

Sabbatical Report

Spring 2013

Moorpark College

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Sabbatical Summary

Over the course of the spring 2013 semester, I researched established teaching intern programs at institutions of higher-learning, interviewed/surveyed faculty/administrators from Moorpark College and surveyed faculty/graduate students at California State University, Northridge, a local four year University.

Based on my findings, I have developed an informed report for a campus-wide teacher intern program at Moorpark College in which key elements of a successful teacher intern program are indicated and thoroughly examined.

In fall 2013, I plan to present this report to faculty/administrators at Moorpark College in the hopes of garnering support for the implementation of VCCCD: Program C.H.A.T. (Colleges Honoring Academic Teaching), a teacher intern program through the Ventura County Community College District housed, at least initially, at Moorpark College.

The ultimate goal of this project is to have chapters of VCCCD: Program CHAT at all three sister colleges in the district: M-CHAT, O-CHAT, and V-CHAT.

Sabbatical Report

Pedagogical Training and Community College Instructors

Most instructors at the community college level are products of research institutions where expertise in the individual's chosen content area is the focus, not pedagogy. The Graduate Division at University of California, Irvine (UCI) acknowledges this fact by stating "A graduate degree from a research institution generally does not provide adequate preparation for a career in teaching."

(http://www.grad.uci.edu/current/ccc_intern_prgm.htm,10/28).

Therefore, experts in their field who would like to teach at a community college must seek out research on the topic of pedagogy themselves or learn on the job by trial-and-error, often a long and difficult process. Fortunately, a number of teaching internship programs exist across the state to address this lack of opportunity for teacher training at research institutions.

For example, UCI created the California Community College Internship Program, which offers full-time UCI Ph.D. and M.F.A. students interested in teaching or administration the opportunity to learn about faculty life, governance, and teaching at a local community college. Selected UCI graduate students are partnered with faculty at community colleges affiliated with UCI for a period of two to three quarters. Throughout this time, the interns undertake orientation to the community college and the faculty or administrative partner, observing in the classroom, attending college faculty meetings as appropriate, and conducting preliminary planning. The interns then engage in substantive teaching, extracurricular support, and other aspects of community college responsibility. Upon completion of 40 hours over the course of the academic year, the intern receives a certificate of completion (http://www.grad.uci.edu/current/ccc_intern_prgm.htm,10/28).

The Los Angeles Community College District, comprised of nine area community colleges, offers Project MATCH as a program to "... prepare and recruit a diverse community college faculty who are sensitive to the needs of the students and community it serves." The goals of the program are to improve the diversity pool of faculty in the District, for their interns to become role models reflecting that diversity in the District, and to better reflect the diversity of the community around the biggest community college district in the country. As part of this program, interns attend a summer institute which provides them with a foundation in pedagogy as well as techniques, skills, and best practices for the classroom. The summer institute also prepares the interns for their fall semester internship assignment in which they will work closely with a mentor at one of the nine area community colleges in their subject area. During the fall, interns receive on-campus training from their mentors in their subject area. For example, teaching interns are incorporated into their mentor's classroom, first by observing their mentor's teaching methods in the classroom and then by being shown how to prepare lessons and activities for the students. After a few weeks, interns begin to present topics to the students. Mentors provide feedback in response to these teaching trials. As the semester progresses, interns are allowed an increasing amount of supervised time teaching in front of the class.

Eventually, interns generally teach at least one whole class session in its entirety. The fall semester is also a time for interns to attend campus events or activities that would help promote understanding of the various responsibilities of the faculty. Interns are also provided opportunities to meet the department chair, other members of the department, and to gain a better understanding of campus life (http://www.laccd.edu/project_match/, 10/28).

The last program I will discuss is the Regional Faculty Internship Program, which is a major cooperative initiative between the San Diego/Imperial County Community College Association (SDICCCA) and San Diego State University (SDSU). “SDICCCA strives to 1) Introduce graduate students and students recently completing their Master's degree to the community college environment and student population. 2) Arrange successful mentoring relationships that support the development of interns and mentors as master counseling or classroom faculty members. 3) Provide training for interns emphasizing assessment of student learning outcomes, strategies for providing students with basic skills, and strategies to engage a diverse population of adult learners in the learning process. 4) Describe to interns job search techniques as well as address important issues regarding community college policy and decision-making. 5) Nurture the highest levels of integrity and ethics in every aspect of the intern's professional life. 6) Finally, create a database of current and former interns to enable participating community colleges to recruit for part-time and full-time faculty positions” (<http://interwork.sdsu.edu/sdiccca/index.html>, 10/28).

Although the goals of the programs described above are similar, each has a unique structure and focus to meet the needs of the interns, colleges, and student population in the particular region in which the program is located.

Ventura County Community College District (VCCCD) Teacher Internship Program

Although a number of Disciplines/Divisions at Moorpark College (English, Math, Biology, Kinesiology, Social Sciences) have mentioned that they informally mentor new faculty members, currently, VCCCD has no formal, central teacher internship program for individuals interested in pursuing a career as a community college instructor.

What would be the benefits of having a formal, well-established teacher intern program through VCCCD?

Benefits to the District:

Having a Teacher Intern Program would:

- reflect the district's commitment to the excellence of teaching
- create a database of current and former interns for potential part-time and full-time faculty positions who are well trained in pedagogy, the

- importance of campus service/committee involvement, and the importance of professional integrity/ethics when part of a college campus
- help to further strengthen the partnership between Ventura County Community College District and the neighboring four year universities
- potentially increase the diversity in thought and experience by recruiting people with diverse backgrounds and training
- help to produce more diverse faculty pool in terms of age, race, culture, and experience

Benefits to Faculty:

Having a Teacher Intern Program would:

- encourage faculty to reflect on their own teaching methods
- encourage faculty to pursue their own professional development as it pertains to pedagogy
- potentially rejuvenate faculty's enthusiasm for the teaching profession

Benefits to Students:

Having a Teacher Intern Program would:

- increase the likelihood that students would receive instruction from a teacher with formal training in pedagogy, an awareness of college strategies, of basic skills, and of the importance of support services
- allow students to interact with interns that are currently attending 4 year colleges

Is there interest/support for a Teacher Internship Program through VCCCD?

Moorpark College Faculty:

A number of faculty members from the Math Department and from the Behavior and Applied Sciences/Enrollment Services Division at Moorpark College were anonymously surveyed in writing while at Department/Division meetings.

Behavior and Applied Sciences/Enrollment Services Survey Results (See Appendix T for full responses):

- Of the nine faculty members surveyed,
 - o 100% indicated value in having a teacher intern program at Moorpark College
- Of the nine faculty members surveyed,
 - o five indicated that they would be willing to serve as a mentor in a teacher intern Program at Moorpark College

- one indicated that they may be interested
- two indicated N/A because of their part-time status
- one indicated no because of retirement

Math Department Survey Results (See Appendix U for full responses):

- About 10-15 faculty members were in attendance at the meeting; however, only six faculty members returned their surveys to the Chair of the Department after the Department meeting.
- Of the six faculty members that returned their surveys,
 - 100% indicated that a teacher intern program at Moorpark College would be of value to the Math Department
 - 5 indicated that they would in interested in serving as a mentor for a Teacher Intern Program at Moorpark College
 - One indicated that they would not be interested in serving as a mentor because of their part-time status

A number of Department Chairs (Math, Life Sciences, Behavioral Sciences) were also interviewed all of whom reported seeing value in a Teacher Intern Program at Moorpark College (see Appendices I, L, F for complete interviews).

Furthermore, the Academic Senate President (Riley Dwyer), the Learning Resource Specialist (Kathryn Adams), the Faculty Co-Chair for the Curriculum Committee (Mary Rees) and the Faculty Co-Chair for the Faculty Development Committee (Margaret Tennant) were interviewed and all indicated value in a teacher internship program at Moorpark College (see Appendices J, N, M, H for complete interviews).

Administration from Moorpark College:

All of the Deans (Inajane Nicklas, Kim Hoffmans, Lori Bennett) interviewed indicated value in a teacher intern program at Moorpark College (see Appendices E, G, B for complete interviews).

CSUN Math Department Chair/Math Graduate Students:

The Chair of the Math Department at CSUN expressed great interest in a teacher intern program at Moorpark College and said that select math graduate students could start participating next year (see Appendix O for complete interview).

To determine interest in participating in a teacher intern program at Moorpark College among his students, he mentioned the potential internship opportunity to them. Within the first day, I received a phone call and two

emails from three different math graduate students interested in the program.

CSUN Psychology Graduate Students (See Appendix V for full responses):

A professor from California State University, Northridge, permitted me to survey students enrolled in his Graduate-level Psychology Research Methods class regarding the Potential Teacher Intern Program at Moorpark College.

Of the 12 students surveyed,

- 11 of the students indicated that students enrolled in CSUN's Psychology Graduate Program would benefit from participating in a Teacher Internship Program at Moorpark College
- 1 student indicated possibly

Of the 12 students surveyed,

- 6 of the students indicated that they would be interested in participating in a teacher intern program at Moorpark College
- 1 indicated possibly
- 2 indicated no due to time constraints
- 1 indicated no because already involved in another teacher intern program
- 1 indicated no because primary interest is research

Conclusions from Surveys/Interviews: Albeit a small sample size, from the surveys and interviews, it seems that there would be support for a Teacher Internship Program at Moorpark College among Moorpark College faculty and administrators as well as interest in participation among graduate students from California State University, Northridge.

Internship Program through VCCCD at Moorpark College

If there were a teacher intern program through VCCCD, why would the internship program, at least initially, just be at Moorpark College?

- Through researching established, successful teacher intern programs, it seems that starting small gives the program the greatest chance of success.
 - The Coordinator of the Teacher Intern Program at UCI recommended that we start small in terms of how many departments/schools we include at the onset of the program. Then, once the program stabilizes, add more disciplines/schools.

- With each addition, wait for the program to stabilize before expanding (see Appendix A1 for complete interview)
- The Coordinator from Project Match indicated that the most difficult aspect of that program is communicating the ultimate purpose of the program to faculty because there are so many schools (see Appendix K for complete interview)
- However, the ultimate goal is that the Teacher Intern Program would expand to all three sister colleges in the district.

How would a teacher intern program fit into the infrastructure of Moorpark College?

- Because of the risk management component of the program, President Eddinger recommends that the program be housed somewhere in Administration (See Appendix Q for complete Interview) with the Faculty Coordinator of the internship program sitting on the Faculty-Development Committee acting as a liaison between Administration and Faculty:
 - Dr. Eddinger recommended the following two options in terms of the Administration location:
 - The internship program could be an extension of NFO (Pre-Faculty experience) so the program would run through the President's Office
 - The internship program could partner with the Student Learning Office (EVP)
- Dr. Eddinger recommended that the Faculty Development Committee focus on curriculum (content of pedagogical training whether it be in the form of articles, workshops, online discussions, etc.), assisting in matching interns and mentors, deciding how to allot intern hours
- Through researching established, successful teacher intern programs, it seems that having the intern program involved in a central, campus-wide committee such as Faculty Development would be extremely advantageous as opposed to having a number of separate teacher internship programs across campus
 - A central, campus-wide committee would:
 - allow for swift and effective communication
 - There would be one contact person (Faculty Teacher Internship Coordinator), rather than multiple contact people from different departments
 - increase the efficiency of the program
 - Committee could establish contracts, mission statements, learning objectives, advertisement methods/materials, etc. so each individual departments would not have to recreate the wheel

- maintain consistency across disciplines while maintaining flexibility in order to reflect the varying needs of different disciplines
 - Committee would establish basic framework (learning objectives, requirements, curriculum) for the program
 - However, each department would be represented on the Faculty Development committee and would therefore be able to contribute to the development of the basic structure of the program as well as to suggest/implement minor modifications to the basic structure in order to best meet the needs of that particular department
- spread the labor and time commitment across many people so that no one faculty member bears the burden of this project
- increase the likelihood of the longevity of the program
 - The Faculty Development Committee will continue regardless of the discontinuance of individual faculty members or administrators

Issues to consider when creating a formal Teacher Intern Program at Moorpark College

As previously mentioned, although the goals of established teacher intern programs are similar, each has its own unique structure and focus to meet the unique needs of the interns, colleges, and student population in that particular region.

Based on my research of established teacher intern programs across the state, a number of issues must be considered when designing a teacher intern program for VCCCD.

The remainder of this document will list issues to consider and points of view on these issues based on interview and survey responses from coordinators of established teacher intern programs, administrators and faculty at Moorpark College, and faculty and graduate students at CSUN.

Risk Management issues associated with interns on campus/in classrooms

- Interns must be insured when on campus
 - The Math Department at CSUN mentioned that the interns could enroll in an internship course through CSUN, which would provide the interns with insurance through CSUN
 - If interns not enrolled in graduate programs are allowed to apply for the internship program (this issue is further discussed in the

Intern Selection section) we would have to figure out a way for them to be insured through Moorpark College

President Eddinger recommends that we stay away from paying the interns and have them come in as volunteers whether they are graduate students or not (See Appendix Q for complete interview)

- Currently, through the district, there is a process in place in order to cover volunteers
- According to Annette Loria, Interim Vice Chancellor of Human Resources, if interns are unpaid, they fall under the category volunteer, even if the program calls them interns (See Appendix S for complete interview)
- Olivia Long: Executive Assistant, Human Resources and Personnel Commission, referenced the following form for *Unpaid Interns*, which is located under HR TOOLS (See Appendix S for complete interview)
 - **Category : 030 Recruitment - Selection - Hiring Process** (25),
 - **Sub-category** : Volunteers / Student Interns (6)
 - **Volunteer - Sponsored Agreement**

A mission statement and learning objectives for the program would need to be developed

- The mission statement and learning objectives for the teacher intern program should reflect VCCCD's Mission Statement as well as Moorpark College's Mission Statement and Institutional Student Learning Outcomes (see Appendices Z and AA for these sources)
- When developing the mission statement and the learning objectives, the following sources should also be consulted
 - the mission statements/learning objectives from established successful teacher intern programs (see Appendix AB for these sources)
 - March 2013: Report on the California Community Colleges Student Success Initiative Professional Development Committee Recommendations (Office of the Chancellor of California Community Colleges)

Stipends

- Mentors: Issues to consider
 - Industry Standard
 - All three of the established teacher intern programs that I interviewed offered their mentors some type of stipend
 - Viewpoint from Moorpark College Faculty
 - There is merit in having budgeted program; live in culture where value is measured by money, sending a message about what's important.
 - Another viewpoint from Moorpark College Faculty
 - If mentors are given stipends, faculty mentor selection will get more complicated – more scrutiny as to why one faculty member got a mentorship while another one didn't
 - However, faculty coordinator for Project MATCH program indicated that they do offer faculty stipends and she has not run into such an issue
- Interns: Issues to Consider
 - Industry Standard
 - One of the established teacher intern programs that I interviewed offers their interns a stipend; the other two do not
 - Coordinator for UCI Teacher Internship Program (see Appendix A1 for complete interview)
 - One of the greatest challenges of the program is getting interns. Once graduate students find that the program is unpaid it seems to discourage them. School, employment, and internship may be too much for graduate students to juggle
 - When programs provide interns with stipends, they go through official hiring process as they would for adjunct faculty
 - According to President Eddinger, we should try to stay away from paying intern (See Appendix Q for complete survey)
 - Volunteer process in place

Selection/eligibility requirements of mentors

- To avoid complications, a very consistent and clear mentor selection process should be developed
 - o When developing this process, the selection process of established teacher internship programs should be consulted
 - Los Angeles Community College District: Project MATCH's Mentor Selection Process (See Appendix K for complete survey):
 - Put applications for mentor position in faculty boxes in disciplines in which interns applied
 - Match mentor with intern after running it by someone from mentor's college
 - If faculty applies and doesn't get intern, Coordinator of Intern Program informs faculty
 - Los Rios Community College District Mentor Selection Process (See Appendix D for complete survey):
 - Many current faculty who were interns at one point want to mentor now
 - Many repeat mentors from one year to the next
 - UC Irvine's Mentor Selection Process (See Appendix A1 for complete interview)
 - Coordinator separates interns into two groups, one group goes to Orange Coast College and the other goes to Santa Ana Community College
 - For each of those two lists, interns are listed by discipline
 - Lists are then sent to the Community College Coordinators
 - Deans from the interns' disciplines match the interns with appropriate mentors

Selection/eligibility requirements of interns

- Title V Minimum Qualifications should be consulted and considered when determining the eligibility of interns
- Should individual departments at Moorpark College be able to have different eligibility requirements/selection processes for interns?
- How far along should student be in graduate program before being eligible to apply for the teacher intern program?

