We’re Hiring Forward Thinkers

LOOKING TO TRANSFORM TOMORROW, TODAY

Leidos is hiring forward thinkers. We’re a company with over 40 years of elevating careers and solving national security, health, and infrastructure problems in ways no one else can. We’re on the cutting edge of cyber network protection, taking on cancer at a genetic level and re-engineering America’s critical infrastructure. Leidos offers internships and is currently seeking problem solvers for entry-level positions in:

- Computer Science
- Computer Engineering
- Electrical Engineering
- Cybersecurity
- Mechanical Engineering
- Aerospace Engineering
- Systems Engineering
- Biological Sciences
- Civil Engineering
- Business

Help tackle the biggest problems in national security, health and infrastructure today, to transform the world tomorrow and make the world a better place for generations to come.

Apply today.
jobs.leidos.com

TRITON GUIDE DESIGNED BY:
Career Advisors - Jered Lish & Roxanne Farkas
Arts and Humanities Student Intern - Althea Escalante

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UC San Diego's | 12 Career Readiness Competencies

These are 12 UC San Diego identified career readiness competencies students should aspire to possess by the time they graduate. Employers are looking to hire college students and recent graduates who know how to use their talents, strengths, and interests. Master these Career Readiness Competencies and you will be prepared for a successful transition into the workplace. These competencies also fully align with the National Association of Colleges & Employers (NACE) national standards.

TRITON TIP:

Not sure what to say? Fill this out and practice your pitch with us!

| 1. Hi, my NAME is... |
| 2. My BIG GOAL is... |
| 3. My EDUCATIONAL BACKGROUND includes... |
| 4. Some RELEVANT CLASSES I've taken include... |
| 5. My KEY SKILLS and QUALIFICATIONS include... |
| 6. Some of my RECENT ACCOMPLISHMENTS are... |
| 7. One thing that makes me UNIQUE is... |

1. Use these prompts to help you develop a compelling and quick summary of your skill sets that you can share with a decision maker.
2. Share things the person you’re pitching to can easily remember and find interesting.
3. Your pitch should help you engage the listener in a conversation, so don’t talk too much about yourself and use your pitch to help lead into a question about the person or company.
WOOFOUND & MBTI | Personality and YOU

TRITON TIP:
Take a free personality/career assessment at: ucsd.woofound.me

Login to your Port Triton account to take the MBTI to learn more about your personality and career options.

Cost is: $35.00

Self reflect on the results of your personality assessment and write down your responses to the prompts below.


How do you communicate? What's your style? What feels comfortable? How do you need support? What communication styles stress you out?

2. Based on personality preferences, what career ideas seem to be developing?

3. Using WOOFOUND, what are the salary, KSAs, and job search tools you should know?

Key take aways?:

1. What was your MBTI reported type &/OR your WOOFOUND personality type?

What were some key take aways learned?:
What Are Your Strengths?

Clifton StrengthsFinder® THEMES

ACHIEVER®
People exceptionally talented in the Achiever theme work hard and possess a great deal of stamina. They take immense satisfaction in being busy and productive.

ACTIVATOR®
People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.

ADAPTABILITY®
People exceptionally talented in the Adaptability theme prefer to go with the flow. They tend to be “now” people who take things as they come and discover the future one day at a time.

ANALYTICAL®
People exceptionally talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.

ARRANGER®
People exceptionally talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to determine how all of the pieces and resources can be arranged for maximum productivity.

BELIEF®
People exceptionally talented in the Belief theme have certain core values that are unchanging. They derive satisfaction from staying true to these values.

COMMAND®
People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.

COMMUNICATION®
People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

COMPETITION®
People exceptionally talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.

CONNECTEDNESS®
People exceptionally talented in the Connectedness theme have faith in the links among all things. They believe there are few coincidences and that almost every event has meaning.

CONSISTENCY®
People exceptionally talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone with equality by setting up clear rules and adhering to them.

CONTEXT®
People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.

DELIBERATIVE®
People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.

DEVELOPER®
People exceptionally talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from evidence of progress.

DISCIPLINE®
People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by researching its history.

EMPATHY®
People exceptionally talented in the Empathy theme can sense other people’s feelings by imagining themselves in others’ lives or situations.

FOCUS®
People exceptionally talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

FUTURISTIC®
People exceptionally talented in the Futuristic theme are inspired by the future and what could be. They energize others with their visions of the future.

HARMONY®
People exceptionally talented in the Harmony theme look for consensus. They don’t enjoy conflict, rather, they seek areas of agreement.

IDEATION®
People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.

INCLUDER®
People exceptionally talented in the Includer theme accept others. They show awareness of those who feel left out and make an effort to include them.

INDIVIDUALIZATION®
People exceptionally talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how different people can work together productively.

INPUT®
People exceptionally talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.

INTELLIGENCE®
People exceptionally talented in the Intelligence theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.

LEARNER®
People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. They process the learning, rather than the outcome, excites them.

MAXIMIZER®
People exceptionally talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.

POSITIVITY®
People especially talented in the Positivity theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.

