

CAREER PORTFOLIO

Amanda Blake

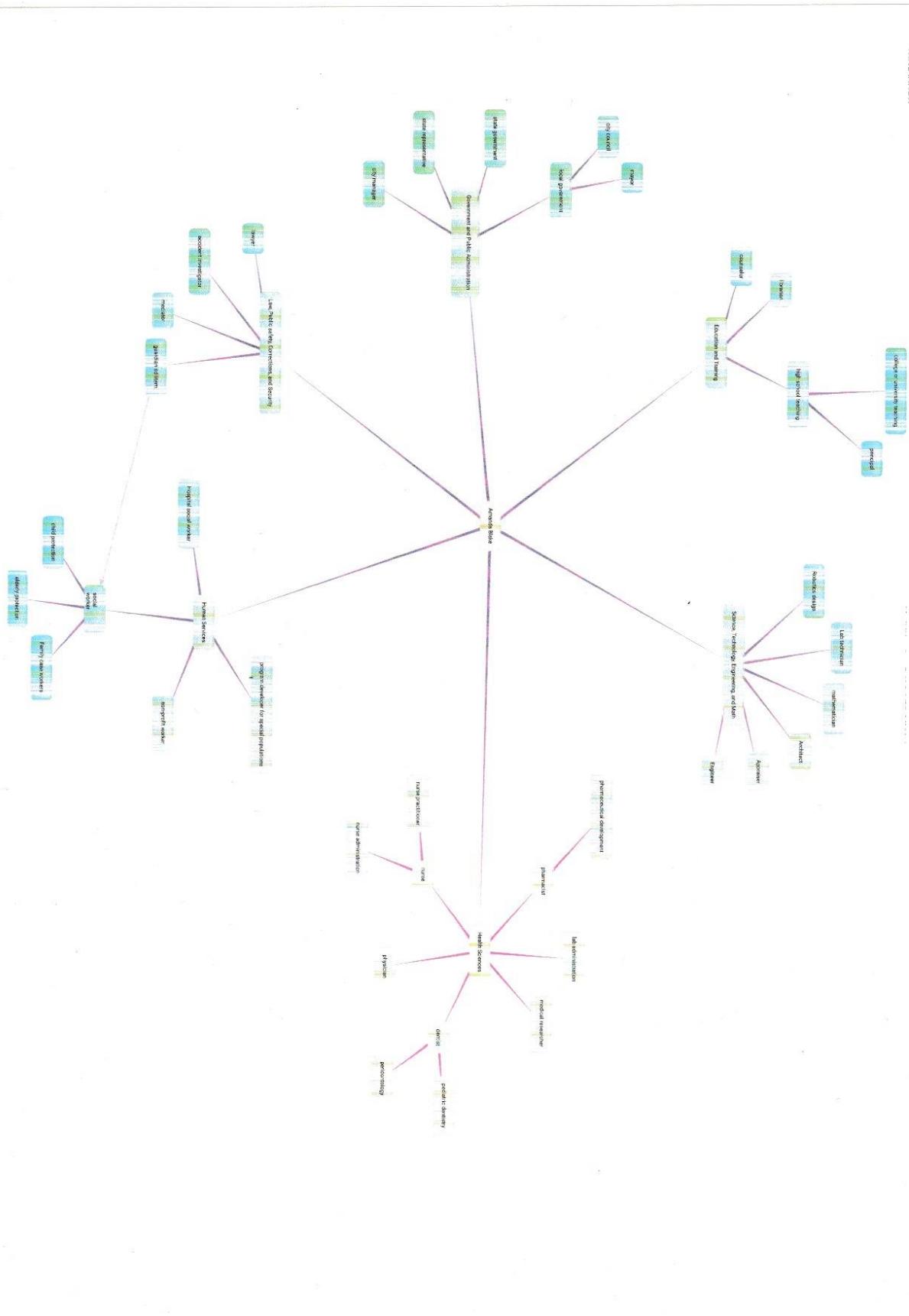


MARCH 26, 2018
LEARNING FRAMEWORKS
Texarkana College

Mind Map Link

https://bubbl.us/NDYOMzEyNS84OTExMjYzLzViYjBkZDlyYjIzY2E2ZGQ0NDY5Nzg1N2Y5Mml3Njgx-X?utm_source=shared-link&utm_medium=link&s=8911263

Mind Map Picture Below



Possible Selves/Possible Lives Reflection

Several themes emerged during analyzation of the career assessments. One noticeable theme was that all the top matched career areas were in aiding individuals within society. The top career areas matched to me were the same across all five career assessments. My highest scoring areas consistently were in Education and Teaching, followed by Healthcare/Science, and then alternately Government and Social Service or Science, Technology, Engineering, and Math (STEM) careers.

