This chapter describes how career services professionals and academic advising units can partner to serve college students. Observations are also provided regarding the role of advising and best practices to meet the growing need for a shared approach to the academic and career needs of students.

Academic Advising and Career Services: A Collaborative Approach

Katherine E. Ledwith

The economy and state and federal government policies, along with input from parents, employers, and other stakeholders, are some of the factors creating an increased focus on career services at colleges and universities. In August 2013, President Obama submitted a proposal to link federal financial aid programs to a standardized college rating system based on factors including student completion rates and graduate earnings by the year 2015 (Fain, 2013; Office of the White House Press Secretary, 2013). As higher education officials are asked to provide more data on student graduation rates and subsequent career paths, the need for a more collaborative partnership between academic advising and career services for college students grows.

As many academic advising and career services professionals point out (Bullock, Reardon, & Lenz, 2007; Gordon, 2006; Hughey & Hughey, 2009; Lenz, McCaig, & Carr, 2010), the need to better integrate elements of career and academic advising is not a new one. They note the increasing number of specialized and practical arts degree programs, work options, and in some cases the “mission creep” of academic advising services as factors that have provided an impetus for greater collaboration. Given recent external pressures, some higher education professionals are increasingly advocating for a change in how career services offices operate in relation to other academic units (Rethinking Success Conference, 2013). As institutions call for academic offices to provide support, assistance, and accountability with regard to students’ postgraduate career outcomes, it is important that career services professionals be proactive in their efforts to work together with academic advising counterparts.

This chapter will focus on collaborative, adaptive methods as cost-effective solutions within the context of existing career and academic advising structures. This chapter comments briefly on historical precedent;
highlights career and academic advising similarities and differences; proposes ideas for establishing a partnership that include shared publications, programming, marketing, evaluation, and assessment; and presents conclusions related to the value of a partnered approach to academic and career advising for students.

**Historical Origins of Advising**

Historically, academic advising and career services share a common functional origin point as both offices arose on higher education campuses out of a need to advise students on important information. Academic advising started in the colonial times with college administration and faculty sharing curricular information (Gordon, 2006). Today, academic advising is accomplished by a variety of faculty, professionals, and paraprofessionals, often within more than one organizational structure on a particular higher education campus (National Academic Advising Association, 2011). Several authors (Herr, Rayman, & Garis, 1993; Hoover, Lenz, & Garis, 2013) discuss the evolution of career centers from placement offices, that is, places of advising on employment leads and alumni contacts, to more comprehensive service delivery models that include career counseling and assessment to all class levels. Today's career centers can include services ranging from career fairs, workshops, internship, co-op, and externship opportunities to career resources and assessment, drop-in career advising, and career counseling by appointment (National Association of Colleges and Employers, 2014).

**Advising Today**

Today, both career and academic offices offer advising services that overlap in key ways. Career centers typically offer career advising and/or career counseling. Many authors (Bullock et al., 2007; Gordon, 2006; Herr et al., 1993; Hughey & Hughey, 2009; Niles & Harris-Bowlsbey, 2012) offer thoughts on defining career counseling and career advising as well the similarities and differences between them. Career counseling “involves a formal relationship in which a professional counselor assists a client, or a group of clients, to cope more effectively with career concerns (e.g., making a career choice, coping with career transitions, coping with job-related stress, or job searching)” (Niles & Harris-Bowlsbey, 2012, p. 16). Gordon (2006) notes that career counseling differs from career advising as being more psychological and problem focused and defines career advising as a process “which helps student[s] understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to form their academic and career goals accordingly” (p. 12). Career advising, as delineated here, encompasses both career and academic aspects. For example, career advisors might discuss
occupational options as related to institutional majors, as well as professional and graduate school options. Career advising may be performed by a variety of career services practitioners including career advisors, career counselors, and many other types of career development professionals.

Several articles discuss the foundations of career advising and its relation to academic advising (Gordon, 2006; Hughey & Hughey, 2009; Nelson & McCalla-Wriggins, 2009). According to the National Academic Advising Association (2006), academic advising “synthesizes and conceptualizes students’ educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and time-frames” (p. 2). Hughey and Hughey (2009) noted that a “learning-centered approach facilitates career and academic advising and contributes to student learning relative to academic, career, and personal goals” (p. 5). The basic definition of academic advising includes career elements, and there has been a movement to further integrate career factors into academic advising (Gordon, 2006). The traditional idea of primarily academic-focused advising is changing. Academic advisors play a key role in providing education options as related to students’ career goals, and how their decisions may impact future career paths. In this functional way, academic and career services practitioners share the common goal of assisting students with career concerns within an educational framework.

