course or Career Planning course. See appendix.

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.

Personality Test (15 points)

Students will complete a personality assessment online through 16personalities.com website. See the appendix for further instructions.

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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.

PowerPoint Presentation (50 points)

The PowerPoint presentations will be visual representations of the Major Decision-Making research paper. Students may follow the outline of the major/career research paper to complete their presentation. Students are encouraged to be creative with their presentation, which will be presented in class during group presentations. 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: <https://career.ucf.edu/resumes/>

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 timeline. 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 Appendix L for further instructions.

Grade Dissemination

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

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 27. 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

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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](#) for specific behaviors considered violations).

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.

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).

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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 and participation during virtual lectures and lab 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 leave the class session immediately so as to not disrupt the learning environment. Be respectful.

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In Case of Faculty Illness – If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement – Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.

Important Dates to Remember

Last Day to Drop Classes:	Friday, August 26, 2022(11:59 p.m.)
Labor Day Holiday:	Monday, September 5, 2022
Withdrawal Deadline:	Friday, October 28, 2022 (11:59 p.m.)
Grade Forgiveness Deadline:	Friday, December 2, 2022 (11:59 p.m.)
Veterans Day	Friday, November 11, 2022
Thanksgiving	Thursday-Saturday, November 24-26, 2022
Last day of classes:	Friday, December 2, 2022
Final Exam Period	<i>This course has no final exam.</i>

COURSE CALENDAR			
Class Day	Topics/ Class Plans	Readings/Quizzes - done before class	Assignments Due
WHO AM I? PERSONAL ASSESSMENT			
Week 1			
M 8/22 Lecture	Welcome, Introductions, Group Activity, COMPASS responsibilities Discuss Syllabus and activities		Complete Syllabus Quiz on webcourses as soon as possible! (Due August 26)
W 8/24 Discussion	Career Assessment Overview: (a) Review and discuss Career Development Inventory (CDI) (b) Career Maturity Inventory (CMI)		Complete Career Development Inventory(online) AND Career Maturity Inventory (pdf form); (Due Aug 24) bring results to class
Week 2			
M 8/29 Lecture	Testing Your Career Savvy: Get into Shape Building Your Career Success: Discover Your Personal Power Understand the importance of Self-Assessment; integrate CDI/CMI Test results		
W 8/31 Discussion	MyPlan Assessment (a) Discuss MyPlan results (b) Introduction to Holland's RIASEC	Chapter 1 Quiz <i>Opens:8/26@12:00 am</i> <i>Closes:9/01@11:59 pm</i>	Complete MyPlan online: *Interest Profiler *Work Values Sorter *Basic Skills bring results to class

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Week 3			
M 9/05	***LABOR DAY - NO CLASS***		
W 9/7 Discussion	Identifying specific components of STEM career profiles Developing a successful STEM Career Plan -- Motivated Skills Card Sort Activity	Chapter 2 Quiz <i>Opens: 9/02 @ 12:00 am</i> <i>Closes: 9/07 @ 11:59 pm</i>	
Week 4			
M 9/12 Lecture	Confirming Core Values: Strengthen Your Balance Define and clarify values in career planning and decisions		
W 9/14 Discussion	Confirming Core Values: Strengthen Your Balance (Cont.) Exploration of values associated with STEM career: -- Career Values Card Sort Activity	Chapter 3 Quiz <i>Opens: 9/9 @ 12:00 am</i> <i>Closes: 9/14 @ 11:59 pm</i>	
Week 5			
M 9/19 Lecture	Assessing Your Personality and Interests: Express Your Real Self Personality Type and STEM Careers: <ul style="list-style-type: none"> (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 AND 16 Personalities Assessment online; bring results to class
W 9/21 Discussion	Synthesizing personal assessments: Who am I? Integrating Career Maturity Inventory (CMI), Career Development Inventory (CDI), Jung Typology Test (JTT) and MyPlan	Chapter 4&5 Quiz <i>Opens: 9/16 @ 12:00 am</i> <i>Closes: 9/21 @ 11:59 pm</i>	
WHERE AM I GOING? THE WORLD OF WORK IN STEM			
Week 6			