RELATOR®
People exceptionally talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.

RESPONSIBILITY®
People exceptionally talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.

RESTORATIVE®
People exceptionally talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.

SELF-ASSURANCE®
People exceptionally talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.

SIGNIFICANCE®
People exceptionally talented in the Significance theme want to be very important in others’ eyes. They are independent and want to be recognized.

STRATEGIC®
People exceptionally talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.

WOO®
People exceptionally talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with someone.
How Do You Apply Your Strengths?

Using the Clifton’s StrengthsFinder, discover what your strengths are and how they show up in each domain area.

1. Which domain is most dominant for you?
2. In which domain are you least dominant?
3. Are your colleagues/faculty/peers aware of your talents and strengths in this domain? If so, how?
4. Have you been "blind" to any of your less dominant domains? If so, how?

What Are Your Strengths?

How do your strengths show up in each area below?

**EXECUTING**
- Achiever
- Arranger
- Belief
- Consistency
- Deliberative
- Discipline
- Focus
- Responsibility
- Restorative

**INFLUENCING**
- Activator
- Command
- Communication
- Competition
- Maximizer
- Self-Assurance
- Significance
- Woo

**RELATIONSHIP BUILDING**
- Adaptable
- Connectedness
- Developer
- Empathy
- Harmony
- Includer
- Individualization
- Positivity
- Relator

**STRATEGIC THINKING**
- Analytical
- Context
- Futuristic
- Ideation
- Input
- Intellection
- Learner
- Strategic

1. Which domain is most dominant for you?
2. In which domain are you least dominant?
3. Are your colleagues/faculty/peers aware of your talents and strengths in this domain? If so, how?
4. Have you been "blind" to any of your less dominant domains? If so, how?
# Are You Career Ready?

## 1. Career Management

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Developing</th>
<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next steps in the career development process are still being determined.</td>
<td>Next steps are known but the details are not.</td>
<td>Can describe at least one thing that I plan to do to advance myself towards my career goal with SMART goals known.</td>
<td>Can describe 1 to 3 things I have accomplished and/or completed toward achieving my goals.</td>
</tr>
</tbody>
</table>

## 2. Professional Objective

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Developing</th>
<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can list a professional objective.</td>
<td>Can list at least one job title I am interested in.</td>
<td>Can list 1-2 professional objectives and have a basic understanding of how my interests/skills/talents are a good fit for my desired career of choice.</td>
<td>Can list 1-2 careers and demonstrate reflection on how to match my interests, skills, personality and/or values to the industry of choice.</td>
</tr>
</tbody>
</table>

## 3. Experience

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Developing</th>
<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not able to identify any past or current skill building experiences.</td>
<td>Have completed 1-2 internships, job search strategies and demonstrate understanding of the job search process.</td>
<td>Can describe multiple internships/job search strategies and demonstrate understanding of the job search process.</td>
<td>Can introduce and describe some professional goals, interests and values.</td>
</tr>
</tbody>
</table>

## 4. Professional Portfolio

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Developing</th>
<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have not yet developed effective marketing materials (resume, cover letter, LinkedIn, Portfolium, etc.)</td>
<td>Have developed marketing materials and have had them reviewed by career advisor, career peer, faculty, staff, or mentors</td>
<td>I am able to introduce and integrate resume/cover letter &amp; electronic documents as unified marketing suite.</td>
<td>Have completed well defined career tool kit.</td>
</tr>
</tbody>
</table>

## 5. Negotiation

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Developing</th>
<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to state 1-2 resources on how to research benchmark salaries for the desired position</td>
<td>Able to articulate skills valued and gained to the employer</td>
<td>Able to advocate for standard salary and basic compensation needs.</td>
<td>Able to communicate a desired salary range along with negotiable factors—vacation, flexible schedule, transportation, housing subsidy, wardrobe allowance, title, etc.</td>
</tr>
</tbody>
</table>

## 6. Networking

<table>
<thead>
<tr>
<th>Exploring</th>
<th>Developing</th>
<th>Advancing</th>
<th>Mastering</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 second elevator pitch still needs to be developed</td>
<td>Can introduce and describe professional goals, interests and value, but cannot make an effective connection with the field of interest position/employer or graduate school.</td>
<td>Demonstrate reflection while introducing self and describing professional goals, interests, and values while making a connection with the field of position, employer.</td>
<td>Can introduce and describe professional goals, interests and value, but cannot make an effective connection with the field of interest position/employer or graduate school.</td>
</tr>
</tbody>
</table>
SUMMARY OF QUALIFICATIONS
Experience reviewing, analyzing and presenting case projects through auditing, cost accounting, and forensic accounting classes. Have a strong background in research and analysis developed through work experience and coursework. Work effectively within a team as well as independently with minimal supervision. Proven leadership and public speaking abilities through student organization and work experience.