Current Contextual View of Collaboration

Creamer, Creamer, and Brown (2003) noted that academic advising interacts with all academic departments, as well as student services, and “offers a unique site for collaboration, which is essential to achieve [institutional] excellence” (p. 205). While a shared focus on student goals links career and academic units, collaboration between academic advising and career services units varies wide in practice. Bullock et al. (2007) noted that a variety of approaches appear to work well and provide several model examples of academic advising and career services collaboration. Nelson and McCalla-Wriggins (2009) discussed the advantages and disadvantages of formal and informal approaches to career and academic advising office integration. Current information on career center and advising amalgamation highlights potential factors influencing this wide range of collaboration.

**Institutional Type.** Because career centers vary widely in their mission, focus, funding, size, and, consequently, services offered, some offices have an existing functional overlap with academic advising. A proportionally small number of career services offices (24.7%) provide academic “counseling,” primarily at schools with multipurpose units (National Association of Colleges and Employers, 2014). The highest number of respondents (60%) who reported academic counseling available at their career center were those from associate’s degree colleges. Bullock et al. (2007) noted the NACADA website lists offices with both career and academic offerings.
have names such as “Advising and Career Services,” “Center for Academic and Career Development,” and the “Center for Advising and Career Services” (National Academic Advising Association, 2013).

**Reporting Lines.** The reporting structure of a career center may affect the extent to which a career services unit might partner with an academic advising office (Herr et al., 1993). For example, a career center housed in and reporting to a counseling center could potentially have a greater counseling, rather than advising, approach to the career development process. The 2013–2014 NACE Career Services Benchmark Survey for Four-Year Colleges and Universities found that of 840 university career offices surveyed, 18.9% fell under the organizational division of “Academic Affairs,” contrasted with 59.0% who fell under “Student Affairs.” Because most career centers are not housed under their institution’s academic unit, career services and academic professionals in these settings may need to more intentionally reach out to their university counterparts. In addition, considerations regarding funding mutual career interventions may need to be made in light of two separately budgeted units.

**Organizational Structure.** A career center’s collaboration with external constituents may also be affected by its centralized or decentralized organizational structure (Herr et al., 1993; Hoover et al., 2013). A survey of 866 career services offices found that 84.2% were centralized (National Association of Colleges and Employers, 2014). With growing demands for accountability from academic units to document graduate success following program completion, some institutions have seen an increase in academic units looking to create satellite career offices or requesting major-focused career services. In turn, this places increased pressure on career services units to not only provide generalized services to any population, but also to work with academic units to meet the unique needs of many campus subpopulations.

**Foundations of Collaborative Success**

Given the current need for more collaborative efforts between academic advising and career services units, many career services practitioners are increasing their role in working with academic advising colleagues. It can be worthwhile for career practitioners to complete several initial action steps prior to codeveloping any career interventions. Taking time to identify the correct staff and conferring with them regarding considerations related to student readiness for career decision making and specific functional roles increase the odds of collaborating effectively.

**Examine Advising Structure.** The 2011 NACADA National Survey reports that no specific advising model is used at a majority of institutions, but rather that the model was related to the size of the organization. For example, most large institutions (greater than 24,000 students) utilize a “self-contained” model, where academic advisors are professional staff housed in
a central facility (National Academic Advising Association, 2011). Private four-year degree colleges and those employing full-time faculty advisors primarily utilize faculty, and most public bachelor’s and master’s colleges and universities use a “shared split model” where faculty provide program degree information and advisors focus efforts on specific populations such as undecided or exploratory students (National Academic Advising Association, 2011). Career services professionals can identify the academic advising structure at their specific institution in order to more effectively work with staff tasked with providing academic information and services. For example, at a large four-year institution, career services professionals may reach out to professional advisors who share similar job tasks and work directly with students. At a small private college, designated career center representatives may wish to periodically attend faculty meetings as a way to connect with the faculty, often key stakeholders, involved in providing academic information.

