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 solving national security, health, and infrastructure problems in ways no one else can. We’re forward thinkers.

Leidos offers internships and is currently seeking problem solvers for entry-level positions in:

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

Apply today.
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.

### UC San Diego’s | 12 Career Readiness Competencies

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.

---

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hi, my <strong>NAME</strong> is...</td>
<td></td>
</tr>
<tr>
<td>2. My <strong>BIG GOAL</strong> is...</td>
<td></td>
</tr>
<tr>
<td>3. My <strong>EDUCATIONAL BACKGROUND</strong> includes...</td>
<td></td>
</tr>
<tr>
<td>4. Some <strong>RELEVANT CLASSES</strong> I’ve taken include...</td>
<td></td>
</tr>
<tr>
<td>5. My <strong>KEY SKILLS</strong> and <strong>QUALIFICATIONS</strong> include...</td>
<td></td>
</tr>
<tr>
<td>6. Some of my <strong>RECENT ACCOMPLISHMENTS</strong> are...</td>
<td></td>
</tr>
<tr>
<td>7. One thing that makes me <strong>UNIQUE</strong> is...</td>
<td></td>
</tr>
</tbody>
</table>
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.

1. **What motivates you? Challenges you? Impresses you? Stresses you?**

2. **How do you communicate? What’s your style? What feels comfortable? How do you need support? What communication styles stress you out?**

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

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

What were some key take aways learned?:

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

Key take aways?:

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

**Clifton StrengthsFinder® THEMES**

<table>
<thead>
<tr>
<th>THEME</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHIEVER®</td>
<td>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.</td>
</tr>
<tr>
<td>ACTIVATOR®</td>
<td>People exceptionally talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.</td>
</tr>
<tr>
<td>ADAPTABILITY®</td>
<td>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.</td>
</tr>
<tr>
<td>ANALYTICAL®</td>
<td>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.</td>
</tr>
<tr>
<td>ARRANGER®</td>
<td>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.</td>
</tr>
<tr>
<td>BELIEF®</td>
<td>People exceptionally talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their lives.</td>
</tr>
<tr>
<td>COMMAND®</td>
<td>People exceptionally talented in the Command theme have presence. They can take control of a situation and make decisions.</td>
</tr>
<tr>
<td>COMMUNICATION®</td>
<td>People exceptionally talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.</td>
</tr>
<tr>
<td>COMPETITION®</td>
<td>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.</td>
</tr>
<tr>
<td>CONNECTEDNESS®</td>
<td>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.</td>
</tr>
<tr>
<td>CONSISTENCY®</td>
<td>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.</td>
</tr>
<tr>
<td>CONTEXT®</td>
<td>People exceptionally talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.</td>
</tr>
<tr>
<td>DELIBERATIVE®</td>
<td>People exceptionally talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate obstacles.</td>
</tr>
<tr>
<td>DEVELOPER®</td>
<td>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.</td>
</tr>
<tr>
<td>DISCIPLINE®</td>
<td>People exceptionally talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.</td>
</tr>
<tr>
<td>EMPATHY®</td>
<td>People exceptionally talented in the Empathy theme can sense other people’s feelings by imagining themselves in others’ lives or situations.</td>
</tr>
<tr>
<td>FOCUS®</td>
<td>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.</td>
</tr>
<tr>
<td>FUTURISTIC®</td>
<td>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.</td>
</tr>
<tr>
<td>HARMONY®</td>
<td>People exceptionally talented in the Harmony theme look for consensus. They don’t enjoy conflict; rather, they seek areas of agreement.</td>
</tr>
<tr>
<td>IDEATION®</td>
<td>People exceptionally talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.</td>
</tr>
<tr>
<td>INCLUDER®</td>
<td>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.</td>
</tr>
<tr>
<td>INDIVIDUALIZATION®</td>
<td>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.</td>
</tr>
<tr>
<td>INPUT®</td>
<td>People exceptionally talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.</td>
</tr>
<tr>
<td>INTELLECTION®</td>
<td>People exceptionally talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.</td>
</tr>
<tr>
<td>LEARNER®</td>
<td>People exceptionally talented in the Learner theme have a great desire to learn and want to continuously improve. The process of learning, rather than the outcome, excites them.</td>
</tr>
<tr>
<td>MAXIMIZER®</td>
<td>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.</td>
</tr>
<tr>
<td>MAXIMIZER®</td>
<td>People especially talented in the Positive theme have contagious enthusiasm. They are upbeat and can get others excited about what they are going to do.</td>
</tr>
<tr>
<td>RELATOR®</td>
<td>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.</td>
</tr>
<tr>
<td>RESPONSIBILITY®</td>
<td>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.</td>
</tr>
<tr>
<td>RESTORATIVE®</td>
<td>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.</td>
</tr>
<tr>
<td>SELF-ASSURANCE®</td>
<td>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.</td>
</tr>
<tr>
<td>SIGNIFICANCE®</td>
<td>People exceptionally talented in the Significance theme want to be very important in others’ eyes. They are independent and want to be recognized.</td>
</tr>
<tr>
<td>STRATEGIC®</td>
<td>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.</td>
</tr>
<tr>
<td>WOO®</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

