

Future Instructors in Training (FIT) Program
LEAP Project Plan
Spring 2015



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Section 1

Executive Summary

The Santa Clarita Community College District (SCCCD) will implement the Future Instructors in Training (FIT) Program, an internship program designed to inspire, recruit, and prepare career professionals and graduate students for a career in community college teaching. At its core the program will utilize the Los Angeles Community College District's (LACCD) Project Match as the starting point for program design and implementation. Utilizing Project Match's course materials, outlines, schedules, and best practices as a guide, along with mentoring from the Project Match Steering Committee, this over twenty year successful program will be the base model for the implementation of SCCC's FIT Program. This program will be conducted at College of the Canyons and managed by a steering committee comprised of experts in the areas of: Center for Excellence in Teaching and Learning, Human Resources, Professional Development, and Full-time Faculty. The utilization of existing programs and the integration with existing infrastructure will result in economies of scale while resulting in achieving alignment with SCCC's need for a growing diverse faculty and securing faculty in the most critical areas. Fast tracking the implementation will result in intern training at the end of year two, mentoring early in year three, and opportunity for hiring in the spring of year three. Assessment of the program in the spring of year three will result in adjustments to improve results and outcomes while continuing to maximize the efficiency of the FIT Program. Initial funding could be from the Student Equity Fund as this program is directly related to growing diversity of our faculty to better serve the needs of our students.

Program (Goals) Objectives

Vision: College of the Canyons will have in place a program that is designed to attract and train a more diversified pool of adjunct faculty to meet the needs of our students.

- 1st Year Goals:
 - Develop Program
 - Compose a steering committee, consisting of a Coordinator from among the full-time faculty, one to two full-time faculty members, one administrator and two classified staff members, whereby the Committee will develop a platform for intern training on the Valencia campus, as measured by a 3-year program plan with curricula developed for the Future Instructors Academy no later than mid-Fall semester.
 - Partner with Center for Excellence in Teaching and Learning (CETL) to develop a mentor training workshop offered during Fall semester, as measured by implementation for FLEX week during the Spring semester.

- o Secure Funding
 - Determine available sources of funding, in collaboration with appropriate areas, as measured by identifying possible sources by mid-Fall semester.
 - Prepare and submit proposals, requests, and/or applications for funding, as measured by initial submittals prior to end of Fall semester – this will be an ongoing effort as new opportunities arise to secure sustainable funding.
- o Outreach & Recruitment
 - Needs assessment through collaboration with Office of Instruction and Human Resources to determine instructional needs over next 3-years, as measured by joint report issued no later than end of Fall semester.
 - Develop logo and other brand marketing materials, as measured by approval of appropriate authority no later than end of Fall semester.
 - Identify target audience (interns & mentors) and appropriate marketing channels to promote program opportunities, as measured by development of marketing strategy by early Spring semester.
 - Upon securing funding, finalize marketing plan – based on available funds – as measured by issuance of marketing plan by early Spring semester.
- 2nd Year Goals:
 - o Launch Pilot Program (See Appendix A)
 - Identify and recruit mentors, as measured by verbal commitment by mid-Fall semester, completion of training workshop by early Spring semester, and execution of mentoring contract by end of Spring semester.
 - Identify and recruit interns, as measured by application and successful interview by mid-Spring semester, training by end of Summer term, and internship contract for Fall semester.
 - o Assess Program
 - Utilize feedback from interns and mentors regarding the successes of the program, as well as needs for improvement, to make adjustments for future program cycle.
 - o Hire Interns
 - After successful internship, interns will be encouraged to apply to the College of the Canyons adjunct applicant pools and employed.
- 3rd Year Goals:
 - o Launch Full Program
 - o Secure Future Funding

- Determine available sources of sustainable funding to continue program, in collaboration with appropriate areas, as measured by identifying possible sources by mid-Fall semester.
- Prepare and submit proposals, requests, and/or applications for funding, as measured by initial submittals prior to end of Fall semester.

Mission Statement

To attract, inspire, and prepare diverse professionals and graduate students for a career in community college teaching to meet the needs of our students.

Section 2

Program Summary

The Future Instructors in Training (FIT) program provides a unique opportunity for qualified individuals to explore and develop a career in community college instruction. FIT combines pedagogical training with mentorship and hands-on classroom experience, providing invaluable training through participation in projects and assignments that allow for the practical application of academic knowledge and the development of skills necessary for a career in higher education.

The Future Instructors in Training program begins with a summer “Future Instructors Academy”, and continues with a fall internship, where each participant based on their demonstrated aptitude and career goals, is paired with a mentor from among COC’s dynamic faculty. Following successful completion of the Fall Internship, FIT participants graduate with the preparation and tools necessary to pursue adjunct teaching positions at COC.

Designed to provide essential training in teaching methodology, as well as encouragement, inspiration, and guidance, the Future Instructors in Training program offers significant opportunities for the creation of valuable connections for the future and role models for a new generation of educators.

Management

The management of the Future Instructors in Training Program is by a steering committee comprised of experts in the following area: Center for Excellence in Teaching and Learning, Human Resources, Professional Development, and from amongst our full-time faculty. Specifically, the composition of the Committee would be a cross-section of College of the Canyons, as follows:

- CETL Representative – Administrator
- HR Representative – Classified Personnel
- Professional Development Representative – Classified Personnel
- 1-3 Full-time Faculty, one of which will be the Program Coordinator

The optimal area for the Future Instructors in Training Program to be housed would be within the Center for Excellence in Teaching and Learning, and an Administrator from that area would help ensure that the Program has space to provide its Future Instructor Academy as well as work with the steering committee to develop the Program.

The Human Resources representative would help in facilitating the identification of the needs in adjunct recruitment, and provide support in utilizing iGreenTree as an

application tracking and management tool for interns applying to the Program. Further, the Human Resources representative would support the Program in using recruitment tools, such as LinkedIn, to reach out to potential interns within desired professions. The Human Resources representative would also be able to support the matching of interns, post-internship, with available adjunct positions that interns would be encouraged to pursue.

The Professional Development representative would support the compensation process for interns and mentors for their participation in the Program, as well as providing support and coordination for events and workshops.

The Full-time Faculty representatives would be the subject matter experts in developing curricula for the Future Instructors Academy, as well as delivering training for interns and mentors.