- Should individuals who have already met the minimum qualifications for a particular discipline but who are currently not in a graduate program be able to apply?
 - o Allowing individuals not currently enrolled in a graduate program to apply might allow for more diversity in thought and background
 - o For example, it might attract industry people who have met the minimum qualifications in a particular discipline but who understand that teaching a class involves training in pedagogy as well as industry experience
- Should a degree of teaching experience be required/permitted?
- What should the application process include?
 - o A written application?
 - o Letters of Recommendation?
 - o Interviews?
- Should current part-timers at Moorpark College be able to apply as interns?
- Should newly hired part-timers at Moorpark College be encouraged to apply as interns?

Time commitments of mentors

- A reoccurring theme when talking to and surveying faculty was to try to keep the time commitments of the mentors as minimal as possible

Training of mentors

Should any formal training occur?

Industry standards in terms of training for mentors

- None of the Program Coordinators that I interviewed mentioned any formal, mandatory training for mentors
- If we decide to make training mandatory for mentors, what should it include?
 - Logistics of program
 - Pedagogy
 - Readings
 - Attendance of Workshops
 - Evaluation process of interns

Time commitment of interns

Feedback from Interviews/Surveys of Faculty and Graduate Students

- Werner Horn: Chair of Math Department at CSUN (See Appendix O for complete interview)
 - o Recommends 6 hours per week time commitment for interns
- Brennis Lucero-Wagoner: Previous Coordinator of Teacher Intern Program (TIP) at CSUN (See Appendix P for complete interview)
 - o Hardest thing for her as leader of TIPs: How do I get interns where I want them to go but know that interns have full load of classes, jobs, etc.
- CSUN Psychology Graduate Students (See Appendix V for full survey results)
 - o Over the summer, I can commit to 4-5 hours per week and during Fall/Spring 3-4 hours week
 - o I feel like 4-6 hours a week is reasonable in terms of shadowing an instructor
 - o Weekly time commitment I could make 10 hrs./week
 - o I could do 20 hrs. p/wk.
 - o 10 hrs. per week would be great. No more than 20 hours!
- President Eddinger (See Appendix Q for complete survey)
 - o Recommends maximum 40 hour time commitment for interns

Basic components and timeline of program

The established teacher intern programs seem to have key components in common (a mandatory orientation, shadowing of faculty mentors, pedagogy workshops, resume building); however, the implementation of the components vary from program to program

Given that no monetary budget for the Teacher Intern Program at Moorpark College has been allocated as of yet, the structure and timeline of the program should be able to sustain itself with little to no budget

If no stipends are allotted to faculty mentors, for participation in the program, we could offer them flex time and college service hours

With that being said, we might want to tailor the timing of the program to correspond with times when faculty are most likely to complete flex and college service hours

POSSIBLE program components and timeline

- Beginning of spring semester (End of January):
 - Intern Selection: Advertise program and closing date for application period
 - Mentor Selection: Distribute Applications of Interest
- Middle of spring semester (Beginning of March):
 - Closing date for application period
- Month of March:
 - Review applications from potential interns and potential mentors
 - Potentially hold interviews
 - Select and match interns and mentors based on selection procedure
- Beginning of April:
 - Notify interns/mentors of their selection status and any mandatory dates for Fall semester
- Fall Flex Week
 - Hold mandatory orientation for interns and mentors
 - Hold any mandatory training for mentors
- Fall Semester
 - Intern observes mentor in classroom
 - Intern observes faculty in classroom beyond his/her mentor
 - Intern gives classroom presentation(s) and is evaluated
 - Intern creates assignment and grading rubric
 - Intern participates in workshops, discussions, etc. on pedagogy
 - Intern attends presentations on pedagogy
 - Intern has an opportunity to sit in on committee meetings such as Academic Senate and Curriculum
 - Intern meets with student support services on campus
 - Intern meets with curriculum co-chair to discuss CORs, content, evaluation cycle
- End of Fall Semester
 - Conduct mock interviews
 - Interns turn in culmination report
 - Celebratory gathering

Disclaimer: A major goal of Program: CHAT is to help interested individuals get a more realistic picture of what community college teaching entails. Therefore, in deciding on the components of the program, this over-arching goal should be kept in mind while at the same time being mindful that we do not want to overwhelm the interns who are likely juggling many responsibilities including school, employment, etc.

Curriculum: Suggested topics for workshops, discussions, presentations, etc.

Based on research from established teacher intern programs and interviews with faculty and administrators from Moorpark College, a number of topics were raised as key issues to somehow incorporate into the program's curriculum

- Student Development Theory (Learning Theory targeted at students post 18 years of age)
- Course construction and expectations based on understanding of how people learn (Brain development, construction of knowledge, memory strategies, ways of knowing)
- Incorporating college strategies into the classroom (Time management techniques, reading effectively, critical thinking, etc.)
- Importance of student services
- Basic skills and how to incorporate them across the curriculum
- According to Mary Rees, Co-Chair of the Curriculum Committee at Moorpark College, interns should go through curriculum rotation (See Appendix M for complete interview)
 - Most will not have heard of learning outcomes; They will be coming into education indirectly as a biology major into education

Interns should be familiar with CORs, content, objectives, and methods of evaluation

She recommends giving interns the COR
Then having them create a lesson based on the COR

- Assessment

- SLOs
- Authentic assessment
 - Delivery methods: How to build a lecture
 - PowerPoint: What is effective?
 - Teaching portfolio construction
- Mock job interview
- Classroom control
 - How to prevent disgruntled students on the front end
- Ethics of teaching
- How to write exam questions
 - Bloom's taxonomy
- Testing higher order thinking through multiple choice questions
- Syllabus construction
- Style and delivery
- Different styles of learning
- Dealing with teaching in larger classrooms
- Teaching web-enhanced
- Transitioning to new technological opportunities in the classroom
- How to deal with constant connection with students via emails, etc.
- Awareness of issues students bring to classroom
- See Appendix A4 for UCI's teacher intern program suggested menu of activities
- See Appendix C2 for Moorpark College's NFO (One Year Course Outline)

Issues to consider when deciding on content and delivery methods of program's curriculum

- According to President Eddinger, we should keep the teacher internship program narrow but deep in focus (See Appendix Q for complete interview)
 - Program should have two components 1) philosophical underpinning (frame with readings) and 2) practical piece
- In determining curriculum for Summer Institute, Program Coordinator of Project MATCH considers "What do we want our adjunct to know before they start teaching?" (See Appendix K for complete interview)
- During Summer Institute, Project MATCH pays an expert in education (Dr. Todd) to present on issues pertaining to pedagogy (See Appendix K for complete interview)

- According to the Co-Chair of the Curriculum Committee at Moorpark College, we may want to meet with Education Departments at local four year institutions to determine critical pedagogy topics and best delivery methods for these topics (see Appendix M for complete interview)
- Should delivery of content be face-to-face, online, or a combination of both?
 - o According Kathryn Adams, the Learning Resource Specialist at Moorpark College, (see Appendix N for complete interview):
 - online workshops might be good to discuss assigned readings or to discuss what was observed in class. But, face-to-face seminar discussion is irreplaceable. Interns need face-to-face time to do teaching demonstrations in front of one another in which they focus on what works in their presentations, why it works, and how they can transfer what worked to other topics
 - o Cynthia Barnett, the Chair of the Behavioral Sciences Department at Moorpark College, completed the Associate's Program at College Of the Canyons while she was an adjunct there (see Appendix F for complete interview)
 - The program was conducted face-to-face
 - She felt that the program helped her to develop a sense of community. She got a sense of what others were doing in the classroom; she got feedback on her own teaching; she got to hear different philosophies, learn different strategies, and hear about pedagogy from experts
 - But, she also mentioned that online component could be good experience for teachers who may eventually teach online

If a budget were provided for the program, what are some items that might be considered?

- Stipends for mentors, interns, and faculty coordinator of the program
- Parking passes for interns
- Advertising
- Xeroxing
- Food & Supplies for Orientation/Workshops/Mentor Training/End of the Program Celebration
- Guest speakers
- Proof of Completion Certificates

Appendix

Appendix A1

UCI: Interview (Andrea Bannigan, Program Coordinator)

Organization: UC Irvine: California Community College Internship Program

Date/Time: 3/22 at 10 am

Contact: Andrea Bannigan, 949 824 1244

Basic Structure:

Interns are graduate students from UC Irvine interested in teaching at state or community college

UCI research driven school so students often get no teaching experience

Pair up intern with mentor based on discipline

Intern enrolls in internship course; can sign up for up to 2 to 8 units

Intern works with mentor; create contract (based on what intern wants to get out of program) Interns may create lesson plan(s), hold office hours, whatever they need experience in

Open program geared to whatever intern wants

Intern gives Grad Division contract - need to do at least three items on contract but rest open. Grad Division always advises not too make contract too detailed

Fall quarter – go to community college watch class

History of program:

How long it's been in existence?

Since 05-06

Who started the program?

Person who started program isn't here anymore - Student affairs officer, worked with students on grad council

Is it run solely by you or by a committee of individuals?

Andrea at UCI is stationed in Grad Division. Andrea works between 25-30 hours a month, maybe a bit more in May when they host an end of the year event.

Andrea interacts with her supervisor (Director for Academic Affairs of Graduate Division (Dean)). Involves UCI instructors (Mentors) and one coordinator from each community college (Orange Coast and Santa Ana College.)

Objectives of program:

Any explicitly stated learning objectives?

- Demonstrate their knowledge and understanding of the specific needs of the host institution's students
- Develop teaching skills in their own disciplines appropriate to the community college classroom
- Demonstrate an understanding of the time commitment and responsibilities of community college faculty
- Develop an understanding of the host college's organizational structure and academic practices
- Successfully negotiate time conflicts, responsibilities, and duties with faculty partner

Greatest benefits of the program:

Interns get to learn teaching skills that not learning at university

Make lesson plans, teach course, lead discussion, intern gains wide range of experience of students at different levels - not getting at UCI

Greatest challenges of the program:

Interns not getting paid

Grad Advisors sometimes get mad that internship is taking time away from research

Selection:

How are graduate students selected?

Advertise to UCI students

Have hard time getting interns – not paid and it’s a lot of work

40 students to info session, lucky if get 10 students – biggest problem is that it’s not paid

How are mentors selected?

Andrea separates interns into two groups, one group goes to Orange Coast and the other goes to Santa Ana Community College. Lists interns by discipline; then sends list to community college coordinators. Community College coordinator goes to Dean of each intern’s discipline and finds faculty to mentor

Is it challenging to find interested graduate students/willing mentors?:

Have hard time getting interns – not paid and it’s a lot of work

40 students to info session, lucky if get 10 students – biggest problem is that it’s not paid

Sometimes hard to find mentor in exact discipline

Sometimes faculty not interested in particular discipline so seek faculty in related discipline.

Do students and/or mentors get a stipend?

Students: no

Mentors: yes

Mentor Training:

No training that Andrea is aware of

But mentors often return so they become more familiar with the program

Budget:

Interns do not get a stipend

Budget comes from graduate division funds so could go at anytime

Mentors get 1000 per year

Each community college campus coordinator gets 1200 per year

Parking pass for interns

Pay for end of year celebration

Around 15,000 per year

Curriculum:

Technically only require 40 hours per year (see Appendices A4, A5)

Any resources you would recommend? (Literature):

No recommendation

Proof of Completion:

No information

How many mentees go on to pursue career at community college?:

Been around since 05-06

Tracked two years ago

Reached out to 40; heard back from 11; All but 2 were working in state or community college school

One intern secured job at community college they interned with

Suggestions in starting a program/would you do anything differently if you were starting up a program today?

- Make sure have specific guidelines for UC and maybe different guidelines for Cal State students – They are different, UCs less supportive of teaching
- Make eligibility requirements for mentees (For example, Ph.D. candidates only – don't want to overwhelm when have a lot of course work)
- Make sure you have coordinator at each school (UCLA, CSUN) that has broad range of departments (Grad Division)
- Make relationship with one school (e.g., CSUN) get program entrenched and then add on other schools if program gets going

Appendix A2

UCI: Mentor Evaluation of Program

UCI: California Community College Internship Program Evaluation

In order for us to assess our program, your feedback is very important. Please answer the following questions based on your experience and perspective and return to Andrea Bannigan in The Graduate Division 120 Aldrich Hall by June 7, 2013. We appreciate your assistance!

Name of mentor _____ e-mail _____

Name of student intern _____

School:

Orange Coast College Santa Ana College

Please rate the following program components:

Excellent Good Fair Poor N/A

- | | |
|---|--|
| 1. Flexibility of the program | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Likelihood I will recommend this program to prospective mentors or interns | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 3. Intern match/working relationship | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 4. Communication/support received during the program | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 5. Intern met my expectations for the program | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 6. Please rate the overall quality of the CCCIP | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 7. What do you think are the strong points of this program? In what ways do you think CCCIP can be improved? | |
| 8. Please offer any additional comments regarding the CCCIP on the back of this form. | |

Appendix A3

UCI: Student Evaluation of Program

UCI: California Community College Internship Program Evaluation

In order for us to assess our program, your feedback is very important. Please answer the following questions based on your experience and perspective and return to Andrea Bannigan in The Graduate Division 120 Aldrich Hall by June 7, 2013. Please add your personal e-mail so we can keep in contact with you. We appreciate your assistance!

Student Name _____ Personal e-mail _____

School:

- Arts
- Biological Science
- Business
- Education
- Engineering
- Humanities
- Information and Computer Sciences
- Medicine
- Physical Sciences
- Social Ecology
- Social Science

Student status:

- Master of Fine Arts M.F.A
- Doctoral Student Ph.D.

Please rate the following program components:

Excellent Good Fair Poor N/A

- | | | | | | |
|--|---|---|---|---|---|
| 1. Communication received prior to the CCCIP application deadline (i.e. info. sessions, deadline reminders) | ▪ | ▪ | ▪ | ▪ | ▪ |
| 2. UCI CCCIP Orientation | ▪ | ▪ | ▪ | ▪ | ▪ |
| 3. Community College Orientation | ▪ | ▪ | ▪ | ▪ | ▪ |
| 4. Mentor match/working relationship | ▪ | ▪ | ▪ | ▪ | ▪ |
| 5. Communication received during the program | ▪ | ▪ | ▪ | ▪ | ▪ |
| 6. E-mail notifications of Career Center workshops. | ▪ | ▪ | ▪ | ▪ | ▪ |
| 7. Please rate the overall quality of the CCCIP. | ▪ | ▪ | ▪ | ▪ | ▪ |

- 8.** Please list any presentations/ topics you think would be beneficial future interns.

