



HARTWICK  
COLLEGE

**EXPLORATION**

# TOOLBOX

*for choosing a major*

**Office of Academic &  
Pre-Professional Advising  
5<sup>th</sup> Floor Yager Hall**

*Helping students choose majors!*

Congratulations on taking the first step toward identifying a great major!

## How to use this Toolbox

**This toolbox can be used as a guide to help you select a major at Hartwick,** based upon a combination of your practical needs and highest aspirations. To best assist you in the search for a major we recommend that you: Meet with an your Academic Advisor to begin using the toolbox together and continue with follow up meetings or, if you prefer, get started on your own and set up a meeting with your advisor to go over the results.

**In addition** to your assigned advisor there are staff members available to help you: Contact Joe Ficano ([ficanoj@hartwick.edu](mailto:ficanoj@hartwick.edu)) specializing in exploratory (undeclared) students, or any exploratory advisor located in the Center for Student Success (CSS), 5<sup>th</sup> floor Yager.

During your initial appointment with an advisor you will have the opportunity to ask questions and discuss your experiences, expectations, knowledge about majors, concerns and ideas. This will help your advisor better understand your special and unique aspects that may become evident only through open discussion.

### Contents

(check off as you go)

- Personal Style Inventory**  
Surveys your personality-based preferences in order to identify the most popular fields of work and study for people with preferences like yours (20-30 minutes)
- MyMajors.com**  
Compiles information about your interests, abilities, and work-related values and summarizes your results into a recommendation of possible majors. (30-40 min.)
- Hartwick Majors**  
Lists all of Hartwick's majors to help you cross out and reduce the choice (15-20 minutes)
- Evaluation & Narrowing Your Choices**  
Using your completed assessments, an advisor can help you identify the common patters and themes that describe your best academic and career field options. This advisor can also provide you with more detailed information about each major that you may want to consider.
- Short List of Majors**  
Narrow your options even further and learn more about the majors
- Weighing Your Options**  
Help decide which major option is best fit for you by listing the pros and cons
- Coursework Recommendations**  
Additional recommendations for further coursework to finalize your decision
- Further Exploration** - Additional resources to help your exploration process
- Change of Major Form and Instructions** – *We look forward to seeing you!*
- Done.**

# Personal Style Inventory

Just as every person has feet and toes shaped differently from every other person; we all have differently shaped personalities. As no person's foot shape is right or wrong, no person's personality shape is right or wrong. The purpose of this survey is to give you a view of the shape of your preferences.

**Directions:** The following items are arranged in pairs (a & b) and each member of the pair represents a preference you may or may not hold.

- Rate your preference for each item in the pair by giving it a score of 0 to 5 (0= **never** prefer this, 5= **always** prefer this)
- The scores for **a + b in each pair must equal 5** (use 0 and 5, 1 and 4, or 2 and 3). Use whole numbers only.
- Remember to consider what you PREFER, rather than what you would normally DO in a given situation.

I prefer:

- 1a. \_\_\_\_\_ making decisions after finding out what others think.  
1b. \_\_\_\_\_ making decisions without consulting others.
- 2a. \_\_\_\_\_ being called imaginative or intuitive.  
2b. \_\_\_\_\_ being called factual and accurate.
- 3a. \_\_\_\_\_ making decisions about people in organizations based on available data and systematic analysis of situations.  
3b. \_\_\_\_\_ making decisions about people in organizations based on empathy, feelings, and understanding of their needs and values.
- 4a. \_\_\_\_\_ allowing commitments to occur if others want to make them.  
4b. \_\_\_\_\_ pushing for definite commitments to ensure that they are made.
- 5a. \_\_\_\_\_ quiet, thoughtful, time alone.  
5b. \_\_\_\_\_ active, energetic time with people.
- 6a. \_\_\_\_\_ using methods I know well that are effective to get the job done.  
6b. \_\_\_\_\_ trying new methods of doing tasks when confronted with them.
- 7a. \_\_\_\_\_ drawing conclusions based on unemotional logic and careful step-by-step analysis.  
7b. \_\_\_\_\_ drawing conclusions based on what I feel and believe about life and people from past experience.
- 8a. \_\_\_\_\_ avoiding making deadlines.  
8b. \_\_\_\_\_ setting deadlines and sticking to them.
- 9a. \_\_\_\_\_ talking a while and thinking to myself about the subject.  
9b. \_\_\_\_\_ talking freely for an extended period and thinking to myself at a later time.
- 10a. \_\_\_\_\_ thinking about possibilities.  
10b. \_\_\_\_\_ dealing with actualities.