Your Name [Name] 18  32  male  legal
Address | Phone | student@ucsd.edu | LinkedIn | Facebook [Facebook]

RELEVANT EXPERIENCE
Operations Assistant, Caywood-Scholl Capital Management, San Diego, CA (9/xx-present)

LEADERSHIP EXPERIENCE
President/Founder, Undergraduate Accounting Society, UC San Diego, CA (3/xx-1/xx)

EDUCATION
University of California San Diego Anticipated  June 20xx
Bachelor of Science in Management Science, GPA 3.5+

RECOMMENDATIONS
Identify keywords from job description
Use keywords from job description to build bullet points
Include numbers, event details and outcomes
Make sure to match appropriate present and past tenses

Arrange sections and bullet points based on how important they are to the employer

Use reverse chronological order within sections such as work experience
Maintain formatting consistency from top of the page to the bottom

Don't include an objective, it is not needed

Avoid personal pronouns
For more examples of resume/ cv formats go to:

CAREERTOOLS.ucsd.EDU

Resume Instructions
• Highlight a strong GPA (3.0 or better).
• Highlight coursework that is relevant to the job you are seeking.
• Review the job description to identify skills that are relevant to the position you are seeking.
• Present your accomplishments in the experience section by adding a result or outcome to your task.
• List a few “Memberships” and “Activities,” especially if they are relevant to the position.

Resume Instructions
• Highlight a strong GPA (3.0 or better).
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• Present your accomplishments in the experience section by adding a result or outcome to your task.
• List a few “Memberships” and “Activities,” especially if they are relevant to the position.
January 1, 20xx
Ms. Jane Doe
Senior Associate
Smith & Associates Accounting Group
123 Barbary Lane
San Francisco, CA 94105

Dear Ms. Doe:

I am submitting my resume in consideration for the Tax Intern position with Smith & Associates Accounting Group, as advertised on the UCSD Career Services Center website. Given my background in accounting and extensive leadership experience, I believe this position is a strong match for my skills and career interests.

I developed a keen interest in public accounting while working toward an undergraduate minor in accounting at Rady School of Management. Specifically, my class in Intermediate Accounting allowed me to develop a solid foundation preparing and interpreting accounting information under both RASB and IASB guidelines. As a result, I will be ready to sit for the CPA exam upon graduation. In addition to my academic training, I bring to the position strong interpersonal, communication and leadership skills. My experience as President of the Undergraduate Accounting Society has provided me with the opportunity to successfully lead an organization of more than 100 students, while managing all operations of the organization. Combined with the extensive analytical skills that I developed as the Operations Assistant and Trading Intern, these qualifications make me well-suited to work for Smith & Associates Accounting Group.

As a proven leader, team player and problem-solver, I feel my skills and experience make me an ideal candidate for the Tax Internship position. I would welcome the opportunity to interview for the position, and hope to hear from you soon. Thank you for your time and consideration.

Sincerely,

[Your Name]
**Portfolium**

Portfolium is a great online resource that brings your resume to life and is a part of the Engaged Learning Tools suite. Showcase your experiences in an interactive online platform that allows employers and graduate schools to learn about the experiences and competencies you’ve gained while at UC San Diego.

Create your Portfolium today at myportfolium.ucsd.edu

**TRITON TIP:** To learn more about Engaged Learning Tools visit: www.ucsd.edu/engagedlearning

1. **A TOOL** for the journey

   - **CAMPUS INVOLVEMENT** Joining clubs, finding inspiration, making connections, completing co-curricular transcripts.
   - **SEEKING INTERNSHIPS** Following companies, applying to internships, attending career fairs.
   - **SEEKING CAREER/JOB SEARCH** Interviewing, letters of recommendation, attending career fairs.
   - **GIVING BACK** Staying connected, donating to schools, projects, departments.

2. **THINGS** to get you started...

   1. **Identify** classroom projects, leadership experiences, internships, volunteer experiences and/or research opportunities to upload to your Portfolium account.

   2. **Check out the jobs/internships pages** and submit your resume and Portfolium projects to the company you’re interested in interviewing with.

   3. **Applying to graduate school?** Share your Portfolium entries with the people writing your letters of recommendation so they can learn more about your accomplishments/experiences at UC San Diego.

   4. **Merge** your Portfolium account with your LinkedIn account. Additionally, include your Portfolium unique URL in your resume and cover letter. Feel free to also include it in an email signature so all people can view the great projects you’ve completed.

**What to include in your social media marketing profiles?**

**SCHOOL & PROFESSIONAL WORK**

- Class assignments, research/group projects
- Work samples from jobs or internships (non proprietary)
- Evidence of technical skills
- Evidence of soft skills
- Workshops/seminars/conferences
- Academic honors, degrees, certifications, certificates, licenses

**INTERESTS, ACTIVITIES, VOLUNTEER**

- Nonprofit/charity work & travel experiences
- Photos from events you’ve coordinated
- Special training or independent
- Self taught learning
- Learning of a new skill or language

**ADD MORE DETAILS**

- Tagged Teammates—Be a team player and tag collaborators, groupmates & friends you worked on a project with.

- Skills/Clickable Credentials—Allow employers to easily click into the skills you’ve listed in your entries & access instant proof of your talent!