- 9.** Please offer any additional comments regarding the CCCIP on the back of this form.

Appendix A4

UCI: Suggested Menu of Activities

UCI: California Community College Internship Program US 297

1. *Teaching Activities*

- Develop one or more class sessions (lessons, assignments and outcomes)
- Teach either the sessions developed, or standard curriculum the faculty member uses
- Develop curriculum in consultation with the faculty member for future use
- Help faculty develop learning outcomes and assessment for existing curriculum
- Tutor small-group

2. *Related Support Teaching Activities:*

- Design and critique specific assignments
- Develop a media or other technology component for existing curriculum
- Help design and set up a laboratory
- Design laboratory assignments and supervise their implementation
- Provide detailed analysis of a lesson
- Hold office hours for students
- Present dissertation research to class
- Design and coach oral presentations by students
- Design and oversee writing assignments
- Develop materials for classroom use

3. *Professional Development Activities:*

- Develop presentation for faculty flex day or common day (where applicable)
- Provide special expertise on research area to faculty member

- Host CC faculty mentor at lectures or other activities in the discipline on UCI campus
- Create list of resources or bibliography from special expertise for CC faculty mentor

4. *Enrichment Activities for CC partners and students:*

- Present dissertation research to class.
- Bring CC students to UCI campus for lecture, lab, or other activity
- Work with students on transfer requirements – transitional activities for major
- Work within CC student club structure to advise and support students
- Put CC faculty on appropriate UCI mailing lists for events
- Facilitate library privileges at UCI for CC partners

5. *Institutional Enrichment:*

- Hold career discussions with students majoring in the field
- Assist with adult education programs at CC as appropriate
- Consult with articulation officers at both institutions as needed

Appendix A5

UCI: Graduate Student/Faculty Mentor Contract

2012-2013

UCI: California Community College Internship Program US 297

Intern and Mentor Information (Please Print):

Intern's Name:
Intern's Phone No.
Intern's E-Mail
Mentor's Name
Mentor's Department and College
Mentor's Phone No.
Mentor's E-Mail

Please complete this contract by October 12, 2012. It has to be signed by both student and faculty mentor. Each should keep a copy. Students: please send the original to Andrea Bannigan, Graduate Division, 120 Aldrich Hall, or scan and email to alanders@rgs.uci.edu.

To better understand each party's role in the internship program, please complete the following:

Teaching Activities selected	How will they be met?	When (f/w/sp)

Related Support Teaching Activities selected	How will they be met?	When (f/w/sp)

Professional Development Activities selected	How will they be met?	When (f/w/sp)

Enrichment Activities selected for Host CCC Faculty Partners and Students	How will they be met?	When (f/w/sp)

Institutional Enrichment Activities selected	How will they be met?	When (f/w/sp)

Alternate Activities: There may be other activities that offer a reasonable or even preferable experience. Please feel free to offer a substitute, but please specify what that will be. Also, at least two activities involving teaching must be included.

Intern's Signature

Date _____

Faculty Partner's Signature

Date _____

Appendix B

Moorpark College: Interview (Lori Bennett, Dean)

Dr. Lori Bennett

4/8/13

Can see value.

Psychology is largest discipline, constantly trying to find new part-time faculty. Most coming from local CSU, often first teaching assignment. Internship could serve as bridge with local university; help fill need for new instructor with teaching experience.

Used to have interns; seemed to work well but HR stopped for min qual issues.

Legal issues if interns have own class. Need to follow up with HR (Michael Arnoldus). Also, ask other schools – how do they interpret internship through HR. Union contracts?

Advantages of Internship

Weed out those who don't have good student interaction.

More opportunity for mentorship

Benefit of catching early – get in routine after first two semesters, harder to fix, easier to change when fresh and enthusiastic, haven't learned bad habits

Proposal

Think big and grand

Start with CSUN, discuss steps for growth such as to UCSB.

Disciplines at Moorpark just starting to grow again. For example, in Social Sciences it's perfect timing

Focus on disciplines that come straight from academic environment rather than industry

This program is too big for one person

Make appt with COC to see how that program runs.

Moorpark College has mission goals/objectives – have to tie goals/objectives of intern program to those of college

Student success task force coming down pipeline, focuses on student completion

Try to tie outcomes of internship with student completion

How would internship help students complete psych 1 class?

Potential Roadblocks of Internship

- 1) Finding faculty to participate/resources
- 2) Group of people willing to spearhead
- 3) Marketing
- 4) Consistency across campus

Graduate Division CSUN: Merrill Simon good contact

Can only promise interns that internship can potentially improve opportunity to hire

Late may, early June make appt with Pam

Appendix C1

Moorpark College: Interview (Patty Colman, NFO Leader)

Patty Colman: NFO Leader/History Professor

4/8/13

NFO works through Office of President

Vision for NFO –

Extend through 4 years of tenure

- 1st year monthly meetings
- 2nd, 3rd and 4th year still need to be involved
 - o Have biannual get togethers or dinner
 - o 4th years mentor 2nd years and 3 years mentor 1 years

Mentor would be someone out of discipline

Point person still in tenure process

- Annual end of year party for all people in tenure

Pam gave budget

NFO vs. Potential Teacher Internship Program – Purposes are different

NFO – acclimating hired teachers to new campus

Internship - development of professional

Recommends - Work group devoted to internship

Have to have point person

- Liaison between universities and campus, coordinator of work group

Connection between internship and NFO

- 1st and 2nd years could mentor interns informally (night of pizza)
- Invite interns to student services talks and other relevant info
 - o See SLOs and Curriculum for NFO

Potential Pitfalls of Teacher Internship Program

Might have trouble finding people to be mentors

Clear guidelines to protect interns/no exploitation/make sure there is consistency

Need training for Mentors/Contact Judi and Audrey regarding faculty training for Mentors

History Professor

Benefits to history instructors

Force instructors to self-reflect why do I do things a certain way.

Benefit to department

Part-time pool

Appendix C2

Moorpark College: New Faculty Orientation (One Year Course Outline)

Course Objectives:

New Faculty will:

1. Demonstrate through discussion and application the *Students First* mentality of our college community.
2. Identify, discuss, and integrate in to the campus culture.
3. Develop connections and professional relationships with members of the college.
4. Develop professional collegiality.
5. Develop knowledge and awareness of campus programs, services, and departments.
6. Identify and discuss curriculum.
7. Develop an appreciation of the teaching, leadership, and innovation responsibilities of full-time faculty members.
8. Develop knowledge of classroom technology, alternative delivery, and availability of on-campus technological services and equipment.

Course Content:

1. Interaction with the Moorpark College administration, classified staff, faculty, and students.
2. Introduction to the Moorpark College governance structure.
3. Introduction to Student Services, Instructional Support, and Student Life.
4. Curriculum (Course outline development and revision, Student Learning Outcomes, program plans, accreditation).
5. Pedagogical topics (teaching strategies, learning environments, classroom management, teacher- and student-centered learning).
9. Classroom and on-campus access to technology (open labs, staff resource center, IT staff).
10. Illustrate and discuss new faculty participants' areas of specialty.

Typical Activities:

1. Introduce staff, administrative, and service representatives to new faculty.
2. Present and discuss academic programs and administrative procedures.
3. Introduce faculty to curriculum procedures.
4. Discuss and role-play classroom strategies and procedures.
5. Schedule campus tours to feature facilities and their significance to students, campus employees and the community.
6. Visit on-campus technological sites.

Meeting dates for 2012 – 2013:

Unless otherwise notified, all meetings will be held from 3:00-5:00 pm.

Flex, August 13th 9:00am – 1:00pm

September 13

October 11

November 8

December 13

January 17

February TBD

March TBD

April 11

May 9

*one evening or weekend athletic event, TBD

Appendix D

Los Rios Community College District: Interview (Dolly Green, Program Coordinator)

Organization: Los Rios Community College District: Faculty Diversity Internship Program

Date/Time: 4/10 at 10 am

Contact: Dr. Dolly Green, 916 568 3063, GreenD@losrios.edu

Basic Structure of Program:

Faculty Diversity Internship Program designed to provide hands-on experience in educational setting with faculty mentor for one semester.

Intern partnered with mentor; shadow mentor in classroom

Intern observes classroom management

Intern teaches at least 2 or 3 classes so mentor can evaluate intern as they would adjunct faculty

Intern grades assignments

Intern participates in office hours so he/she can see how mentor interacts one on one

Pathways employment workshop (4 hours at night) – invite interns, faculty, dean and conduct mock interviews

Allows intern to practice interviewing and get one on one feedback. Allows intern to do teaching demo and get feedback Allows intern to network and connect.

Timeline for Program:

Advertising for next academic year starts 6/1 to mid-August (open recruitment)

After deadline for application, screen for min quals, just like any other faculty position (follow title 5 guidelines)

Get so many applications (100 or more people) for about 25 slots.

Have to consider where is need for adjunct faculty? Now screen for particular disciplines (disciplines of interest)

Then, interview (10 minutes each, 4 or 5 questions plus a 5 min teaching demo). When possible, have committee of faculty members help with interviews.

Last year started with 121 applicants, interviewed 40-50 people, then determined best fit. Officially selected interns as well as alternates. Invited selected interns to participate.

Once interns accepted, do preliminary orientation (fall)

6 week community college teacher prep program done on Saturdays; two district employees do training. Provide interns with breakfast and lunch 8-2 pm. (Emailed Dolly for training agenda from fall 2012 but didn't get a response)

During that 6 week period, try to select faculty mentors in appropriate disciplines before winter.

Interns get employee number just like adjunct.

Spring starts and that's when they start to shadow.

Faculty and intern develop plan of action. Faculty is instructor of record.

End of spring, do graduation ceremony at district office, chancellors and presidents attend. Mentors are invited.

Interns issued certificate signed by chancellor

A lot of interns go on to get hired as part-timers, and tenure track full-time positions

History of program:

How long has program been in existence?

23 years

Who started the program?

Dolly doesn't know who started the program but original goal of program was to build more ethnicity into faculty

Is it run solely by you or by a committee of individuals?

Dolly runs program out of Human Resources under Training Development. She has two assistants in Training Department, one full-time and one part-time. Dolly runs this program but many more as well.

Objectives of program:

Any explicitly stated learning objectives?

- Dolly did not list explicit learning objectives

- Program originated to increase diversity among faculty

Greatest benefits of the program:

Greatest challenges of the program:

Selection:

How are graduate students selected?

We accept application packets for all disciplines and are especially interested in receiving applications from individuals for “Disciplines of Special Interest” listed below:

Astronomy ▪ Automotive ▪ Chemistry (Intro/General Chemistry) ▪
Computer Information Science (CIS) ▪ Design Technology ▪ Early
Childhood Education (ECE) ▪ Economics ▪ Electronics/Mechtronics ▪
English as Second Language (ESL) ▪ Fashion Design ▪ Geology ▪
Horticulture ▪ Human Development: Lifespan, Gerontology, Nutrition ▪
Interior Design ▪ Marketing ▪ Natural Resources ▪ Nursing ▪ Physiology
▪Spanish ▪ Welding

A select number of candidates will be invited for an interview. Each year approximately 25-30 interns are selected to participate in the program. The criteria used in selecting candidates for interview will include: (1) Disciplines of Special Interests, (2) subject matter competence in any discipline, (3) academic preparation and/or occupational expertise, and (4) demonstrated sensitivity and understanding of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds in community college environments.

Eligibility To be eligible to teach in LRCCD, you must meet the minimum qualifications for the subject area discipline set forth by the Academic Senate of California Community Colleges. Eligibility requirements to participate in the Faculty Diversity Internship Program include:

- ☐ Graduate students nearing completion of a master’s degree from an accredited college or university.
- ☐ Master’s degree holders who have not had paid higher education teaching experience.
- ☐ Bachelor’s degree holders with a minimum of two years of full-time occupational experience in a vocational/technical area.

☐ Associate's degree holders

How are mentors selected?

A lot of faculty were at one point interns and want to mentor now.

Is it challenging to find interested graduate students/willing mentors?

She doesn't advertise program anymore

Use to run ad in Sacramento Bee

Now it's word of mouth

- Sometimes presents to UC Davis
- Good to go to grad schools, budget won't allow for a lot of ads
- Also good to go to Hispanic organizations, churches
- Most of her interns come from grad schools, k-12 people, industry

Program Budget:

California Community Colleges Chancellor's Office funds program EEO Diversity funding. Categorically funded - District can choose to enhance work place diversity

Overall budget for program? Depends on how many interns bring into program

Mentors get \$500

Overall 16 to 17,000 dollars a year.

Interns do not get stipend nor do they get course credit.

Do Mentors receive any training?:

No –

First time mentors

Dolly will talk with them over phone; give overview of program, discuss their role and responsibilities

Majority of faculty have been doing it so long.

See faculty as expert – let them take lead on what is going to be accomplished.

Curriculum:

Course content will include: Curriculum, Instruction and Assessment at the community college level ▪ Theory and Practice: Effective Teaching and Classroom Communication Strategies ▪ Diverse Learning Styles.

Any resources you would recommend? (Literature):

How many mentees go on to pursue career at community college?:

A lot of interns go on to get hired as part-timers and as tenure track full-timers

Suggestions in starting a program/would you do anything differently if you were starting up a program today?:

Got to have support from board/chancellor/president – Give Chancellor and President demographics, stats on what interns are doing.

Have to have support from academic senate –

Have to have support from faculty-

Market program – share advantages, how it will benefit district

Appendix E

Moorpark College: Interview (Inajane Nicklas, Dean)

4/12/13

Inajane Nicklas; Dean of Student Learning (Basic Skills)

Value of teacher intern program on campus? Yes, value but how will it fit within our infrastructure?

Yes, research says there is value in instructors understanding effective instructional practice

College of the Canyons has existing program for adjunct faculty – wrote up proposal for similar program at Moorpark College

Started as pedagogy workshops.

Then, some courses actually went through curriculum.

Spring classes for educators (spring 08) but not viewed as core to mission so courses stopped and no more went through for approval through curriculum.

She is planning to offer professional development courses for teachers at Moorpark. Already have curriculum for pedagogy courses. At UCs often call this culturally responsive teaching.

Carol from nursing does field studies – how does she do it?

Appendix F

Moorpark College: Interview (Cynthia Barnett, Chair of Behavioral Sciences, Completed COC's Associate Program)

4/12/13

Cynthia Barnett: Chair Behavioral Sciences/ Completed College of the Canyon Associate Program

Value of Internship Program?

When at College of the Canyons felt disconnected as part-timer.

Then participated in COC's Associate Program for Adjunct Faculty

Got paid for going through Associate program

Created community, sense of what others were doing in classroom, got feedback, got different ideas, philosophies, strategies, brought experts in and talked about pedagogy.

There is merit in having budgeted program; People who go through get stipend

Live in cultural where value measured by money, sending a message about what's important.

Adds more value to program if people who've completed get monetary reward.

Even if no monetary perk should be some perk. Hiring perks negotiate contract/evaluation exemption.

Faculty Development would be a good place to coordinate the program. Centralize program.

Must have components to the program?

Style and delivery, different styles of learning, classroom feedback to measure student learning/assessment variety just for instructor, not necessarily for SLOs. Dealing with teaching in larger classrooms. Teaching web-enhanced. Transitioning to new technological opportunities. Need to be more aware of issues student bring to classroom. How to deal with constant connection with students, via emails, etc.