All steering committee members would manage the selection process for determining the interns for each cycle of the Program.

Start-up Summary

To facilitate the development of the Future Instructors in Training Program materials and the design aspects of the Los Angeles Community College District's (LACCD) Project Match will be utilized as a starting point to creating an innovative program for College of the Canyons (See Appendix B). LACCD's program addresses the diversity needs for the nine area community colleges in its district, and Project Match is a program to prepare and recruit a diverse community college faculty who are sensitive to the needs of the students and community it serves. Using resources provided to the Santa Clarita Community College District from LACCD, as well as an opportunity to engage LACCD in discussion of the strengths and challenges of such a Program, College of the Canyons will grow a program to address its own diversity needs which will meet the changing demographics of the region.

To fund the Program resources may be utilized from the Student Equity Fund, as this program is directly related to growing the diversity of our faculty to better serve the needs of our students. Further, grant-funding may be available to augment the financial support needed to start and grow such an internship program.

Locations and Facilities

The Future Instructors in Training Program will be initially located on the Valencia Campus of the Santa Clarita Community College District. The Program requires use of a large conference room during the Summer to provide the events and workshops associated with the Future Instructors Academy. During the internships portion of

the Program, interns will be placed in the classroom already assigned to their mentors.

Section 3

Market Analysis Summary

The purpose of Project FIT is to increase the size and overall diversity of the College's adjunct faculty pool. Diversity encompasses professional background, geographic diversity, along with ethnic, racial, and religious diversity among others.

COC is a Hispanic-Serving Institution, which means its total Hispanic enrollment constitutes a minimum of 25% of the full-time equivalent (FTE) total enrollment. According to COC's Just the Facts book (Revision 4/2014), 43.4% of the student enrollment consists of Latino/Hispanic students. The College has a student population of 18,514. The demographics are as follows: White 38.2%, Latino/Hispanic 43.4%, Asian/Asian-American 8.5%, African American 4.8%, Native American 0.2%, Other/Multi-Racial 4.0%, and Unknown/Declined to State 0.8%.

The ethnic distribution of the College is more diverse than the community. The Santa Clarita Valley has a population of 291,274. The demographics are as follows: White 49.7%, Latino/Hispanic 30.9%, Asian/Asian-American 11.4%, African American 4.4%, Native American 0.2%, Other/Multi-Racial 3.3%.

As far as adjunct faculty, the demographics are as follows: Latino/Hispanic 10.8%, White 63.8%, Asian/Asian-American 11.3%, African American 3.1%, Native American 1.7%, Other/Multi-Racial 9.3%. The total number of active adjunct faculty at COC is 1211. This is not the current number of adjunct faculty teaching, but those considered actively employed and able to be assigned courses.

Overall, 61.9% of COC students are non-white; 50.3% of the Santa Clarita community is non-white; and 36.2% of COC adjunct faculty are non-white. Accordingly, the College would benefit from an additional structured recruitment program to complement its current efforts in maximizing the overall diversity of its faculty pool.

While there isn't any direct competition for comparable instructor training programs in the Santa Clarita Valley, the LACCD does have Project MATCH, which draws heavily from outside our region. However, because we would like to recruit future instructors among professionals with experience in the field, we are competing with local and regional employers for a diverse applicant pool. For instance, COC has a need for experienced welders who can teach part-time in our Welding program. We would be competing with corporations who also need these welders for their technical expertise.

Below is the list of current majors/disciplines for Associate Degrees for 2014-15:

- Administration of Justice AS
- Administration of Justice AS-T
- American Sign Language AA

- Animation - Animation Production AA
- Animation - Computer Animation AA
- Art AA
- Automotive Technology AS
- Biological Sciences AS
- Business - Accounting Technician AS
- Business - Accounting Transfer AS
- Business - Human Resources Management AS
- Business - Marketing AS
- Business - Entrepreneurship and Small Business Management AS
- CIT - Computer Information Technology - Administrative Assistant AS
- CIT - Computer Information Technology - Computer Applications AS
- Communication Studies AA
- Communication Studies AA-T
- Computer Networking AS
- Computer Science AS
- Computer Science AS-T
- Construction Management Technology AS
- Drafting - Architectural Technology AS
- Early Childhood Education AS-T
- Engineering AS
- English AA
- English AA-T
- Fire Technology - InService AS
- Fire Technology - PreService AS
- French AS
- Geography AA-T
- Geology AS-T
- GMD - Graphic Design AA
- GMD - Multimedia AA
- History AA
- History AA-T
- Hotel & Restaurant Management AS
- Hotel and Restaurant Management-Hotel Management AS
- Hotel and Restaurant Management-Restaurant Management AS
- Interior Design AS
- Kinesiology AA-T
- Land Surveying AS
- Liberal Arts & Sciences AA using CSUGE or IGETC - Humanities/Math and Science/Social Science Emphasis
- Liberal Studies-Elementary Teaching Preparation AA
- Mathematics AS
- Mathematics AS-T
- MEA-Filmmaking AA
- MEA-New Media Journalism AA

- MEA-Sound Arts AA
- Medical Laboratory Technician Program AS
- Music - Composition AA
- Music - Concert Performance AA
- Music - Guitar Performance AA
- Music - Jazz Performance AA
- Music - Voice Performance AA
- Nursing AS (RN and LVN-RN)
- Paralegal Studies AA & General Education for Paralegal Studies
- Philosophy AA
- Philosophy AA-T
- Photo - Fine Art Photography AA
- Physical Education/Kinesiology AA
- Physics AS-T
- Political Science AA-T
- Psychology AA
- Psychology AA-T
- Real Estate AS
- Recreation Management AA
- Social Science AA
- Sociology AA
- Sociology AA-T
- Spanish AA
- Spanish AA-T
- Studio Arts AA-T
- Sports Medicine AS
- Theatre AA
- Theatre Arts AA-T
- Theatre Performance AA
- Water Systems Technology AS
- Welding AS

Below is the list of current Certificates available for 2014-15:

- Administration of Justice
- Animation - Animation Production
- Animation - Computer Animation
- Animation - Video Game Animation
- Automotive Technology
- Baking and Pastry
- Building Inspection
- Business - Accounting Technician
- Business - Accounting (Transfer)
- Business - eCommerce
- Business - eCommerce Technology
- Business - Finance

