

AMANDA C. PACHECO

12345 Oak Road
Orlando, Florida 32829
(407) 555-7157

mandypacheco@gmail.com

EDUCATION

Doctor of Education in Education Leadership, University of Central Florida, Orlando, Florida,
Anticipated graduation date: December, 2006
Proposed dissertation topic: The relationship between undergraduate graduation rates and involvement in experiential learning programs

Master of Education in Counselor Education, University of Virginia, Charlottesville, Virginia
Specialization: Student Affairs Administration in Higher Education
May, 1999
Thesis title: "Career indecision among undergraduate students"

Bachelor of Arts in Psychology (Honors Program), University of Delaware, Newark, Delaware
Minor: Educational Studies *Overall GPA:* 3.62/4.00
May, 1997

Global Career Development Facilitator – Classes completed, 2005
Myers Briggs Type Indicator – Qualified, 1998

TEACHING AND COURSE DEVELOPMENT EXPERIENCE

"Career Planning"	
University of Central Florida	2005-Present
University of Virginia	1999

"College Success"	
Seminole Community College	2004-Present

"Learning Through Experience" [ONLINE]	
University of Central Florida	2004-Present

RELATED EXPERIENCE

University of Central Florida Career Services & Experiential Learning Orlando, Florida
Faculty Coordinator 2004-Present

- ◆ Discuss career options with students in individual sessions to ensure proper placement in experiential learning opportunities.
- ◆ Partner with faculty to maintain academic component of internships is maintained.
- ◆ Develop and nurture relationships with employers.
- ◆ Create learning assignments for students to complete while participating in an internship or co-op.
- ◆ Consult with employers about quality experiential learning programs.
- ◆ Coordinate the transition to a new database in a team environment

Seminole Community College / Siemens ICN Lake Mary, Florida
Coordinator, Business and Information Technology Division 2001-2004

- ◆ Directed Industry Education activities, focused on building relationships with area employers.
- ◆ Enrolled over 100 local employees in academic programs in just 3 months.
- ◆ Advised students regarding academic programs and career opportunities in Business and IT. Created orientation manuals for students to facilitate a smoother transition into SCC. Conducted in-service seminars for staff.
- ◆ Worked closely with Career Resource Center to develop internship and job opportunities with employers.
- ◆ Managed \$750,000 grant budget. Led marketing effort by developing brochures and press releases.
- ◆ Planned and direct the annual Florida Faculty Institute, a week-long training conference for state-wide faculty.

Program Administrator, Siemens Apprenticeship @ Seminole Community College

- ◆ Increased applicant traffic by 100% in 6 months while streamlining the application process.
- ◆ Developed and facilitated seminars such as Customer Service Skills, Study Skills, and MBTI training.
- ◆ Advised prospective and current students. Represented the apprenticeship program at career and college fairs.
- ◆ Delivered interactive presentations to students, teachers, and guidance counselors in local high schools.
- ◆ Wrote the prospective student guidebook and press releases to publicize the program.

Spherion Corporation Lake Mary, Florida
Career Agent / Recruiter 2000-2001

- ◆ Called Central Florida businesses to develop relationships with HR directors and business owners.
- ◆ Used telemarketing efforts, referrals, and direct mail campaigns to sell recruitment services.
- ◆ Advised candidates and employers on effective job search techniques and salary expectations.
- ◆ Conducted behavioral interviews to determine appropriate fit for various positions.
- ◆ Participated actively in community organizations to generate awareness of the company.

Stetson University Career Services Office

DeLand, Florida

Internship Director / Assistant Director of Career Services

1999-2000

- ◆ Designed and managed a campus-wide internship program, employing over 25% of the student population.
- ◆ Established relationships with over 75 universities and businesses to promote the internship program.
- ◆ Counseled 30+ students each week about career goals and interpreted career assessment tools.
- ◆ Increased customer flow to branch office by more than 400% in 3 months.
- ◆ Taught weekly seminars on career topics such as resumes, cover letters, interviewing, and job searching.
- ◆ Coordinated all career fairs and special events. Supervised 15 student employees at a peer counseling office.
- ◆ Designed web pages, brochures, newspaper articles, newsletters, and posters to market the office.

COMMUNITY INVOLVEMENT

Orlando Junior Chamber

Volunteer resume writer for underprivileged populations.

Seminole County Public Schools volunteer.

UNIVERSITY SERVICE

Director, Florida Faculty Institute (A state-wide professional development conference for faculty)

Admissions and Graduation Petitions Committee, Seminole Community College

Equal Access / Equal Opportunity Representative, Seminole Community College

Numerous search committees - University of Central Florida, Seminole Community College

Faculty Advisor, Delta Delta Delta Fraternity, Stetson University

HONORS AND AWARDS

Outstanding Faculty Advisor of the Year, Stetson University, 2000

Who's Who in the World

Who's Who in America

COMPUTER SKILLS

Word, Excel, PowerPoint, Access, Publisher, WordPerfect, PeopleSoft. Internet research skills.

Career planning software: Sigi-Plus, Choices, Discover.

Online course development using WebCT.

PROFESSIONAL MEMBERSHIPS

National Society for Experiential Education

Florida Career Professionals Association

PUBLICATIONS AND PRESENTATIONS

Pacheco, A. (in press). The competitive bid process in Florida: Not as simple as it seems. *Florida School Law Quarterly*.