Discuss Student Readiness. The idea of readiness is foundational for any conversation about the integration of career and academic advising. Bullock et al. (2007) noted that a “student’s readiness for academic or career decision making can have a great impact on their ability to benefit from and move through career advising interventions” (p. 200). Sampson, Reardon, Peterson, and Lenz (2004) described an initial career readiness assessment of ability (capability) and external factors (complexity). Peterson, Lenz, and Sampson (2003) presented a model of readiness for student academic success, where the identification of a student’s readiness level as low, moderate, or high can allow an academic or career practitioner to identify potential strengths and weaknesses in an individual’s career decision-making process. The assessment can be used to identify appropriate services and integrate information in their career or academic conversations (Carr & Epstein, 2009; Sampson, 2008).

In some cases, academic advisors may already possess the necessary theoretical underpinnings to screen for career readiness. Higher education and advising theories often include developmental considerations of student needs and identity (Chickering & Reisser, 1993; Creamer & Creamer, 1994). These can overlap with the career decision-making readiness model developed by Peterson et al. (2003) and could provide a mutual framework for initial discussion between career and academic advisors. Assessing student readiness before any other advising action allows for the best combination of career and/or academic interventions for the student. Additionally, academic and career practitioners can be more certain that the selected intervention is timely and efficient. Utilizing a quick screening model for readiness, it is possible to target the most effective services and conserve valuable staff and departmental resources.

Clarify Advising Roles. Lenz et al. (2010) noted that “one key to creating successful collaboration between academic advising offices and career services is to make sure the key stakeholders (and their staff members)
view each other not as competitors, but as collaborators who share mutual goals” (p. 35). Finding mutual ground stimulates the efforts required for both units to work together. Career practitioners and academic advisors can find common ground in unique institutional academic and career planning concerns (e.g., a large number of freshmen entering with accelerated credit and struggling with academic and career options), holistic and/or developmental theories or approaches, or specific college student populations, such as exploratory or undecided students. However, clarifying, articulating, and documenting advisors’ individual roles and/or overlap in students’ career development process can facilitate more effective service delivery and referrals for both staff and students. Both career practitioners and academic advisors are most successful when practicing within the context of their own specific competencies, qualifications, and strengths. For example, a career professional might refer a student to an academic advisor to discuss choosing specific courses for a major; an academic advisor could send a student to the career center to discuss the possibility of completing an assessment to identify career interests.

Improving Communication

Laying a strong foundation for academic and career services collaboration with these essential elements—advising structure, student readiness, and role clarification—requires effective cross-communication between career services and academic deans, administrators, advisors, and professors. Collaborative liaisons, effective referrals, and staff cross-training are three helpful mechanisms by which communication efforts are enhanced.

Liaisons. Career practitioners can be assigned to a specific academic college to liaise with departmental administration, faculty, and staff. This allows career staff to build relationships with staff within academic discipline(s); to specialize in special career considerations for the major, department, or college; and to potentially better equip the career center with resources for these students. For example, career staff who liaise with the biology department may recommend the career center purchase additional print resources or electronic database subscriptions for science careers. Professional or paraprofessional career services staff can serve in a liaison role. In some instances, liaison activity may be written into a job description as a small part of their overall duties; in others, it is a formal arrangement in which a position is partially funded by an academic unit in return for facilitating career services.

Collaboration between career and academic units may include both major and minor activities. For example, 66.9% of career offices surveyed provided assistance to students in securing academic internships (National Association of Colleges and Employers, 2014). A formal or informal internship partnership (e.g., an academic advisor notifying career staff of internship opportunities) could increase student awareness. Academic advising
staff may remind their career center liaison of approaching course registration deadlines to prepare for students choosing a major; the career center liaison can inform academic advising of additional job search resources available to graduating seniors near the end of a semester or when a career assessment may (or may not) be appropriate to recommend. It can be helpful to create a document with institutional or career center specific liaison activities such as The Florida State University (FSU) Career Center “Sample Liaison Activity” list (Appendix A). Liaison activities can be collectively documented by career staff and shared with academic stakeholders on how students are utilizing career services.