I am not surprised that I scored highly in career clusters that aid people. I usually spend a lot of my free time volunteering for organizations that assist children and needy or disenfranchised individuals. I grew up in a difficult environment with a poor home life and can relate on a personal level to daily struggles certain people endure. This has made me an empathetic individual who strives to do what I can to improve my part of the world.

Surviving a challenging childhood as the oldest child of a large family has also sharpened my leadership skills. That was an emergent theme within the identified clusters as well. My highest matching career cluster in all five assessments was in Education and Teaching. This is not surprising since Education and Teaching are important social roles emphasizing leadership and mentorship. What was surprising to me, however, was my highest matching job within the Education and Teaching cluster. While I had considered being a high school or middle school teacher, teaching college and adult courses had never entered my mind. Despite this, my highest matched career was as a university/college instructor or adult instructor.

I became intrigued about the possibility of becoming a college biology instructor and have several questions regarding this career choice. One question I have would be what kind of workday would a college instructor have? Another question would be “what is the biggest difference between teaching at a secondary school level versus teaching at a post-secondary school level?” Additionally, I wonder “what would be the most challenging aspect of this career?” I look forward to interviewing one of my professors and gaining a better insight into this career choice.

Action Plan Essay

When I think of my future, I see myself in front of a classroom of students. My future career field lies in teaching and my ultimate career goal is to become a college biology instructor. A college biology instructor teaches the basics of life science, such as cell and molecular components, to people of varying age groups. To become a college instructor, one must obtain a bachelor's degree in biology as well as a master's degree with at least 18 credit hours in the biology discipline. I chose this career field because there are too few women in the field of biology and I want to set an example for my daughters to follow. I want to show my daughters that their gender does not preclude them from traditionally male-dominated fields.

Three goals that I can work toward to help me reach my ultimate career goal would be to complete my associate degree, obtain a bachelor's degree, and obtain a teaching license. My first goal of completing my associate degree will help me reach my ultimate goal by marking a halfway point between my starting point and my bachelor's degree. It is the first two years of undergraduate work and serves as a reminder of how far I have come in my journey. I have applied for and been approved for graduation from Texarkana College this May. My second goal, obtaining a bachelor's degree, is a crucial step in furthering my career plans. To help me work towards this goal, I applied for admittance to Texas A&M University in the middle of March. I have also spoken to the TAMU-T transfer advisor and learned what classes I need to enroll in to complete my bachelor's degree. My third goal, obtain a teaching license, is very important to me. I know that I do not need a teaching license to teach at the college level. However, I also realize that college level teaching positions are very competitive and having teaching experience at a high school level will improve my chances of being hired as a college

level instructor. These goals meet the SMART standards because they are all specific, measurable, attainable, realistic, and timely.

There are several things to consider when thinking of this profession. One issue to contemplate is the job outlook. Will there be a job available in this career field when I am completed with my education? According to the Bureau of Labor Statistics, postsecondary instruction career fields are expected to rise 15% in the next ten years, which is much higher than the national average. Additionally, as of 2016, the Bureau of Labor Statistics claims \$75,430 per year as a median wage for the field of postsecondary instruction. This career field requires a minimum of a bachelor's degree as well as a master's degree. The Bureau of Labor Statistics also states that some of the growth in postsecondary education instructors may be in part-time professorship. That is another great reason to obtain a high school teaching license. Not only does the license give me the ability to gain teaching experience, but it serves as a back-up plan in the event that full-time college instruction is not available. However, according to the job search engine, Indeed.com, there are currently 430 open college biology instructor postings. I do not believe that I will have to move to find a position in my field. I live thirty miles from Texarkana, which houses two colleges, and am close to the colleges in Shreveport, Louisiana as well as other colleges.