Barnett, L., Burgess, D., Beheler, A., & Pacheco, A. (2003, October). "Working connections IT faculty development institute closes the IT instructional gap." Presented at the annual Conference on Information Technology of the League for Innovation in the Community College, Milwaukee, WI.

Kersenbrock, A., Pacheco, A., & Broeker, C. (2004, March). "Operation paycheck: Lessons learned." Roundtable presented at the annual meeting for the League for Innovation in the Community College, San Francisco, CA.

Teaching Philosophy

As an instructor, I view myself as a guide, leading the students to develop unique points of view and the ability to critically analyze material. To be a successful learner, students must possess a comprehensive mix of interest and aptitude in the subject. Individual students will demonstrate differences in the classroom depending on their reasons for learning, their personality, their background, and their skill level. Keeping these differences in mind, I strive to vary my teaching style to accommodate the diversity of my students.

My classroom usually is quite active, with students participating in a mix of large group discussions, small group activities, brief lecture, and solitary reflection. Students typically say that my classes seem to move quickly, and boredom is not usually an issue. Even in formal assessment activities, I try to incorporate many modalities, including online quizzes and research papers involving both library and interview research. The student's goal in any of my classes is to improve their critical thinking skills and learn more about themselves as individuals.

One of my favorite aspects of working in higher education is the opportunity to watch the development of my students. Observing their shift from a dualistic mindset to one of multiplicity is extraordinarily rewarding to me, as I believe this is what creates an educated and sophisticated citizenry.

Teaching is both a privilege and a responsibility. As the students' guide, I believe it is important to understand their motivations for taking the class and their preferred method of learning. My role is to help students to find questions, not just answers, and to learn new ways of discovering knowledge.

Teaching Methodology, Strategies, and Objectives

In many ways, teaching is more of an art than a science. While pedagogical rules abound and classroom management techniques are well-documented, the best instructors know when to throw the rules out the window and teach in the moment. This includes using inquiry-based learning and real-world assignments to allow the students to learn outside the classroom. My teaching philosophy dictates that I teach to the individual student, not to the group. This means that whether I have nine students in a class or ninety, each student will feel as though I care about their progress and development. As such, the activities I choose for my students all have a specific purpose related to the goals of the course, and are often individually tailored to the needs of the individual.

Two examples of individually focused assignments are the Student Profile (see 4A) and the Progress Survey (see 4B). On the first day of class, I ask each of my students to complete the Student Profile to get a sense of their motivations and obstacles. During the course of the semester, I also request three anonymous progress surveys from each of my students. This is done to gauge how my teaching style is matching the learning styles of my students and to find out if there are any major issues to be addressed during the rest of the course. I have found this is a better approach than waiting until the course is over to discover how the students are feeling.

My belief in varying my teaching style to accommodate all types of learners is demonstrated through Accomplishment Activities A & B (see 4C and 4D). The purpose of these activities is threefold: (a) to help students realize that they possess marketable skills, (b) to give students the opportunity to practice expressing their skills to others, and (c) to help students improve their ability to critically analyze a situation. During Accomplishment Activity A, students are instructed to create a list of 15 accomplishments. They are told that these accomplishments might not have been recognized by others, but are proud moments to them. One example might be taking care of an ailing sibling. Homework for

this class period is to generate detailed stories about their top five accomplishments. These activities are typically done alone and encourage a great deal of reflective thought. Part B is completed the following class period, where students are grouped in teams of three, and they analyze one another's stories, searching for skills. A list of skills is handed out with this activity to help the process along, and students who are social learners tend to blossom. Finally, the students complete the activities by writing a three paragraph summation piece, in an effort to synthesize their new-found knowledge about their personal skill sets.

Problem based learning can be a very useful tool as it allows students to be the driving force behind answering the questions they find interesting within a given subject. I use a project in my career planning course to teach students how to research careers of interest (see 4E). My students choose two topics of interest fairly early in the semester. They could choose a career and a major to explore (if they are still undecided on a major), a career and a graduate program of study, or two careers. From there, they conduct research to find out more about these topics. The research includes everything from department of labor literature, to informational interviews with people involved in the field, to reputable internet sites or books. Because my students are typically freshmen and sophomores with little research experience, I specify a minimum number of interviews and resources to use, and they have a list of elements for which to be looking (day-to-day duties, annual earnings, job outlook, among other things). This project gives them the tools they need to make a thoughtful career decision now and in the future.

In addition to the career research project, students also are required to attend a career event (see 4F) of their choice during the semester. Typically, there are three events from which to choose: a majors fair, a career fair, and an internship fair. Depending on the student's individual career development, they can choose which event will be most beneficial. For social learners, this assignment allows them to

engage with others outside the class who can impact their careers. For those who learn better through reflection, their needs are satisfied through the use of a written essay following the event.

As stated in the syllabus (see 4G), the career planning course has four goals:

- a) Students will be able to discuss their interests, values, skills, and personality, and will learn how these attributes relate to their future careers.
- b) Students will explore various career and major options and will learn some decision-making strategies.
- c) Students will demonstrate effective career management and job seeking skills.
- d) Students will see themselves as active agents in their personal career and life planning process, and will understand that career decision-making is a lifelong process.

Each assignment is directly related to one or more goals, and allows the students, through a series of self-discovery activities, to learn the process of systematically planning one's career. Since most individuals progress through at least a few career changes in their lifetimes, this class is designed to share tools to guide them through this exciting process.