- Business - Human Resources Management
- Business - International Trade - Finance
- Business - International Trade - Marketing
- Business - Marketing
- Business - Retail Management
- Business - Entrepreneurship and Small Business Management
- CIT - Administrative Assistant
- CIT - Computer Applications
- Computer Networking
- Computer Networking - Network Associate
- Construction Management Technology
- Culinary Arts
- Drafting - Architectural
- Drafting - Architectural (Computer Aided)
- Drafting - Mechanical
- ECE - Early Childhood Education - CORE
- ECE - Early Childhood Education - Infant/Toddler Program
- ECE - Early Childhood Education - Pre-School Program
- ECE - Early Childhood Education - School Age Program
- ECE - Early Childhood Education - Special Education Program
- ECE - Early Childhood Education - Supervision & Administration
- EMT - Emergency Medical Technician
- Fire Technology- Pre-Service
- GMD - Graphic & Multimedia Design - Graphic Design
- GMD - Graphic & Multimedia Design - Multimedia
- Hospitality Wine Service
- Interior Decorating - Merchandising
- Interior Design
- Interior Design - Home Staging
- Interior Design - Set Decorator for TV & Film
- Land Surveying
- Manufacturing Technology - Automated Machining
- Manufacturing Technology-CAD/CAM
- Manufacturing Technology - CATIA
- Manufacturing Technology - Machining/CNC
- Medical Office Administrative Assistant
- News Reporting and Anchoring
- Nursing - Certified Nursing Assistant
- Personal Training
- PHOTO - Commercial Photography
- PHOTO - Fine Art Photography
- Real Estate
- Restaurant Entrepreneur
- SHARP - Skills for Healthy Aging Resources & Programs
- Solar Energy Technician

- Transfer - General Education using CSUGE
- Transfer - General Education using IGETC for CSU
- Transfer - General Education using IGETC for UC
- Water Systems Technology
- Website Development
- Welding Technology
- Welding Technology: Robotic Welding Automation
- Welding Technology: Shielded Metal Arc Welding
- Wine Studies

Forty-one of these programs have been added since 2003. Consequently, the College faces a continuing challenge in recruiting qualified adjunct faculty qualified in the growing list of disciplines. An additional challenge is ensuring that the pool of applicants is sufficiently diverse to maximize the richness of the learning experience for the students and to accurately reflect the industry and industry goals in which the students will be entering. Project FIT will be a key component, although not the sole component, in assisting the College in its recruitment of a highly qualified and diverse faculty with the ability to provide students with the most current and broad-based subject knowledge in the programs offered.

Strategy and Implementation

The Santa Clarita Community College District has a need for a more diverse faculty, especially in our ever-growing need for adjunct instructors. Several of our departments are struggling to meet the demand for courses due to an insufficient number of adjuncts available for scheduling. The Future Instructors in Training Program will meet that need by not only growing the diversity of our faculty population, but by deepening our adjunct pools to better support the students in their pursuit of degrees in these areas. Furthermore, the Program is an outreach program to the professionals and new graduates in our region, as well as neighboring regions, to explore the benefits of teaching at a community college by identifying and pursuing those that are experts in their field, but may not have considered themselves suited as educators in a community college. The Program will help realize potential and provide opportunities for career growth and directions for those looking to start, change, or enhance their careers.

Marketing Strategy

The Future Instructors in Training (FIT) Program will utilize social media tools, such as LinkedIn, to actively seek out professionals and new graduates in the fields most critical to SCCC and invite those that meet the educational requirements of our faculty positions to participate in the Program. This will be a more proactive approach to recruitment than SCCC has taken in the past, where the FIT Program

seeks to inspire and recruit diverse members of the community and region to consider community college teaching as a way of augmenting their professional life or realize a potential for a new career in higher education. The FIT Program will also use ads, posters, and pamphlets that can be delivered to neighboring Universities and professional businesses to reach those populations. The Program will continue to develop outreach strategies as well to reach instructors in the K-12 community that may need an extra edge in training to transition to the community college arena.

Section 4

Financial Section

Key Assumptions

The Future Instructors in Training Program will take on ten (10) interns during its Pilot year, with an increase by five (5) interns in the second year. This will require ten (10) mentors during the Pilot year, with an additional five (5) participating the following year. The interns will receive \$800 as a stipend for their participation in the program, to be paid during the internship portion of the Program. It will be paid in two installments in October and December. Additionally, the mentors will receive \$800 as a stipend for their participation also to be paid in October and December. The facilities the Program will utilize will not be at cost to the Program, as these events will be held on campus. There will be two workshop facilitators; each will receive \$200 for the two events outside of the Future Instructors Academy, and \$800 for the Future Instructors Academy. Marketing will require ads, posters, and pamphlets, with costs for initial marketing materials being twice as much in the first year as in the two subsequent years of the program. Supplies for the Future Instructors Academy, as well as events, will be needed, including any promotional materials for the interns and mentors. Each member of the Steering Committee will receive \$2,000 per year for their management of the Program, including reviewing applications for the interns, interviewing and selecting interns, coordinating the Future Instructors Academy, and matching interns with mentors for their internships. For development of the curricula for the Future Instructors Academy, each member of the Steering Committee will receive \$1,000 in year one. There will be two events outside of the Future Instructors Academy, a kickoff event and a culminating event, each of which will have a budget of \$1500.

Funding Forecast

	2015-16AY	2016-17AY	2017-18AY
Interns	\$ 8,000 (10pp)	\$12,000 (15pp)	\$12,000 (15pp)
Mentors	\$ 8,000 (10pp)	\$12,000 (15pp)	\$12,000 (15pp)
Workshop Facilitators	\$ 2,000 (2pp)	\$2,000 (2pp)	\$2,000 (2pp)
Marketing	\$ 4,000	\$2,000	\$2,000
Supplies	\$ 1,000	\$1,500	\$1,500
Steering Committee	\$10,000 (5pp)	\$10,000 (5pp)	\$10,000 (5pp)
Curriculum	\$5,000	\$0	\$0
Events	<u>\$3,000 (2 events)</u>	<u>\$3,000 (2 events)</u>	<u>\$3,000 (2 events)</u>
Total	\$41,000	\$42,500	\$42,500