**Referrals.** As a result of clear communication lines, referrals for students to or from either unit may increase. As noted earlier, career services personnel should be familiar with their specific roles, and vice versa. Consulting colleagues regarding the nature and timing of the referral process, including introductions (if needed) and appropriate follow-up, is wise practice (Gordon, 2006). Herr et al. (1993) advised training academic advisors in the best ways to refer students to the career center to avoid duplication of effort and frustration of students. For their part, career services professionals can increase their familiarity with majors (including limited access majors), minors and concentrations, alternative educational programs, and how academic distress or difficulty affects career decision making. Career staff can also assist with the referral process to academic services by recognizing when a student might benefit from talking with an academic advisor about supplemental courses to achieve career goals; for example, enrolling in additional courses to acquire a business minor to become an entrepreneur. Career staff might also refer a student to academic advising if a student is ready to officially switch a major, learn more about classes required for a specific major, or talk about alternatives to classes causing academic distress.

An ideal component of a good career-academic referral process is a shared electronic system where academic and career information is seamlessly stored and edited. Here, information from career or academic advising sessions can be accessed for maximum student assistance. Career staff and academic advisors might work with a student to develop an Individual Learning Plan (ILP) that “identifies a sequence of resources and activities to help the [student] attain his or her goals for career problem solving and decision making” (Sampson et al., 2004, p. 58). ILPs can be integrated into a shared electronic database as well as utilized as a joint advising tool as students are referred from office to office.

**Cross-Training.** Another essential tool for improving communication is staff cross-training. Lenz et al. (2010) noted that “staff members from both areas can benefit from sharing knowledge across their respective units, which in turn, enhances the quality of academia and career advising services” (p. 34). Creative ways can be used to make introductions; for example, a scavenger hunt in which career advisors-in-training must find and
meet academic advisors. Another idea is to create and utilize a list of “career-friendly” academic advisors and faculty. Inviting academic colleagues to attend and present at staff training meetings or host an open house at each respective unit for the other office (Lenz et al., 2010) is another possibility. Training each other on specific resources, assessments, and techniques assists in developing a mutual “working” vocabulary. Periodically gathering data on areas for which staff desire more training can be used to identify specific topics. A practical tool is a “Top Ten Ways” sheet that provides an easy reference for academic advisors wishing to learn more about assisting students with career development (Appendix B).

Shared Programming, Resources, and Interventions

Several career professionals and academic advisors offer thoughts on collaborative events and programming for career and academic advisors (Bullock et al., 2007; Gordon, 2006; Lenz et al., 2010; Nelson & McCalla-Wriggins, 2009), and examples of these are discussed next.

Career Courses. A little over a third of respondents (32.7%) to the “NACE 2013–2014 Career Services Benchmark Survey for Four-Year Colleges and Universities” offered a career course at their institution for credit. In a review of 74 reports on career courses, Reardon, Folsom, Lee, and Clark (2011) reported that career courses have a positive impact on student outcomes, ranging from increased career decision making to increased retention in college. There are a variety of career course models and structures, ranging from a general undergraduate course run by career center staff to a specialty career course for graduate students taught by faculty. With training, academic advisors can assist as coinstructors for a career course and as an important referral point for students whom might benefit from this specific career intervention (Lenz et al., 2010).

In addition, career center staff can assist with new course and syllabus development in collaboration with academic advisors and academic units. For example, at Florida State University a faculty member and academic advisor from the College of Communication met with career center staff to discuss adapting an undergraduate career development course for all majors to one specifically for communication majors in a limited access program. After examining elements of career theory, assessment, and resources that would be most beneficial for this student population, they collaboratively developed a syllabus that included career center tours and presentations by career center staff. The existing career center library served both as a lab and as a resource center for the course. In future semesters, career center personnel have continued to present on selected career development topics as part of the class content.

Events. Interactive programs and collaborative career events such as panels, workshops, and fairs can increase the efficiency of career and academic advising efforts. For example, Nelson and McCalla-Wriggins (2009)
discussed academic and career services copresenting a “majors and careers” fair. Reaching out to academic units to include them on career center events fosters a win–win situation for students because they receive targeted academic and career information. Collaborative programming also provides an opportunity for career advisors-in-training (such as graduate students in a career counseling program) to learn about the process of working with other departmental units, and to polish their external relations, public speaking, and event planning skills. For example, career staff can partner with an academic advisor to plan and copresent a workshop for exploratory students.