I thought my Texarkana College biology instructor, Professor Storey, would be a wonderful resource to interview. One question I asked Professor Storey was what skills he felt required to use on a daily basis in his career. He replied that communication was key in his field. He required excellent communication both with his students as well as his colleagues. A second question I asked him was what he felt was the most enjoyable aspect of his job. He stated that he enjoyed meeting unique people and taking a challenging student and making them successful. I

also asked why he felt that people may leave this field for other work. He stated that biology pays more in government and energy sectors and that people who leave the field of college biology instruction usually do it due to stress and lack of pay. I asked him why he chose to teach biology at the college level instead of the high school level considering that many of the students are recent high school graduates. He stated that in high school instruction, teachers deal with the parents whereas in college instruction he deals with the students. He felt that it was less stressful when he did not have to deal with helicopter parents and the students were responsible for themselves. Lastly, I asked him about workplace morale in this profession. He stated that the morale was excellent and very positive. Additionally, he stated that his boss is also a friend and mentor and that his school as well as his department have wonderful leadership from the top down which makes his job much less stressful.

After doing my career inventories, mind map and mind map reflection, research and interview with a professional, I learned quite a bit about my career choice. One thing I learned is that my personality and interests fit this career choice. This is of benefit to me because it is something I know I will love doing and will look forward to the challenges inherit in it. Something else I learned was that contrary to what I believed, this field is growing faster than the national average. What this means for me is that when I complete my education goals, I have a high probability of finding a job within my field. I also learned through my interview that the professionals in this career do it because they genuinely enjoy their work. They make a difference everyday and their results are tangible. I am excited about the future prospect of a career in the post-secondary education field. I know it will be a lot of hard work and effort to reach that career, but it is goal worth reaching towards.

Works Cited

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Postsecondary Teachers, on the Internet at <https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm> (visited *March 08, 2018*).
<https://www.indeed.com/jobs?q=College+Biology+Instructor&l=Texas> (visited *March 08, 2018*).



Texarkana College
Degree Plan
2017 - 2018

Associate of Arts Degree
Major: General Studies

Bring in this degree plan
every time you meet with
an advisor for updating.

Expires in 5 years

Student Name Amanda Blake ID# _____ FA student _____ VA student _____

Student Signature Amanda Blake Date 3/22/18

Advisor's Name Kirby Fowler Advisor's Signature Kirby Fowler

Is remediation required? Yes No TSIA scores: _____ Reading _____ Math _____ Writing _____

Comments _____

TC Course TCCN	Required Courses Title	Credit Hours	Semester Course Completed	Grade	Comments
CORE COURSES – 42 Total Hours					
ENGL 1301	Composition I ¹	3			Expository Writing
ENGL 1302 OR ENGL 2311	Composition II ¹ OR Technical & Business Writing ¹	3	✓		
MATH xxxx	Any core course ²	3	✓		MATH 1332 is recommended
HIST 1301	United States History I ⁶	3	✓		
HIST 1302	United States History II ⁶	3	✓		
XXXX xxxx	Creative Arts Elective ⁵	3	✓		Transfer?
XXXX xxxx	Social & Behavioral Science ⁸	3	✓		
SPCH xxxx	Any core Speech ⁹	3	✓		
XXXX xxxx	Language, Philosophy, & Culture ⁴	3	✓		WORLD LIT? Transfer
GOVT 2305	Federal Government ⁷	3	✓		
GOVT 2306	Texas Government ⁷	3	✓		
XXXX xxxx	Life & Physical Sciences ³	3	✓		Must take corresponding lab
XXXX xxxx	Life & Physical Sciences ³	3	✓		Must take corresponding lab
EDUC/PSYC 1300	Learning Frameworks ⁹	3	✓		
TOTAL CORE HOURS 42					
ADDITIONAL COURSES FOR DEGREE – 18 Total Hours {continued on back}					
XXXX xxxx	Life & Physical Sciences Lab ¹⁰	1	✓		Must take corresponding lecture
XXXX xxxx	Life & Physical Sciences Lab ¹⁰	1	✓		Must take corresponding lecture
Choose 16 total hours	Elective (College level) ¹¹				
				✓	BCIS 1305 recommended as an Elective

{continued} Choose 16 total hours	Elective (College level) ¹¹					
TOTAL NON-CORE HOURS		18				
Total Credit Hours		60				

Many courses have pre-requisite or co-requisites and/or TSI requirements that must be met. Check course descriptions in the TC Catalog.

