

La harbor college counseling

```
Terms of Use | Glitch Report © Copyright 2005-2019, CareerAmerica, LLC Position Filled but please follow future opportunities with Sarah Rubio at rubiosv@lahc.edu price: $20.29/hourAssiadment: Fall 2019 140000000000 The two-year-old son of a man is a man who is a man. The two-year-old son of a man is a man who is a man. The two-year-old son of a man is a
man. 26 July 26 at 5 pm requirements: must be registered in at least 12 higher-class units, or 9 graduate units, in providing advice or related field at a four-year accredited college or university in good condition. Be available for 15-25 hours per week, Monday to Friday between 8am-7pm hours for an interview on Monday, 12thPotential August Starting Date is
Monday 26thEmail Resume to transfer director, Sarah Rubio rubiosv@lahc.edu and STEM/transfer consultant, Vica Demel demelvb@lahc.edu by Friday, July 26th work limit: five (5) years, unless evidence is provided proving the student is striving to achieve an academic degree. CGCA duties to assist in initiatives to improve access, complete the course,
ESL/basic skills completed, completed, complete degree and certifications, transfer results services in initiatives to support the Los Angeles Port College Mission, Strategic Educational Master Plan, Institutional Learning Results in Service, and Students Learning Results Shadow Appointment Scoring in order to learn best practice guidance. Help
students apply online for admission. Meet, greet, assist in group tours and personal tours in the transport and transport and transport and transport center brochures. Enter student are informed of the College Source program to search for college and university catalogs. Enhance the use of
Assist.org to offset csu and UC transportation requirements. Help with preparing for university and college representative visits to collegestudents around lahc facebook transfer center and social media. Other duties as assigned by the director, head of division or assistant dean of stemcycl course monitor, communicate, provide follow-up to the student's
workload and communicate between the student, and their teachers, and manage the port featureperiodicalupdate of the designated student files. Updated information includes: student alerts, follow-up with private lesson services, and when a schedule
change occurs, changes are made in the format, development and facilitation of port feature workshops and Collaborate information at community events on campus participate in Meetings and/or exercises participate in campus tours and other assignments assigned to other
office assignments as program areas have been assigned that you may hire: The Transportation Center Transportation Center is part of the extension department at Port College Los Angeles. Our mission is to promote a culture of transportation by providing resources and mentoring services to support students in achieving their career transition goals. The
conversion center is designed to provide potential converted students with information about the conversion to four-year universities. The conversion about admission requirements, application procedures and academic programs. In addition,
the Transport Center hosts a variety of transportation workshops that include university applications, transportation basics, transportation agreement quarantee partnerships and mathematics. The LahHc campus community is dedicated
to helping and supporting STEM students. STEM STEP is intended to increase the number of Hispanic and low-income students with stem degrees. CGCA Job Description USC Risk Management Program has downloaded a passed submission history, but please follow up on future opportunities with Christine Jaconi in kjaconi@marshall.usc.edu Career:
Special Project Assistant: USC Risk Management Program, Leventhal School of Accounting Job Description: The USC Risk Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks a graduate student enrolled in the Senior Management Program at Leventhal Accounting School seeks at Leventhal Accountin
Program at the University of California in 2019-2020. USC Risk Management, a university program launched in 2018, includes a secondary degree in risk management with a curriculum that focuses on stimulating critical thinking, sharpening analytical skills and emphasizing professional development through internships, guidance and communication events
(. The Special Project Assistant will assist the Director of the Risk Management Program at the University of California in managing the risk management Professional Meeting Events, and other professional development activities. Minimum qualifications:
Strong organizational skillsincludes oral and written-oriented communication the possibility of working independently, handling multiple tasks, meeting deadlines, digesting in the planning of knowledgeable events from Office Suite and Office mediaExperience communication with Executives Plus Responsibilities: Collaboration with USC Risk Management
Program Manager and Leventtal School of Accounting Staff in Planning and Implementation of Various Risk Management Program Events for Undergraduate Risk Management Management Management Program Senior USC Risk Management Progr
Management Courses, Risk Management Courses, Events, And USC Risk Management Update Website Program under the supervision of USC Risk Management Update Website Program under the supervision of USC Risk Management Update Website Program Update Website P