### How Do You Apply Your Strengths?

#### Executing

- People with dominant Executing themes know how to make things happen.

#### Influencing

- People with dominant Influencing themes know how to take charge, speak up, and make sure the team is heard.

#### Relationship Building

- People with dominant Relationship Building themes have the ability to build strong relationships that can hold a team together and make the team greater than the sum of its parts.

#### Strategic Thinking

- People with dominant Strategic Thinking themes help teams consider what could be. They absorb and analyze information that can inform better decisions.

<table>
<thead>
<tr>
<th>Achiever</th>
<th>Arranger</th>
<th>Belief</th>
<th>Consistency</th>
<th>Deliberative</th>
<th>Discourse</th>
<th>Focus</th>
<th>Restorative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activator</td>
<td>Command</td>
<td>Communication</td>
<td>Competition</td>
<td>Maximizer</td>
<td>Self-Assurance</td>
<td>Significance</td>
<td>Woo</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adaptable</th>
<th>Connectedness</th>
<th>Developer</th>
<th>Empathy</th>
<th>Harmony</th>
<th>Includer</th>
<th>Individualization</th>
<th>Positive</th>
<th>Relator</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Analytical</th>
<th>Context</th>
<th>Futuristic</th>
<th>Ideation</th>
<th>Input</th>
<th>Intellection</th>
<th>Learner</th>
<th>Strategic</th>
</tr>
</thead>
</table>

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?
<table>
<thead>
<tr>
<th>Are You Career Ready?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Career Management</strong></td>
</tr>
<tr>
<td>I have a career plan with SMART goals.</td>
</tr>
<tr>
<td>Next steps in the career development process are still being determined.</td>
</tr>
<tr>
<td><strong>2. Professional Objective</strong></td>
</tr>
<tr>
<td>Can list a professional objective.</td>
</tr>
<tr>
<td>Can list at least one job title I am interested in.</td>
</tr>
<tr>
<td><strong>3. Experience</strong> (Non-paid and paid, volunteer, community service, etc.)</td>
</tr>
<tr>
<td>I know what I need to do to get relevant experience for my industry of choice.</td>
</tr>
<tr>
<td>I am not able to identify any past or current skill building experiences.</td>
</tr>
<tr>
<td><strong>4. Professional Portfolio</strong> (importfolio.ucsd.edu)</td>
</tr>
<tr>
<td>Have developed effective marketing materials (resume, cover letter, LinkedIn, Portfolio, etc.).</td>
</tr>
<tr>
<td>Have not yet developed effective marketing materials (resume, cover letter, LinkedIn, Portfolio, etc.).</td>
</tr>
<tr>
<td><strong>5. Negotiation</strong> (Salary/Communication)</td>
</tr>
<tr>
<td>Able to articulate skills valued and gained to the employer.</td>
</tr>
<tr>
<td>Able to advocate for standard salary and basic compensation needs.</td>
</tr>
<tr>
<td><strong>6. Networking</strong></td>
</tr>
<tr>
<td>Can introduce and describe professional goals, interests and values, but cannot make an effective connection with the field of interest, position/employer or graduate school.</td>
</tr>
<tr>
<td>Can introduce and describe some professional goals, interests, and/or values.</td>
</tr>
<tr>
<td>Demonstrate reflection while introducing self and describing professional goals, interests, and values while making a connection with the field of position, employer.</td>
</tr>
</tbody>
</table>

**(1.) Exploring**
- Next steps in the career development process are still being determined.
- Have not yet developed effective marketing materials (resume, cover letter, LinkedIn, Portfolio, etc.).

