I talk to every student I advise about their career goals, how to meet them, as well as alternatives they may not have considered. Additionally, my capstone course has grad school and job skills portions built in. I am always ready and happy to work with students on attaining their goals.

Direct them to professional organization websites. Post announcements from colleagues. Homework assignments looking up job descriptions, requirements from federal and state websites. Tell them about career counseling services.

Presently, I advise prospective students who show interest in becoming certified to teach through our alternate certification program.

1. All psych majors take PSYC 2040 – Psychology as a Profession. Textbook we use: *Careers in Psychology*.
2. Each advisor will respond to questions & concerns from advisees.
3. Post on webpage: “What can you do with a degree in psychology?”
4. Course steward for PSYC 4600 – Field Experience in a Mental Health Agency. This course is available to all psychology majors.

I ask what they want to do when they graduate. We discuss if the mass communication degree will get them where they want to go. We also discuss how internships can help them. If they seem unsure which field they’re most interested in (radio, broadcast, etc.), we discuss doing work on the student media staff.

1. Connect content in my courses to the knowledge and skills students will need in their jobs (and in life).
2. Discuss career opportunities during advising sessions. Ask questions. Interview students.

Try on different parts of a major by building a network. Volunteer. Seek a mentor.

I supervise internships for all majors in HAES. I interview each intern for areas of career interests & try to get each to obtain an internship in that area.

I help them realize their dreams/goals by writing out semester/teaching class schedule. We also discuss standardized testing that ensures they become a teacher.

1. Discuss career choices/options available other than their 1st choice.
2. Discuss classes and schedules.
3. Discuss outside employment and working hours.
4. Discuss ways to actually make it to early classes.
5. Discuss preparations for qualifying exams.
6. Discuss family obligations.

Orientation – Career Center goes through 3-day intensive assessment. Nursing campus – primarily done through counselor at CONAH campus.
Self-exploration/values, personality, career search, research selected areas based on self-exploration. What are skills needed? Do I have them? Can I develop them?

In Art, our career advising is primarily helping the student determine an area of concentration within the program: Studio Art or Graphic Design.

Teacher education is more straightforward than some of the other disciplines. However, we discuss different options within education (large, small schools in rural, suburban, or urban areas). We also discuss options concerning additional certifications (library science, special education, another content area). We also encourage candidates to seek out diverse observation opportunities to expand past their own K-12 experiences.

I actually teach a class that is required of all our majors that focuses on careers and what is involved in each of them. I also talk one-on-one to advisees about their career goals!

I advise my students of all the avenues they can take after completing the Radiologic Science degree, and direct them to where they may obtain a job after graduation.

I try to help them understand the differences in different disciplines & what is involved in the different career paths. I also try to get them to make use of some online career program like LA ePortal to explore different careers.

As a librarian, I work with Counseling and Career Services and Academic Advising. Rebecca Boone and I created an area in the library with dedicated resources to help students with the career journey. I also work with Academic Advising and Steve Hicks to help fulfill the career part of the OR 1010 class.

During registration, in class at times, or when students stop to visit. I ask them what their Plan A is, what is needed to reach Plan A, and if things don’t work out, what their Plan B is.

1. Ask where their interest might be (not their parents').
2. Have they conducted any research into what they might be interested in?
3. Discuss with them the realistic potential/possibility of the career.
4. What will it take academically to achieve their career goal?

Ask students what their interests are. Press them to pursue their interest. What do you see yourself doing in 5-10 years? Consider your options in relation to your talents.

I conduct a Kiersey Temperament Sorter with my incoming students. If an existing student is undecided about a career path, I’ll do this assessment with him/her. Now that the library has the career exploration lab, I encourage students to utilize it.

1. Interest
2. Essay: Why do I want to teach?