## Personal Style Inventory, cont.

- 11a. \_\_\_\_\_ being thought of as a thinking person.  
11b. \_\_\_\_\_ being thought of as a feeling person.
- 12a. \_\_\_\_\_ considering every possible angle for a long time before and after making a decision  
12b. \_\_\_\_\_ getting the information I need, considering it awhile, and then making a fairly quick, firm decision.
- 13a. \_\_\_\_\_ inner thoughts and feelings others cannot see.  
13b. \_\_\_\_\_ activities and occurrences in which others join.
- 14a. \_\_\_\_\_ the abstract or theoretical.  
14b. \_\_\_\_\_ the concrete or real.
- 15a. \_\_\_\_\_ helping others explore their feelings.  
15b. \_\_\_\_\_ helping others make their logical decisions.
- 16a. \_\_\_\_\_ change and keeping options open.  
16b. \_\_\_\_\_ predictability and knowing in advance.
- 17a. \_\_\_\_\_ communicating little of my inner thinking and feelings.  
17b. \_\_\_\_\_ communicating freely my inner thinking and feelings.
- 18a. \_\_\_\_\_ possible views of the whole.  
18b. \_\_\_\_\_ the factual details available.
- 19a. \_\_\_\_\_ using common sense and conviction to make decisions.  
19b. \_\_\_\_\_ using data, analysis, and reason to make decisions.
- 20a. \_\_\_\_\_ planning ahead based on projections.  
20b. \_\_\_\_\_ planning as necessities arise, just before carrying out the plans.
- 21a. \_\_\_\_\_ meeting new people.  
21b. \_\_\_\_\_ being alone or with one person I know well.
- 22a. \_\_\_\_\_ ideas.  
22b. \_\_\_\_\_ facts.
- 23a. \_\_\_\_\_ convictions.  
23b. \_\_\_\_\_ verifiable conclusions.
- 24a. \_\_\_\_\_ keeping appointments and notes about commitments in notebooks or appointment books as much as possible.  
24b. \_\_\_\_\_ using appointments and notes about commitments in notebooks as minimally as possible (although I may use them).

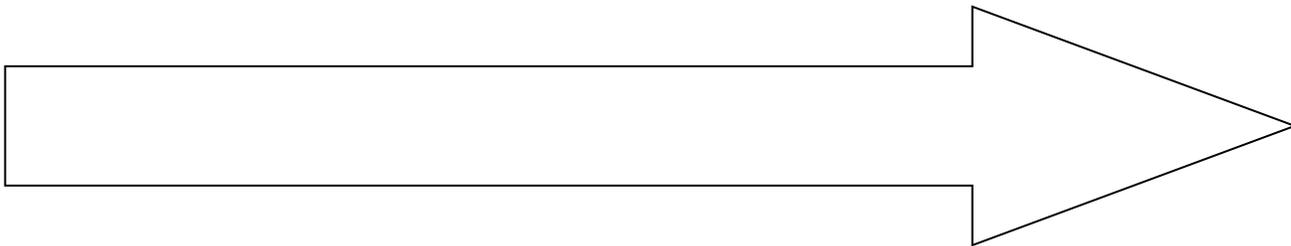
## Personal Style Inventory, cont.