Section 5

Appendix A: Timeline for 3-Year Implementation

Year One - 2015/16		
<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer</u>
Curricula Development	Identify Target Audience	
Develop Mentor Training Workshop	Marketing & Outreach	
Identify Funding Options / Submit Funding Proposals	Continue to Submit Funding Proposals	
Needs Assessment for 3YRs	Recruit Mentors	
Develop Logo & Materials		
Year Two - 2016/17		
<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer</u>
Secure Funding	Mentor Workshop	Future Instructors Academy
Confirm Mentors	Interview & Select Interns	Assess Program
Recruit Interns / Accept Applications	Kick-Off Event for Program	
Year Three - 2017/18		
<u>Fall Semester</u>	<u>Spring Semester</u>	<u>Summer</u>
Internships	Assess Program	Revise Program, if needed
Identify Sustainable Funding	Encourage Interns to Apply for Adjunct Pools	Continue Marketing efforts
Recruit Interns / Accept Applications	Recruit New Interns / Mentors	Secure Funding
	Mentor Workshop	Future Instructors Academy
	Interview & Select Interns	Assess 2nd Cycle Program
	Kick-Off Event for Program	

April 16, 2015

Spoke to: Joanna Zimring Towne, Coordinator of Project MATCH

RE: Business side of Project MATCH

1. Program is specially funded by the Board of Trustees
2. Budget: 100-150K
 - a. Coordinator's yearly stipend
 - b. Mentors / Interns
 - c. Events
 - d. Reauthorized every few years
3. Administrative Assistant helps Coordinator, but money from the MATCH budget doesn't pay
4. Started with 18 mentors/interns, now have 50 interns and 10 alternates
 - a. 1-1 ratio of mentors to interns
 - b. Both receive \$800
 - i. Only in Fall semester – Oct \$400 & Dec \$400
 - ii. Prorated if intern drops out
 - iii. Interns are hired as temporary employees (i.e. Special Consultants)
 - iv. Mentors are paid through additional employment request
5. Steering Committee reviews applications
 - a. Assures applicant meets MQs
 - b. Reviews approx. 400 applications for 150 interviews
 - i. Volunteers interview 150 applicants and provide feedback to Coordinator
 - ii. Coordinator chooses the 50 interns and 10 alternates
 - c. Retains applicant materials
 - i. Interns do not go through normal HR process, however they are fingerprinted and official transcripts are submitted
 - ii. No TB testing
 - iii. If hired as Adjunct, will need to complete adjunct hire process
 - d. Guides content of the program
6. Program Content
 - a. Summer Institute
 - i. 60 interns (50 + 10 alternates) are broken into 2 groups
 - ii. 5 weeks of training split between an outside consultant and the Coordinator
 1. Coordinator provides practical aspects of teaching / SLOs / syllabi construction / policies and procedures of the CC
 - a. Guest speakers from e-distance, student success, Chancellor, Senate, etc.
 2. Outside Consultant provides more theoretical training on adult pedagogy
 - iii. Teaching demos as a component
 - b. Content changes each year depending on feedback from interns and mentors

c. Events

- i. Kick-Off Day with several speakers from the CC District
- ii. Culmination event
- iii. 1-day Saturday check-in with workshops on class management and guest speakers
- iv. 2nd day Saturday event for mock interviews



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Project MATCH Internship Accept/Decline Form

1. I, _____, **accept** the Project MATCH 2015 internship.

I understand that this internship is not a guarantee of future employment with the Los Angeles Community College District. (Please skip section 2 and fill out all of the other sections of this form.)

2. I, _____, **decline** the Project MATCH 2015 internship.

(Skip to section 5 to sign and date this form.)

3. Please indicate any previous or current teaching experience in the appropriate section(s) below.

Elementary and Middle School _____

High School _____

Adult School _____

College/University _____

Other _____

4. Please enter your current contact information.

Address Line 1 _____

Address Line 2 _____

Email 1 _____ Email 2 _____

Home phone _____ Work phone _____

Cell phone _____ Other contact method _____

5. If you have a legally defined disability that requires reasonable accommodation during your internship, please inform

us of your needs. _____

6. I certify that the information I have provided above is true, complete, and accurate.

Print your name

Sign your name

Date



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Attendance Policy for Project MATCH Interns

Project MATCH offers 50 interns a fall semester assignment with a mentor at one of the community colleges in the Los Angeles Community College District. To ensure that all interns are prepared for their assignments, have an understanding of the community college environment, and are appropriately evaluated and tracked during the fall semester, Project MATCH has a number of mandatory elements.

Acceptance into the program and continued participation in the program will require all interns and alternates to agree to the following conditions.

- Attendance at the Coordinator's Orientation is **mandatory**. This session is usually held in May. Any intern who misses this session or is late (over 20 minutes) for this session will be dropped immediately from the program.
- Attendance at the Summer Institute is **mandatory**. The Summer Institute is usually held in July, and August and is generally eleven evening sessions spread over the summer. All sessions are held from 6:00 pm to 10:00 pm. Any intern who misses any one of these sessions or is late (over 20 minutes) for one of these sessions will be dropped immediately from the program.
- Attendance at the fall semester follow-up sessions and the end-of-semester recognition ceremony is **mandatory**. The follow-up sessions are usually held in October and November. The recognition ceremony is usually held in December before the end of the semester. Any intern who misses any one of these sessions or is late (over 20 minutes) for one of these sessions will be dropped immediately from the program.
- All interns must perform their internship duties (under their mentor's supervision) for a minimum of 3 hours each and every week during the fall semester. These weekly sessions are **mandatory**. The Project MATCH internship cannot be compressed into fewer weeks than available in the semester. Missing a weekly internship session can be cause for termination from the Project MATCH internship.
- To facilitate placement at one of our colleges, counseling interns should be available for at least 3 hours per week within the typical college counseling schedule (8:00 a.m. - 6:00 p.m., Monday through Thursday with Friday hours ending as early as 1:00 p.m.). Late evening counseling schedules cannot be accommodated. Saturday counseling schedules cannot be accommodated.
- To facilitate placement at one of our colleges, library interns should be available for at least 3 hours per week within the typical college library's hours of operation. Saturday library schedules cannot be accommodated.
- To facilitate placement at one of our colleges, teaching interns must be available to teach during **at least three** of the 12 time slots shown below during the fall semester. The weekly time commitment will be only three hours, as interns will participate in only one of their mentor's 3-unit classes. Saturday teaching schedules cannot be accommodated.