Could workshops be taught online? Wouldn't be for me but never done it. But, if set up right, not just reading, if interactive could work. Good experience for teachers who may eventually teach online.

Any potential roadblock to Internship program through VCCCD?

Can't think of any but always are.

Appendix G

Moorpark College: Interview (Kim Hoffmans, Dean, Co-Chair Faculty Development Committee)

4/15/13

Kim Hoffmans, Dean

Value? Yes, we have hard time finding faculty members. Encourage graduate students to teach – have to get bug. Help people make sure teaching is right fit. Want excited people. Help bring right person to job.

Helping intern learn about teaching basic skills would be good

Even better focus would be college strategies – time management, how to pull out important things from textbook, incorporate math and English, how to be smart about studying, introduce new faculty to college strategies, how to incorporate college strategies into lesson plan.

How would internship be received by faculty development committee – think they will support it. Work group format. One primary contact person , basic skills representative, dean

Perhaps start with CLU. Private, less bureaucratic.

Get models of contracts for interns from Carol Higashida

Advantages/disadvantages?

Insurance issues

Appendix H

Moorpark College: Interview (Margaret Tennant, Co-Chair Faculty Development Committee)

4/15/13

Margaret Tennant: Co-Chair Faculty Development

Value? Yes, helps mentor's teacher training and renewal. Interns get experience.

But have to be cautious – Have to be careful of contractual issues; duties would have to be specific so faculty would not take advantage of interns. Division of labor: Can't have interns do work that you would normally pay someone to do

Pam wants Faculty Development Committee to focus on three things 1) Flex and assorted seminars 2) travel funds 3) can't remember 3rd. May be able to add forth function.

Might choose to put under EVP.

Need guidelines for faculty. Need more training for faculty. (Judi's model might not be best fit - Tell faculty member how to do learning objectives (Title 5) Not what we're doing.

Objective criteria for selection of faculty? Look at UC Irvine contract as model also at other places

Counseling Internship issue

Need to structure it so not too work heavy for faculty

Margaret would support but would need blessing from Pam

Need to meet with Pam to generate more ideas as well!

Appendix I

Moorpark College: Interview (Chris Cole, Department Chair: Math)

4/22/13

Chris Cole: Chair of Math Department Moorpark College

Have had interns in the past that were the instructor of record.

Value to math department? Yes, already ask new adjuncts to observe other professors; give interns head start when they need to hire.

Interested faculty? Yes, definitely. Some already do it with our current adjuncts.

CSUN graduates – well prepared

Internship important especially now because a lot of math teachers not coming from secondary education anymore where they got some teaching training.

How will internship help math department: Help get some uniformity in content by helping interns

Good for interns? Watch how lessons taught, writing assessments, COR updates, articulation issues, COR

She would be willing to be one of the piloting departments

Most interest in developmental math level.

Appendix J

Moorpark College: Interview (Riley Dwyer, Academic Senate President)

4/22/13

Riley Dwyer: Academic Senate President (Moorpark College)

Start with Academic Senate and College President – have them assign it to faculty development.

Concerns: Union issues - In proposal, mention no explicit or implicit promotion of employment, no preferential treatment

Vice Chancellor of HR (Annette Loria) Talk to her about idea of internship. Jennifer Holst x5510. Ask if she knows of any complications with such an internship.

Talk to Pam about idea! She'll know more about business services and risk management.

Concerns cont.

- 1) Risk management 2) union 3) consider inviting current part-timers (don't want current part-timers to think that we are offering resources to outsiders that we haven't offered to them) 4) If give stipend to faculty, faculty mentor selection will get more complicated, maybe consider not giving stipend for that reason.

Need criteria for mentor selection

Can part-timers be mentors?

Part-timers don't have other half such as committee responsibilities, CORS, Program Plans, etc.

Why we should keep NFO and internship separate

Don't want to confuse connection of new-hires and interns. Don't want there to be an implicit relationship between being an intern and being a full-time hire, managing expectations.

Appendix K

LACCD: Interview (Joanna Zimring-Town, Program Coordinator)

Organization: Los Angeles County Community College District: Project Match

Date/Time: 4/24 at 1 pm

Contact: Joanna Zimring-Town, 818 710 4367

Basic Structure (Lot of information from the Project MATCHes website):

The Los Angeles Community College District, comprised of nine area community colleges, offers Project MATCH as a program to prepare and recruit a diverse community college faculty who are sensitive to the needs of the students and community it serves.

The program consists of a 5-week training program held in the evenings during the months of July & August and an opportunity to be mentored by a seasoned LACCD faculty member during the fall semester. The intern will be assigned to work with the mentor to teach one class (3 - 5 hours per week on 16 consecutive weeks throughout the fall semester). If the intern is a counselor or librarian, the intern will be assigned to a mentor in their field and will be given the equivalent non-classroom assignment. Weekday and evening opportunities are available Monday through Friday only (no weekend assignments are available), and the assignment will take place at one of the nine colleges in the District.

The Project MATCH Internship is a multi-component program comprised of mandatory elements shown below. Failure to attend the Summer Institute, two follow-up workshops, special events and other scheduled mandatory meetings and internship assignments at the college may result in exclusion from the program.

The mandatory elements of the program include all of the following:

- An introductory session held on one Saturday in May prior to the Summer Institute.
- The Summer Institute, held between June and August, is designed to give interns the fundamental theories and skills necessary to thrive in their community college internship. Summer Institute classes are scheduled on weeknights between 6:00 pm and 10:00 pm.

- Two follow-up workshops held on one Saturday during the months of October and December.
- The end of year culmination and award event held during an evening in December before the end of the Fall semester.

Prior to the fall semester, the program Coordinator will assign each intern to work with a mentor who matches the intern's particular subject area. For example, a teaching intern will be mentored by a classroom instructor that matches their field of study. The intern will be assigned to work with the mentor to teach one class (3 - 5 hours per week on 16 consecutive weeks throughout the fall semester). If the intern is a counselor or librarian, the intern will be assigned to a mentor in their field and will be given the equivalent non-classroom assignment. Weekday and evening opportunities are available Monday through Friday only (no weekend assignments are available), and the assignment will take place at one of the nine colleges in the District.

Program Structure

[Top](#)

Selected interns must attend the Coordinator's orientation session in May. Interns will receive valuable information to help guide them through the course of their internship as well as an opportunity to ask questions of the Coordinator.

The Summer Institute (the interns' training program) provides interns with a foundation in pedagogy as well as techniques, skills, and best practices for the classroom. This program prepares the interns for their fall semester internship assignment.

Also in summer, mentors and interns arrange to meet one-on-one to discuss the fall semester internship. Planning the fall semester is an important activity that sets the stage for a successful internship experience for the intern, the mentor, and the students. Mentors and interns alike must have a clear understanding of how they will approach the fall semester.

During the fall semester, interns receive on-campus training from their mentors in their subject area. For example, teaching interns are incorporated into their mentor's classroom, first by observing their mentor's teaching methods in the classroom and then by being shown how to prepare lessons and activities for the students. After a few weeks (no more than 3), interns begin to present topics to the students. Mentors provide feedback in response to these teaching trials. As the semester progresses, interns are allowed an

increasing amount of supervised time teaching in front of the class. When prepared and capable, interns should teach at least one whole class session in its entirety.

The fall semester is also a time for interns to attend campus events or activities that would help promote understanding of the various responsibilities of our faculty. Interns are also provided opportunities to meet the department chair, other members of the department, and to gain a better understanding of campus life.

The October follow-up meeting gives interns a chance to share their classroom experiences with the other interns in their cohort. Job opportunities in the District are explored, and specific interview skills/techniques for educators are discussed.

The December follow-up meeting offers interns the opportunity to participate in mock interviews. This exercise gives interns invaluable insight and serves to prepare them for the interview process when applying for a permanent position.

The program culminates with an end-of-year event to recognize the interns' completion of their internship and to recognize the contributions of their mentors.

Applications due in spring (Feb)

Orientation Meeting in spring (May) basics of program – our district and what it means to be intern

Mentors applications go out

Summer institute few months (July and August)

Hopefully talking to mentor over summer but not requirement

Fall – cot each one of mentor's classes

Mentor is instructor of record

Interns become employees for one semester (Classification as something like Guest expert) – if get hired as adjunct, have to go through process again of hiring.

Mentors and interns get 800 dollar stipend

Have two intern meetings in fall (debrief, classroom management, mock interviews happen in December)

End of finals have award ceremony

History of program:

How long it's been in existence?

A little over 20 years

Started with 12 interns, then 18, 50 interns in 2008; Currently 50 interns and 10 alternates.

How did the program get started?

Joint venture district, academic senate, diversity program

Is program run solely by you or by a committee of individuals?

Coordinator (Joanna) does majority of leg work.

Lisa Winter (Project Match Manager) through Office of Diversity Program receives all applications. Lisa has clerical assistants, reserves rooms.

Joanna in charge of coordinating applicant interviews, getting all volunteers, picking interns, matching interns and mentors

Joanna also teaches half summer institute (practical aspects – student success)

Hire instructor of education to teach section of summer institute on pedagogy. (Dr. Todd Eller outside contractor – Ph.D. in Education a lot of experience with teaching teachers.)

Objectives of program:

Any explicitly stated program objectives? See Mission statement online

Greatest benefits of the program:

Intern – teaching training, eye opener about student body - Do I really want to work with this population?

Improves quality of teaching pool, many interns gone on to become full-time faculty.

District – Increases diversity in thought and experience, recruit people from field. Background experience.

Anecdotally- mentors say that it rejuvenates them. Interns right out of school people in field have fresh ideas. Some threatened but most like it reenergizes them about teaching. Interns enthusiastic.

Greatest challenges of the program:

Matching interns and mentors effectively. So many schools, communicating to faculty purpose of project match

Selection:

How are interns selected?

Have to be completed with min quals at time of application, could theoretically hire.

More applicants than spots

How are mentors selected?

Put applications in faculty boxes in disciplines with applications

Match Mentor with Intern after running it by someone from Mentor's college

If faculty applies and doesn't get intern, Joanna just explains that there wasn't a good fit (scheduling, discipline)

Is it challenging to find interested graduate students/willing mentors?

Harder to get right mentor in right discipline at the right time

Mentor Training:

No training. Asked to come to mentor orientation but can't require it.

Budget:

Do students and/or mentors get a stipend?

Interns? \$ 800

Mentors \$ 800

About \$100,000

Diversity person and assistant

Program Coordinator

Mentors

Interns

Events

Doesn't know exactly where budget comes from

Curriculum:

Belongs primarily to Dr. Todd

In deciding on curriculum consider "What do we want our adjunct to know before start teaching"

Any resources you would recommend? (Literature)

Proof of Completion

How many interns go on to pursue career at community college?

Anecdotally, a lot of mentors were interns.

Last year 7-8 interns got adjunct positions.

In Joanna's two cycles, 12 - 18 that she knows of still working in district as adjuncts.

Suggestions in starting a program/would you do anything differently if you were starting up a program today?

- Way it's done now works out fairly well
- Start small with number of interns
- Get faculty on board - discuss benefits with them.
- Try to get academic senate on board.

Appendix L

Moorpark College: Interview (Norman Marten, Chair: Life Sciences)

4/29/13

Norman Marten: Chair of Life Sciences

Not doing any internships on official level

If we hire someone new, we encourage them to talk to faculty

If see something concerning in evaluation, we will encourage them to visit lectures by other faculty members.

Even if evaluation shows need of major change, try to keep it as positive as possible.

Value of formalized internship program in Biology Program: Don't think it would be bad thing to do, seems worthwhile. Give grad students an idea of what they're getting into. Open eyes to something besides research. Especially in sciences, at UCs, teaching is not encouraged.

If hiring new part-timers, can see value to Biology Department because the department can get to know potential new hires a bit better.

Key thing for interns:

Do they enjoy it? Have to have experience with presenting to class to determine if enjoy presenting to class

To truly get most out of internship, interns should be critiqued (intern gives a couple of lectures and gets feedback similar to peer evaluation for faculty. Have some type of scoring rubric to track growth over time.

Good to know if interns open to feedback.

Concerns:

How do interns get chosen? How do they apply? Chair would want a say in who would intern.

HAVE to see what faculty would think of program. Instructors might be concerned about having someone else lecture in their classes.

Limit to nonmajor courses, not critical courses.

Who's going to mentor, part-time or fulltime?

In bio have labs so more flexibility. Let interns lead few labs.

Compensation for mentors?

Great idea for grad students, good for department (look at potential candidates)

Appendix M

Moorpark College: Interview (Mary Rees, Co-Chair Curriculum Committee)

4/29/13

Mary Rees: Curriculum Co-Chair

Value of Teacher Intern Program?:

Any interaction between 2 year and 4 year institutions is good.

Learn how they do things; they need to learn how we do things.

Do fair amount on state level already.

1440 all community colleges got together; 4 year people there as well.

The more 4 year institutions learn about what we're doing, the more impressed they seem.

Intern should go through curriculum rotation

Most will not have heard of learning outcomes; they will be coming into education indirectly as a biology major into education.

See value in this: She want interns to be familiar with CORs, content, objectives, methods of evaluation

Give interns COR. Lesson has to be based on COR, content, methods, evaluation. Have them reflect back on COR.

Meet with Education Department at CLU, Channel Islands. Education piece is broader than in the past. Try to get expertise from these individuals. Only be successful if 4 year support. Need communication between education departments and intern program.

Concerns: Get commitment of administration. Worrying about lecture component. Careful what words you use. Make sure master teacher good and teacher is instructor of record.

Appendix N

Moorpark College: Interview (Kathryn Adams, Learning Resource Specialist)

5/6/13

Learning Resource Specialist: Kathryn Adams

Value: Yes, absolutely! Learn subject matter in graduate school but don't learn how to teach.

Need to teach interns how mind works.

In Kathryn's experience she has experienced the following: Teachers teaching for years and then say nobody ever told me this how mind learns.

Internship gives interns chance to sit back when there is no pressure of having to teach.

Why did this student have aha movement?

Why did this student tune out?

Unique vantage point where you can observe student learning without worrying about learning content or all pressures of being instructor of record.

Community college vastly different than k-12. Issues are different.

Teachers looking to learn different things.

Demographics totally different.

Brain of 18 plus different than under 18.

Beginning to learn critical thinking, aren't going to automatically do it when start college. They will give personal opinion not critical analysis.

Community college adult learner is different than 18 year old.

Hard to learn how to teach both in same room.

First vision of these realities shouldn't be when dean is evaluating you.

Very little support, especially if first job is as part-timer – don't get to talk to others.

TA is different than intern

TA does tasks such as make copies, run scantrons, doesn't get to observe.

Intern feels more comfortable asking teacher why.

TA paid to help not really meant to ask questions.

TA supposed to make my life easier.

Mentors signing up to answer questions, to give time to intern

TA on other hand is meant to release professor from time.

Curriculum:

Student Development Theory (Learning Theory post 18 years of age)

Knowing learner, how do people learner.

Start with basic learning, then shift to student development theory.

Ashe "Reader on college student development theory."

Help Intern understand that there are phases in shifting from 18 year old mind to critical thinking mind (Different ways of knowing)

Absolute, dissolutionalist phase

IF teacher knows phases teacher can create class differently.

Help students by foreshadowing what's coming. Priming mind. Fits developmentally.