- Hashtags—Use hashtags as to describe your portfolio entries & make them easily searchable!

**HOW TO MAKE AN ENTRY**

- **Title**—give your work a name.

- **Category**—categorize your entry to make it searchable to employers (e.g. “Social Sciences”).

- **Description**—explain your thought process; demonstrate your problem solving skills.

- **Visuals**—add photos, videos, etc.

   Upload work samples in multiple formats and stored on other platforms

**MARKETING SOCIAL MEDIA**

- Include your Portfolium projects in your LinkedIn accounts

- Add Portfolium to your Resume

- Add Portfolium to your email signature

- Add Portfolium URL to Cover Letters
Top 10 Interview Best Practices

1. Research the company and review the job description before the interview.
2. Identify your top skills and experiences relevant to the position.
3. Complete a practice/mock interview prior to the actual interview.
5. Bring copies of your resume/references to the interview.
6. Arrive 10-15 minutes before the interview, turn off cell phone, go alone.
7. Be specific and provide examples in your responses.
8. Ask 2-3 questions when they ask for questions at the end.
9. Collect business cards of the individual(s) who interviewed you.
10. Send a thank you note within 24 hours of the interview.

Top 4 Things to Do w/Big Interview

1. Go over the written and video curriculum to learn best practices in interviewing.
   INSTRUCTIONS: go to learn ---> click on either written or video curriculum ---> watch or read the materials in the library.

2. Record yourself answering questions.
   INSTRUCTIONS: go to practice ---> practice interview ---> pick your categories ---> click allow camera ---> press record ---> press stop ---> press save.

3. Try out the interview roulette and see if you're able to answer all of the big interview questions with ease.
   INSTRUCTIONS: go to practice ---> press the interview roulette button ---> press record ---> conduct interview ---> press save.

4. Send and share your recorded videos for feedback with family, friends, faculty, staff & mentors.
   INSTRUCTIONS: go to my tools ---> press my videos ---> click the videos you want to share by click the box next to the icon ---> press the share button at bottom of page ---> put in the email addresses of people you want to share ---> press send.

Using the C.A.R. Method for Interviewing

Employers use behavioral based questions to screen job candidates in interviews. The premise is that the most accurate predictor of future performance and competencies is past experience in similar situations. When responding to behavioral based interviews use the C.A.R. method: CHALLENGE, ACTION, RESULT.

1. CHALLENGE
   Describe the initial challenge that you solved and/or planned to overcome.
   "Tell me about a time that you used teamwork to solve a problem" —
   C | "Our student organization didn’t have enough funds to coordinate an ice cream social to welcome new members to UC San Diego."

2. ACTION
   Describe the action or steps taken to solve the problem. Focus on what you did specifically.
   Here’s a response to a typical interview question: "Tell me about a time that you used teamwork to solve a problem" —
   A | "Rather than give up, I coordinated a brainstorming session to identify potential funding sources. We decided to collaborate with other student organizations, contact local businesses for donations, and reached out to alumni members via LinkedIn."

3. RESULT
   What was the outcome? Benefits? What did you learn? Did you gain any insights?
   Here’s a response to a typical interview question: "Tell me about a time that you used teamwork to solve a problem" —
   R | "With collaboration, I was able to secure funds to pay for the ice cream social while incorporating alumni networking to make it more rewarding. As a result, new members felt welcomed and motivated to join our organizations."

TRITON TIP:
Visit UCSD Big Interview at: ucsd.biginterview.com
1. Before the Interview

**Do Your Research**
Do initial research to gain a basic understanding of the occupation or field.

**Target a Professional**
Start with friends, family, Career Services Center Staff, professors & AAN. Use LinkedIn, AAN, and professional associations to connect with alumni or others in the industry.

**Contact**
Request an appointment via phone/email. Be specific with your request and flexible with your availability. Respond promptly and stick to agreed meeting date.

**Prepare & Impress**
Confirm appointment, dress appropriately, know where you’re supposed to be, and show up on time. Have questions ready and take light notes. Thank them for their time and send a thank you note or email within 24-48 hours.

2. During the Interview (Take Notes)

**Introduce Yourself** (What’s your intro?)

**Share Purpose** (Why did you contact them?)

**Ask Questions** (What do you hope to learn from them?)

**Thank the Person** (Why are you appreciative?)

3. Who did you contact? What did you learn & what are your next action steps?

Name | Organization | Contact Info | Date

Questions to Ask...

How would you describe a typical day or week in your role? What key strengths, skills, and abilities do you use to succeed in your position?

What experiences are most helpful for successful preparation for (or transition into) this field or position?

What are the rewards and challenges of this position?

What are the key trends, issues, opportunities and challenges you see?

What are the most important things I should consider as I learn more about this field?

What other resources or people should I connect with or learn more about?

Would you be willing to refer me to other people willing to help me in my research and exploration process?
**TRITON TIP:** Either check out [careertools.ucsd.edu](http://careertools.ucsd.edu) OR [internships.ucsd.edu](http://internships.ucsd.edu) for more information on the topic of job search engines.