I understand this policy and accept these conditions as part of my acceptance into the Project MATCH program.

Print your name

Sign your name

Date



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Intern Availability Schedule (Fall Semester 2015)

For each day, mark the time(s) that you will be available for your internship (should you be offered one). You must **select at least three time slots**. If possible, please select more than three time slots. Additional time slots will increase your mentor match opportunities. If your availability changes at any time, please notify the Coordinator immediately.

Mon	<input type="checkbox"/> 7:00 am – 11:00 pm	<input type="checkbox"/> 11:00 pm – 5:00 pm	<input type="checkbox"/> 5:00 pm – 10:00 pm
Tue	<input type="checkbox"/> 7:00 am – 11:00 pm	<input type="checkbox"/> 11:00 pm – 5:00 pm	<input type="checkbox"/> 5:00 pm – 10:00 pm
Wed	<input type="checkbox"/> 7:00 am – 11:00 pm	<input type="checkbox"/> 11:00 pm – 5:00 pm	<input type="checkbox"/> 5:00 pm – 10:00 pm
Thur	<input type="checkbox"/> 7:00 am – 11:00 pm	<input type="checkbox"/> 11:00 pm – 5:00 pm	<input type="checkbox"/> 5:00 pm – 10:00 pm
Fri	<input type="checkbox"/> 7:00 am – 11:00 pm	<input type="checkbox"/> 11:00 pm – 5:00 pm	<input type="checkbox"/> 5:00 pm – 10:00 pm

COUNSELORS:
We cannot match
counselors with evening
hours. The latest start time
for counselors is 3pm

All interns please note: If you are not available for at least 3 time slots there is no guarantee that you will be placed with a mentor at one of our campuses. If your availability falls below 3 time slots after you submit this form, but before you are placed with a mentor, there is no guarantee that you will be placed with a mentor at one of our campuses. If you are placed, but your availability decreases and makes it impossible to continue with your current mentor, there is no guarantee that you will be placed with another mentor. **Teaching interns please note:** Most daytime (morning and afternoon) classes meet either Mondays & Wednesdays or Tuesdays & Thursdays for 1 ½ hours per session.

Campus Preference Ranking

Indicate your preference for the location of your internship by ranking the nine colleges using 1 as your first choice and 9 as your last choice. You must utilize all nine numbers in your ranking. You may not give the same ranking to more than one campus. **YOU MUST RANK ALL NINE COLLEGES.** We will make every effort to match you with a mentor at a college that is convenient for you, but there is no guarantee that you will be matched to one of your top choices. By signing this form, you agree to be placed at any campus.

- ___ East Los Angeles College 1301 Cesar Chavez Avenue, Monterey Park 90033
- ___ Los Angeles City College 855 N. Vermont Avenue, Los Angeles 90029
- ___ Los Angeles Harbor College 1111 Figueroa Place, Wilmington 90744
- ___ Los Angeles Mission College 13356 Eldridge Avenue, Sylmar 91342
- ___ Los Angeles Pierce College 6201 Winnetka Avenue, Woodland Hills 91371
- ___ Los Angeles Southwest College 1600 West Imperial Highway, Los Angeles 90047
- ___ Los Angeles Trade-Technical College 400 W. Washington Blvd, Los Angeles 90015
- ___ Los Angeles Valley College 5800 Fulton Avenue, Valley Glen 91401
- ___ West Los Angeles College 4800 Freshman Drive, Culver City 90230

I understand and accept the policies and conditions above as part of my acceptance into the Project MATCH program. I certify that the information I have provided above is true, complete, and accurate.

Print your name

Sign your name

Date



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Project MATCH

2015 MENTOR APPLICATION

Name _____ College: _____

Department(s) / Discipline(s): _____

Phone: _____ Email: _____

Have you been a Mentor previously? Yes No Were you a Project MATCH intern? Yes No

LIST YOUR FALL 2015 LACCD TEACHING SCHEDULE BELOW

If you are a counselor or librarian, please list both your normal work hours and any classes that you teach.

Subject Area, Course Number, Section Number (Example: ART 002 – #1157)	Scheduled Day(s)	Scheduled Start and End Time
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Please NOTE:

- ❖ Do not list classes taught outside of our district.
- ❖ If you teach at more than one LACCD campus, indicate where each class is taught.
- ❖ Please notify the PM Coordinator if your Fall 2014 schedule should change after you have submitted this form

Please describe why you want to be a Project MATCH mentor (attach additional pages if necessary)

Please mail or email your fully completed form to:

Joanna Zimring Towne, Project MATCH Coordinator
Los Angeles Pierce College, 6201 Winnetka Ave, Woodland Hills, CA 91371;
zimrinjb@piercecollege.edu

APPLICATIONS DUE APRIL 27th



LOS ANGELES COMMUNITY COLLEGE DISTRICT

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OFFICE OF DIVERSITY PROGRAMS

Project MATCH

FAQ Sheet

What would be my responsibilities as a mentor?

The goal of the Project MATCH (PM) program is for the PM Intern to gain valuable real-world experience in community college education by **co-teaching** one of your LACCD for-credit courses or providing counseling or library services.

If you are an instructor, you would provide a training experience to your intern by first allowing your intern to observe your teaching methods in the classroom, and then having your intern assist with preparing and delivering lessons and activities for your students. It is expected that PM interns deliver approximately 50% of course instruction under the supervision of the mentor.

If you are a counselor, you would incorporate your intern into your counseling sessions, first by allowing your intern to observe your methods during counseling sessions and then by having your interns assist with preparing and conducting counseling sessions. It is expected that PM interns will counsel students under observation. PM Counseling interns can also participate in their mentor's classes if available.

As a librarian mentor, you could (among other things) coach your intern in handling requests from faculty to orient students to the rudiments of research, database search skills, specifics of documentation (APA-and MLA-style citing), and more. They might also be mentored in leading classroom instruction related to library science.

All mentors are expected to provide constructive feedback throughout the mentoring experience.

What is the time commitment?

Teaching interns would work in one of his or her mentor's classes. The time commitment may vary based on the course and the level of participation of the intern. A mentor can expect to spend approximately 3 hours/wk working directly with their teaching intern on class-related work.

Counseling and library interns are expected to spend three hours/week working with students and may spend additional time with their mentor on special projects or other mentoring activities.