College age has a lot of social identity; teachers need to understand social process

Online workshops might be good for readings, what observed in class

But, face to face seminar discussion is irreplaceable.

Need to focus on what works, then why it worked so can transfer to other topics.

I need to go to Great Teachers Seminar

Appendix O

CSUN: Interview (Werner Horn, Chair: Math Department)

5/8

Dr. Werner Horn: Chair of Math Department CSUN

Value: Yes, very beneficial for resume of intern

Logistics: Before graduation, enroll in 4 units of independent study or set up internship course.

If unpaid, prefer only one semester long internship.

6 hours per week time commitment would be good.

Target second year students in fall semester.

Annual cohort 12-15, at least 6 would be interested.

Math department at CSUN would inform graduate students that this available.

Could start as early as this fall but would be ok with starting this spring.

Concerns: Little bit of scheduling issue. TAs do most teaching on Fridays at CSUN. Need to make sure mentor/interns schedules match.

Appendix P

CSUN: Interview (Brennis Lucero-Wagoner, Former Head of Teacher Intern Program)

5/13/13

Brennis Lucero-Wagoner: Previous Head of Teacher Intern Program (CSUN)/
Professor/Associate Dean

Curriculum:

The Compleat Academic Book (good resource)

Patty Keith Spiegel –

Area of expertise

Ethics Wrote book on ethics of teaching. Fairness in teaching

How to avoid grade appeals, allegation of discrimination

Curriculum Ideas

Syllabus building/learning objectives-

Recommend Assigning Handout- How to build a course and assess it (D. Fink)

What are your learning objectives? How are you going to assess those objectives?

How do you know assessments let you know that students learned what you wanted them to learn?

Writing exam questions

Bloom's Taxonomy

Classroom control –

Difficult disgruntled students (grade disputes, professor has disadvantaged me in some way)

As Associate Dean, observed many things.

Met with professor and student alone.

Student felt embarrassed or dismissed. What student really wanted was apology. In medical world, if physician apologized to pursue lawsuit, more success. Role play is helpful. Not happy with exams

Delivery Methods: Build a lecture

PowerPoint: What is effective? Minimal!

Post or not? She posts with blanks...

Try not to have them do dual attention task!

Mock job interview

Teaching Portfolio

Recommended readings for committee

Very Theoretical Book: Teaching the art of changing the brain (Zull)

Zull is Biologist

Info comes into through senses, can just stay there, what need to do is transfer into motor systems/frontal lobe Make students do (homework to help them synthesize it)

Piaget – difficult thing about teaching is learner is not where you are

Hardest thing for her as leader of TIPS

How do I get interns where I want them to go but know interns have full load of classes, job etc.

Appendix Q

Moorpark College: Interview (Pam Eddinger, College President)

5/29/13

Pam Eddinger: Moorpark College President

Collective Bargaining Agreement:

- Intern no different than graduate student giving guest lecture – must get permission from Instructor of Record

If individual not working for us, he/she can only come in as volunteer

Volunteer process already in place

Might want to talk to Sharon Manakas about how she bring in graduate students (Liability protection)

Try to stay away from paying intern.

Because of Risk Management Component, the program should sit somewhere in Administration

- We can make internship program extension of NFO (Pre-Faculty experience) so program would be run through President's Office
- Partner up with Student Learning Office (EVP)

Faculty Development Committee could focus on Curriculum, Matching Interns and mentors, deciding how to allot intern hours

Teacher Internship Program is important in helping to produce more diverse pool in terms of age, race, culture, experience

Need to pilot program

- Get Feeder school
- Initial class of 10
- 40 hours of time total for interns

Then after 2 semesters, look at what worked and what didn't

Positives of having interns on campus: Much closer to discipline, willing to try things, perhaps less fearful than part-timer

Keep program narrow but deep in focus. Program should have two components 1) philosophical underpinning (frame with readings) and 2) practical piece

Appendix R

Moorpark College: Interview (Jodi Dickey, Head of Academic Counselor Internship Program)

6/4/13

Head of Academic Counselor Internship Program at Moorpark College: Jodi Dickey

Jodi has run the program for Counseling Interns since 08, four academic years – one year program did not run

Dr. Donna Ellen started program in 2000.

Why Jodie runs the program: Counselors need practice in supervised setting in which they get feedback. Graduate school gives theory but not the application piece

Expects that certain coursework has been completed at the time of application

Applicants are limited to graduate students. CSUN graduate students seem most prepared but will accept graduate students from other programs.

CSUN's program requires 600 hrs. of fieldwork and this program will count towards the 600 hours.

Interns are enrolled in fieldwork course while participating in internship (However, wasn't always that way)

When selecting interns, graduate students go through interview process similar to adjuncts. Generally, 2 interns per year are selected max. Internship is one academic year.

Once in the program, 10/hrs. per wk. minimum are requested of the interns. But in reality if really want them to be properly prepared, they need 16-20 hrs./wk. to get 600 hrs.

Internship Process/Requirements:

- Supervisor meets weekly with intern for 1 hour
- Intern interviews all counselors at Moorpark (about 12) and individuals running student service programs. Detailed written report required for each interview.
- Intern observes counselors in action (Starts around October but depends on individual)
- Intern starts co-counseling at some point between December and February (again depends on individual)

- Like to have intern co-counsel with a number of counselors so they can see different styles
- After spring break, hopefully get interns counseling fairly independently (supervising counselor doesn't hover as much)
- Interns must create project that benefits department
 - Sometimes Jodi assigns project but if intern has real passion and direction she will let the intern design their own project
- Intern writes final paper summarizing their experience

Jodi is part-time; 1 hour of her paid time per week is devoted to supervision. She also gets paid for interview hours in which she is physically present, no pay for prep time.

Appendix S

VCCCD: Interview (Annette Loria, Interim Vice Chancellor of Human Resources)

6/4

Annette Loria: Interim Vice Chancellor of Human Resources

Contact Information: 805 652-5510

If unpaid, they fall under volunteer, even if program calls them interns.

Likely have process by which to approve volunteers.

Another recommendation: Michael Arnoldus might have more insights. Most districts don't process volunteer paperwork.

Called back and didn't talk to Michael Arnoldus but did talk to Olivia Long

Olivia Long: Executive Assistant, Human Resources and Personnel Commission

Contact Information: 805 652-5513

Unpaid Interns Form

HR TOOLS

Sponsored Agreement

Volunteer/student intern

Sponsored agreement

Appendix T

Survey Results: Moorpark College (Behavioral and Applied Sciences, Enrollment Services)

(4/10/13)

After a brief description of existing Teacher Intern Programs involving Community Colleges across the state, all faculty in attendance at the meeting responded to the following items:

- A) Indicate discipline
- B) Do you see value in a Teacher Intern Program at Moorpark College?
- C) Would you be willing to participate as a mentor in a Teacher Intern Program at Moorpark College?
- D) Additional Comments

Anonymous Responses

1) A) Accounting

B) Yes, well qualified teachers are a limited commodity. A program such as this would be beneficial to all

C) Yes

2) A) Business

B) Yes

C) May be interested

D) What training/certification will mentor have? How do we know mentor is skilled?
Talented?

3) A) Business

B) I very much see value. Provides one-on-one mentorship training, like student teachers in K-12.

C) I would be happy to be a mentor.

4) A) Business

B) Provides additional resources to instructors and opportunity to broaden horizons

C) N/A – Part-time instructor – Don't believe we would be eligible

5) A) Business

B) Yes, experiencing the class environment with an experienced faculty helps ease the transition to full-time teaching

C) N/A P/T instructor

6) A) Kinesiology

B) Yes, I think the program would work successfully

C) No, I'm retired

7) A) Psychology

B) Yes – Definitely! It provides a great opportunity for upcoming faculty

C) Yes – Definitely?

8) A) Psychology

B) Yes; helps train new faculty and mentors learn – if training offered

C) Yes

9) A) Sociology

B) I think there is value in this program as there is little real training on how to be a college-level teacher

C) I would be willing to assist as we were doing this at CSUN and it was a good program. D) Legal issues need to be looked at though

Appendix U

Survey Results: Moorpark College (Math Department)

5/3/13

After a brief description of existing Teacher Intern Programs involving Community Colleges across the state, I passed out the surveys to the Math instructors in attendance at the meeting and then left. After the meeting was over, instructors returned their completed surveys to the Chair of the Math Department who then returned the completed surveys to me.

Survey Items:

- A) Do you think a Teacher Intern Program would be of value to the Math Department at Moorpark College? Please explain why or why not.
- B) Would you be interested as serving as a mentor for a Teacher Intern Program at Moorpark College? Please explain why or why not.
- C) Please indicate any other comments/suggestions here.

1 A) Yes, we hire part-time instructors each year, so interacting with future community college teachers would benefit the department and the student

B) Yes. I participated in a previous program though I was the observer, not the other way around

C) Need to safe guard that the student does not become a “grader” for the faculty member – the faculty who volunteer for this will most likely not do this.

2 A) Yes, anything that helps people become better teachers is good.

B) Yes. I like to teach, and teaching someone to teach is part of that.

C) Keep it simple. The less amount of paperwork the better.

3) A) Yes, primarily to help with recruitment of new faculty, both PT and FT.

B) Yes, I’m sure like many things of this nature, I’ll learn a lot as well. And I’d like to thing that I can teach something worthwhile as well.

C) Yes, let's keep the administrative aspects to the absolute minimum. Obviously, as you mentioned, this needs to go to faculty development.

4) A) Yes, good exposure for the graduate students and good for the community college to work with the students.

B) No, I am a part-time instructor here.

5) A) Yes. It's always a good investment of time to help potential teachers to be prepared to teach... and get jobs!

B) Yes.

6) A) Yes, preparing new potential instructors would help our students and campus as a whole.

B) Yes, I was part of one before as an intern and would like to pass it on.

Appendix V

Survey Results: CSUN (Psychology Graduate Students)

5/7/13

After a brief description of existing Teacher Intern Programs involving Community Colleges across the state and of the potential Teacher Intern Program at Moorpark College, all graduate students in attendance responded to the following items:

A) Do you think graduate students in CSUN's Psychology Graduate program would benefit from participating in a Teacher Intern Program at Moorpark College? Please explain why or why not.

B) Would you be interested in participating in a Teacher Intern Program at Moorpark College? Please explain why or why not.

C) Please indicate any other thoughts/suggestions here.

Anonymous Responses

1) A) Yes (for those starting in their 1st year), it could give those who are thinking about applying for the TIPs program here a better idea of what they are in for.

B) No, I think it is a little too late at this point for this program to be of any substantial use to me, but if this program was brought to me last semester I would definitely go for it.

C) It seems like a great idea.

2) A) Yes, it could be an alternative for students not interested in research-based PhD programs.

B) Possibly, if I don't get into a PhD program.

C) Interesting idea.

3) A) Yes, I think that it would be a good transition to go from student to teacher. It can sometimes be intimidating to sign up for a year long commitment not knowing if you like it or not.

B) Yes, I didn't apply to TIPs for those reasons. On top of my lack of teaching experience. This would have helped me.

C) Over the summer, I can commit to 4-5 hours per week and during Fall/Spring 3-4 hours week. Good idea. Promote it at orientation for Grad programs.

4) A) I think that the grad students would since waiting a year to get into our own CSUN T.I.P. program would give valuable experience and also allow for more students to receive the benefit of the program.

B) At this moment, I don't believe I could participate since I work 40 hours a week. But if I was available it would be interesting to participate in.

5) A) As there are so many graduate students who are interested in the TIPs program at CSUN, I think this would be a great way for potential applicants to test the water.

B) I would have this year if the program was in place. I am going to be part of the TIPs cohort of the 2013-2014 academic year. Teaching is something I have a great interest in.

C) I feel like 4-6 hours a week is reasonable in terms of shadowing an instructor.

6) A) Yes; as teaching is the goal for many in the GE program, more exposure would likely be beneficial (the more diverse the better)

B) Yes; it would get me more comfortable with public speaking.

C) The program sounds useful for all, students as well, as they could get a better glimpse of what it may be like to teach/be an amateur teacher.

7) A) Yes. It provides experience as well as an opportunity to meet lecturers in their field.

B) I would but because of time constraints, I do not think I would be able to.

C) For first year students, consider their schedule of classes.

8) A) Yes, because it is an additional opportunity for students interested in teaching to get

experience in the field. Furthermore, it is purportedly close in location which should make it viable and helpful.

B) Yes, It sounds like a worthwhile experience and I would love to do it. I want to be a professor and need to learn the details of the profession.

C) MW will probably be the best times, in the afternoon. Maybe eventually offer students their own classrooms to teach (with guidance)

9) A) Conceivably, more options for teaching, particularly for people who don't make it into TIPs or something.

B) No. I have no desire to teach at community college, I plan on doing research and I know part-timers and community colleges don't allow for research in between having to teach at multiple locations and resources. I'd rather learn teaching at university. Also, I've done a fair bit of "shadowing" as a TA.

C) I know it was a basic overview, but people probably need more than "shadowing" since that tends to be standard for TAs here.

10) A) Yes, because the TIPs program at CSUN is severely limited in the positions offered, that an additional supplementary program at Moorpark would be extremely valuable.

B) Yes, I have extensive experience tutoring and some experience teaching higher level education in the classroom. It would be very natural and familiar position for me, and I would have a lot to offer the program as an intern.

C) Weekly time commitment I could make 10 hrs./week. I am interested in getting involved. Please keep me updated, if possible. Michael Hess
Michael.hess.611@my.csun.edu

11) A) Yes. What better way to learn application of psychology and teaching than apprenticeship. Theory needs experience to back up on!

B) Yes, I would. I've already started process of applying for a teaching position there. I am a Moorpark alumnus, and my mentor there was inspirational in my wanting to teach there.

C) Should make it easier for "all-but-thesis" grad students to apply to teach there. I could do 20 hrs. p/wk.

12) A) Yes, because there is no other opportunities for teaching besides TIP. This would be extremely valuable.

B) Yes, because I would like to be a teacher but do not participate in TIPs due to the time requirements.

C) How many hours per week? Minimal would be best. 10 hrs. per week would be great. No more than 20 hours!

Appendix W

CSUN: Emails from Math Graduate Students

“Hello Julie,

I heard about the potential teaching internship program at Moorpark College from Dr. Werner Horn at CSUN and I am very interested! I will be officially graduating this summer with my MS in Applied Mathematics, after which point I am hoping to find a lecturing position. I am applying to a similar program near Seattle, as well as lecturing positions at Cal Poly San Luis Obispo, CSUCI, and Cuesta College located in San Luis Obispo. However! Since I did my undergrad at CSUCI and my master's at CSUN, I have many local connections that I would ideally like to utilize to promote transfers! I am also familiar with the support programs / funding options at both universities (such as LSAMP) which I know are influential factors for transferring students. I have attached my resume in case you are curious!

Is there an update on whether or not the internship program will be happening and the dates? I look forward to applying and hope to hear from you!

~Raquel Barata”

“Hi Ms. Campbell I am really interested in the intern program. My goal is to get my masters in mathematics and work in a community college to then get my Ph.D. too. So please let me know about applying. Thank you, very much!