**(2.) Developing**
- Can describe at least one thing that I plan to do to advance myself towards my career goal with SMART goals known.
- Have developed marketing materials and have had them reviewed by career advisor, career peer, faculty, staff, or mentors.

**(3.) Advancing**
- Can describe 1 to 3 things I have accomplished and/or completed toward achieving my goal(s).
- Can introduce and describe some professional goals, interests, and/or values.

**(4.) Mastering**
- Can describe multiple internships/job search strategies and demonstrate understanding of the job search process.
- Demonstrate reflection while introducing self and describing professional goals, interests, and values while making a connection with the field of position, employer.
Resume 101 | Best Practices

Action Verb | Resume Worksheet

CAREERTOOLS.UCSD.EDU

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 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

Instructions: Practice writing bullet points using the Action + Project + Result (APR) equation. Pick an action verb from above, write in a project you worked on, and share the result or outcome of the project in the result section.

BULLET FORMULA: Action Verb + Project + Result = Successful bullet point!

ACTION + PROJECT + RESULT

EX: Planned fundraising event for 500 participants resulting in $3000 donation to the Red Cross

ACTION + PROJECT + RESULT

EX: Arranged fundraising event for 500 participants resulting in $3000 donation to the Red Cross

CAREERTOOLS.UCSD.EDU
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

YOUR NAME
Address | Phone | student@ucsd.edu | LinkedIn

Cover Letter Instructions
a) Address the cover letter to a specific person.
b) State the position you are applying for, how you found the position, and why you want to work for this company.
c) Discuss your experiences and skills as they directly relate to the job description.
d) Restate your qualifications, express interest in interviewing and thank the reader for their time.
e) To see more examples of cover letters, check out: careertools.ucsd.edu

CUSTOMIZE YOUR RESUME & COVER LETTER
Instructions: Highlight all of the action words that you could include in your resume and cover letter from the job description below.

Analyzing the Job Description
Organization: SD Accounting Group
Position: Tax Intern

Duties & Responsibilities:
We currently have exceptional learning opportunities for tax interns. Work with a team of experienced accountants to serve our clients. As part of the tax team, you will:
- Participate in a project to improve the tax effectiveness of a supply chain structure
- Assist with tax due diligence on behalf of a private equity firm
- Assist in preparing tax returns for clients

Qualifications:
- Pursuing undergraduate degree or minor in Accounting with a minimum GPA of 3.25
- Strong analytical skills, written/verbal communication skills, and demonstrated leadership
- Solid working knowledge of MS Office programs

Instructions: Fill out below ideas for things to include for each of the prompts

Opening Paragraph
State the position for which you are applying; how you found out about it; and ask for consideration based on the skills and experiences you have to offer. If referred by someone, indicate by whom. Summarize the skills and experiences that make you qualified for the position.

Middle Paragraph(s)
In this section you want to build a connection between your background and the company’s needs. Focus on your skills, education, and experiences as listed on your resume. Emphasize your strongest attributes that relate to the position for which you are applying. If you have any experience or education directly related to the position then highlight it here so the reader can look for it in your resume.

Closing Paragraph
Restate your interest in the position and demonstrate how your unique qualifications fit the position. Indicate that you would like to meet with them to discuss your qualifications further. Thank the reader for his/her time and consideration.
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

2. THINGS to get you started...

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.

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!
- Professional Profile Picture, Cover Photo & Professional Tagline
- Upload Your Resume
- Add Professional Experiences
- Fill Out Your Education (courses taken, degrees, licenses)

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
Access interview questions, learn how to answer questions, record your answers and review responses at ucsd.biginterview.com

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

**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 position
3. Complete a practice/mock interview prior to the actual interview
4. Dress for interview success
5. Bring copies of your resume/references to the interview
6. Arrive 10-15 minutes before 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 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 allow ---> press record ---> conduct interview ---> press save

4. Send and share your recorded videos for feedback with family, friends, faculty, staff & mentors.
   **INSTRUCTIONS:**
   go to mytools ---> press my videos ---> click on 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 car 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."
Informational Interviews | Alumni Advisor Network

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?