with risk management specialists who work on the Advisory Board or participate in the USC Risk Management Event Program Job Details: Current and upcoming PASA students are encouraged to applyMinimum for 10 hours/week, and the maximum 20 hours/week will be a $16/hour start date in August 2019; End date of May 2020 Application: To submit
the application, please submit by July [12/19] a letter of coverage and appeal to USC Risk Management Program Manager Christine Jaconi (kjaconi@marshall.usc.edu). The interviews will take place in July. Special Projects AssistantDownload Los Angeles College Mission Submission History passed, but please follow up on future opportunities with Angela
year university, or preparing for graduate school. Candidates with career specifications will have strong listening, organizing, presentation and discover their academic and professional choices. Applicants must be able to work with frequent
breaks. In a fast-paced, oversized office. Under the supervision of stem consultant, the Center will support the consultant in monitoring, directing and guiding STEM students. CGCA's responsibilities include: communicating and facilitating the
development and facilitation of STEM & student medicine in stem workshops with student services, as well as services through study presentations and student medicine in stem weekly staff. And/or trainings as part of
professional development opportunities, such as but not limited to CSU and UC Conference Office Staff with Student Appointment of a STEM counselor with general course and registration informationCollect assessment data and report on events attended and/or hosted by the Office of
Science, Technology, Engineering and Mathematics (STEM) other office assignmentrequirements/ qualifications must be fully registered as a graduate student in the master's degree program accredited in counseling, clinical rehabilitation, mentoring, clinical counseling, mentoring, clinical guidance, mentoring, Educational guidance,
social work (MSW), or career development, or fieldKnowledgeable related and sensitive to the needs of a diverse and academically unprepared students, faculty, staff, friendly, personal, active, and flexible competency programs in Microsoft Office/Canva programs should be able to work 15 hours a week
between 9am-5pm hours, may include some evenings and weekends able to adhere to the course of the year los Angeles College For the mission (July 2019 - June 2020) the application process (deadline of July 3, 2019) interested applicants must send an email to Angela Ban, STEM consultant at panaj@lamission.edu or Mohammadian, director of health
programs allied in mohammp@laccd.edu with the following materials: LetterResumeCopy from all unofficial copies (will be required in case of contract) and the summer 2019 availability schedule (see attached) will contact eligible candidates for an interview scheduled for the week of July 8. stem-cgca-opportunityDownload higher education training
opportunity graduate psychology graduate, education, or office of social work students of dean, traditional university programs, doheny campus no longer receive applications but please contact Pam Guest in pgist@msmu.edu job training: Academy Success Training Coach working directly with students, you will be learning work skills every minute in this
situation! Under the supervision of the Dean, provide wrap-around support for undergraduatestudents, in order to support their academic success. Help students identify often complex issues that pose academic challenges, design solutions, navigate the university, take advantage of support services, and interact successfully with other staff and faculty at the
university. Help students develop the skills they need to be more successful and confident. Responsibilities: Train students who are struggling academically to identify barriers to their success and design first-generation solutions to navigate the
university structure and financial students with faculty culture Understanding and negotiating student funding and increase self-
confidenceprofessional work with students so that they will come to you for support and with staff so that you can work with them successfully. Refer students to appropriate offices on campus, help them develop the skills needed to use appropriate support on campus as needed for their own work in collaboration with support offices on campus to support
students working collaboratively as a member of the Dean's office team to identify student challenges, develop, implement and evaluate interventions, learn weekly about the training qualifications: registered in accredited psychology Education, social
work, or postgraduate programs related to challenges in field work / practicum / training type of course communication between personality and teamwork skillsCommunication to diversity / inclusivityCollaboration skillsbackTime and compensation: hours per week 10-20Fall semester, renewable spring work training invaluable and experience is the only
compensation how to apply: Email resume and cover letter to Pam Guest at pgist@msmu.edu Long Beach Health College Viking Alumni Initiative Closed Assistance Request Please Contact Deborah Miller Calvert in Career dmiller-calvert@lbcc.edu: Healthy Viking Graduate Assistant 2019-2020 Academy General Department: Student Health and Student