Trinidad Trejo”

Appendix X

Moorpark College: Academic Senate Presentation Outline

(Introducing Idea of Potential Teacher Internship Program at Moorpark College)

5/7

- I. Teacher Intern Programs Across the State
 - a. UC Irvine, Project MATCH, Los Rios
 - b. VCCCD ?????
- II. Sabbatical Project
 - a. Proposal for Potential Teacher Internship Program through VCCCD
- III. Interest/Support at Moorpark College
 - a. Faculty: Social Science, Math, Biology
 - b. Administration: Lori Bennett, Kim Hoffmans, Inajane Nicklas
 - c. Curriculum/Faculty Development: Mary Rees, Margaret Tennant
- IV. CSUN
 - a. Director of General-Experimental Psychology Program
 - b. Chair of Math Department
 - c. Graduate Students
- V. Office of the Chancellor of California Community Colleges
 - a. March 2013: Report on the California Community Colleges Student Success Initiative Professional Development Committee Recommendations
 - i. ““One notable finding in the research literature is that notable improvements in education almost never take place in the absence of professional development.” Professional development is important to meeting today’s educational demand.”
- VI. Why am I here today?
 - a. To seek support and counsel from Academic Senate!

Appendix Y

Curriculum/Workshop Ideas

Los Rios Community College District

Curriculum

Instruction and Assessment at the community college level

Theory and Practice: Effective Teaching and Classroom Communication Strategies

Diverse Learning Styles.

Cynthia Barnett (Moorpark College)

Style and delivery

Different styles of learning

Classroom feedback to measure student learning/assessment variety just for instructor, not necessarily for SLOs.

Dealing with teaching in larger classrooms.

Teaching web-enhanced.

Transitioning to new technological opportunities.

Need to be more aware of issues student bring to classroom.

How to deal with constant connection with students, via emails, etc.

Mary Rees (Moorpark College)

Intern should go through curriculum rotation

Most will not have heard of learning outcomes; they will be coming into education indirectly as a biology major into education.

She wants interns to be familiar with CORs, content, objectives, methods of evaluation

Give interns COR. Lesson has to be based on COR, content, methods, evaluation. Have them reflect back on COR.

Brennis Lucero-Wagoner: Previous Head of Teacher Intern Program (CSUN)/ Professor of Psychology CSUN/Associate Dean (CSUN)

The Compleat Academic Book

Patty Keith Spiegal's book on ethics of teaching

Syllabus building/learning objectives-

How to build a course and assess it (D. Fink)

What are your learning objectives? How are you going to assess those objectives?

How do you know assessments let you know that students learned what you want them to learn

Authentic Assessment

How to write good exam questions/writing exam questions at different levels of taxonomy

Help diffuse situations on front end.

Classroom control – difficult disgruntled students (grade disputes, professor has disadvantaged me in some way) As associate dean, observed many things. As dean meet with professor and student alone. Student felt embarrassed or dismissed. What student really wanted was apology. In medical world, if physician apologized to pursue lawsuit, more success. Role play is helpful. Not happy with exams

Delivery Methods: Build a lecture

PowerPoint: What is effective? Post or not?

Mock job interview

Teaching Portfolio

Chris Cole: Chair of Math Department Moorpark College

Watch how lessons taught, writing assessments, COR updates, articulation issues, COR

Kathryn Adams: Learning Resource Specialist Moorpark College

Student Development Theory (Learning Theory post 18 years of age)

Knowing learner, how do people learner.

Start with basic learning, then shift to student development theory.

Ashe "Reader on college student development theory."

Help intern understand that there are phases in shifting from 18 year old mind to critical thinking mind (Different ways of knowing)

Absolute, dissolutionalist phase

IF teacher knows phases teacher can create class differently.

Help students by foreshadowing what's coming. Priming mind. Fits developmentally.

College age has a lot of social identity; teachers need to understand social process

Online workshops might be good for readings, what observed in class

But, face to face seminar discussion is irreplaceable.

Need to focus on what works, then why it worked so can transfer to other topics.

Kim Hoffman: Co-Chair Faculty Development and Dean Moorpark

College strategies – time management, how to pull out important things from textbook, incorporate math and English, how to be smart about studying, introduce new faculty to college strategies, how to incorporate college strategies into lesson plan.

Norman Marten: Chair of Life Sciences Moorpark

Interns have to have experience presenting to class to determine if they enjoy presenting to class

Interns should be critiqued (intern gives a couple of lectures and gets feedback similar to peer evaluation for faculty. Have some type of scoring rubric to track growth over time.

Good for department to know if intern is open to feedback.

Appendix Z

VCCCD: Vision, Values, and Mission Statements

District Vision Statement

The Ventura County Community College District will become the leader in the development of high quality, innovative educational programs and services. Keeping in mind that students come first, we will model best practice in instructional and service delivery, student access, community involvement, and accountability.

District Values Statement

We base our actions on what will best serve students and the community. We maintain high standards in our constant pursuit of excellence. We recognize and celebrate creativity, innovation, and entrepreneurship. We demonstrate integrity and honesty in action and word. We communicate openly and respectfully to students, colleagues and members of the public. We hire and retain personnel who reflect the diversity of the communities we serve. We promote inclusiveness, and openness to differing viewpoints. We use data, research and open discussion to drive our plans and decisions. We demonstrate responsible stewardship for our human, financial, physical and environmental resources. We seek and maintain long-term partnerships with the communities we serve.

District Mission Statement

The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges. The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources. Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources. English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources. Ventura County Community College District improves the quality of community life by offering not-for-credit,

recreational, vocational, cultural, and civic programming based on community demand and available resources. All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

Appendix AA

Moorpark College: Vision, Mission, Values, Student Learning Outcomes

Vision

Moorpark College provides high quality learning experiences for academic, professional, and personal growth.

Mission Statement

As a public community college, Moorpark College offers programs and services accessible to the community. Drawing from a student-centered philosophy, Moorpark College creates learning environments that blend curriculum and services in providing to students:

- Introductions to the broad areas of human knowledge and understanding;
- Courses required for university transfer and career preparation or advancement;
- Skills in critical thinking, writing, reading, speaking, listening, and computing;
- Exposure to the values of diversity locally, nationally, and internationally;
- Extracurricular activities that promote campus involvement and personal development;
- Preparation for the challenges and responsibilities of life and change in a free society and the global community.

Values Statement

As we implement our mission on campus, within the district, and in our community, we value:

Discovery: inquisitive and critical thinking for life.

Community: shared investigation and exploration of knowledge.

Responsibility: commitment to the well-being of self and others.

Creativity: aesthetic and practical innovation and expression.

Collegiality: inclusive and respectful interactions.

Dialogue: open and productive discourse in evidence-based decision-making.

Trust: transparency and cooperation in all collaborations.

Citizenship: participation in a local and global society.

Compassion: stewardship of humanity and the environment.

At Moorpark College, we encourage quality and believe our strengths have been and will continue to be people-their flexibility, their responsiveness, and their willingness to meet the needs of our students and community. We believe that building on these strengths provides an education experience appropriate to the students' needs and within the College's mission.

Specifically, our actions and decisions are based on the following beliefs:

- We will provide the best services, programs and opportunities for students.
- We encourage creativity and innovation and we will try new ideas and new things.
- All students attending Moorpark College will receive the support they need to meet their individual educational goals.
- Students who wish to transfer to four-year institutions will receive up-to-date and accurate information to facilitate transfer
- We will increase our responsiveness to business and industry in changing economic climates.
- We are an integral part of the community.

To best implement our actions and decisions, our internal working environment is based on the following beliefs:

- Shared governance is an accepted part of our decision-making process.
- We will strive to build greater trust, understanding, and cooperation between the other segments of the Ventura County Community College District and Moorpark College.
- We will provide all staff with support for professional development.

Institutional Student Learning Outcomes

Through their experience at Moorpark College, students will have expanded their:

Awareness.

- Be aware of the diversity of human experience, the role of the natural environment, and the relationship between the two.

Critical thinking.

- Gather, evaluate, analyze, and synthesize information.

Communication skills.

- Attend to and clearly express ideas in written, spoken, numerical, and artistic forms.

Ability to create.

- Act purposefully in combining awareness, critical thinking, and communication skills with personal responsibility in order to originate, innovate, or build upon ideas.

Appendix AB

Established Teacher Internship Programs: Overviews, Goals, and Learning Outcomes/Objectives

Los Angeles Community College District: Project MATCH

Project MATCH addresses diversity needs of the Los Angeles area that are born of the regions ever-changing demographics. The Los Angeles Community College District, comprised of nine area community colleges, offers Project MATCH as a program to prepare and recruit a diverse community college faculty who are sensitive to the needs of the students and community it serves. The goals of the program are to improve the diversity pool of faculty in the District, for our interns to become role models reflecting that diversity in the District, and to better reflect the diversity of the community around the biggest community college district in the United States of America.

The Summer Institute (the interns' training program) provides interns with a foundation in pedagogy as well as techniques, skills, and best practices for the classroom. This program prepares the interns for their fall semester internship assignment.

Los Rios Community College District (LRCCD): Faculty Diversity Internship Program

Program Overview: The LRCCD Faculty Diversity Internship Program continues to be instrumental in developing a creative and talented pool of community college instructors who mirror the diversity of our student population. Our inclusive diversity encompasses people with different cultural, ethnic, gender, physical abilities, academic preparation, learning styles, and socioeconomic backgrounds.

The program is also committed to providing opportunities to faculty interns to learn and practice teaching strategies appropriate for diverse community college students.

The program's ultimate goal is to recruit qualified faculty who mirror our student population and are committed to a diversity of perspectives.

UC Irvine: California Community College Internship Program

Course Title: California Community College Internship

Course Description: The California Community College Internship Program offers graduate students aspiring to pursue an academic career in teaching, policy development

or administration the opportunity to learn about faculty life, governance, and teaching at one of the local community colleges. This course structures a field work experience where students will participate in and reflect on the educational mission of community colleges.

Learning Objectives: Students will:

- Demonstrate their knowledge and understanding of the specific needs of the host institution's students
- Develop teaching skills in their own disciplines appropriate to the community college classroom
- Demonstrate an understanding of the time commitment and responsibilities of community college faculty
- Develop an understanding of the host college's organizational structure and academic practices
- Successfully negotiate time conflicts, responsibilities, and duties with faculty partner

San Diego/Imperial County Community College Association

The regional faculty internship program is a major cooperative initiative between the San Diego/Imperial County Community College Association (SDICCCA) and San Diego State University (SDSU).

Program Purpose: identify, recruit, train, and support prospective community college classroom and counseling faculty in their pursuit of part-time and full-time faculty positions within community colleges in the region. The partnership includes ten community colleges in San Diego County, Imperial County, and Mt. San Jacinto College in Riverside County.

Program Goals & Outcomes:

- Introduce graduate students and students recently completing their Master's degree, to the community college environment and student population.
- - Arrange successful mentoring relationships that support the development of interns and mentors as master counseling or classroom faculty members.
- Provide training for interns emphasizing assessment of student learning outcomes, strategies for providing students with basic skills, and strategies to engage a diverse population of adult learners in the learning process.

- Describe to interns job search techniques as well as address important issues regarding community college policy and decision-making.
- Nurture the highest levels of integrity and ethics in every aspect of the intern's professional life
- Create a database of current and former interns to enable participating community colleges to recruit for part-time and full-time faculty positions.
- Introduce industry practitioners to the community college environment as they complete degrees that would qualify them to teach at community colleges.
- Evaluate the program and disseminate information about the program to interested parties.

Intern Learning Outcomes: Each SDSU Continuing Education course includes specific student learning outcomes. On a broader spectrum, at the end of this program interns will be able to:

- Articulate their strengths and areas needing development in order to be successful as a part-time or full-time faculty or counseling staff member.
- Network professionally among the local community colleges.
- Garner working, professional relationships with faculty and staff in the SDICCCA region.
- Create a realistic, five-year professional plan for counseling or classroom teaching. <http://interwork.sdsu.edu/main/sdiccca>

Appendix AC

Glendale Community College (Information from Web)

FDIC 3/11/2010v41st draft senate 1

Faculty Diversity Internship Program

Background

Historically, there has been a lack of diversity in the applicant pool for academic positions, especially academic administration and full-time faculty at Glendale Community College. Based on current labor market trends and the small percentage of underrepresented faculty groups at GCC as well as community colleges state-wide, the traditional methods are not enough to attract diverse faculty to college. Glendale Community College is committed to seeking out talented and diverse faculty who can benefit not only our institution, but our society through their backgrounds and experiences.

In January of 2005, the Senate created a Faculty Diversity Taskforce to study the diversity challenges on campus. The goal of the Faculty Diversity Task Force was to provide recommendations to establish greater equity and diversity among academic administration and full-time faculty. In 2007, the taskforce provided recommendations to the Senate and one of the three major areas of focus to improve the diversity of faculty at the college was recruitment. Among the recruitment activities identified was a GCC Faculty Internship Program.

In May 2007, the Senate approved the Faculty Diversity Taskforce's proposal. Subsequently, in 2009, John Queen, Academic Senate President on behalf of the Senate, attended the EEO Advisory Committee meeting and asked the committee to oversee the coordination and implementation of the program. The EEO committee agreed to take on the project and created an EEO subcommittee to develop the program.

This proposal includes: 1) Overview of the program; 2) Recruitment and selection process; 3) Program specifics; 4) Roles and responsibilities of the intern and mentor; 5) Intern evaluation and certification; 6) Timeline/milestones; and 7) Funding.

Program Overview

The Faculty Diversity Internship Program seeks to identify, recruit, train, prepare, and increase the number of faculty for instructional disciplines from historically underrepresented groups in California community colleges as defined in Title V, Section 53001: American Indians, Alaskan Natives, Asians, Pacific Islanders, Blacks, Hispanics, women, persons with disabilities, and persons with migrant backgrounds. The program recruits and places interns in the disciplines and departments with the greatest need for

diversity. This effort will emphasize identifying and placing qualified applicants into faculty positions at Glendale Community College and providing them with professional opportunities to learn about community colleges and their students' needs under supported and supervised faculty mentoring assistance.

It is the intent of the FDIP to provide a supportive work and training environment for the intern. The intern will be assigned a mentor who will help him/her understand and prepare for future community college faculty positions. FDIC 3/11/2010v41st draft senate 2

During the internship, each intern will become familiar with a myriad of faculty activities and necessary tools to become a successful community college instructor. For the mentor it provides a rewarding opportunity to contribute to the college's goal to increase diversity on campus and support individuals who have an interest and/or are pursuing the field education at a community college.

Program Objectives

The objectives for this internship program are to:

- (1) Enhance Glendale Community College's efforts toward building a diverse faculty.
- (2) Increase the number of qualified persons pursuing doctoral, master's and associate degrees into faculty positions at GCC particularly for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated;
- (3) Develop and implement a recruitment and placement program for GCC faculty interns;
- (4) Provide training for interns which emphasizes student learning and meeting the needs of diverse students;
- (5) Provide prospective GCC faculty members with the opportunity to experience a work environment at a community college campus.

Program Oversight

The Faculty Diversity Internship Program is a major initiative supported by Glendale Community College. The Program is co-sponsored by the Academic Senate and the EEO Advisory Committee.

The Faculty Diversity Internship Committee (FDIC) consists of 1) A senate representative; 2) An administrator; 3) A division chair; 4) A guild representative; and 5) EEO Representative. The FDIC will provide oversight of the program and any problems that may

arise during the internship for the interns and mentors. The Chair and/or Co-Chairs of the participating divisions are responsible for securing faculty mentors, interviewing prospective interns, and coordinating faculty assignments, as applicable. The committee will provide support as needed to the Chairs, Co-chair, mentors and interns.