Explanation for Superscripts

1	Communication Block: Complete each of the following: ENGL 1301 and ENGL 1302 or 2311		2	Mathematics Block: Complete one of the following: MATH 1314, 1316, 1324, 1325, 1332, 1350, 1442, 2412, or 2413
3	Life & Physical Sciences Block: Complete two of the following: BIOL 1306, 1307, 1308, 1309, 1311, 1313, 1322, 2301, 2302, 2306, 2320, 2321; CHEM 1305, 1311, 1312, 1419; GEOL 1303; PHYS 1301, 1303, 1315, 2325		4	Language, Philosophy, & Culture Block: Complete one of the following: ENGL 2322, 2323, 2327, 2328, 2332, 2333, 2341; HIST 2321, 2322; PHIL 2306
5	Creative Arts Block: Complete one of the following: ARTS 1301; DRAM 1310, 2366; MUSI 1306		6	American History Block: Complete each of the following: HIST 1301 and 1302
7	Government/Political Science Block: Complete each of the following: GOVT 2305 and 2306		8	Social & Behavioral Sciences Block: Complete one of the following: COMM 1307; ECON 2301, 2302; GEOG 1303; PSYC 2301, 2308, 2314; SOCI 1301
9	Component Area Option Block: Complete the following: SPCH 1315 AND PSYC/EDUC 1300		10	Lab Science Course Choose a lab science course that corresponds to the Life & Physical Sciences courses you take: BIOL 1106, 1107, 1108, 1109, 1111, 1113, 2101, 2102, 2120, 2121; CHEM 1105, 1111, 1112; PHYS 1101, 1103, 1115, 2125
11	Elective Option: Choose any college level course		12	Degree Requirement This course is required for this particular degree

Students are advised to refer to the course descriptions for all courses identified in the degree plan to ensure they have completed the appropriate prerequisites.

Students planning to transfer to a four-year institution should check degree requirements of the college or university to which they plan to transfer.

Amanda Blake

Appreciative Advising Inventory

Kathy Fawle

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
1. I am committed to being a life-long learner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. I am committed to earning a degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. I attend all my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. College is preparing me for a better job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. I have a commitment to self-development and personal growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. I have a strong desire to get good grades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. At the present time, I am actively pursuing my academic goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. It is important to help others and I do so on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. When challenged, I stand up for my beliefs and convictions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. I take personal responsibility for my actions and decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. I have a strong desire to make something of my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. I'm good at planning ahead and making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13. I know and feel comfortable around people of different cultural, racial, and/or ethnic backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14. I believe in myself and my abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15. I have built positive relationships with my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16. I feel that I have control over many things that happen to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17. I feel good about being a college student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18. I feel positive about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. Right now I see myself as being pretty successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20. At this time, I am meeting the goals I have set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
21. If I should find myself in a difficult situation, I could think of many ways to get out of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
22. I can think of many ways to reach my current goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Adapted from *The Appreciative Advising Revolution* © 2008 by Bloom, J.L., Hutson, B.L., & He, Y.

I choose my path.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
23. I feel that my family supports my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24. I feel loved by my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
25. I value my parents' ^{in laws} advice.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. I know at least 3 people who work at my university that I can go to for advice and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
27. It is important that I not let my professors or teachers down.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
28. I participate in community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
29. Someone outside my family supports my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30. My parents' ^{in laws} support my educational pursuits.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. My close friends support my educational pursuits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32. My university is a caring, encouraging place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
33. I feel valued and appreciated by my fellow students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
34. I have at least 2 adults in my life that model positive, responsible behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
35. My best friends model responsible behavior. They are a good influence on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
36. I participate in activities on campus.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. It is important for me to consider social expectations while making decisions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I seek the opinions of my family when faced with major decisions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I seek the opinions of my friends when faced with major decisions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The values of my institution are consistent with my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
41. I am working hard to be successful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
42. I have good time management skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
43. I turn in all my assignments on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
44. I successfully balance my academic pursuits with my personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Biology 7-12 Life Sciences Certification