Life Division: Student Affairs SPERVISOR: Director of Student Health and Student Life, Deborah Miller Calvert I. Viking Health Information Graduate Assistants support a positive, collective learning environment where educational goals are promoted for students and college. Alumni assistants learn different
skills to support the growth and development of university students through curriculum support and student functions at LBCC. LBCC's Student Affairs Division as a partner in the educational institution contributes to the success of our students. Through services, programmes and activities, intellectual, professional, physical, personal, social and cultural
development is encouraged for all students. LBCC is concerned with comprehensive student education, provides high quality student services and strives to meet the needs of our diverse students groups. The Viking Health Initiative is a Viking Health Initiative designed to have a direct impact on students' success and achievement. This initiative connects
students to the county and the community. The 4 core areas of the LBCC success hierarchy: security, participation, quidance, and tracks. Students live a productive and health Initiative aims to meet students wherever they are and support basic needs,
because we know that students are best able to focus and stay on track when there is access to consistent basic needs such as food, shelter, healthy Vikings do it with a healthy Viking safe, a Viking cellar, a calfresh awareness, and
additional resources for students. The goal is to increase student success, retain them, and finish them. Iii. Educational goals, the Assistant To the Viking vault functions to combat this issue. They will learn in every way on a stigmatized topic that nonetheless
affects many of their peers and community members; more importantly, you will also learn how to actively recognize, address and work to alleviate the problem of food insecurity. The Viking Health Graduate Assistant will learn to manage the Viking Health Nutrition Program and support goals, goals and operations. Assisting healthy Viking graduates will have
the opportunity to develop skills in the following areas: program management, working student, volunteer management, event planning, critical thinking, service learning, oral and written communication, record-keeping, public speaking, social media management and marketing, and time management. 4. Duties and responsibilities the position will carry
specific duties and responsibilities as follows: • Learn, assist, supervise the operations of the Viking Health Nutrition Program • communicate with students who request references to other social services • enter basic needs assessments in the student database • Learn the care unit
system for the contribution of one student on one plan and supervise the best monthly breakfast day and walk Wednesday schedule twice per week food CalFresh Bank awareness days in the same semester • manage and operate daily operations for viking social health account • Health •Monitoring and maintaining the health stock of the Viking nutrition
program and donations before they are put on the shelves for students to take • help with the best breakfast day, CalFresh drop in, Viking vault, Mini Viking vault, 
Supervising working students and volunteers for all Viking Food Program health events • market (such as social media, flyers, advertisements; • openness, understanding, empathy, and sensitivity to a wide range of student
experiences related to food and/or housing insecurity, along with any other basic needs they may find difficult to meet. • Student must be focused • equity thinking • knowledge and understanding of equity and diversity and div
welcoming, and inclusive attitude! • Must be enrolled in a master's degree program for at least 6 units in (guidance, student affairs, public health) or any other area related to environmental sustainability, food insecurity, nutrition, health, and/or community participation • must be a CUMULATIVE GPA 3.00 for postgraduate courses on the job. The
government's decision to re-examine the government's decision sought to make it more effective. VI. Knowledge and skills needed • willingness to work with community college students • willingness to work with students in single-on-group settings • phone, email, office etiquette, ability to adhere to strict FERPA confidentiality guidelines • excellent written
and oral communication skills • ability to reason Logical, make correct conclusions, make appropriate decisions • strong management skills organization and time • the ability to reason Logical, make correct conclusions, make appropriate decisions • strong management skills organization and time • the ability to work with different populations and as part of the team • the ability to establish and maintain collaborative working relationships with students, faculty, administrators and staff • the
ability to learn computer applications and databases quickly VII. Learning outcomes • Develop professional guidance relationships with student affairs officers including, mental health doctors, and medical staff • determine how learning and development theories are implemented in day-to-day practice within students' affairs in post-secondary education •