There is also a small amount of time required to complete the mandatory forms to track the intern's progress and attendance. These forms are due in October and December.

It is highly encouraged that mentors meet with their interns in the summer prior to the fall semester, to discuss expectations, plan and get acquainted.

Are there any other activities that interns should experience?

Yes, mentors should invite their interns to Staff Development Day (also known as Opening Day or Mandatory Flex Day). This is a great opportunity for an intern to meet the department chair, other members of the department, and gain a better understanding of campus life.

Are there any additional responsibilities outside of the time spent mentoring the intern?

All mentors are asked to attend the Summer Institute Kick-off Event and Mentor Orientation on **Thursday, May 28th at 5:30pm**. It will be an opportunity for mentors to meet their interns and begin the mentorship process if you have not done so already. **Mentors are also responsible for helping their intern obtain a (free) campus parking permit and desk copies of any texts used in the assigned course.**

How many interns can be assigned to one mentor?

To maximize faculty participation in Project MATCH, each mentor can be assigned only one intern.

Are all mentor applicants assigned an intern?

As there are only 50 interns selected each year, there will likely be more mentor applicants than interns. Applying to be a mentor does not automatically guarantee that you will be assigned an intern.

Are Project MATCH internships offered in both fall and spring semesters?

The internships occur only during the fall semester. The interns apply and are selected in the spring semester.

I only teach online. Can I mentor an intern in my online course?

Interns must be assigned to traditional in-class courses. We acknowledge the growing importance of all forms of distance learning, but we have limited time during our Summer Institute which does not afford us the time to train interns in online instruction.

I teach on Saturdays only. Can I mentor an intern in a weekend course?

Interns may not be assigned to Saturday classes as they have mandatory meetings on Saturdays.

If selected as a mentor, when do I get paid?

Half of the \$800 stipend is included in your October 31 paycheck, the other half is paid on December 31. Please note that should you or your intern be unable to complete the program, you may forfeit part or all of your stipend.

I have questions that aren't covered by this FAQ sheet. Whom should I contact?

Send an email to **Joanna Zimring Towne**, Project MATCH Coordinator at: zimrinjb@piercecollege.edu



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Project MATCH

Dear Faculty Member:

We are seeking faculty members to mentor the 2015 Project MATCH interns. Project MATCH (Mentors Act to Change History) began in 1991 in an effort to recruit classroom faculty, librarian, and counseling interns and provide them with an opportunity to learn and practice skills appropriate for working with community college students.

As a mentor, you will receive an \$800 stipend for guiding your intern as he or she explores a community college career. Mentors are needed for day and evening schedules (Monday – Friday) and can be either full-time or adjunct.

This year we will select 50 interns from a pool of approximately 300 applicants. During the fall semester, each intern will participate in **one** of his or her mentor's three-unit courses (or the equivalent weekly time commitment -3 hours a week- for counseling and library science interns).

If selected as a mentor, your responsibilities would include:

- Attending the Project MATCH Summer kick-off event and mentor orientation on **May 28th**.
- Meeting with your intern at least once prior to the fall semester
- Providing your intern with hands-on experience covering all aspects of teaching, counseling or library work
- Assisting your intern in preparation of lesson plans, developing classroom activities, etc.
- Integrating your intern in primary activities (classroom teaching, counseling sessions, library duties, etc.)
- Providing feedback to your intern
- Orienting your intern to your campus and inviting him or her to department, committee, or senate meetings

Project MATCH has proven to be a very rewarding experience for both mentors and interns. Over the past 24 years, many Project MATCH interns have become successful instructors, counselors, and librarians within the LACCD. If you are interested in mentoring an intern, please complete the enclosed application and mail it to:

Joanna Zimring Towne
Pierce College
6201 Winnetka Ave
Woodland Hills, CA 91371
zimrinjb@piercollege.edu

You may send your form via mail or email. **The deadline for submission is Friday, April 27th.**

Sincerely,

Don Gauthier, District Academic Senate President
Joanna Zimring Towne, Project MATCH Coordinator

Enclosures Application Form
 Project MATCH FAQ Sheet

**Project MATCH Internship
Summer Institute**

**"Whatever you are - Be a good one." A. Lincoln
"EDUCATION is not preparation for life: EDUCATION is LIFE itself."**

<u>Instructor:</u> Dr. Todd Eller Email: beneller@yahoo.com	<u>Summer Institute Location:</u> Los Angeles Trade Tech College
<u>Office Hours:</u> I am available to meet with interns by appointment or at 5:30 pm on class days.	<u>Meeting Time:</u> 6 pm - 10 pm
<u>Course Credit:</u> Internship requirement fulfilled.	<u>Note:</u> It is the policy of Project MATCH that interns must be on time and all classes and be present until 10 pm. Plan accordingly.

METHODS OF INSTRUCTION: This portion of the Summer Institute will be presented in lecture format with discussion. The instructor will also utilize PowerPoint, videos/DVDs, web resources and experiential activities.

READINGS

All readings can be found on our online course at www.coursesites.com. For questions, please contact Project MATCH coordinator, Joanna Zimring Towne.

7/8/14 OR 7/10/13 - GROUP LEARNING

1. Hennessy, David; Evans, Ruby (2006). *Small-Group Learning in the Community College Classroom*. Community College Enterprise, v12 n1 p93-110 Spr.
2. Center for Community College Student Engagement (2012). *Promising Practices for Community College Student Success (A First Look)*.

7/15/14 OR 7/14/17 - BEHAVIORISM AND DIVERSITY

1. Dunlap, Iovannone, Wilson, Kincaid, & Strain & Westling, (2010). *Chapter 1: Behavior Management Models*. Sage Publication
2. Lail, Audrey. (2009). *Are New Faculty Prepared to Teach Diverse Learners?* The Journal of the Virginia Community Colleges

7/22/14 OR 7/24/14 - CRITICAL THINKING

1. Eller, Todd (2000). *Generative Learning in the Classroom*. Center for the Study of Evaluation.
2. Thrower, Elizabeth (2004). *Debate in Classroom*. Paper Presented at New Hope Academy.
3. Huffman, John (2000). *Perceptions by Community College Adjunct Instructors: Factors that Hinder and Enhance Their Classroom Teaching and Actions That Can Address These Factors*. Dissertation, Georgetown University. Pp. 96-112.