Teacher Preparation Program Admission Requirements

Apply 3rd Year, 1st Semester

1. Application to Teacher Prep Program via TK20 in September or February
2. GPA requirement of 2.8 cumulative
3. Completion of [ED 311](#), [ED 321](#) and [SPED 410](#) with grade C or above
4. Completion of 15 hours in Content Area with no grade below C
5. THEA IBT scores of Reading 240, Math 230, Writing 220

Biology w/ 7-12 Life Sciences Teacher Certification Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

⁶ Satisfies core curriculum

⁷ May satisfy core curriculum in Component Area Option

⁸ Requires Admission to Teacher Prep Program

⁹ Requires successful placement interview with a partnership public school district

¹⁰ Requires passing all TExES exams

Major Requirements		
<u>General Education Requirements</u>		
BIOL 1306	Biology for Science Majors I ⁶	3
BIOL 1106	Biology for Science Majors I Lab ⁷	1
BIOL 1307	Biology for Science Majors II ⁶	3
BIOL 1107	Biology for Science Majors II Lab ⁷	1
Approved LD Biology Electives		
CHEM 1311	General Chemistry I	3
CHEM 1111	General Chemistry I (Lab)	1
CHEM 1312	General Chemistry II	3
CHEM 1112	General Chemistry II (Lab)	1
BIOL 307	General Ecology	3
BIOL 308	Invertebrate Zoology	3
BIOL 310	Genetics	4
BIOL 402	Cell and Molecular Biology	4
BIOL 466	Evolutionary Biology	3

<u>BIOL 481</u>	Seminar in Biology	3
UD Biology Electives		9
Other Requirements		
<u>ITED 350</u>	Technologies for Instruction, Learning, and Communication	3
<u>RDG 343</u>	Reading Beyond the Primary Grades	3
<u>MATH 2412</u>	Pre-Calculus ⁶	4
<u>MATH 1342</u>	Elementary Statistical Methods	3
Professional Development		
<u>ED 311</u>	Growth and Development for EC to Grade 12 (EL)	3
<u>ED 321</u>	Foundations of Education (EL)	3
<u>ED 435</u>	Secondary Content Pedagogy ⁸	3
<u>SPED 410</u>	Introduction to Individual with Exceptionalities ⁸	3
Block 1		
<u>ED 331</u>	Classroom and Behavior Management ⁹	3
<u>ED 495</u>	Block 1 - Co-Teaching Practicum for Certification Candidates (EL) ⁹	3
Block 2		
<u>ED 496</u>	Block 2 - Co-Teaching Practicum for Certification Candidates (EL) ¹⁰	3
<u>SPED 418</u>	Research, Trends, and Issues in Education ¹⁰	3
Minimum grade of "C" required in all Major, ED, SPED and Professional Development courses		
Electives (as needed to satisfy minimum degree requirements including 54 semester credits of upper division)		
Minimum Hours for Degree		120

Note: A minimum of 54 upper division hours (300 and 400 level courses) are required for this degree.

Resident credit totaling 25% of the hours is required for the degree. A minimum GPA of 2.0 is required in three areas for graduation: Overall GPA, Institutional GPA, and Major GPA.



Transfer Admission Requirements

Transfer applicants must be eligible to enroll at all colleges or universities previously attended. In order to be considered for admission at Texas A&M University-Texarkana, you must meet the following admission requirements:

- 30 or more transferable credit hours and;
- 2.0 grade point average (GPA) or higher

Transfer applicants who have fewer than 30 transferable credit hours will need to meet the Freshman Admission requirements. We encourage applicants who do not meet the admission requirements above to attend or continue at your current community college to boost transfer GPA.

Application for Admission

[Apply Online](#)

\$30 application fee

- This fee is non-refundable
- If paying by check or money order, make payable to Texas A&M University – Texarkana; include your (student's) full name, application term, and ID number

Official college transcripts

- You must submit official transcripts from ALL colleges and universities attended.
- An official transcript bears the original signature of a school official and/or an official school seal.
- Must be received in a sealed envelope either from the issuing institution or hand delivered and/or electronically via SPEEDE, eScript-SAFE, Parchment, or National Student Clearing House.

