

KNIGHTS MAJOR EXPLORATION



◆ AND TRANSITION CENTER ◆

Major Exploration Guidebook

**A UNIVERSE OF POSSIBILITIES
EXPLORE YOUR PATH TO**

YOUR STAR 

as no two STARS are alike

Welcome and Instructions Page

At the **Knights Major Exploration and Transition Center (KMETC)**, we understand not all students have their major identified when starting college. Even for students that have a selected major, we recognize that as students become exposed to new areas of study, these paths may change. That is why the **Major Exploration Program (MEP)** was developed.

Through participation in MEP, undeclared and major exploring students navigate the major exploration process through self-discovery, reflection and key decision-making. Working with their KMETC advisor and peer coach student will complete a variety of activities to assist students in selecting a major and possible career.

Students will receive information and guidance through a personalized toolbox of resources, including but not limited to, academic advising appointments, workshops, seminars, and collaborative partnerships with other student support offices throughout the campus community.

The activities included in this guide allows students to personally reflect on:

Interests

The things that you are naturally drawn towards, the things that hold and captivate your attention.

Values

The beliefs that we hold deep. Our guiding principles that affect our decision-making.

Skills

The things that we are good at and can continuously improve through consistent practice.

By identifying and understanding interests and passion, students can be more confident in determining which one of UCF's over 200 majors will fit them best.

There is not one way to explore and select a major. Each student's journey is different. These activities are just one in a toolbox full of resources available within the Major Exploration Program. Additionally, you do not have to go through this process alone. The Knights Major Exploration and Transition Center is available to support students through their exploration journey.


After completing these activities, students are encouraged to share results with an academic advisor in KMETC.


Interests Assessment

As students begin to review majors, they should consider personal interests. These can include hobbies and activities that one is naturally drawn towards, the things that hold and captivate our attention the most. Identifying your interests often helps you focus on what ideas and pursuits keep you engaged, an important element in satisfying work. You do not have to be good or ‘skilled’ in an area to consider it an interest. For example, you may love art but cannot draw. You would still select art, as there could be potential majors to match your interests.

Begin by taking a quick inventory of your interests. Select item(s) that you feel best describe your preferences and interests.

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| <ul style="list-style-type: none"> <input type="radio"/> Being outdoors <input type="radio"/> Being indoors <input type="radio"/> Working in a team <input type="radio"/> Working independently <input type="radio"/> Working in nature <input type="radio"/> Working with technology <input type="radio"/> Physical, hands-on activities <input type="radio"/> Working with my hands <input type="radio"/> Working with children <input type="radio"/> Working with animals <input type="radio"/> Research problems for solutions <input type="radio"/> Working with numbers <input type="radio"/> Teaching others <input type="radio"/> Dancing <input type="radio"/> Theater <input type="radio"/> Writing <input type="radio"/> Photography <input type="radio"/> Movies/TV <input type="radio"/> Reading <input type="radio"/> Studying the arts <input type="radio"/> Being artistic (drawing, painting, etc.) <input type="radio"/> Music <input type="radio"/> Philosophy | <ul style="list-style-type: none"> <input type="radio"/> Museums <input type="radio"/> Studying Languages <input type="radio"/> Event planning <input type="radio"/> Computer programming <input type="radio"/> Analyzing data <input type="radio"/> Stocks/investments <input type="radio"/> Science experiments <input type="radio"/> Writing research/technical reports <input type="radio"/> Social Media <input type="radio"/> Website design <input type="radio"/> Working with mechanical objects <input type="radio"/> Solving problems <input type="radio"/> Starting a business <input type="radio"/> Budgeting/managing money <input type="radio"/> Volunteering <input type="radio"/> Teaching others <input type="radio"/> Scientific research <input type="radio"/> Studying artifacts <input type="radio"/> Caring for the sick <input type="radio"/> Observing human behavior <input type="radio"/> Talking about politics <input type="radio"/> Public rights |
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 Looking at the items you selected, list your **top three (3) interests**.

 Looking at the items you **did not select**, do you see any common themes that could help understand **why they are not of interest?**

 List any **interests you strongly favor** that are **not included** on the list.

Values Assessment

Values are the things one considers to be important, beneficial, or add worth in their lives. Consider how the values below relate, or can translate to personal interests, work environment, and other individuals.



- Creativity:** Ability to create or present new ideas
- Challenges:** Problem-solving
- High-paced:** Highly active environment, often under pressure
- Autonomy:** Working independently
- Teamwork:** Working collaboratively with others
- Variety:** Ability to work on multiple projects, never the same day twice
- Authority:** Ability to make decisions
- Physical:** Tasks that require physical actions
- Salary:** Wealth from income
- Leadership:** Leading, mentoring, or supervising others
- Security:** Stability in job
- Predictable:** Always knowing tasks that are not likely to change
- Flexible:** Make your own schedule, which could be after hours
- Expertise:** Being an expert in an area
- Recognition:** Awards or accolades for projects
- Location:** Geographical location for comfort
- Helping Others:** Volunteering
- Personal Growth:** Opportunity for continued education and growth
- Relationships:** Strong, personal contacts and friendships
- Societal Impact:** Making a positive difference for others
- Happiness:** High level of personal satisfaction

Looking at the items you selected, list your **top three (3) values**.

Looking at the items you **did not select**, do you see any common themes that could help understand **why they have less value**?

List any **values you strongly favor** that are **not included** on the list.



Skills Assessment

For many students, considering what you excel in is a good place to begin exploring potential majors. Consider your ability for each area. Skills are transferable skills are competencies learned in one environment that can easily be employed in other settings. Remember that skills are different than interests. Identify items you are good at, even if you are not interested in the area.

- Writing:** Expressing ideas or concepts in written form
- Debating:** Augmenting and defending points of view
- Public Speaking:** Addressing larger audiences
- Customer Service:** Relate with a variety of people needing information, help, or services
- Working with numbers:** Comfortable with large, complex number or data
- Working with computers:** Knowledge of programming, design, development
- Mechanical Reasoning:** Understand how machines operate and how to fix them
- Manual Dexterity:** Skilled using your hands (building furniture, etc.)
- Spatial Perception:** Judge relationship of objects in space and visualize putting them together
- Artistic:** Able to create works of art
- Musical:** Able to create and perform music
- Entertaining:** Performing for others
- Teaching:** Ability to help others learn or understand actions or concepts
- Sales:** Ability to sell good to most people

Looking at the items you selected, list your **top three (3) skills**.

Looking at the items you **did not select**, do you see any common themes that could help understand **why they have less value**?

List any **skills you have not included** on the list.