7/29/14 OR 7/31/14 - MOTIVATION

1. Ultanir, Emel. AN EPISTEMOLOGICAL GLANCE AT THE CONSTRUCTIVIST APPROACH: CONSTRUCTIVIST LEARNING IN DEWEY (2012). *International Journal of Instruction*, 5, 2.

- Williams & Williams (2010). Five Key Ingredients for Improving Student Motivation. *Research in Higher Education Journal*

8/12/14 OR 8/14/14 - PRESENTATION

Students will present 15 minutes of a lesson. You will do great.

SUMMER INSTITUTE MISSION:

The primary mission of the Summer Institute is to promote the continuing professional development of interns who have made a commitment to service in education and teaching that will assist interns in becoming effective teachers in their discipline at the community college level. Interns will have the ability to give a lesson before class using scientific proven principles and effective communication. The designed course is to assist interns in acquiring the skills, knowledge and experiences to make informed decisions about teaching, learning and human development.

COURSE DESCRIPTION:

This course of the Summer Institute is designed to facilitate interns to develop insight within the areas of education directly related to theories of learning, classroom management, motivation and the methodology of using these principles within your own subject area. Emphasis will be on educational principles basic to an understanding of the adult learner, the learning process, and the classroom setting, as well as familiarity with the scientific process involved in educational investigation including lecture, assessment, group participation and critical thinking. The primary goal of the course is to ensure interns will both comprehend that base of knowledge and be prepared to apply that knowledge as a professional decision-maker in a classroom teaching setting.

COURSE OBJECTIVES:

The intern will demonstrate knowledge of:

1. The ability to promote critical thinking, problem solving and high level teaching strategies in a community college classroom.
2. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning activities.
3. An ability to use behavioral management techniques to manage a community college classroom by setting up a reinforcing environment to motivate the students.
4. How to apply educational theories in the classroom.
5. Knowledge of how to identify the interests and preferences of the students in a community college classroom with diverse needs in a multi-cultural classroom.
6. An understanding of research based teaching practices. Effective learning instructional and behavioral management tactics, how individual students learn and helping individuals work productively and cooperatively with others.
7. Statistics, testing, and evaluation concepts.
8. Use of technology in the classroom.
9. Value of professional literature in education.
10. Knowledge of appropriate professional behavior and dispositions expected of professionals & current educational issues and trends
11. Knowledge of norms and structures that contribute to a safe and stimulating learning environment.
12. Knowledge of factors and situations that promote or diminish intrinsic motivation.
13. Knowledge of communication theories and methodology. Demonstration of these theories to a classroom.

COURSE REQUIREMENTS:

1. **Journal Article Review:** Each intern will be required to study required readings. Each week interns will be required to prepare a 4 minute lesson in their discipline area based on the theoretical approach of the educational methods discussed in the articles. Ten interns will present during each week (weeks 3, 4 & 5).
2. **Presentations:** All interns will give a final presentation on their specified field of study. Interns are required to utilize the course readings when preparing their presentation.
3. **Class Attendance:** It is mandatory for interns to attend all classes. Attendance will be taken at every class. This internship is unique as we have few classes to get the work completed. Any intern missing a class will not be able to complete the internship and will be disqualified from the program. I understand that emergencies do occur. If an emergency does occur, you must contact the Project MATCH coordinator, Joanna Towne Zimring immediately.

LABTOP AND COMPUTER POLICY: Laptops and computers are allowed as long as they are used for taking notes. No internet surfing allowed. You will not have access to electricity so be prepared to operate on battery power.

CELL PHONE/PAGER POLICY: Cell phones and pagers are a distraction to the educational process. Turn off all electronic devices during class.

PLAGIARISM AND ACADEMIC HONESTY POLICY: To claim as one's own the ideas and words of another is plagiarism. Plagiarism is defined as the following:

- Using the exact words of another person's work/writing without acknowledgement of your source through the use of quotation marks and correct citation/documentation.
- Rephrasing a passage by another writer without giving proper credit.
- Using someone else's facts or ideas without acknowledgement
- Using a piece of writing that you already used in a previous course (or in courses in which you are simultaneously enrolled) Presenting fabricated or falsified citations or materials.

Please consult me if you are unsure about how to document sources.

The Summer Institute will cover five main theories of education as well as discussions on communication, evaluation and diversity.

<u>Date</u>	<u>Topics</u>	<u>Assignment</u>
6/5/14	One hour - Introduction to each other. Two hours - Introduction of topics and syllabus of Project MATCH and overview of educational theories.	Be on Time
7/8/14 OR 7/10/14	30 minutes - Setting goals on teaching and Project MATCH. What do you want to get out of this? 1.5 hours - how to test, create quizzes and lesson plans. 15 minutes - Break One Hour - Group Learning Theory Discussed and Displayed. Discussion of readings and answers to questions.	Read articles on Group Learning

	45 minutes - why some instructors fail and some succeed?	
7/15/14 OR 7/17/14	<p>One hour - 10 interns will give 4 minute oral presentations.</p> <p>15 minutes - feedback on intern presentations.</p> <p>45 minutes - discussion on readings and answers to questions on readings.</p> <p>15 minute break</p> <p>One hour - practical application of behavioral techniques in the classroom. Assumptions of Behavioral Learning Theories, Classical Conditioning. Operant Conditioning</p> <p>45 minutes - Diversity issues including diverse learners is evaluated.</p> <ul style="list-style-type: none"> • Three levels of diversity • Taxonomy of diversity • Diversity in learning 	Two readings on behaviorism and one article on diversity.
7/22/14 OR 7/24/14	<p>One hour - 10 interns will give 4 minute oral presentation.</p> <p>15 minutes - feedback on intern presentations.</p> <p>45 minutes - discussion on readings and answers to questions.</p> <p>15 minute break</p> <p>45 minutes - Cognitive Processes and a method on teaching and learning.</p> <ul style="list-style-type: none"> • What is Metacognition and Why is it Important? • Special Cases of Metacognition • Factors Affecting the Development and Use of Metacognition • Applications: Learning Strategies <p>One hour - how to use debate in the classroom.</p> <ul style="list-style-type: none"> • Pro • Con • Alternate Argument 	Read articles on generative learning and critical thinking