- 25a. \_\_\_\_\_ discussing a new, unconsidered issue at length in a group.  
25b. \_\_\_\_\_ puzzling out issues in my mind, then sharing the results with another person.
- 26a. \_\_\_\_\_ carrying out carefully laid, detailed plans with precision.  
26b. \_\_\_\_\_ designing plans and structures without necessarily carrying them out.
- 27a. \_\_\_\_\_ logical people.  
27b. \_\_\_\_\_ feeling people.
- 28a. \_\_\_\_\_ being free to do things on the spur of the moment.  
28b. \_\_\_\_\_ knowing well in advance what I am expected to do.
- 29a. \_\_\_\_\_ being the center of attention.  
29b. \_\_\_\_\_ being reserved.
- 30a. \_\_\_\_\_ imagining the non-existent.  
30b. \_\_\_\_\_ examining the details of the actual.
- 31a. \_\_\_\_\_ experiencing emotional situations, discussions, movies.  
31b. \_\_\_\_\_ using my ability to analyze solutions.
- 32a. \_\_\_\_\_ starting meetings at a prearranged time.  
32b. \_\_\_\_\_ starting meetings when all are comfortable or ready.

Copyright©1979 by D.W. Champagne and R.C. Hogan. Reprinted with permission of the authors from the privately published book, *Supervisory and Management Skills: A Competency Based Training Program for Middle Managers of Educational Systems* by D.W. Champagne and R.C. Hogan. This material may be freely reproduced for educational training research activities. There is no requirement to obtain special permission for such uses. However, systematic or large-scale reproduction or distribution – or inclusion of items in publications for sale – may be done only with prior written permission of the authors.

**That's it!**

**Please complete scoring on the next page.**



# Personal Style Inventory

## Scoring Sheet

Transfer your scores for each item in the inventory to the appropriate blanks below. Be careful to check the a and b letters to be sure you are recording scores in the right spaces – some are backwards. Then total the scores for each column. The two columns in each box should total 40 points if scored correctly. The column with the higher score in each box is likely one of the four letters in your personality type. If you have a tie in one box, record both of the letters on a blank at the bottom of this page.

<b>Extraversion vs. Introversion</b> Energy Source		<b>Sensing vs. Intuitive</b> Processing information	
<b>Item</b>	<b>Item</b>	<b>Item</b>	<b>Item</b>
1a. _____	1b. _____	2b. _____	2a. _____
5b. _____	5a. _____	6a. _____	6b. _____
9b. _____	9a. _____	10b. _____	10a. _____
13b. _____	13a. _____	14b. _____	14a. _____
17b. _____	17a. _____	18b. _____	18a. _____
21a. _____	21b. _____	22b. _____	22a. _____
25a. _____	25b. _____	26a. _____	26b. _____
29a. _____	29b. _____	30b. _____	30a. _____
<b>Total</b> _____	<b>Total</b> _____	<b>Total S</b> _____	<b>Total</b> _____
<b>E</b>	<b>I</b>	<b>S</b>	<b>N</b>
<b>(1)</b>		<b>(2)</b>	
<b>Thinking vs. Feeling</b> Making decisions		<b>Jumping vs. Perceiving</b> World order	
<b>Item</b>	<b>Item</b>	<b>Item</b>	<b>Item</b>
3a. _____	3b. _____	4b. _____	4a. _____
7a. _____	7b. _____	8b. _____	8a. _____
11a. _____	11b. _____	12b. _____	12a. _____
15b. _____	15a. _____	16b. _____	16a. _____
19b. _____	19a. _____	20a. _____	20b. _____
23b. _____	23a. _____	24a. _____	24b. _____
27a. _____	27b. _____	28b. _____	28a. _____
31b. _____	31a. _____	32a. _____	32b. _____
<b>Total</b> _____	<b>Total</b> _____	<b>Total J</b> _____	<b>Total</b> _____
<b>T</b>	<b>F</b>	<b>J</b>	<b>P</b>
<b>(3)</b>		<b>(4)</b>	

My 4-letter personality type based on score is:

\_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4

Other types that may also fit me well due to a tie or very close scoring in one of the boxes:

## **Descriptions of Each Personality Type** *Find your type(s) below to see if the description is a good match with what you know about yourself. If not, see if there is another description that seems to be a closer match.*

**ISTJ** - serious, quiet, earn success by concentration and thoroughness. Practical, orderly, matter-of-fact, logical, realistic, and dependable. See to it that everything is well organized. Takes responsibility. Make up their own minds as to what should be accomplished and work toward it steadily, regardless of protests and distractions.