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M 9/26 Lecture	Guest Lectures (Life Sciences)		
W 9/28 Discussion	Are Life Sciences for Me? Life Science class discussion Examining the World of Work: Broaden Your Outlook	Chapter 6 Quiz <i>Opens: 9/23@12:00am</i> <i>Closes:9/28@11:59pm</i>	Reaction Paper 1
Week 7			
M 10/03 Lecture	Guest Lectures (Engineering - Civil, Industrial, Environmental)		
W 10/05 Discussion	Is Civil, Industrial or Environmental Engineering for me? Engineering Class Discussion Exploring Career Information: Expand Your Horizons	Chapter 7 Quiz <i>Opens:9/30@12:00am</i> <i>Closes:10/05@11:59 pm</i>	Reaction Paper 2
Week 8			
M 10/10 Lecture	Guest Lectures (Engineering - Electrical, Computer, Mechanical)		
W 10/12 Discussion	Is Electrical, Computer or Mechanical Engineering for me? Engineering class discussion Developing Your Decision Making: Strategize Your Game Plan	Chapter 8 Quiz <i>Opens:10/7@12:00 am</i> <i>Closes:10/12@11:59 pm</i>	Reaction Paper 3
Week 9			
M 10/17 Lecture	Guest Lectures (Physical/Natural Sciences)		
W 10/19 Discussion	Are Physical and Natural Sciences for me? Physical and Natural Sciences Class Discussion	Chapter 10 Quiz <i>Opens:10/14@12:00 am</i> <i>Closes:10/19@ 11:59 pm</i>	Reaction Paper 4
HOW DO I GET THERE? EXPERIENTIAL LEARNING AND STEM MAJOR IDENTIFICATION			
Week 10			

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M 10/24 Lecture	Resume Techniques Class 1, Synthesizing the STEM World of Work General disciplines		
W 10/26 Discussion	Small Group Discussion about Informational Interviews Resume Techniques Class 2, have your resume ready to share in small groups – direct feedback in class	Chapter 11 Quiz <i>Opens: 10/21 @ 12:00 am</i> <i>Closes: 10/26 @ 11:59 pm</i>	Information Interview
Week 11			
M 10/31 Lecture	Experience/Qualifications vs Goals Cover Letter Techniques and Professional Writing 1		
W 11/02 Discussion	Discuss Resume/Cover Letter Building / Strengthening yourself as a job candidate Cover Letter Techniques and Professional Writing 2, Interview Techniques 1		Resume/Cover Letter Electronic copy to be uploaded online by 4:30pm
Week 12			
M 11/07 Lecture	Interview Techniques 2, Interview Technique activity		
W 11/09 Discussion	***HANDSHAKE *** Overview/students can start building their HS profiles and reviewing positions		Reminder to work on Resume/Cover Letter, Big Interview/LinkedIn
Week 13			
M 11/14 Lecture	Big Interview Assignment + LinkedIn Profile Assignment *Brief intro to LinkedIn Learning		Resume/Cover letter— Final copy to be uploaded online by 4:30pm

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W 11/16 Discussion	30-Second Pitch Activity – group competition, Experiential Learning: Small group discussions regarding Lab Visits/TED		Big Interview Assignment + LinkedIn Profile Assignment (3+ connections)
Week 14			
M 11/21 Lecture	Career and Major Action Planning Discuss Career and Major Action Plan – discuss personal strategies. Post assessments: Career Maturity Inventory & Career Development Inventory Majors, job opportunities, job outlook, salary projections and work context – via O*NET STEM Major Selection – COMPASS Commitment Forms with Dr. Dagley		CDI Post Test CMI Post Test upload results by 4:30pm Career Action Plan
W 11/23	*THANKSGIVING – NO CLASS*		Extra time to work on Major Decision Making Paper 😊
Week 15			
M 11/29 Discussion	Presentations Day 1 (order of presentations to be set in labs)		Major Decision Making Paper, Presentations (All students must be prepared to present) *Out of Class Career Explorations (attendance points)
W 12/02 Discussion	Presentations Day 2- *Last Day of Class (order of presentations to be set in labs)		Major Decision Making Paper, Presentations (All students must be prepared to present)