**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?

**Name | Organization | Contact Info | Date**
TRITON TIP: Either check out careertools.ucsd.edu OR internships.ucsd.edu for more information on the topic of job search engines.

Dress to Impress

Take what you wear to the interview seriously. Each industry has its own dress code that can be determined through researching the organization’s culture before the interview, or simply asking the recruiter what is the appropriate interview attire. The level of formality you project is interpreted by the interviewer to show that you understand the importance of the situation and respect the person you are meeting. When in doubt, it is better to dress more conservative than casual.

Women

- **HAIR**: Neat, professional hairstyle with hair out of your face
- **SUITS**: The standard job interviewing attire for women is a dark navy, black or gray panted/skirted wool blend suit
- **BLOUSES**: Blouses should be cotton or silk and should be white or some other light color
- **PANTS/SKIRTS**: 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.
- **SHOES/HOSIERY**: Clean and polished dress shoes with closed toes and a conservative heel. Panty hose should be flawless (no runs) and conservative in color
- **MAKEUP & JEWELRY**: Make-up should be minimal, with lipstick and nail polish in conservative tones. Minimize use of colognes or perfumes

Men

- **HAIR**: Get a haircut; short hair always fares best in interviews. Your facial hair should be neatly trimmed.
- **SUITS**: The standard job interviewing attire for men is a dark navy or gray two-piece natural fiber, wool blend suit
- **TIE**: Your tie should be darker than your shirt with a conservative pattern and should not extend below the belt
- **SHIRT**: 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
- **JACKET**: The sleeves should taper, gradually ending just over the wrist so the shirt cuff extends about 1/2 inch beyond the jacket sleeve
- **PANTS**: 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
- **SHOES & SOCKS**: 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(s) 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
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, CAT, 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, CAT, 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)

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

What to do during a “gap” year:
- Obtain a paid internship or research experience
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SAMPLE TIMELINE

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>SUMMER</th>
<th>YEAR 2</th>
<th>SUMMER</th>
<th>YEAR 3</th>
<th>SUMMER</th>
<th>YEAR 4</th>
<th>POSTGRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire introductory knowledge in the field</td>
<td>Review background knowledge</td>
<td>Consider departmental overview/overview of the opportunity</td>
<td>Build relationships with faculty members as well as professionals outside of academia</td>
<td>Develop and refine analytical and research skills</td>
<td>Take a leadership role</td>
<td>And for exams: Prepare and apply for graduate school</td>
<td>Prepare and take appropriate standardized exam</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire introductory knowledge in the field</td>
</tr>
</tbody>
</table>

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 different kinds of programs in my field and which will most benefit my goals?
   - What mentors do I have available? How do I feel about their perspectives and advice?
   - 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

**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 aptitude? 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 60+ hours/week? Would I prefer a more balanced lifestyle? How well do I manage stress?)
### Academic Preparation 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>✓ Chem 10A (Gen Chem) 1+ 5A-Lab) - 1 year</td>
<td>✓ Chem 10B (Gen Chem 2A-Lab) - 1 year</td>
<td>✓ Physics 1a+1b 2a+2b OR 2b+2c - 1 year</td>
<td>✓ Upper division science courses like Biochem or Physiology - consider taking to improve GPA if needed</td>
<td>✓ Upper division science courses - consider taking to improve GPA if needed</td>
</tr>
<tr>
<td>✓ BLOD</td>
<td>✓ BLOD 1A - 1 year (for upper division Bio/Chem AP credit)</td>
<td>✓ Upper division Bio/Chem 2A-2E series - 1 year</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Math (1A or 2A, 3A or 3B look alike) - 1 year</td>
<td>✓ Math (1A or 2A, 3A or 3B look alike) - 1 year</td>
<td>✓ STATISTICS</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Calculus BC (AP credit) - 1 year</td>
<td>✓ Calculus BC (AP credit) - 1 year</td>
<td>✓ Complete school-specific degree requirements or consider the school-specific “recommended” requirements (e.g., Biochemistry, microbiology, genetics, etc.)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Investigate majors (care is choosing and narrowing!)</td>
<td>✓ Investigate majors (care is choosing and narrowing!)</td>
<td>✓ Set to become a pre-professional 1. Office hours: 2-3 per week. Invite faculty to eat or for coffee and get to know them personally. 2-3. Ask professors for recs (note who teach smaller classes like labs)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ English composition 1 year</td>
<td>✓ English composition 1 year</td>
<td>✓ Upper division science courses like Biochem or Physiology - consider taking</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Pre-calculus - 1 year</td>
<td>✓ Pre-calculus - 1 year</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ AP credit for the AP courses above - take a pre-health advisor upon request to specific situation</td>
<td>✓ AP credit for the AP courses above - take a pre-health advisor upon request to specific situation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Personal and Professional Preparation:

<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>✓ Pre-med student organization - consider</td>
<td>✓ Medical experience in health care setting (patients contact)</td>
<td>✓ Become a TA for a class you did well in; great opportunity to demonstrate leadership and get a letter of rec</td>
<td>✓ Pre-med student organization - consider</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Sign up for WEP3 workshop - check for information on clinical opportunities, shadowing, brief prep, tutoring, vistas, panels and speaking</td>
<td>✓ Medical experience in health care setting (patients contact)</td>
<td>✓ Clinical experience in health care setting (patients contact)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Shadow a doctor</td>
<td>✓ Shadow a doctor</td>
<td>✓ Clinical experience in health care setting (patients contact)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ Faculty begins developing relationship for future letters of recommendation</td>
<td>✓ Shadow a doctor</td>
<td>✓ Clinical experience in health care setting (patients contact)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>✓ / DO</td>
<td>✓ / DO</td>
<td>✓ / DO</td>
<td>✓ / DO</td>
<td>✓ / DO</td>
</tr>
</tbody>
</table>

### MEDICAL SCHOOL PREPARATION

<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>✓ Learn the AAMC's 15 Key competencies for entering medical students and final experiences that will help you get all of these competencies</td>
<td>✓ Medical school MCAT - explore which options of schools (MD vs. DO) and which test: determine which school by reviewing typical applicant profile GPA, MCAT score, research, etc. (as the AAMC)</td>
<td>✓ AMCAS list of medical schools</td>
<td>✓ AMCAS list of medical schools</td>
<td>✓ AMCAS list of medical schools</td>
</tr>
<tr>
<td>✓ Complete Health Fair in April/UCSD Health professional fields in attendance</td>
<td>✓ Medical School Admissions Requirement: $25 annual membership; review admissions criteria and acceptance rate data for schools (it is critical to target the schools where you want to match the applicant profile)</td>
<td>✓ Review AMCAS instructions/Admissions Profile</td>
<td>✓ Review AMCAS instructions/Admissions Profile</td>
<td>✓ Review AMCAS instructions/Admissions Profile</td>
</tr>
<tr>
<td>✓ Meet 1:1 with a pre-med advisor on Career Services Center to develop timeline to medical school</td>
<td>✓ Get to know your professors! 1. Office hours: 2-3 per week. Invite faculty to eat or for coffee and get to know them personally. 2. Ask professors for recs (note who teach smaller classes like labs)</td>
<td>✓ Become a TA for a class you did well in; great opportunity to demonstrate leadership and get a letter of rec</td>
<td>✓ Become a TA for a class you did well in; great opportunity to demonstrate leadership and get a letter of rec</td>
<td>✓ Become a TA for a class you did well in; great opportunity to demonstrate leadership and get a letter of rec</td>
</tr>
<tr>
<td>✓ Pre-med info sessions and admissions workshops</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

### Application Checklist:

- Completion of prerequisites
- Clinical experience, shadowing a health care professional
- Research experience (MD)
- Research experience (MD)
- Personal statement
- Letters of recommendation
- Demonstration of leadership (serving on a board, committee, student groups, etc.)