**Resources.** Designing and developing resources with academic advisors can range from print materials such as “Match Major to Occupations” sheets to electronic materials such as shared links on advising program maps to career center resources. For some campuses, it is not clear to students how to delineate the differences between academic advisors and career advisors, and such materials can be helpful in distinguishing their services. When worked on together, print materials can also reflect the collaborative relationship between the two entities. The same can be true for electronic promotional materials and departmental websites.

**Case Study: Partnering for Exploratory Students**

Special student populations such as exploratory students, first-generation college students, athletes, transfer students, veterans, limited access majors, or international students can be an excellent starting place for career and academic advisors to work collaboratively. Provided next is a case study of how career services professionals and academic advisors at one large, research-based public institution utilized the tools above to support exploratory and undecided students.

**Background.** Exploratory and undecided students comprise a student population that lends itself well for academic and career collaboration. With staff cuts and shrinking budgets at some institutions, it is often difficult to provide excellent student-focused services for time-intensive exploratory student populations. Although career services professionals and academic advising units have different functional goals, these offices can collaborate to assist students undecided about their majors. The FSU Career Center in partnership with FSU’s Advising First Center for Exploratory Students provides interactive programming through a series of workshops and events held regularly throughout the year. While targeted toward students undecided about their major, these events are open and widely attended by students from all majors.

**Workshops.** Each semester, the FSU Career Center and the Center for Exploratory Students jointly sponsor six “Pizza and a Major” workshops for 400 or more students. These interactive workshops provided exploratory students with high-quality, individualized assistance and an orientation to Career Center services. The purpose of the workshops is to help
students select an appropriate major by exposing them to strategies for gaining self-knowledge, and resources for exploring majors and occupations.

**Student Conferences.** Career and academic advising staff have also developed and implemented an annual Student Success Conference that targets freshmen and exploratory students. The conference differed from the workshops by its broader focus and drop-in format. At Florida State University in 2012, over 300 students attended six featured sessions and spoke with representatives from 25 different on-campus departments and organizations to learn how they can succeed at the university.

**Panels.** Each spring, the two offices organize and host a series of “Exploratory Panels” for six different academic areas featuring professionals working in or having specialized knowledge of various professional fields. The panels include faculty, staff, and students who share general information, advice, and personal success stories to help inform students about their department/major. The panels are offered as an extra credit activity in the career development class taught by career center staff.

**Tools.** Staff members from the FSU Career Center and Exploratory Advising created the “Choosing a Major or Occupation Guide,” which contains a series of activities an exploratory student can complete with the assistance of academic and career advisors. The guide is a unique collaborative tool that is cocreated, revised, and utilized by both the Career Center and the Center for Exploratory Students. An exploratory student is referred easily between departments, and the guide prevents duplication of services while allowing the expertise of both units to be fully utilized.

As noted above, for some student populations, academic advising and career advising shared interventions may look very different from a traditional one-on-one meeting format. For example, many graduate students receive advice regarding their course of study from their major professor and/or program coordinator who serve as their de facto academic advisors. In this instance, career services professionals may need to target graduate faculty to assisting this student population. At Florida State University, career center staff assisted the graduate school in creating a “Preparing Future Professionals” program open to all graduate school students. By participating in a specific number of workshops on career-related topics, graduate students can earn a certificate and thus combine the flexibility of their degree program with valuable career information. It is important to think creatively, openly, and broadly about the best ways to meet the career needs for special population students and in relation to their individual academic paths.

**Summary**

There is an increasing need for career advising to be an integral part of the academic advising experience. Career services professionals and academic
advising units can use their shared functional roles and goals of student success as a basis for working together. While it is important to work within areas of expertise, it is helpful for each “subject expert” (career or academic) to team up with the other to combine their knowledge and skill sets. Prior consideration of foundational elements such as organization structures, students’ readiness, and individual roles can be beneficial. For career advising and academic advising practitioners, clear communication targeting key staff members, referrals, and cross-training can aid in the development and ongoing success of shared programming and resources.