<p>7/29/14 OR 7/31/14</p>	<p>One hour - 10 interns will give 4 minute oral presentation.</p> <p>15 minutes - feedback on intern presentations.</p> <p>45 minutes - discussion on readings and answers to questions.</p> <p>15 minute break</p> <p>45 minutes - Discussion on practical application of motivation. Motivational techniques of community college students are discussed.</p> <p>One hour - Piaget and community college factors are discussed. What kind of teacher do you want to be?</p>	<p>Read articles on Motivation</p>
<p>8/12/14 OR 8/14/14</p>	<p>Final presentations by the interns.</p>	<p>YOU WILL DO GREAT!</p>

Summer Institute

7-8/7-10

6:00 – 6:45	Introductions & Ice Breaker
6:45 – 7:45	Overview of LACCD and Community College Students (Joanna)
7:45 – 8:00	Break
8:00 – 9:00	Intern Panel (Past interns)
9:00 – 10:00	Discrimination & Harassment policies (Lisa Winter)

7-15/7-17

6:00 – 6:30	Ice Breaker
6:30 – 7:30	Reading Apprenticeship (Maria Perser)
7:30 – 8:15	Academic Senate (David B.)
8:15 – 8:30	Break
8:30 – 9:15	Classroom flip
9:15 – 10:00	Overview of Student Services (Joanna)

7-22/7-24

6:00 – 6:30	Ice Breaker
6:30 – 7:30	Basic Skills Presentation (Crystal Kiekel)
7:30 – 8:00	Learning Styles (Joanna)
8:00 – 8:15	Break
8:15 – 9:15	SLOs/SB 1456 (Joanna)
9:15 – 10:00	MBTI Part 1

7-29/7-31

6:00 – 6:30	Ice Breaker
6:30 – 7:30	Using Internet Resources (Wendy Bass & David Jordan)
7:30 – 8:30	MBTI Part 2 (Joanna)
8:30 – 8:45	Break
8:45 – 10:00	Syllabus/Classroom Management (Joanna)



LOS ANGELES COMMUNITY COLLEGE DISTRICT

OFFICE OF DIVERSITY PROGRAMS

770 Wilshire Boulevard, Los Angeles, CA 90017

(213) 891-2315 • Fax (213) 891-2295

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March 4, 2015

Regular Mail

XX
XX
XX

Dear :

I am pleased to inform you that you have been selected to interview for an internship with Project MATCH. Due to the large number of candidates being interviewed, the interviews will take place on two days: **Friday, March 27th** and **Saturday, March 28th**. You will interview on only one of these dates.

If your **last name** begins with **A to L**, your interview day is Friday, March 27th. If your **last name** begins with **M to Z**, your interview day is Saturday, March 28th. All interviews will take place at the downtown office of the Los Angeles Community College District.

If you chose to accept this interview, please email, **do not phone**, your acceptance to Judie Price, in the Office of Diversity Programs at pricejl@email.laccd.edu. The subject of your email should read: **Project MATCH Interview, Friday March 27**, if your last name begins with **A to L** or **Project MATCH Interview, Saturday March 28**, if your last name begins with **M to Z**. Be sure to include your full name in your acceptance email.

Ms. Price will confirm your interview day and time via reply email. **Due to the number of interviews, we are not able to accommodate date and/or time changes.** No RSVPs will be accepted by phone. **The deadline to schedule or decline an interview is Monday March 23rd.** If necessary, please make any requests for reasonable accommodation at the time you schedule your interview.

The interview will include an oral interview and a writing assignment (please bring a pen). Please arrive 15 minutes prior to your scheduled interview for check-in and registration. After your interview, you will be given 30 minutes for your writing assignment.

Please note: Candidates who are interviewing during the last time slot of the day (on both Friday and Saturday), will be asked to do their writing task before their interview. If you are scheduled during the last time slot, please arrive 45 minutes prior to your scheduled interview time. You will be advised of this via email.

All applicants will check-in at: **The Los Angeles Community College District Office
770 Wilshire Boulevard (corner of Wilshire and Flower)
Board Room Foyer
Entrance is on the corner of Flower Street & Wilshire Boulevard**

Parking will not be provided, however there are a number of public parking structures near the downtown office. Our office is also located near the 7th Street/Metro Center Station (Metro Red Line). You can access a map and driving instructions to the District Office location at http://www.laccd.edu/our%5Fcolleges/#district_office

After all interviews have taken place, we will extend offers to participate in Project MATCH in early April. Be aware that being selected as a Project MATCH intern does not guarantee future employment (full-time or part-time) with the District.

If you are extended an offer to participate in Project MATCH, there are a number of **mandatory requirements** for this internship. **Acceptance into the program and the privilege to continue in the program are conditional on attending these functions.**

The mandatory requirements are as follows:

1. **Participation in the Coordinator's Orientation.** This is scheduled for Saturday, May 9 2015 from 9:00 a.m. until 12:00 noon. The location is to be determined.
2. **Participation in the Project MATCH Summer Institute.** The opening of the Summer Institute Thursday, May 28th at 5:30pm will be at Los Angeles Trade Tech College. All other nights in July and August will tentatively be at Los Angeles City College. Each of these meetings starts at 6:00 p.m. and ends at 10:00 p.m.
3.

Opening night:	Week 1	Thursday, May 28		
Training sessions:	Week 2	Tuesday, July 14	and	Thursday, July 16
	Week 3	Tuesday, July 21	and	Thursday, July 23
	Week 4	Tuesday, July 28	and	Thursday, July 30
	Week 5	Tuesday, Aug 4	and	Thursday, Aug 6
Interns' Presentations:	Week 6	Tuesday, August 18	and	Thursday, August 20
4. **Attendance at two Saturday workshops.** The tentative dates for these workshops are October 3rd and November 21st from 9:00 a.m. until 4:00 p.m.
5. **Award Event.** The tentative date for this is Friday December 11th from 5:00 p.m. until 8:00 p.m.

When making your decision to accept or decline our invitation to interview, please take the mandatory requirements into account. We look forward to hearing from you and hope to see you on March 27th or March 28th.

Sincerely,



Joanna Zimring Towne, Coordinator
Project MATCH

cc: Gene Little, Director, Office of Diversity Programs
Lisa Winter, Manager, Project MATCH, Office of Diversity Programs
Don Gauthier, President, District Academic Senate