The FDIC continuously reviews the Program and works with the various college and university faculty and leaders to develop the best experiences for interns. FDIC 3/11/2010v41st draft senate 3

Recruitment and Selection

Eligibility Requirements

Interested persons with advanced degrees (i.e. master's degree or higher) desiring to teach at the community college level; graduate students who are currently enrolled in a master's or doctoral program at the University of California, the California State University, or any other accredited higher educational institution in the discipline in which the intern plans to teach and who have completed a minimum of 50% of their master's program (must be within one year of degree completion).

A) Interns in General Education Disciplines

- Graduate students with completion of at least one half of Masters or Doctoral degree program at an accredited institution in the field in which they will be teaching;
- Current registration in good standing at the college or university in which they are enrolled as a student during the term(s) of the internship;

B) Interns in Career and Technical Education (CTE)

- Six years of related work experience and completion of half an Associate degree, or four years of related work experience and completion of half of a Bachelor's degree;
- Current registration and good standing at a college or university during the term(s) of their internship.

C) Interns with Degrees

- Meet regular faculty minimum qualification but no formal teaching experience

Application Process

Persons interested in applying for the Faculty Diversity Internship Program may apply on-line and must provide the following information as part of the application process by the closing date:

- On-line application
- A current resume or vitae;
- Three (3) letters of recommendation;
- A copy of unofficial transcripts identifying current graduate work or work in progress (official transcripts will be required by spring semester of Internship Program);

Intern Selection Process

The Selection Committee consists of 1) the respective division chair or designee 2) A faculty member from the division 3) A Faculty Diversity Internship Committee member and 4) An EEO Representative. The committee encourages all parties interested in becoming community college faculty or academic interns to apply. The entire committee reviews all applications. The selection committee will interview and select candidates for the internship program. FDIC 3/11/2010v41st draft senate 4

Selected interns are required to participate in a series of faculty development activities and training throughout the internship experience. Additionally, each intern works closely for up to a full year with an assigned mentor who has teaching experience in the intern's area of interest. Interns who successfully complete the program and meet the minimum qualifications in their discipline may be considered for an adjunct teaching/counseling position.

Mentor Selection Process

The Division Chair is responsible for selecting the mentor. The mentor is required to meet the following criteria:

- A tenured faculty member
- Current performance and student evaluations exceed/meet expectations

Program Specifics

Duration:

Minimum of one semester (approximately 21-22 weeks) up to 2 semesters; The second semester is optional.

Compensation:

Stipend:

Intern Mentor

1stsemester \$2100* \$1,000

2nd semester \$2100* \$ 500

*Based on 2009 Adjunct Salary Schedule for a 3 unit class.

Assignment:

Summer Orientation Program

- Faculty Intern Orientation – 4 hours Shadowing – 5 or 6 weeks; based on discipline (25 hours during summer interim session)
 - o Observe mentor in classroom
 - o Develop syllabus and one assignment
 - o Practice grading a minimum of 5 student papers (from the mentor's class) and give feedback.
 - o Read assigned book on effective teaching principles and complete a minimum of two, 1-2 page reading response in an area of interest

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Fall Semester

- Teaching Internship o Instructor of Record ☐☐ Course planning - Work with mentor to complete and refine materials (i.e. assignments, exams, rubrics, etc.)
☐☐ Complete administrative preparation using established academic regulations and GCC procedures

- Campus activities Attend a minimum of one faculty related campus meetings (department/discipline and/or governance meetings.)
 - o Attend a minimum of one Faculty Development Workshop

Spring semester (if applicable)

The second semester the intern will complete the following:

- Teaching internship
 - o Instructor of Record ☐☐ Course planning - Work with mentor to complete and refine materials (i.e. assignments, exams, rubrics, etc.)
 - ☐☐ Complete administrative preparation using established academic regulations and GCC procedures

- Campus activities
 - o Attend a minimum of one faculty related campus meeting (department/discipline and/or governance meetings.)
 - o Attend a minimum of one Faculty Development Workshop

Intern Evaluation/Certificate of Completion

The interns will receive two formal written evaluations per semester. The first evaluation will be conducted after the first eight weeks of the internship. The second evaluation will be at end of the semester. Upon successful completion of the internship program, the intern will receive a certificate of completion.

Timelines/Milestones

The subcommittee plans to roll-out a three-year pilot program starting in the Summer interim session of 2011. The pilot would include three interns and three mentors. The subcommittee and FDIC will present an update to the Senate in Spring 2012 and an evaluation of the program in Spring 2013. Thereafter, the FDIC would like to recruit a

minimum of three interns or more each academic year based on available funding.FDIC
3/11/2010v41st draft senate 6

Funding

The total cost for funding the program for three years is approximately \$54,000; \$18,000 per academic year. This will include compensation for three interns, (\$12,600), based on 2009 Adjunct Salary Schedule, plus compensation for mentors (\$4,500), and \$900 for recruitment, material and printing costs. The subcommittee is pursuing various funding sources.

Appendix AD

UCI (Information from Web)

UCI Graduate Division Revision date: 01/13/2010

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Syllabus Details

Instructor: Professor Frances Leslie

Dean, Graduate Division, and Professor of Pharmacology

Course Title: California Community College Internship

Course #: US 297

Class Time: TBA

Location: TBA

Course Webpage: www.grad.uci.edu/current/ccc_intern_prgm.htm

Course Description: The California Community College Internship Program offers graduate students aspiring

to pursue an academic career in teaching, policy development, or administration the opportunity to learn about

faculty life, governance, and teaching at one of the local community colleges. This course structures a

fieldwork experience where students will participate in and reflect on the educational mission of community

colleges.

Learning Objectives: Selected graduate students with strong teaching backgrounds will be partnered with

faculty at community colleges for a period of two to three quarters. In the fall quarter graduate students will

undertake orientation to the community college and the faculty or administrative partner, observing in the

classroom, attending college faculty meetings as appropriate, and conducting preliminary planning with the

community college partner for winter and/or spring activities. The core of the internship consists of teaching

experiences, curriculum development and enhancement, and a variety of other activities involved in a

community college career.

Students will:

- Demonstrate their knowledge and understanding of the specific needs of the host institution's students.
- Develop teaching skills in their own disciplines appropriate to the community college classroom.
- Demonstrate and understanding of the time commitments and responsibilities of community college faculty.
- Develop an understanding of the host college's organizational structure and academic practices.
- Successfully negotiate time conflicts, responsibilities and duties with faculty partner.

GRADUATE

DIVISION

CALIFORNIA COMMUNITY COLLEGE

INTERNSHIP PROGRAM SYLLABUS

Submit materials to:

Graduate Division

120 Aldrich Hall

Zot Code 3180

Grad@uci.edu

(949) 824-4611

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Requirements:

- Mandatory Orientation Workshop (two hours) at the beginning of fall quarter.
- A minimum of 40 hours fieldwork spread over two or three quarters on the designated community

college campuses engaged in activities chosen from the Menu of Professional Activities in consultation

with the community college partner. These are formulated as a contract between the student and faculty

partner. (See below for menu.)

- Diary of involvement on the community college campus, including self-evaluative reflections and

suggestions for improvement.

Evaluation:

1. Fulfillment of the Contract
2. Completion of the Diary
3. Evaluation of the Faculty Partner

Credit: 2-8 units over two or three consecutive quarters (total maximum 10)

Grading: IP (in progress) and S/U (satisfactory/unsatisfactory)

SUGGESTED MENU OF ACTIVITIES: Students must select a minimum of two activities from the first two

categories and may augment their program with activities from the other categories. These activities may be

modified by mutual agreement with faculty partner.

1. Teaching Activities:

- o Develop one or more class sessions (lessons, assignments and outcomes)
- o Teach either the sessions developed, or standard curriculum the faculty member uses
- o Develop curriculum in consultation with the CCC faculty member for future use
- o Help CCC faculty develop learning outcomes and assessment for existing curriculum
- o Teach one or more classes
- o Tutor small-group
- o Observe classes

2. Related Support Teaching Activities:

- o Design and critique specific assignments
- o Develop a media or other technology component for existing curriculum

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- o Help design and set up a laboratory
- o Design laboratory assignments and supervise their implementation
- o Provide detailed analysis of a lesson
- o Hold office hours for students
- o Design and oversee writing assignments
- o Develop materials for classroom use

3. Professional Development Activities:

- o Develop presentation for faculty flex day or common day (where applicable)
- o Provide special expertise on research area to faculty member
- o Host CCC faculty mentor at lectures or other activities in the discipline on UCI campus
- o Create list of resources or bibliography from special expertise for CCC faculty mentor

4. Enrichment Activities for host CCC faculty partners and students:

- o Present dissertation research to class

- o Bring CCC students to UCI campus for lecture, lab, or other activity
- o Work with students on UC transfer requirements – transitional activities for major
- o Work within CCC student club structure to advise and support students
- o Put CCC faculty on appropriate UCI mailing lists for events
- o Facilitate library privileges at UCI for CCC partners

5. Institutional Enrichment:

- o Hold career discussions with students majoring in the field
- o Assist with adult education programs at CCC as appropriate

Appendix AE

Long Beach Community College District (Information from Web)

Faculty and Administrative Job Opportunities

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Job Code:	999-FACINT
Job Title:	Faculty Internship
Closing Date/Time:	Continuous
Salary:	\$500.00 Annually
Job Type:	Temporary
Location:	Liberal Arts Campus, 4901 E. Carson St., Long Beach, California

[Print Job Information](#) | [Apply](#)

[Description](#) [Benefits](#) [Supplemental Questions](#)

The Program

The Long Beach Community College District (LBCCD) is seeking to recruit, train, and place interns in classroom teaching, counseling, instructional specialist, or librarian positions in our Liberal Arts and Pacific Coast Campus locations.

The Long Beach City College Faculty Internship Program will provide developmental opportunities for persons interested in pursuing a community college teaching career through semester length internships which pair interns with discipline-related mentors. The applicant should not have any prior college level teaching experience. This program is intended to help develop a pool of potential candidates which reflects the diversity of community colleges for possible future adjunct or contract teaching positions. All applicants, including those from historically underrepresented groups, are encouraged to apply.

The District is in particular need for applicants interested in the Math and English disciplines.

Qualifications:

In accordance with the minimum qualifications as reflected in Title 5 of the California Code of Regulations, interns must

- be enrolled in and at least halfway through a Master's Program, or have completed a master's/doctoral degree course of study at a regionally accredited college or university in the discipline in which they plan to teach, counsel, or serve as librarian or instructional specialist; or
- be enrolled in, or have completed a bachelor's degree course of study at a regionally accredited college or university and have two years' professional experience in the discipline in which they plan to teach, if a master's in that discipline is not expected or available (generally technical, trade, or industrial fields); or
- have completed an associate of arts degree course of study at a regionally accredited college or university and have six years' professional experience in the discipline in which they plan to teach, if a master's in that discipline is not

expected or available (generally technical, trade, or industrial fields); and

- demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the community college student population.

Additional Information:

Terms and Conditions

Once accepted to the program, interns will be expected to sign a letter of commitment agreeing that under the direction of an assigned mentor, they will

- spend time with their mentor in the appropriate academic setting, observing educational methodology;
- present lectures, team teach, provide classroom instruction, conduct counseling sessions, or perform other academic duties under the direct supervision of the assigned mentor; and,

Internships are for one academic semester. We are currently taking applications for the **Fall 2013** semester.

Application process

- Completed applications will be considered for **FALL 2013** internship positions.
- A complete application packet includes:
 - the completed online application
 - a resume (attached to online application)
 - unofficial transcripts from all regionally accredited collegiate institutions attended (attached to online application)
- **ALL MATERIALS MUST BE SUBMITTED ONLINE.**

LONG BEACH COMMUNITY COLLEGE DISTRICT IS AN EQUAL OPPORTUNITY

EMPLOYER:

The Long Beach Community College District is committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunity and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, transgender, parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.

Disability Accommodations

If you require special accommodations in the Application or Examination Process, please notify the Human Resources Office at least two days prior to the closing date, by calling (562) 938-4372.

Appendix AF

LACCD (Information from Web)

Mentors Act to Change History

An Instructional Development Program designed to promote quality instruction and diversity in community college teaching.

Index of Content on This Page:

- [Purpose of the Program](#)
- [Program Commitment](#)
- [Program Structure](#)
- [Compensation](#)
- [Eligibility](#)
- [How to Apply](#)

Purpose of the Program

[Top](#)

Project MATCH addresses diversity needs of the Los Angeles area that are born of the regions ever-changing demographics. The Los Angeles Community College District, comprised of nine area community colleges, offers Project MATCH as a program to prepare and recruit a diverse community college faculty who are sensitive to the needs of the students and community it serves. The goals of the program are to improve the diversity pool of faculty in the District, for our interns to become role models reflecting that diversity in the District, and to better reflect the diversity of the community around the biggest community college district in the United States of America.

The program is open to all qualified applicants and assumes that applicants meet the [State Minimum Qualifications](#) in the subject area to which they will be assigned as interns.

In 2011, Project MATCH celebrated its 20th anniversary. To recognize this milestone we put together a short video that captures the essence of what this program is about.

To view please click on the following You Tube video.

<http://www.youtube.com/watch?v=c7QfhvYgsaM&feature=youtu.be>

Program Commitment

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The Project MATCH Internship is a multi-component program comprised of mandatory elements shown below. Failure to attend the Summer Institute, two follow-up workshops, special events and other scheduled mandatory meetings and internship assignments at the college may result in exclusion from the program.

The mandatory elements of the program include all of the following:

- An introductory session held on one Saturday in May prior to the Summer Institute.
- The Summer Institute, held between June and August, is designed to give interns the fundamental theories and skills necessary to thrive in their community college internship. Summer Institute classes are scheduled on weeknights between 6:00 pm and 10:00 pm.
- Two follow-up workshops held on one Saturday during the months of October and December.
- The end of year culmination and award event held during an evening in December before the end of the Fall semester.

Prior to the fall semester, the program Coordinator will assign each intern to work with a mentor who matches the intern's particular subject area. For example, a teaching intern will be mentored by a classroom instructor that matches their field of study. The intern will be assigned to work with the mentor to teach one class (3 - 5 hours per week on 16 consecutive weeks throughout the fall semester). If the intern is a counselor or librarian, the intern will be assigned to a mentor in their field and will be given the equivalent non-classroom assignment. Weekday and evening opportunities are available Monday through Friday only (no weekend assignments are available), and the assignment will take place at one of the nine colleges in the District.

This program is not affiliated with professional graduate school programs for teacher training. Campus selection and mentor matching is at the sole discretion of the District and is implemented by the program Coordinator.

Program Structure

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Selected interns must attend the Coordinator's orientation session in May. Interns will receive valuable information to help guide them through the course of their internship as well as an opportunity to ask questions of the Coordinator.

The Summer Institute (the interns' training program) provides interns with a foundation in pedagogy as well as techniques, skills, and best practices for the classroom. This program prepares the interns for their fall semester internship assignment.

Also in summer, mentors and interns arrange to meet one-on-one to discuss the fall semester internship. Planning the fall semester is an important activity that sets the stage for a successful internship experience for the intern, the mentor, and the students. Mentors and interns alike must have a clear understanding of how they will approach the fall semester.

During the fall semester, interns receive on-campus training from their mentors in their subject area. For example, teaching interns are incorporated into their mentor's classroom, first by observing their mentor's teaching methods in the classroom and then by being shown how to prepare lessons and activities for the students. After a few weeks (no more than 3), interns begin to present topics to the students. Mentors provide feedback in response to these teaching trials. As the semester progresses, interns are allowed an increasing amount of supervised time teaching in front of the class. When prepared and capable, interns should teach at least one whole class session in its entirety.