---

### W O M E N

| **HAIR** | Neat, professional hairstyle with hair out of your face |
| **S U I T S** | The standard job interviewing attire for women is a dark navy, black or gray panted/skirted wool blend suit |
| **B L O U S E S** | Blouses should be cotton or silk and should be white or some other light color |
| **P A N T S / S K I R T S** | The pant leg bottom in the front should touch the front of the shoe and angle towards the back of the shoe to fall just above the heel. Skirt length should be a little below the knee and never shorter than above the knee |
| **S H O E S / H O S I E R Y** | Clean and polished dress shoes with closed toes and a conservative heel. Panty hose should be flawless (no runs) and conservative in color |
| **M A K E U P & J E W E L R Y** | Make-up should be minimal, with lipstick and nail polish in conservative tones. Minimize use of colognes or perfumes |

### M E N

| **H A I R** | Get a haircut; short hair always fares best in interviews. Your facial hair should be neatly trimmed |
| **S U I T S** | The standard job interviewing attire for men is a dark navy or gray two-piece natural fiber, wool blend suit |
| **T I E** | Your tie should be darker than your shirt with a conservative pattern and should not extend below the belt |
| **S H I R T** | Choose a good fit, neatly pressed button down, long-sleeved shirt (white is best, pastel is next best). Don't forget to wear an undershirt |
| **J A C K E T** | The sleeves should taper gradually ending just over the wrist so the shirt cuff extends about 1/2 inch beyond the jacket sleeve |
| **P A N T S** | The pant leg bottom in the front should touch the front of the shoe and angle towards the back of the shoe to fall just above the heel |
| **S H O E S & S O C K S** | Clean and polished dress shoes are recommended. Wear with dark colored socks over the calf |
Applying to Graduate School

Visit the Career Services Center to explore career goals and preparation for graduate and professional school.

Research and develop a list of potential graduate programs. Consider the following:

- Curriculum and degree requirements
- Faculty and staff advising and support
- Research, teaching, and internship opportunities
- Funding opportunities and financial support
- Geographic location and size
- Programs, resources, and facilities within the program but also at the university in general

Research appropriate resources (LSAC, AAMC, ADA, AACP, MBA.com, nursingworld.org, etc). Meet with professors and other professionals in the field that interests you to learn more about the field and possible recommendations for programs.

Consider volunteering, involvement in organizations, shadowing professionals, internships, part-time work experience, or research opportunities.

Create your resume—develop it as your experience and academic career progresses.

Collect Letters of Recommendation as you network and work with professors, professionals and mentors.

Open an interfolio.com account if appropriate for type of graduate/professional program (optional).

Prepare and take appropriate standardized exams for admission into graduate or professional program (i.e. GRE, LSAT, GMAT, MCAT, DAT, VACT, DAT, AHAPT, etc.).

Research application deadlines and required material for each program.

General application material for most graduate and professional programs (check each program for specifics as not all will apply):

- Online application form
- Statement of Purpose or Personal Statement (see CSC resources for difference)
- Letters of recommendation (2-3 depending on program)
- Writing sample (for PhD programs and some masters programs)
- Official transcripts from all higher education institution attended
- Official scores from standardized exams (i.e. GRE, LSAT, GMAT, MCAT, DAT, VACT, DAT, AHAPT, etc.)
- Interview (mostly for professional programs such as medical school and business school)
  - Use Big Interview (https://ucsd.biginterview.com) and/or One Button Studio (https://students.ucsd.edu/academics/experiential-learning/communication-leadership/onebuttonstudio/)
- Resume
- Supplemental or optional application material (depends on program, not all have supplemental)
- Application fee(s)

NOTE: Law school applicants apply through LSAC but must also check specific programs for additional information. Pre-health applicants complete and submit your application via the appropriate application service (i.e. AMCAS, AACOMAS, CASPA, PHARMCAS, etc.).

Apply for the FAFSA and financial aid available through program; assistantships, fellowships, scholarships, etc.

SAMPLE TIMELINE

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>SUMMER 2</th>
<th>YEAR 3</th>
<th>SUMMER 4</th>
<th>POSTBAC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire introductory knowledge in the field</td>
<td>Refine background knowledge in the field</td>
<td>Choose a major</td>
<td>Take required prerequisite courses for the field</td>
<td>Consider departmental core/ honors track or research opportunities</td>
</tr>
<tr>
<td>Build relationships with faculty members as well as professionals outside of academia</td>
<td>Get involved in volunteer work or community service</td>
<td>Serve as leadership role</td>
<td>Work with professionals in the field</td>
<td>Go on internships or research experiences</td>
</tr>
</tbody>
</table>

What to do during a “gap” year:

- Obtain a paid internship or research experience
- Become involved in an in-depth service commitment
- Pay down credit card and/or undergrad debt
- Learn a new culture or language
- Complete supplementary application materials
- Interview or take campus tours at schools you applied

Consider volunteering, involvement in organizations, shadowing professionals, internships, part-time work experience, or research opportunities.

What mentors do I have available? How do I feel about their perspectives and advice?