Data collection and self-assessment allow for ongoing formative and summative evaluation of these services. Just over half (56.5%) of the career services offices surveyed had conducted self-assessment in the past five years (National Association of Colleges and Employers, 2014). Lenz et al. (2010) offer several general self-review questions for career and academic offices engaged in collaboration. Both formal and informal evaluation can be prepared for distribution to major and degree programs, and shared with academic departments, staff, and administration. Wider distribution and best practices in collaborative efforts can be accomplished by presenting jointly at professional conferences and meetings. Additional methods for career and academic advisors to grow in their knowledge and understanding to benefit collaborative work might include:

- Reading resources to assist in understanding each other’s viewpoint and techniques (e.g., industry publications or professional journals such as the NACADA Journal or the Journal of Career Development to learn more about academic or career advising).
- Participating in joint webinars, conferences, meetings, professional associations, and committees.
- Completing self-assessment activities to identify areas of growth such as Virginia Gordon’s “What Is Your Career Advising IQ?” for academic advisors (Gordon, 2005).

These activities are just a few among many possible proactive learning activities for career and academic advising staff. It is crucial for career practitioners and academic advisors to think critically about their professional development to help college students develop a personal integrated academic and career plan. Career services professionals play a vital role in reaching out to, building relationships with, and collaborating with academic advising personnel. With time and money in short supply, and the growing pressure for more timely completion of college degrees, the need for career and academic collaboration has never been greater. To provide students with the best possible services, career and advising offices need to intentionally partner with each other. By actively working together, career
and academic units can support the career developmental needs of today’s college students.

References


KATHERINE E. LEDWITH is a coordinator of Pathway Advising at Pikes Peak Community College.
Appendix A: Sample Liaison Activities

Sample activities that might be part of the peer career advisor liaison role include the following:

- Making recommendations regarding career information and/or job search resources that should be maintained by the career center to meet the specific needs of students in the various academic programs of the college.
- Making sure the school/college gets copies of career center materials (e.g., career guides, bookmarks, etc.; publicity flyers for futures, etc.), especially keeping any peer advising office stocked with materials.
- Faxing or emailing job notices received by the career center to key staff that might be of interest to students in a particular school/college.
- Becoming familiar with the career/academic needs of students enrolled in specific majors within the college and inform/train other career advisors regarding this information.
- Developing selected materials, services, or programs (career forums, workshops) to help students identify the range of career alternatives and job opportunities associated with majors in that college. This could also include revising and updating previously existing career center materials (e.g., match major sheets) and resources related to a particular discipline.
- Developing links between the career center and college websites that address career information and services specific to the college and its majors.
- Recommending website links that relate to the needs of students in a particular college/school.
- Attending meetings of academic advisors/faculty and providing the career center with current information associated with their respective college and informing the college/school of current career center services.
- Inviting advisors and other staff from the school/college to a career center open house.
- Generally serving as a contact and conduit for the exchange of information and referrals between the respective college and the career center.
- Meeting individually with students from a particular school/college who need more in-depth assistance with their career planning and/or job hunting.
- Others as appropriate.
Appendix B: Top Ten Ways

The top 10 career center resources for academic advisors to use in helping students explore options and increase their career success:

1. Encourage students to use key occupational information and computer-based guidance sites, such as ONET, OOH, CHOICES: http://www.career.fsu.edu/occupations/exploring_occupations.cfm
2. Use the career center’s “matching majors with job information sheets” to expand students’ knowledge of opportunities and work settings related to their field of study: http://www.career.fsu.edu/occupations/matchmajor/
3. Remind students to obtain SeminolePlus! services to learn more about the job opportunities employers are offering and to access online resources such as CareerShift and Going Global.
4. Encourage students to enroll in the SDS 3340 Introduction to Career Development class to engage in more in-depth career exploration and preparation: http://www.career.fsu.edu/courses/sds3340/
5. Invite students to access ProfessioNole to learn more about the career paths of FSU alumni and friends: http://career.fsu.edu/professionole/
6. Use FSU’s Career Portfolio to show students how they can highlight their skills and samples of their work to prospective employers: https://apps.oti.fsu.edu/CareerPortfolio/jsp/login.jsp
7. Promote FSU Career Center events that will help students in making career decisions and interacting with prospective employers: http://career.fsu.edu/calendar/
8. Encourage students to use the career center’s in-depth career library resources, both print and online, to expand their knowledge of options: http://www.career.fsu.edu/library/
9. Promote internship opportunities in SeminoleLink as a way of exploring career options and gaining valuable experience: http://www.career.fsu.edu/internships_and_co-ops/
10. Refer students to drop-in career advising for help in developing an individual career plan related to their educational and employment goals: http://www.career.fsu.edu