Continuous development • identifying the educational preparation and orientation sought by students in post-secondary education within the affairs of students in post-secondary education communication • ideas and concepts
effectively in the written and spoken word. Hours/days: Up to 18 hours per week Pay/Salary: $16.00 per hour app instructions: please email your RESUME, cover letter, and 3 references to Deborah Miller Calvert in dmiller-calvert@lbcc.edu. Long Beach City The Office of Student Affairs Grad Is A Closed Application Assistant Please Contact Deborah Miller
CALVERT in dmiller-calvert@lbcc.edu And the Student Affairs Office at Long Beach City College is excited to announce a unique opportunity for graduate students who want intercurriculum education, personal development and responsibility, diverse perspectives, community development, advocacy, basic needs and wellness. We seek high quality
candidates who are committed to student development and are interested in working in student affairs. Graduate trainees will work with a team of professionals who are deeply interested in serving student pride. As a candidate, the trainees will work
alongside the Director of Student Health and Student Life, nurses, doctors and student affairs professionals. These trainees will assist students in planning wellness education events, basic needs initiatives, learning status management, and comprehensive programming. The preferred candidate will be self-motivated and able to work independently and
independently to set priorities and complete the work on deadlines. All candidates interested in this exciting opportunity must send their application package (cover letter, appeal, and three references) to Deborah Miller Calvert. Summer 2019 Postgraduate Training Opportunity Please stay in touch with Luis Ramirez at the Iframire@usc.edu for summer 2020
in-house training provides the Dornsev Academic Advisory Office to advise undergraduates to pursue the main liberal arts (natural sciences/social sciences/humanities), as well as graduate studies (before law and before graduation). This summer we are looking for PASA or EC students who are interested in providing academic advice, are well organized,
and have a penchant for creativity. • Qualified applicants can expect to receive: • Hands-on counselling through mentoring of new students and training in the course of by special project staff as the scope of the training date has been assigned: May 27 to 9 August * Candidates must send their cv and cover letter to Luis Ramirez (Iframire@usc.edu) by
Thursday, April 19 by 5:00 pm. Please write the postgraduate training application in the summer of 2019 on the e-mail subject line. Cerritos College Field Application Program closed opportunity please visit the site in for field placement updates in the Department of Consulting Services at Cerritos College dedicated to graduate students seeking training in
community college counselor competencies with a special focus on academic and professional advice. Guidance Services Division includes: academic guidance, career Transport, veterans, health professions, educational communities, and education. Field work students may be exposed to other areas (e.g. EOPS, DSPS, etc.), but most field work hours will
remain within the extension section. Students of field work can expect to be appointed a full-time consultant to be their mentor, gain a better understanding of community college consultations as a profession - help community college students assess progress towardtheir goals - learn degree and degree requirements, as well as the policies and guidelines of
Cerritos College - get the necessary knowledge to advise community colleges through the use of counseling session notes, training courses, presentations, Lead guidance sessions during the spring under the supervision of a full-time student field counselor are expected to: - commitment to two semesters (autumn and spring) placement - be professional,
self-motivated, disciplined in the completion of tasks assigned - participation in a role played from one to one in cases of advice - full case studies and other duties - attending teaching meetings - attending continuous training courses - completing a project with their teacher and submitting on must be :P the right to a postgraduate program leading to a
master's degree in guidance, rehabilitation consultancy, clinical psychology, guidance psycho
Selection process: Field placements for both autumn and spring. Candidates must submit a full package of application by March 1 at the 5pm deadline, which consists of a field work application, a cv, and a cover letter. A number of different factors are taken into account when determining placement, which include but are not limited to the number of
consultants available to serve as mentors, graduate student schedules, faculty consultants, and the region or population of the paper. The interviews will take place on 18 and 19 March. The Fulbright American Student Program want graduate students to consider
moving your studies out of the United States? The Fulbright Program for U.S. Students is currently seeking graduate students to support their endeavors abroad. managed by the U.S. Department of State, committees, bi-national Fulbright Foundations, and public affairs departments of U.S. embassies abroad, 8-10 months of research, study or teaching