**ISTP** - cool onlookers, quiet, reserved, observing and analyzing with detached curiosity and unexpected rashes of original humor. Usually interested in cause and effect and how and why mechanical things work, and in organizing facts using logical principles.

**ESTP** - good at on-the-spot problem solving. Do not worry, enjoy whatever comes along. Tend to like mechanical things and sports with friends on the side. Adaptable, tolerant, generally conservative in values. Dislikes long explanations. Are best with real things that can be worked, handled, taken apart, or put together.

**ESTJ** - practical, realist, matter-of-fact, with a natural head for business or mechanics. Not interested in subjects they see no use for, but can apply themselves when necessary. Like to organize and run activities. May make good administrators, especially if they remember to consider others' feelings and points of view.

**ISFJ** - quiet, friendly, responsible and conscientious. Work devotedly to meet their obligations. Lend stability to any project or group. Thorough, painstaking, accurate. Their interests are usually not technical. Can be patient with necessary details. Loyal, considerate, perceptive, concerned with how other people feel.

**ISFP** - reserved quietly friendly, sensitive, kind, modest about their abilities. Shun disagreements, do not force their opinions or values on others. Usually do not care to lead but are loyal followers. Often relaxed about getting things done because they enjoy the present moment and do not want to spoil it by undue haste or exertion.

**ESFP** - outgoing, easygoing, accepting, friendly, enjoy everything and make things more fun for others by their enjoyment. Know what's going on and join in eagerly. Find remembering facts easier than mastering theories. Are best in situations that need sound common sense and practical ability with people as well as with things.

**ESFJ** - warmhearted, popular, conscientious, born cooperators, active committee members. Need harmony and may be good at creating it. Always doing something nice for someone. Work best with encouragement and praise. Main interest is in things that directly and visibly affect people's lives.

**INFJ** - succeed by perseverance, originality and desire to do whatever is needed or wanted. Put their best efforts into their work. Quietly forceful, conscientious, concerned for others. Respected for their firm principles. Likely to be honored and followed for their clear convictions as to how best to serve the common good.

**INFP** - full of enthusiasm and loyalties, but seldom talk of these until they know you well. Care about learning, ideas, language and independent projects of their own. Tend to undertake too much, then somehow get it done. Friendly, but often too absorbed in what they are doing to be sociable. Little concerned with possessions or physical surroundings.

**ENFP** - warmly enthusiastic, high-spirited, ingenious, imaginative. Able to do almost anything that interests them. Quick with a solution for any difficulty and ready to help anyone with a problem. Often rely on their ability to improvise instead of preparing in advance. Can usually find competing reasons for whatever they want.

**ENFJ** - responsive and responsible. Generally feel real concern for what others think and want and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.

**INTJ** - usually have original minds and great drive for their own ideas and purposes. They have a fine power to organize a job and carry it through with or without help. Skeptical, critical, independent, determined, sometimes stubborn. Must learn to yield less important points in order to win the most important.

**INTP** - quiet and reserved. Especially enjoy theoretical or scientific pursuits. Like solving problems with logic and analysis. Usually interested mainly in ideas, with little knack for parties or small talk. Tend to have sharply defined interests. Need careers where some strong interest can be used or useful.

**ENTP** - quick, ingenious, good at many things. Stimulating company, alert, and outspoken. May answer for fun on either side of the question. Resourceful in solving new and challenging problems, but may neglect routine assignments. Apt to turn to one new interest after another. Skillful in finding logical reasons for what they want.

**ENTJ** - hearty, frank, decisive leaders in activities. Usually good in anything that requires reasoning and intelligent talk such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants.