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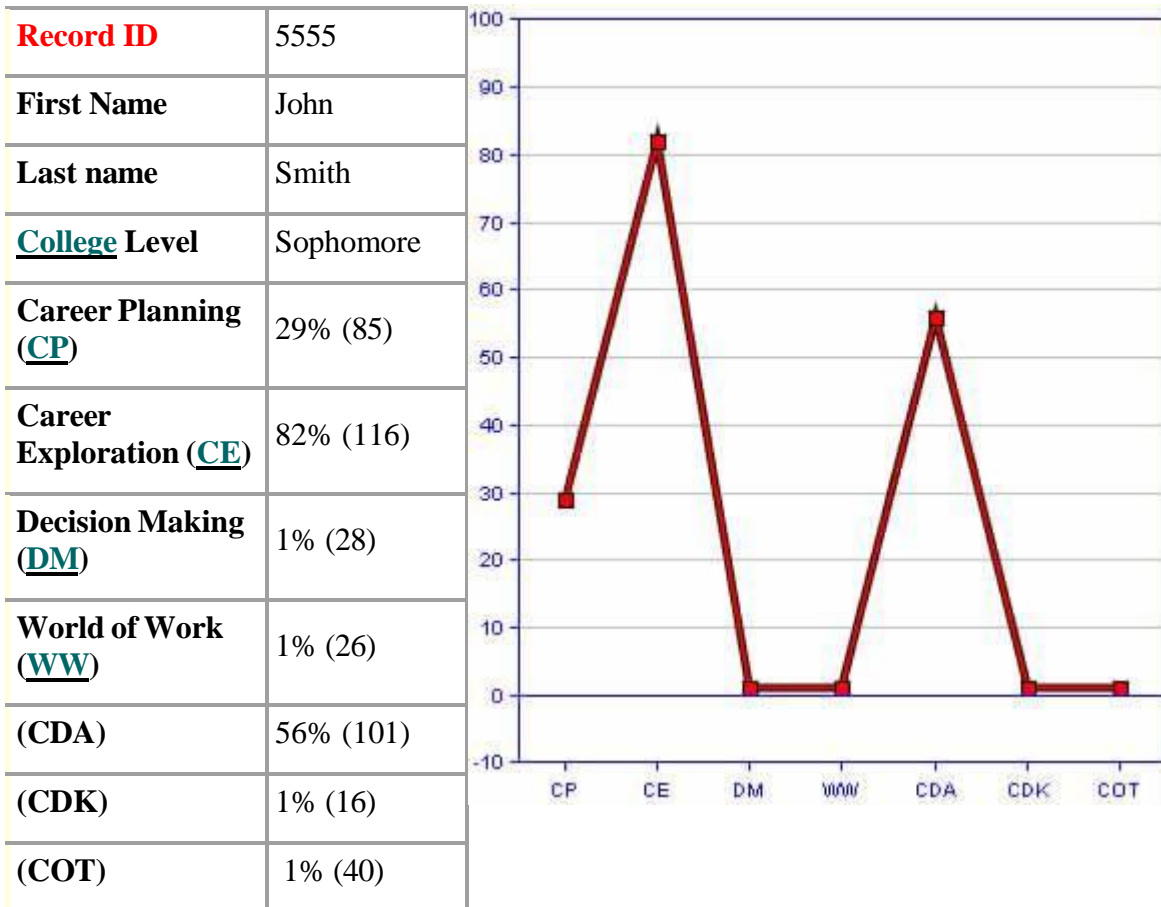
APPENDIX

APPENDIX A: 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)

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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.

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APPENDIX B: Career Maturity Inventory

The **Career Maturity Inventory (CMI)** is a helpful way for students to gain personal insight into the process of and readiness for making career choices. The CMI includes a series of 24 questions and is most often recommended to students enrolled in a First Year Experience course, or Career Planning course, or upon recommendation by an advisor or career counselor.

CAREER MATURITY INVENTORY

This assessment is based on "career construction" theory (Savickas, 2005) whereby students should approach career decisions with:

1. A concern for their futures (choosing to become aware of how satisfying career choices are made),
2. A sense of personal control over their careers (choosing to seek advice from credible sources but recognizing YOU are your own best-expert),
3. The curiosity to experiment with possible selves and opportunities (choosing to seek information about different occupations), and
4. The confidence to engage in designing their occupational futures and executing plans to make them a reality (choosing to believe in your ability to make the best choice for yourself).

Career Maturity Inventory (3-page pdf below)

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Name _____

Age _____ Male Female

DIRECTIONS

There are 24 statements about choosing the kind of job or work that you will probably do when you finish school. Read each statement. If you agree or mostly agree with it, then circle agree next to it. If you disagree or mostly disagree with it, then circle disagree next to it.