The fall semester is also a time for interns to attend campus events or activities that would help promote understanding of the various responsibilities of our faculty. Interns are also provided opportunities to meet the department chair, other members of the department, and to gain a better understanding of campus life.

The October follow-up meeting gives interns a chance to share their classroom experiences with the other interns in their cohort. Job opportunities in the District are explored, and specific interview skills/techniques for educators are discussed.

The December follow-up meeting offers interns the opportunity to participate in mock interviews. This exercise gives interns invaluable insight and serves to prepare them for the interview process when applying for a permanent position.

The program culminates with an end-of-year event to recognize the interns' completion

of their internship and to recognize the contributions of their mentors.

Compensation

[Top](#)

The terms of the assignment provide a stipend not to exceed \$800 for each intern. The stipend is conditional on attending all mandatory events and all fall semester classes. The stipend is delivered in two payments at the end of October and at the end of December.

Eligibility

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If you are interested in this program which may lead to a career as a full time community college instructor, counselor or librarian you must comply with the following criteria:

- be authorized to work in the USA,
- have expertise in a subject area (either academic or vocational) that is taught at one of the nine campuses of the Los Angeles Community College District, and
- have no paid college (2 or 4 year) professional teaching experience prior to applying or during the course of the internship. Similar professional experience in counseling or library science will disqualify applicants applying as counseling interns or library interns.

The following types of paid teaching experience will not disqualify an applicant from consideration:

- Preschool
- K-12
- Adult Education
- Graduate Teaching Assistant (TA)
- Community-Based Courses
- College-Extension Courses
- Non College-Credit Courses

- Corporate Education

The general eligibility requirements for academic and vocational teaching areas are set forth below. For specific subject areas, please refer to the [State Minimum Qualifications](#).

Academic Disciplines

(Examples only: Math, English, Life Science, Speech, Chemistry, etc.)

Applicants must:

1. hold an advanced degree from an accredited college or university
2. meet California Community College minimum qualifications by the completion of a masters degree in a subject area offered at a LACCD campus, and
3. have no prior paid professional teaching, (in a credited course) or counseling or librarian experience at the college (2 or 4 year) level.

Vocational Disciplines


(Examples only: Computer Information Systems, Licensed Vocational Nursing, Cabinet Making, Cosmetology, etc.)

1. meet California Community College minimum qualifications by the completion of an Associate degree combined with at least 6 years of full-time paid experience in the subject area offered at a LACCD campus: or Bachelor's degree and 2 years of full-time paid experience in the subject area offered at a LACCD campus, and
2. have no prior paid professional teaching experience (in a credited course) at the college (2 or 4 year) level.

How to Apply

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Interested persons must complete **all** the following procedures outlined below in order to apply, and be considered eligible as a Project MATCH intern:

1. Complete the [Application Disclosure Form](#) 
2. Write a letter of interest for the Project MATCH internship. In that letter include the discipline(s) you are interested in teaching as well as an explanation of the completion of your undergraduate and graduate degrees and GPA (signed and dated original, no photocopies, no faxes, no form computer-generated signatures)

3. Provide a current resume.
4. Provide official college/university transcript(s), including **all** higher education units attempted. Higher education includes **all** course work completed beyond high school that address the minimum qualifications needed in your discipline. The Official college/university transcript(s) must be submitted in a sealed (unopened) envelope.

Photo copies of official college/university transcript(s) or printed unofficial transcripts downloaded from a website will not be accepted.

If you have foreign transcripts, they must be evaluated by a recognized USA agency that is accepted by LACCD. Please read the [Agencies Evaluating Foreign Transcripts](#) to see who to contact. You must submit this evaluation in a sealed envelope with your foreign transcripts at the time you apply for this internship.

5. Provide one signed letter of recommendation written expressly for the Project MATCH internship application within the last 6 months (no photocopies, no faxes, no form letters or computer-generated signatures) from an individual (not a family member) who has provided post-secondary academic instruction to the applicant or who has worked in a professional setting as a supervisor to the applicant.

All these materials (Items 1 to 5) must be received by the closing date and will not be returned to you.

An invitation to interview will be mailed to eligible applicants in February/March.

All intern applicant interviews will be conducted on one Friday and/or Saturday during the month of March or April. The criteria for selection will include, at minimum:

1. Academic preparation or occupational expertise in a target discipline.
2. Excellent oral and written communication skills.

We are looking for talented individuals who want to pursue a career in a community college and are interested in interning as an instructor, counselor, and librarian at our nine community colleges.

Unsuccessful applicants will be also notified by mail on or about the end of March. Unsuccessful applicants who wish to apply again in the future must submit a fresh application and address items 1 to 5.

Acceptance of applications for Project MATCH 2013 is now closed

We will be accepting applications for Project MATCH 2014 from November 1, 2013. Please do not submit your application prior to that date as it will not be accepted. All application materials (see 1-5 above) must be received (hand delivered or by mail, no faxes or emails) at the address below by 4:00 pm, Friday, January 31, 2014.

Los Angeles Community College District
Project MATCH Internship
Office of Diversity Programs
770 Wilshire Boulevard
Los Angeles, CA 90017-3896

For additional information, contact the Office of Diversity Programs, at (213) 891-2315.

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770 Wilshire Boulevard, Los Angeles, California 90017

http://www.laccd.edu/project_match/

Appendix AG

Los Rios Community College District (Information from Web)

Faculty Diversity Internship Program

Los Rios Community College District

“Building community and careers since 1965”

The District

The Los Rios Community College District (LRCCD) is the 2nd largest community college district in California and includes: American River College, Cosumnes River College, Folsom Lake College and Sacramento City College, as well as numerous outreach locations. LRCCD embraces diversity as one of the core values of our organization.

Program Overview

The LRCCD Faculty Diversity Internship Program continues to be instrumental in developing a creative talent pool of community college instructors who mirror the diversity of our student population. Our inclusive diversity encompasses people with different cultural, ethnic, gender, physical abilities, academic preparation, learning styles, and socio-economic backgrounds.

The LRCCD Faculty Diversity Internship Program is entering its 23rd year of success. We are committed to providing opportunities for faculty interns to learn and practice teaching strategies appropriate for diverse community college students.

Our ultimate goal is to recruit qualified faculty who mirror our student population and are committed to a diversity of perspectives.

Program Structure

The Faculty Diversity Internship Program is designed to provide hands-on experience in an educational setting with a faculty mentor for one semester.

To enhance the intern’s introduction to the field of instruction, LRCCD provides 34 hours of experienced faculty instruction (at no cost to the intern). Faculty interns must participate in this program prior to the semester in which their internship starts.

The Community College Faculty Preparation session dates for Fall 2012 are **TBD**. Course content will include: Curriculum, Instruction and Assessment at the community college level ▪ Theory and Practice: Effective Teaching and Classroom Communication Strategies ▪ Diverse Learning Styles.

Disciplines of Special Interest

We accept application packets for **all disciplines** and are especially interested in receiving applications from individuals for “**Disciplines of Special Interest**” listed below:

Astronomy ▪ Automotive ▪ Chemistry (Intro/General Chemistry) ▪ Computer Information Science (CIS) ▪ Design Technology ▪ Early Childhood Education (ECE) ▪ Economics ▪ Electronics/Mechtronics ▪ English as a Second Language (ESL) ▪ Fashion Design ▪ Geology ▪ Horticulture ▪ Human Development: Lifespan, Gerontology, Nutrition ▪ Interior Design ▪ Marketing ▪ Natural Resources ▪ Nursing ▪ Physiology ▪ Spanish ▪ Welding

A select number of candidates will be invited for an interview. Each year approximately **25-30** interns are selected to participate in the program. The criteria used in selecting candidates for interview will include: (1) **Disciplines of Special Interests**, (2) subject matter competence in any discipline, (3) academic preparation and/or occupational expertise, and (4) demonstrated sensitivity and understanding of the diverse academic, socio-economic, cultural, disability, and ethnic backgrounds in community college environments.

Eligibility

To be eligible to teach in LRCCD, you must meet the minimum qualifications for the subject area discipline set forth by the Academic Senate of California Community Colleges.

Eligibility requirements to participate in the Faculty Diversity Internship Program include:

- ☑ Graduate students nearing completion of a master’s degree from an accredited college or university.
- ☑ Master’s degree holders who have not had paid higher education teaching experience.
- ☑ Bachelor’s degree holders with a minimum of two years of full-time occupational experience in a vocational/technical area.
- ☑ Associate’s degree holders with a minimum of six years of full-time occupational experience in a vocational/technical area.

Application

The application process will begin **June 1, 2012** with a projected deadline date **August 10, 2012**.

As part of the application process the following documents are required:

- ☐ Professional Resume
- ☐ Letter of Interest
- ☐ Unofficial copies of college transcripts

****Please note you may NOT apply to this program prior to June 1, 2012**

Interested persons should apply online (following the steps below):

- ☐ Visit Los Rios Home Page (www.losrios.edu)
- ☐ Job Opening
- ☐ Adjunct Faculty
- ☐ Faculty Diversity Internship Program (FDIP) Pool

Appendix AH

San Diego/Imperial County Community College Association and San Diego State University (Information from the Web)

Regional Faculty Internship Program

The regional faculty internship program is a major cooperative initiative between the San Diego/Imperial County Community College Association (SDICCCA) and San Diego State University (SDSU). The purpose of the program is to identify, recruit, train, and support prospective community college classroom and counseling faculty in their pursuit of part-time and full-time faculty positions within community colleges in the region. The partnership includes ten community colleges in San Diego County, Imperial County, and Mt. San Jacinto College in Riverside County.

SDICCCA was formed in 1963 as a model of cooperation among public institutions of higher education. The aim of this organization is to identify issues of concern and to implement mutually beneficial programs and projects in the region. The support of the SDICCCA Presidents has been invaluable in contributing to the success of this internship program.

The program is managed by a Steering Committee comprised of one campus coordinator from each of the participating colleges. A San Diego State University Program Coordinator leads the Steering Committee, oversees group training sessions for interns, and works with both mentors and interns to confirm a positive learning experience takes place for them. The Steering Committee provides input to the Program Coordinator on the content of each of the learning experiences and the processes for selecting interns.

Program Goals & Outcomes

SDICCCA strives to:

- Introduce graduate students and students recently completing their Master's degree, to the community college environment and student population.
- Arrange successful mentoring relationships that support the development of interns and mentors as master counseling or classroom faculty members.
- Provide training for interns emphasizing assessment of student learning outcomes, strategies for providing students with basic skills, and strategies to engage a diverse population of adult learners in the learning process.
- Describe to interns job search techniques as well as address important issues regarding community college policy and decision-making.

- Nurture the highest levels of integrity and ethics in every aspect of the intern's professional life
- Create a database of current and former interns to enable participating community colleges to recruit for part-time and full-time faculty positions.
- Introduce industry practitioners to the community college environment as they complete degrees that would qualify them to teach at community colleges.
- Evaluate the program and disseminate information about the program to interested parties.

SDICCCA Faculty Internship: Intern Learning Outcomes

Each SDSU Continuing Education course includes specific student learning outcomes. On a broader spectrum, at the end of this program interns will be able to:

- Articulate their strengths and areas needing development in order to be successful as a part-time or full-time faculty or counseling staff member.
- Network professionally among the local community colleges.
- Garner working, professional relationships with faculty and staff in the SDICCCA region.
- Create a realistic, five-year professional plan for counseling or classroom teaching.
<http://interwork.sdsu.edu/main/sdiccca>

Appendix AI

City College of San Francisco (Information from the Web)

FDIP Program Info. & How To Apply

Program Information

The College:

City College of San Francisco (CCSF) is a public, two-year community college in San Francisco, California. Since its founding in 1935, City College has evolved into a multicultural, multi-campus community college that is one of the largest in the country. CCSF offers courses in more than 50 academic programs and over 100 occupational disciplines.

The Program:

The Faculty Diversity Internship Program was established at CCSF in 1990 in response to a recognized need for our campuses to better represent California's increasing diversity. The purpose of the program is to identify and assist members of underrepresented groups who are interested in a career as CCSF faculty.

The Internship:

Interns are afforded the opportunity to learn and practice teaching and interaction techniques appropriate for community college students, which hopefully will make them more competitive when applying for regular community college faculty positions. Successful interns will be mentored by a CCSF faculty member for up to two semesters. Interns will shadow their faculty mentor in the instruction of one course per semester, working towards more active collaboration in teaching as the internship progresses. Interns will be awarded an \$1,800 stipend for each semester of their participation in the program.

Requirements:

To qualify, one must:

- not have any previous community college faculty experiences (excludes teaching assistantships and other internships)
- must have completed at least 50% of a Master's Degree program OR hold a Associate's degree plus three years of professional experience in the field for vocational programs.

How To Apply

For the Spring 2013 semester and beyond City College of San Francisco is seeking intern applicants in the following disciplines:

International Business

Computer Networking & Information Technology

Computer Science

Interested applicants please submit an updated resume with information on academic preparation and professional experience as an attachment to the FDIP Coordinator, Jessica Williams, at jrwillia@ccsf.edu

Appendix AJ

San Joaquin Delta College (Information from the Web)

The Faculty Internship Program offers an opportunity for graduate students and graduates with a Masters or Doctorate degree to experience teaching at a community college. Persons who meet the regular faculty minimum qualifications but who lack teaching experience may also be included in the internship program. This program seeks to enhance the recruitment of qualified persons particularly for disciplines for which recruitment is difficult and for disciplines in which a shortage of qualified faculty is anticipated. Furthermore, the program includes locating and attracting qualified graduate students who are members of underrepresented groups and persons who are within one year of meeting the regular faculty minimum qualifications. It is also designed to assist participants in understanding the role of the faculty, instructional design and pedagogy, curriculum development, the community college governance structure and educational policy. The program does not offer guaranteed placement for those who qualify; placement is based solely on availability of willing faculty mentors in your discipline. Due to budget cutbacks, stipends are currently not being awarded.

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Through hands-on experience, interns will:

- Raise their level of instructional confidence and competence in their chosen discipline. Acquire valuable work experience for future job reference.
- Develop instructional skills appropriate to the needs of the diverse community college student population.
- Acquire knowledge of the time commitments, responsibilities and duties of community college faculty.
- Learn about curriculum development
- Observe college governance committees

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Internship Qualifications:

- Qualified applicants must be a citizen of the United States or able to provide verification of eligibility to work in the United States.
- One semester/session commitment (offered in Spring and Fall semesters only)
- Must have completed 50% of the graduate course studies or must have already earned a Master's Degree or must be working toward a Doctorate at the University of California, California State University, or any other accredited institution of higher education subject to the California Education Code
- Work approximately 20 hours per week (flexible)

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Application Information:

Applications will be accepted throughout the year for the upcoming Spring and Fall semesters. To be considered for an internship, the following information must be submitted:

- A completed San Joaquin Delta College application.

Download and complete the application at the following link:

[Application for Internships](#)

- A letter of recommendation from your Faculty Advisor stating your status in the program (applicants must be at least half way through their Master's program)

- Transcript(s) showing all courses completed towards the Master's degree (or the Masters degree awarded)
- A professional resume
- A typed one page personal statement addressing the reasons why you would like to specifically intern at a community college

San Joaquin Delta College requires potential interns to pass a fingerprinting/background check and a TB test before beginning work.

SUBMIT ALL COMPLETED APPLICATION DOCUMENTS TO:

San Joaquin Delta College

Human Resources

Horton Administration Building, Room 202

5151 Pacific Avenue

Stockton, CA 95207