# Effects of Personality Preferences in Career & Academic Settings

## Energy Source

<p><b>Extraversion (E)</b></p> <ul style="list-style-type: none"> <li>• Like variety and action</li> <li>• Often impatient with long, slow jobs</li> <li>• Are interested in the activities of their work and in how other people do it</li> <li>• Often act quickly, sometimes without thinking</li> <li>• Develop ideas by discussion</li> <li>• Like having people around</li> <li>• Learn new tasks by talking and doing</li> </ul>		<p><b>Introversion (I)</b></p> <ul style="list-style-type: none"> <li>• Like quiet for concentration</li> <li>• Tend not to mind working on one project for a long time uninterruptedly</li> <li>• Are interested in the facts/ideas behind their work</li> <li>• Like to think a lot before they act, sometimes without action</li> <li>• Develop ideas by reflection</li> <li>• Like working alone with no interruptions</li> <li>• Learn new tasks by reading and reflecting</li> </ul>
---	--	--

## Processing Information

<p><b>Sensing (S)</b></p> <ul style="list-style-type: none"> <li>• Like using experience and standard ways to solve problems</li> <li>• Enjoy applying what they have already learned</li> <li>• May distrust and ignore their inspirations</li> <li>• Seldom make errors of fact</li> <li>• Like to do things with a practical bent</li> <li>• Like to present the details of their work first</li> <li>• Prefer continuation of what is, with fine tuning</li> <li>• Usually proceed step-by-step</li> </ul>		<p><b>Intuition (N)</b></p> <ul style="list-style-type: none"> <li>• Like solving new and complex problems</li> <li>• Enjoy learning a new skill more than using it</li> <li>• Will follow their inspiration</li> <li>• May ignore or overlook facts</li> <li>• Like to do things with an innovative bent</li> <li>• Like to present an overview of their work first</li> <li>• Prefer change, sometimes radical, to continuation of what is</li> <li>• Usually proceed in a burst of energy</li> </ul>
--	--	---

## Making Decisions

<p><b>Thinking (T)</b></p> <ul style="list-style-type: none"> <li>• Use logical analysis to reach conclusions</li> <li>• Want mutual respect among colleagues</li> <li>• May hurt people's feelings without knowing it</li> <li>• Tend to decide impersonally, sometimes paying insufficient attention to people's wishes</li> <li>• Tend to be firm-minded and can give criticism when appropriate</li> <li>• Look at the principles involved in the situation</li> <li>• Feel rewarded when job is done well</li> </ul>		<p><b>Feeling (F)</b></p> <ul style="list-style-type: none"> <li>• Use values to reach conclusions</li> <li>• Want harmony and support among colleagues</li> <li>• Enjoy pleasing people, even in unimportant things</li> <li>• Often let decisions be influenced by their own and other people's likes and dislikes</li> <li>• Tend to be sympathetic and dislike, even avoid, telling people unpleasant things</li> <li>• Look at the underlying values in the situation</li> <li>• Feel rewarded when people's needs are met</li> </ul>
---	--	--

## World Order

<p><b>Judging (J)</b></p> <ul style="list-style-type: none"> <li>• Work best when they can plan their work and follow their plan</li> <li>• Like to get things settled and finished May not notice new things that need to be done</li> <li>• Tend to be satisfied once they reach a decision on a thing, situation or person</li> <li>• Feel supported by structure and schedules</li> <li>• Focus on completion of a project</li> </ul>		<p><b>Perceiving (P)</b></p> <ul style="list-style-type: none"> <li>• Enjoy flexibility in their work</li> <li>• Like to leave things open for the last-minute changes</li> <li>• May postpone unpleasant tasks that need to be done</li> <li>• Tend to be curious and welcome a new light on a thing, situation or person</li> <li>• Postpone decisions while searching for options</li> <li>• Adapt well to changing situations and feel restricted without variety; focus on process of projects.</li> </ul>
---	--	---

# STOP

## The “Personal Style Inventory” is not your only option:

Hartwick has other terrific self-assessment quizzes that can help you better understand your personality and interests and relate this self-understanding to major and career choice – all for free! Certified Career Advisors are standing by to meet with you to administer, score, and personally debrief two well-known, state-of-the-art self-assessment inventories: the Myers-Briggs Type Inventory (a personality-related inventory) and the Strong Interest Inventory (you guessed it – an inventory that relates interests to career). For an appointment call 607-431-4425 or stop by the Center for Professional, Service, and Global Engagement (PSGE) co-located with the Advising Office on the first floor of Golisano Hall.