- | | | |
|---|--------------------------------|-----------------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> |
| 1. There is no point in deciding on a job when the future is so uncertain. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 2. I know very little about the requirements of jobs. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 3. I have so many interests that it is hard to choose just one occupation. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 4. Choosing a job is something that you do on your own. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 5. I can't seem to become very concerned about my future occupation. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 6. I don't know how to go about getting into the kind of work I want to do. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 7. Everyone seems to tell me something different; as a result I don't know what kind of work to choose. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 8. If you have doubts about what you want to do, ask your parents or friends for advice. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 9. I seldom think about the job that I want to enter. | <input type="checkbox"/> Agree | <input type="checkbox"/> Disagree |
| 10. I am having difficulty in preparing my self for the work that I want to do. | Agree | Disagree |

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DIRECTIONS

If you agree or mostly agree with a statement, then mark agree next to it.

If you disagree or mostly disagree with it, then mark disagree next to it.

11. I keep changing my occupational choice. Agree Disagree
12. When it comes to choosing a career, I will ask other people to help me. Agree Disagree
13. I'm not going to worry about choosing an occupation until I am out of school. Agree Disagree
14. I don't know what courses I should take in school. Agree Disagree
15. I often daydream about what I want to be, but I really have not chosen an occupation yet. Agree Disagree
16. I will choose my career without paying attention to the feelings of other people. Agree Disagree
17. As far as choosing an occupation is concerned, something will come along sooner or later. Agree Disagree
18. I don't know whether my occupational plans are realistic. Agree Disagree
19. There are so many things to consider in choosing an occupation, it is hard to make a decision. Agree Disagree
20. It is important to consult close friends and get their ideas before making an occupational choice. Agree Disagree
21. I really can't find any work that has much appeal to me. Agree Disagree
22. I keep wondering how I can reconcile the kind of person I am with the kind of person I want to be in my occupation. Agree Disagree
23. I can't understand how some people can be so certain about what they want to do. Agree Disagree
24. In making career choices, one should pay attention to the thoughts and feelings of family members. Agree Disagree

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CMI-C Scoring key

Response format = Agree (A) or Disagree (D)

Concern = 1 (D), 5 (D), 9(D), 13(D), 17(D), 21(D)
Curiosity = 2(D), 6(D), 10(D), 14(D), 18(D), 22(D)
Confidence = 3(D), 7(D), 11(D), 15(D), 19(D), 23(D)
Consultation = 4(D), 8(A), 12(A), 16(D), 20(A), 24(A)

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APPENDIX C: MyPlan.com Assessments

1. Go to <http://ucf.myplan.com/>
2. Create your account using the UCF Group license **4JGUY5ZS**
3. Click on the Assessments Tab.
4. Take the Career Interest Inventory and submit results to webcourses when complete.
5. Take the Career Skills Profiler and submit results to webcourses when complete.
6. Take the Career Values Assessment and submit results to webcourses when complete. (You only need to submit 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 on your computer.

APPENDIX D: Personality Assessment

1. Go to 16personalities.com
2. Click on “Take the Test”
3. Answer the questions provided and submit the results page to webcourses
4. Click through the different categories and read about your personality type

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APPENDIX E: 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).

<i>Length / Formatting</i>	Strong (5)	Progressing (3)	Weak (0)
	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 OR is formatted incorrectly.	The paper is less than 2 pages in length AND is formatting incorrectly.
<i>Grammar / Mechanics</i>	Strong (5)	Progressing (3)	Weak (0)
	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.
<i>O*Net Information</i>	Strong (5)	Progressing (3)	Weak (0)
	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 some but not all of the guest lectures.	The paper includes minimal or no information from O*Net.
<i>Personal Reaction / Reflection</i>	Strong (10)	Progressing (5)	Weak (0)
	The paper includes personal reactions/reflection to all 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 some but not all of the guest lectures.	The paper includes minimal or no personal reactions/reflection to the guest lectures.
Total Score ____ / 25			

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APPENDIX F: 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, 2020 (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)

DON'T FORGET TO SIGN YOUR LETTER!

Jay Rifkin
Enclosure

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

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APPENDIX G: Cover Letter Sample B

321 Graduation Way
Orlando, FL 32817

April 15, 2020

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 14th 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. Thank you for your consideration. I look forward to hearing from you soon.

Sincerely,
Ursula C. Fortune
Ursula C. Fortune

Enclosure

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APPENDIX H: Resume/Cover Letter Rubric (60 points)

<u>Resume</u>	Strong (10)	Progressing (5)	Weak (0)
<i>Essential Information</i>	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.
<i>Organization / Formatting</i>	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.
<i>Grammar / Mechanics</i>	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.
<u>Cover Letter</u>	Strong (10)	Progressing (5)	Weak (0)
<i>Essential Information</i>	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.
<i>Organization / Formatting</i>	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.
<i>Grammar / Mechanics</i>	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.
<u>Total Score:</u>			

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APPENDIX I: 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, LinkedIn, professional association directories, and the Career Services On-Line Alumni Mentoring Program.