What are the different kinds of programs in my field and which will most benefit my goals?

Write down your thoughts below...

1. Goal Setting

   Do you have a clear purpose & goal(s) for attending graduate school?

   What are my long & short term goals?

   What is necessary for me to achieve these goals?

   How will a graduate degree add or advance my career path?

2. Self-Reflection

   What are your values, interests, & priorities for your career and life?

   What kind of work do I find meaningful?

   What skills or tools do I already have?

   Do I need to enlarge or enhance these skills?

3. Research Options

   What are the time and money investments to take on a graduate or professional degree?

   How will those affect me? What about the opportunity costs? Costs of one decision over another?

   Do I see myself succeeding in a graduate or professional program?

   What can I do without a graduate or professional degree?
Why health? Is a career in healthcare right for me?

1. **WHAT** kind of healthcare do I want to provide?

   (Treat and diagnose, rehabilitate a patient, help with fine motor skills, comfort patients?)
   - [www.explorehealthcareers.org](http://www.explorehealthcareers.org)

2. **WHERE** do I want to provide this healthcare and am I comfortable with this setting?

   (In a hospital, public health clinic, pharmacy, ER, general practice office, nursing home. Can I handle the sight of blood, injuries, and trauma?)

3. **DO I HAVE A STRONG SCIENTIFIC APITUDE?** HOW comfortable am I with the hard sciences?

   - Biology and lab
   - General Chemistry and lab
   - Organic Chemistry and lab
   - Physics and lab
   - Calculus and statistics
   - English

4. **WHAT LIFESTYLE** do I envision for myself?

   (Do I want to be on-call, deal with medical emergencies, and work 80+ hours/week? Would I prefer a more balanced lifestyle? How well do I manage stress?)

---

**MCAT**

- Required for:
  - Allopathic Medicine
  - Osteopathic Medicine
  - Podiatric Medicine
- Administered by: AAMC

**DAT**

- Required for:
  - Dentistry
- Administered by: ADA

**TEAS**

- Required for:
  - Nursing (BSN)
- Administered by: ASCC

**PCAT**

- Required for:
  - Pharmacy
- Administered by: Pearson Education

**GRE**

- Required for:
  - Veterinary Medicine
  - Physician’s Assistant
  - Nursing (MSN)
  - Physical Therapy
  - Occupational Therapy
  - And most graduate school programs
- Administered by: Educational Testing Service

**GMAT**

- Required for:
  - MBA and business programs
- No specific classes required but statistics and economics can be helpful.

**LSAT**

- Required for:
  - Law School
- Administered by: AAMC

---

**DAT**

- Required for:
  - Optometry
- Administered by: AAO

**PCAT**

- Required for:
  - Pharmacy
- Administered by: Pearson Education

**GRE**

- Required for:
  - Veterinary Medicine
  - Physician’s Assistant
  - Nursing (MSN)
  - Physical Therapy
  - Occupational Therapy
  - And most graduate school programs
- Administered by: Educational Testing Service

**GMAT**

- Required for:
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- Administered by: AAMC
### Getting Into the Health Professions Timeline

<table>
<thead>
<tr>
<th>1ST YEAR</th>
<th>2ND YEAR</th>
<th>3RD YEAR</th>
<th>4TH YEAR</th>
<th>GAP YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Consider organization</td>
<td>- Investigate majors (one that is challenging and appealing)</td>
<td>- AP credit (if you have AP credit)</td>
<td>- Hyper division science courses like Biochem or Physiology - consider taking to improve GPA if needed</td>
<td>- Interview prep</td>
</tr>
<tr>
<td>- Math 1A/2A or 3A B to Calc 1 (1 year)</td>
<td>- Upper division science courses - consider taking to improve GPA if needed</td>
<td>- Shadow a doctor</td>
<td>- Meet 1:1 with pre-med advisor for summer opportunities (e.g. Pathmaker)</td>
<td>- Keep in mind: This year will NOT be seen on your application</td>
</tr>
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<td>- Keep in mind: This year will NOT be seen on your application</td>
</tr>
<tr>
<td>- English composition 1 year</td>
<td>- Get to know your professors! 1. Office hours; 2. Dine/Coffee with a Prof (3 per quarter. Invite professor who teach smaller classes like labs); 3. Volunteer in the health professions organization (e.g. Advocate, MedLife, etc.)</td>
<td>- Upper division science courses like Biochem or Physiology - consider taking</td>
<td>- Meet 1:1 with pre-med advisor for summer opportunities (e.g. Pathmaker)</td>
<td>- Keep in mind: This year will NOT be seen on your application</td>
</tr>
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<td>- Take 1 year of English composition</td>
<td>- Get to know your professors! 1. Office hours; 2. Dine/Coffee with a Prof (3 per quarter. Invite professor who teach smaller classes like labs); 3. Volunteer in the health professions organization (e.g. Advocate, MedLife, etc.)</td>
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### Personal and Professional Preparation:

<table>
<thead>
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<th>3RD YEAR</th>
<th>4TH YEAR</th>
<th>GAP YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pre-med student organization - consider</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Become a TA for a class you did well in; great opportunity to demonstrate leadership and get letter of rec</td>
<td>- Pay down debt; ease money, CR work</td>
<td>- To learn more about the health professions preparation materials go to: prehealth.ucsd.edu</td>
</tr>
<tr>
<td>- AP credit (if you have AP credit) - think about taking additional classes</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- To learn more about the health professions preparation materials go to: prehealth.ucsd.edu</td>
</tr>
<tr>
<td>- Shadow a doctor</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- To learn more about the health professions preparation materials go to: prehealth.ucsd.edu</td>
</tr>
<tr>
<td>- Volunteer for HIP (10-20 hours) - great opportunity to demonstrate leadership and get letter of rec</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- To learn more about the health professions preparation materials go to: prehealth.ucsd.edu</td>
</tr>
<tr>
<td>- Leadership: get involved with student orgs, sit on boards/commissions</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- Ethical experience in healthcare setting (patient contact)</td>
<td>- To learn more about the health professions preparation materials go to: prehealth.ucsd.edu</td>
</tr>
</tbody>
</table>

### Application Checklist:

- Completion of prerequisites
- Clinical experience, shadowing a healthcare professional
- Research experience (MDI)
- Clinical experience, shadowing a healthcare professional
- Research experience (MDI)
- Personal statement
- Letters of recommendation
- Demonstration of leadership (serving on a board, committee, student orgs, etc.)

To learn more about the health professions preparation materials go to: prehealth.ucsd.edu
**Allopathic Medicine (MD)** | **Osteopathic Medicine (DO)** | **Physician’s Assistant** | **Nursing (Entry-Level Masters RN-MSN)** | **Pharmacy** | **Total Cost of Education** | **Salary**
---|---|---|---|---|---|---
144 | 34 | 179 | 185 | 66 | 1,350K | $105K, $110K
**APPLICATION SERVICE**
AAMCAS | AAMCAS | CASPA | NURSEINCAS | AADSAS | PHARMCAS
**AVERAGE GPA**
3.5-3.7 | 3.4 GPA, overall; 3.3 science | 3.0-3.5 | 3.4 - 3.6, DAT 2D | 3.2 - 3.6 (skaggs 3.4-4)
**LENGTH OF TRAINING**
4 years | 2 years | 4 years | 4 years | 4 years | 3-7 years depending
**ENTRANCE EXAMS**
MCAT | GRE (depends on school) | DAT (1 full year paid)
**ADMISSIONS REQUIREMENTS**
MSAR (25/year) | AAMC Osteopathic Medical Information Book | PAEA Online directory (free) | AAOE Guide to Graduate Nursing Programs | AOA Guide to Dental Programs | APEA Guide to Dental Programs (1 full year paid)
**APPLICATION START DATE**
April 1st | April 1st | October 15 | June 1 | June 1 | April 1st
**EXPERIENCE NEEDED PRIOR TO PROGRAM START**
Clinical experience: shadowing, internship with MD | Clinical experience: shadowing, internship with DO | 500 (Thurs) - 3000 (STandards) (40 hours paid or unpaid) | Volunteer work or health-related experience | 1000-300+ hours of training | Shadowing an optometrist
**LETTERS OF RECOMMENDATION**
2-3 letters (depends on school) | 2-3 letters (depends on school) | 2-3 letters (depends on school) | 2-3 letters (depends on school) | 2-3 letters max (3-4 letters max)
**LETTERS OF RECOMMENDATION**
3 letters | 2-3 letters max | 2-3 letters max (4 max) | 3 letters | 3 letters
**REIDENCY**
Optional | No | Optional
**LICENSED EXAMS**
USMLE Step 1 (Fall/year); Step 2; Step 3 (Fall/year)
**TOTAL COST OF EDUCATION**
$184K+ private, out-of-state, international med schools; $139K public in-state; UCSD: $156K tuition
$180K (resident) - $76K
$140K UCSD - 168K (kack)
**SALARY**

**Optometry** | **Physical Therapy** | **Occupational Therapy** | **Veterinary** | **Podiatry** | **Public Health**
---|---|---|---|---|---
21 | 176 | 87 | 36 | 9 | 42
**APPLICATION SERVICE**
OPTOMCAS | PTCAS | OMTPAS | ACPAS | ACOEM | ASPH
**AVERAGE GPA**
3.0-3.4 | 3.0-3.5 | 3.0 | 3.0-3.4 | 3.3 | 3.0-3.3
**LENGTH OF TRAINING**
2 years | 2 years | 2 years | 4 years | 2 years
**ENTRANCE EXAMS**
DAT | GRE | GRE | GRE | GRE | GRE
**ADMISSIONS REQUIREMENTS**
ASCO | CAPTE | AOTA | VMASAR | AACPM | ASPPH
**APPLICATION START DATE**
Prior to beginning | Mid-July (1 full year prior to beginning) | January (1 full year prior to beginning) | November (1 full year prior to beginning) | January (1 full year prior to beginning) | July-December (1 full year prior to beginning)
**EXPERIENCE NEEDED PRIOR TO PROGRAM START**
Volunteer work or health-related experience | 80 volunteer hours | 100+300+ hours of training | 180 hours minimum | 180 hours minimum | Experience in public health
**LETTERS OF RECOMMENDATION**
3 letters | 3 letters | 3 letters | 3 letters | 3 letters
**REIDENCY**
Optional | No | Optional | No | Optional | No
**LICENSED EXAMS**
NPTE | JSU | NBME | NPTE | None
**TOTAL COST OF EDUCATION**
$140K - resident UC Berkeley | $140K - UCSD | $139K UCSD - 200K UCSD | $139K UCSD - 200K UCSD | $137K UCSD - 200K UCSD
**SALARY**
$120K - $203K | $80K - $100K | $80K (median) | $100K+ | $100K - $150K | $45K - $60K (range)
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gradvantage.ucsd.edu