### Career Services – Golisano 1<sup>st</sup> floor

Self-assessments give you the opportunity to understand yourself and can help you identify your preferences. By understanding your preferences, you may be able to focus on particular career fields that fit your personality. With this knowledge, you can discover environments in which you are most likely to flourish. This can be beneficial when exploring majors and careers.

#### Available Opportunities for Undeclared students:

- Self-Assessments: MBTI and STRONG
- Informational Interviews
- Link Programs: Binghamton Link, Oneonta/Cooperstown Link and HealthLink
- Internships
- Job Prep Skills: Resumes, Cover Letters and Mock Interviews

**A note about linking *Type to Major to Career*.** There are no “right” types for a particular major or even for a particular career. There are only suggestions you may want to consider for your particular type. There is much to learn through the process of self-evaluation and much you can use to help you find direction, but there are no absolutes about linking types to careers.\*

Therefore, **in looking at the Hartwick majors on the page following the MyMajors.com section, resist the urge to try and figure out the perfect strategic choice of major for your life plans, rather, try and figure out the best major in which you can build “portable skills”, grow your mind and follow your dreams.** While some occupations do require a specific undergraduate major, such as Nurse, Accountant, or Engineer, most do not. For many of the positions you will be applying for after college (to graduate school or right into the work force) the person on the other end of the interview is not looking for the candidate with the perfect major, but for the person who genuinely shows excitement and zeal about what they learned. Learning how to learn, to become a master student and life-long learner, this is the real aim in college.

\*The book **Do What You Are** (by Paul D. Tieger & Barbara Barron-Tieger) is recommended to see which career fields and occupations are most popular for people with your personality based preferences. This information is available in Hartwick’s PSGE center as well.



Do you need to find a college major? A minor? MyMajors.com provides useful advice on finding a college major that a high school student or college freshman with your interests and achievements might enjoy and excel in.

Take the short My Majors quiz and receive five college majors matching your interests and academic experience. You can obtain an advisement report summarizing your inputs and ten ranked major recommendations. Review this report with your counselor, your teachers, and your parents.

My Majors gives you a lot of information about these college majors, the types of courses needed to get a degree, what jobs are available, and information about great institutions offering these college majors.

## LOGIN

- Go to [www.mymajors.com](http://www.mymajors.com) click on the “I’m New” box
- Register with your personal information
- Follow instructions
- Note that you do not have to complete the entire questionnaire in one session, just exit when you need to and your responses will be automatically saved until you login again.
- Once complete utilize the website to its fullest, you may click on descriptions of the majors suggested or back to the full list, or view/edit your responses using the hotlinks at the bottom of the page.

MyMajors.com is a free service that provides 5 majors for you to consider based on your responses. If you do not agree with any of the suggestions you may take the quiz over and re-consider some of your responses with the hindsight of knowing how your initial responses played out.

We think **MyMajors.com** is a very good resource to use on your journey of self-discovery, but of course if you find something you like better please let us know!

## YOUR ADVISOR CAN HELP:

- Your academic advisor may be able to answer questions you may have about majors that are new to you. If you have further questions, contact the Office of Academic and Pre-Professional Advising at 431-4564.

# Hartwick Majors\*

For majors that you want to investigate more thoroughly, visit <http://www.hartwick.edu/academics/majors-and-minors> and contact your advisor or an Advising staff member.