Schedule Interview - You can either email or call to arrange an appointment with the individual; however, direct telephone or zoom 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. If a **virtual** meeting, be ready online a few minutes early.
- When you meet your interview contact, exchange greetings politely and with enthusiasm and thank them for taking the time to meet with you.
- Take notes during the interview.
- At the end of the interview express your appreciation for the opportunity to learn so much!
- Sending a thank you 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 (not expected in current pandemic situation) or print out their response to your thank you email.**

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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)

	Strong (10)	Progressing (5)	Weak (0)
<i>Interview Transcription</i> (Does not need to be verbatim)**	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.
<i>Reflection on Interview Process</i>	The paper includes a reflection on the process of setting up AND conducting the interview.	The paper includes a reflection on the process of setting up OR conducting the interview <u>but not both</u> .	The paper includes neither a reflection on the process of setting up nor conducting the interview.
<i>Reflection on Information Gained</i>	The paper includes a reflection on what the student learned AND his/her thoughts about the career after the interview.	The paper includes a reflection on what the student learned OR his/her thoughts about the career after the interview <u>but not both</u> .	The paper includes neither a reflection on what the student learned NOR his/her thoughts about the career after the interview.
<i>Grammar / Mechanics</i>	Strong (5)	Progressing (3)	Weak (0)
	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.
<i>Appropriateness of Interviewee</i>	Appropriate (5)	Inappropriate (0)	
	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.	
<i>Thank You Correspondence</i>	Included (5)	Not Included (0)	
	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.	
<i>Interview Verification</i>	Included (5)	Not Included (0)	
	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.	
Total Score:			

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APPENDIX J: 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.

<i>Formatting</i>	Strong (5)	Progressing (3)	Weak (0)
	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.
<i>Grammar / Mechanics</i>	Strong (5)	Progressing (3)	Weak (0)
	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.
<i>Goals</i>	Strong (15)	Progressing (10)	Weak (5-0)
	The student identified and described in detail 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.
<i>Importance of Goals</i>	Strong (10)	Progressing (5)	Weak (0)
	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.
<i>Action Steps</i>	Strong (15)	Progressing (10)	Weak (0)
	The student identified three action steps he or she will take to accomplish each goal. (3 per goal)	The student did not provide action steps for all goals OR only provided one action step per goal.	The student provided no action steps.
<i>Personal Deadlines</i> (Either written in-text or presented as a timeline)	Strong (10)	Progressing (5)	Weak (0)
	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 but not all.	The student provided no information about when he or she plans to accomplish goals and action steps.
Total Score:			

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APPENDIX K: PowerPoint Presentation (50 points)

The PowerPoint 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 presentation. Students are encouraged to be creative with their presentations. Students will present in class.

	Strong 5	Progressing 3	Weak 0
Appearance	The PowerPoint is creative, neat, and visually appealing.	The PowerPoint is somewhat creative, neat, and visually appealing.	The PowerPoint is not creative, neat, and visually appealing.
Assessment Results	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.
Goals	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.
Action Steps	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 OR only provided one action step per goal.	The student provided no action steps.
Personal Deadlines	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.
Majors	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.
Occupations	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.
Time limit	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
Organization/Preparation	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.
Feedback on other Presentations	The student provided feedback on at least four other presentations.	The student only provided feedback for two or three other presentations.	The student provided feedback for less than two other presentations.

Total Score: ___ / 50

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APPENDIX L: 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 CMI 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

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Major Decision Making Paper (100 points)

Formatting	Strong (10)	Progressing (5)	Weak (0)
	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.
Grammar/ Mechanics	Strong (10)	Progressing (5)	Weak (0)
	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.
Assessment Results	Strong (10)	Progressing (5)	Weak (0)
	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.
Assessment Reflection	Strong (15)	Progressing (10)	Weak (0)
	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.
Majors	Strong (10)	Progressing (5)	Weak (0)
	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.
Major Reflection	Strong (15)	Progressing (10)	Weak (0)
	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.
Occupations	Strong (10)	Progressing (5)	Weak (0)
	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.
Occupation Reflection	Strong (20)	Progressing (10)	Weak (0)
	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.
Total Score:			

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APPENDIX M: 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 15th, 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.