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Career exploration and job resources for Master’s & PhD students

General Resources:
• Advising and workshops: Make an individual career advising appointment with one of the Career Services Center’s graduate student career advisors, and register for upcoming workshops for graduate students through Port Triton (https://ucsd-symplicity.com/students)
• PhD Career Guide: Career exploration resources, podcast and blog, and job board. http://www.phdcareerguide.com
• Chronicle Vitae: Online career hub for higher-ed professionals; offers news and advice on academic and nonacademic careers, job management dossier service, and job board. https://chroniclevitae.com
• The Professor Is In: Blog and book (The Professor Is In: The Essential Guide to Turning Your Ph.D. into a Job) providing guidance on preparation for the academic job market, including advice on application materials and professionalization. http://theprofessorisin.com

Resources for Arts, Humanities, and Social Sciences Students:
• Humanists@Work: UC-wide initiative for graduate students interested in careers outside alongside the academy. Website includes blog and career profiles, resources, and information on twice-yearly workshop held at UC campuses. https://humwork.uchri.org
• Alt-ac Advisor: Advice, blog, and additional resources on finding careers outside academia. http://altacadvisor.com

Resources for STEM Students:
• Science Magazine – Careers: Career articles and booklets, job board, and additional resources. Also contains myIDP, an online skills, interests, and values assessment. http://www.sciencemag.org/careers
• NSF Graduate Research Fellowship Program Career & Professional Development: Website with career development resources, including assessments and career planning guidance for academic and nonacademic jobs. http://www.nsfgrfp.org/fellows/career___professional_development_/
Simpson Gumpertz & Heger Inc. (SGH) is a national engineering firm that designs, investigates, and rehabilitates structures, building enclosures, and materials. Our award-winning work encompasses building, energy, civil/infrastructure, and science/defense projects in the United States, Canada, and more than thirty additional countries.

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Postdoctoral and Research Fellow training positions are currently available in Dr. Gary H. Gibbons' research program in the Genomics of Metabolic, Cardiovascular and Inflammatory Disease Branch of the National Human Genome Research Institute (NHGRI). The successful candidate will join Dr. Gibbons’ multi-disciplinary research team composed research fellows, staff and students with a range of expertise including: genetics, epidemiology, health disparities research, bioinformatics, systems biology, clinical science, computational biology and molecular medicine.

Dr. Gibbons' research program is particularly interested in elucidating the systems biology, bio-social interactions and molecular networks that mediate the predisposition of individuals of African ancestry to cardio-metabolic disorders and cardiovascular complications (hypertension, obesity, cardiovascular disease, and stroke). The conceptual framework of the program seeks to integrate a multi-level approach that incorporates both systems biology and a socio-ecologic model in understanding the multi-dimensional determinants of ancestry-related differences in health and disease. For more details on Dr. Gibbons research program please visit https://www.genome.gov/27557487/gibbons-scientific-summary/.

The qualified candidates should be highly motivated and have a doctoral degree with research experience and training in one of the following: genetics, genetic epidemiology, statistical genetics, computational biology, systems biology, bioinformatics, molecular biology or related fields upon the start date in the lab. Previous post-doctoral research experience in these fields is desirable.

Interested applicants should submit their curriculum vitae, a detailed letter of interest, and the names of three potential references to Dr. Gary H. Gibbons. Correspondence should be sent to gibbonslab@mail.nih.gov or mailed to:

Gary H. Gibbons MD.
c/o Adam Davis PhD.
Cardiovascular Disease Section
Genomics of Metabolic, Cardiovascular and Inflammatory Disease Branch
National Human Genome Research Institute
Building 10, Room 7N231
Bethesda, Maryland 20892

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- HEALTH INFORMATION MANAGEMENT (MS)
- KINESIOLOGY (MS)
- HISTORY (MA)
- LITERATURE & WRITING (MA)
- MATHEMATICS (MS)
- NURSING (MSN)
- PUBLIC HEALTH (MPH)
- PSYCHOLOGICAL SCIENCE (MA)
- SOCIAL WORK (MSW)
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Emily Tommao-line (center) greets future doctors with fellow AUC clinical students
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