Emailed transcripts will not be accepted as an official document..

Please note that unofficial transcripts will not be accepted.

Additional items

(if applicable)

- Military transcript(s)

- Some of the courses taken while serving in the military may be applicable to certain degree plans.

- Proof of credit awarded by examination
- Submit proof of credit earned through Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate Diploma (IBD), or other.

Apply Now!

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AccorCareer Inventory Results

Directions: For each career interest survey, write a brief summary of your results.

Holland Code Assessment	According to the Holland Code, I am I.C. My highest scores were in investigative and conventional meaning I am more analytical and scientific oriented. I also prefer well stability orderly environments.
Career Clusters Inventory	According to the Career Clusters, my highest scores were in health science and human services, such as working in a school.
Which Fruit are You?	

	<p>I am considered a melon. My natural abilities include analyzing ideas, finding solutions, and debating points of view. I also prefer to follow traditional methods.</p>
<p>Career Link</p> <p>Inventory (online)</p>	<p>According to the Career link, I scored highest in health sciences and social sciences, particularly high school and college education instruction.</p>
<p>Career Cluster</p> <p>Inventory (online)</p>	<p>According to the Career Cluster Interest Survey, I scored the highest in human services and in health sciences. The suggestion was that I could work in a career where I diagnose and treat injuries and disease as a physician. I</p>

	could equally work as an educator helping individuals meet their personal needs.
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amanda blake
114 CR 4916 Bloomburg, TX 75556
910-709-0993 | amanda.blake33353@gmail.com

Work Experience

United States Army Family Readiness Group Leader	Mannheim, Germany July 2006 - September 2009
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- Acts as unit FRG spokesperson for communicating family members' concerns and ideas to the military unit commander.
- Planning and coordinating fundraisers, events, meetings
- Planning and coordinating family team building activities
- Recruit new volunteers and welcome new families to military unit
- Ensures that all phone tree records are kept up-to-date
- Responsible for seeing that copies of all correspondence, minutes, agendas, financial records etc. are kept in FRG binder and unit Family Readiness Binders
- Prepares meeting agendas, facilitates meetings, oversees the production and distribution of the FRG newsletter and is responsible for preparing reports submitted to State Family Program Director (SFPD)
- Provides overall leadership for the FRG
- Consult with supervisor concerning programs for individual families.
- Submit reports and review reports or problems with superior.
- Visit individuals in homes or attend group meetings to provide information on agency services, requirements, or procedures.
- Provide information or refer individuals to public or private agencies or community services for assistance.
- Keep records or prepare reports for owner or management concerning visits with clients.

Atlanta Girls Softball Association Treasurer	Atlanta, TX February 2017 - Present
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- Develop and maintain relationships with banking, insurance, and nonorganizational accounting personnel to facilitate financial activities.
- Delegate authority for the receipt, disbursement, banking, protection, and custody of funds, securities, and financial instruments.
- Receive, record, and authorize requests for disbursements in accordance with company policies and procedures.
- Monitor financial activities and details, such as cash flow and reserve levels, to ensure that all legal and regulatory requirements are met.
- Evaluate needs for procurement of funds and investment of surpluses and make appropriate recommendations.

- Advise management on short-term and long-term financial objectives, policies, and actions.
- Analyze the financial details of past, present, and expected operations to identify development opportunities and areas where improvement is needed.
- Prepare or direct preparation of financial statements, business activity reports, financial position forecasts, annual budgets, or reports required by regulatory agencies.
- Develop internal control policies, guidelines, and procedures for activities such as budget administration, cash and credit management, and accounting.
- Coordinate and direct the financial planning, budgeting, procurement, or investment activities of all or part of an organization.
- Supervise employees performing financial reporting, accounting, billing, collections, payroll, and budgeting duties.

Education

Texas High School

Honors, High School (3.89 GPA)

Texarkana, TX

August 1996 - May 1999

Texarkana Community College

General Studies, Associate (3.6 GPA)

Texarkana, TX

August 2017 - May 2018

Skills

- Reliability
- Budgeting
- Cardiopulmonary Resuscitation
- Time Management
- Microsoft Excel
- Training And Development
- Accounting
- Microsoft Office
- Composites
- Quantum