To learn more about the health professions preparation materials go to: [prehealth.ucsd.edu](http://prehealth.ucsd.edu)
Health Professions At-A-Glance Matrix

### Number of Schools Overlaid (application service)
- Allopathic Medicine (MD): 144
- Osteopathic Medicine (DO): 34
- Physician’s Assistant: 179
- Nursing (Entry-Level Masters RN-MSN): 185
- Dentistry: 68
- Pharmacy: 135

### Average GPA
- Allopathic Medical College Information Book (free online book):
  - 3.5-3.7: MCAT (90th-99th percentile)
  - 3.4 GPA: overall, 3.3 Science: MCAT 500-503
- UCSD SOM: GPA: 3.0-3.5: 3.0-3.5 (get points based on GPA)
- 3.4 - 3.6: DAT 2D
- 3.2 - 3.8: Biologie: 4:1

### Length of Training
- 3 years
- 4 years
- 2 years
- 3 years
- 4 years

### Application Exams
- MCAT
- GRE
- DAT
- PCAT (only some schools require)

### Admissions Requirements
- AAMC: Online directory (free)
- AAOA Guide to Graduate Nursing Programs
- ADEA Guide to Dental Programs
- PESAR

### Experience Needed Prior to Program Begins
- Clinical experience: Shadowing, internship with MD
- Volunteer work or health-related experience
- Shadowing a dentist
- Shadowing a pharmacist or becoming a phar
- Other hospital experience

### Letters of Recommendation
- 4 letters (non-science, PI, MD, supervisor)
- 4 letters (non-science, PI, MD, supervisor)
- 2-3 letters (depends on school)
- 4 letters max
- 3 letters

### Residency
- 3-7 years depending on specialty
- Optional
- Optional
- Optional
- Optional

### Licensing Exams
- COMLEX-USA Levels 1, 2, 3 (depends on specialty)
- NCLEX-PN
- NBE Part I, II, III (depends on specialty)
- MAPLEX (practice) and MPEL (real)

### Total Cost of Education
- $120K+ for private, out-of-state, international med schools: $130K (UCSD) $150K (UCSF)
- $200K+ (radiology, cardiology, surgery)
- $100K+ (general practice)
- $120K+ (California)
- $100K+ (general practice)

### Salary
- $120K - $203K
- $80K - $100K
- $45K - $65K (wide range)

### Optometry
- Physical Therapy
- Occupational Therapy
- Veterinary
- Podiatry
- Public Health

<table>
<thead>
<tr>
<th>Optometry</th>
<th>Physical Therapy</th>
<th>Occupational Therapy</th>
<th>Veterinary</th>
<th>Podiatry</th>
<th>Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>176</td>
<td>87</td>
<td>36</td>
<td>9</td>
<td>42</td>
</tr>
</tbody>
</table>

### Application Service
- AAMC: OPTOMCAS
- AAOA: PTCAS
- AAOA: VMCAS
- AAOA: AACRMAS
- AAOA: SDPMAS

### Average GPA
- 3.0-3.4 California schools
- 3.0 - 3.5
- 3.3
- 3.0 - 3.3

### Length of Training
- 3-7 years
- 2 years
- 3 years
- 4 years
- 2 years

### Admissions Requirements
- AAMC: Online directory (free)
- AAOA Guide to Graduate Nursing Programs
- ADEA Guide to Dental Programs
- PESAR

### Experience Needed Prior to Program Begins
- Shadowing an optometrist
- 100-300+ hours
- 3-6 letters (max)
- 3 letters

### Residency
- Optional
- 3 letters

### Licensing Exams
- NBE Part I, II, III
- TMDC (treatment of musculoskeletal disease)

### Total Cost of Education
- $140K - $150K
- $48K (public)
- $110K (private)
- $130K (UCSD)
- $115K - $130K
- $154000 (UCSD) $348K (UCSD)

### Salary
- $100K - $140K
- $80K - $100K
- $45K - $65K (range)
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Go to http://career.ucsd.edu/phd-and-masters-students for more resources and information.
Genetic Epidemiologist or Computational Biologist:

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 7N321
Bethesda, Maryland 20892

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- No Preliminary Credential

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Stephen McCaffrey, Director
of Water Resources Law.

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