## Instructions

**CROSS OUT the majors you're not considering...**

### **Arts and Humanities**

Art  
Art History  
Creative Writing  
English  
French  
Spanish  
Music  
Music Education  
Philosophy  
Religious Studies  
Theatre Arts

### **Social and Behavioral Sciences**

Accounting  
Anthropology  
Criminal Justice  
Business Administration  
Economics  
History  
Political Science  
Psychology  
Public Health  
Sociology  
Environment/  
Sustainability/Society

### **Physical and Life Sciences**

Biology  
Biochemistry  
Chemistry  
Computer Science  
Environmental Chemistry  
Geology  
Information Science  
Mathematics  
Actuarial Math  
Medical Technology  
Nursing  
Physics

\*Note: In addition to these majors (most can be taken as minors as well), there are additional minors, pre-professional programs, and even an Individual Student Program available at Hartwick. Use the Quick Search Box on the Majors and Minors page, linked at the top of this page, for more information.

# Evaluation & Narrowing Your Choices

To better understand the results of the assessments you have completed in this toolbox, we recommend that you will meet with an advisor or staff member who can help you to identify the patterns and meaningful information gathered so far. Bring this paper to a meeting with your advisor, or contact the Office of Academic and Pre-Professional Advising at 431-4564 to set up an appointment. At that time, an advisor can:

- Review and analyze your assessment results and share those patterns with you.
- Discuss your possible options for majors and programs of study at Hartwick.
- Provide you with additional academic program information about those majors you would like to consider further.

## Patterns in Your Assessments

---

---

---

---

---

---

---

---

---

---

## Additional Notes

---

---

---

---

---

---

---

---

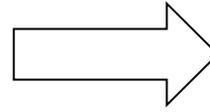
---

---

## NEXT:

**Please complete these steps next:**

- Look at the Hartwick majors from above that you did not cross out.
- Try to pick out your top 5 and write them down in the following section.



## Short List of Majors

Ask your advisor to help you narrow your options to a short list of majors to consider:

Rate		Rate	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

### Instructions

- Review information available at the resources listed below
- Rate each major listed above on a scale of 1 (low interest) to 5 (high interest)
- See an advisor for more course requirements or admission requirements for these majors

### Learn More About Majors on Your Short List

- Major descriptions and basic course requirements: <http://www.hartwick.edu/academics/majors-and-minors>
- Academic Department websites: links are within the major descriptions above.
- College Catalog
- Graduation Requirements Worksheets

# Weighing Your Options

If you are trying to choose between just a few majors, you can use these charts to help you outline the pros and cons of each one.

Major:		Major:	
Pros	Cons	Pros	Cons
Major:		Major:	
Pros	Cons	Pros	Cons

--	--	--	--

## Coursework Recommendations

PLAN A major: \_\_\_\_\_

PLAN B major: \_\_\_\_\_

### Coursework to Consider

Please review any coursework you are considering with your academic advisor prior to registration. An academic advisor can inform you about course applicability to degree requirements.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Faculty/Staff Contact Information:

Name \_\_\_\_\_ Email/Phone \_\_\_\_\_ Location \_\_\_\_\_

Name \_\_\_\_\_ Email/Phone \_\_\_\_\_ Location \_\_\_\_\_

I have made an appointment with: \_\_\_\_\_ on  
\_\_\_\_\_ @ \_\_\_\_\_ am/pm



# CONGRATULATIONS!

You have undertaken a thorough academic exploration process!

You are on your way to declaring a major (or two).

## Changing Your Major

When you're ready, pick up a Advisor/Major/Minor Change form in the Advising Office or print one from the following web site:

<https://www.hartwick.edu/academics/student-services/academic-pre-professional-advising/academic-advising-forms/>

Keep in mind that you will need to have an academic advisor in the major you choose your declaration is complete (you can use the above form to get his or her signature). Start by asking a professor you have had a class with, or that you have heard is a good advisor, you may also approach the chair of the department or an exploratory advisor for guidance. See the next page for a complete list of Hartwick programs and contact information.

{This Toolbox prepared by the Office of Academic and Pre-Professional Advising, Hartwick College, is heavily based on a similar document supplied by the University of Cincinnati, McMicken College, Center for Exploratory Studies. Our thanks to Doug Kennedy who gave permission for the reproduction of their "Exploration Toolbox".}

## Notes:

Good luck on your journey of selecting your Hartwick major!

Office of Academic and Pre-Professional Advising