English outside the United States upon completion of a bachelor's degree. U.S. citizenship is required. The mission of the Fulbright Students receive this prestigious award and funding opportunity to spend an academic year abroad. You
can find out how to apply for Fulbright through USC by reviewing the Fulbright Academy's page of medals and fellowships and join us in a series of upcoming writing workshops, which you can rsvp here. The UCLA Academy of Medals and Fellowships provides resources and a deliberate career development experience for Fulbright applicants. Of the
applicants applying through USC this fall, 57% move as semifinalists for the 2019-2020 grant year! If you have any questions, ahfstaff@usc.edu email. Kid City Volunteers need Kid City? Every year during this time we have many
students coming out of the woodwork and working and asking for help in completing college applications or editing their college essays. The word spreads quickly among students and many tell their friends about Kid City's support so that students show up without warning and in numbers for last-minute help. We would like to keep the open door in Kid City's
and the landing policy, and help the new students in the next two weeks but you will need your help. Please let us know if you can come in volunteering and help students and KC staff appreciate it very much! We will specifically need volunteers in: Monday,
November 19, 10:00- 7:00 p.m. Tuesday, November 1, 1-7 p.m. Wednesday, November 21, 1-7 pm, last week from November 20, 4 p.m. to 7:30 p.m. Tield work opportunity: USC MAT-TESOL, USC MAT-TESOL graduate intern. The tasks
that we would like this person to perform include creating and managing a new newsletter for a multimedia program, developing content for our social media channels and supporting the overall program. Multimedia and design skills will be a plus, but there is flexibility to identify the right tasks. There are limited opportunities for shadow academic advice and
programming available. Any guestions should be asked to Tim Khoo, academic adviser at tkhuu@rossier.usc.edu I'm a closed application program teacher for more opportunities to access Christine Rocha's amazing ROCHAC@USC.EDU Grace Institute's graduated intern's closed application. Access to Jacqueline HONORE-ELAM in honoreel@usc.edu
about: Amazing Grace Conservatory (AGC) is a NAACP Award Programme. This non-profit community, 501 (c) 3 focuses on training on the performing arts, and we are a channel to empower young people and influence change! Through socially relevant
presentations, our students are inspired to find their voice, express their creativity and thrive as artists/scientists, greatly affecting themselves and their community. Through aGC very deliberate programming young people inspired by engaging in school; Improve academic performance and social behavior as they find their passion and purpose through the
performing arts. This fall AGC is looking for 1-2 PASSA or EC students interested in writing academic scholarships, academic training, and curriculum development. Eligible applicants can expect to have: • Saturday availability• Participants in all stages of the scholarship process: writing, execution and working as a mentor to undergraduate students
participating in student group sessions on different topics • Interface with students, parents, teachers and administrators, and collecting information related to student progress/participation in School - Curriculum development of an academic training program for employees to implement with young people special projects as they have been assigned †Field
training history: September 15th - December 15th - December 15th candidates must direct their cv and cover letter to Jacqueline Honor-Alam in honoreel@usc.edu no later than Friday, September 7th. Please type the Fall 2018 postgraduate application to the email subject line.*The date range can be adjusted. Students looking to complete 1-2 (70-140 hours) or more are
preferred by field work units. Additional information about The Amazing Grace Institute can be found at: the Golden West College Transfer Center application. For more opportunities to reach Yvonne Valenzuela Portillo, Ed.D., Transport Center application at: the golden West College Transfer Center application.
coordinator of a transportation center, and providing specialized support to students within the Center of Transportation and Professional Services Offices at Golden West College. Work may be required: Complete a bachelor's degree
from an accredited college or university. Current enrolment in the Master's program in: quidance, university counseling, social work, career development or equivalent. Ideal candidate: • A strong student-focused perspective and the ability to help students with
enthusiasm and effectiveness in individual and group settings. • Knowledge of the transfer process between California community colleges and universities for four years. • The ability to communicate and access information through the Internet and social
media • On-campus awareness of student support services.• Strong work ethics and timely multimission prioritization and follow-up. The ability to work with a variety of students.• The ability to work ethics and timely multimission prioritization and follow-up. The ability to work with a variety of students.• The ability to work ethics and timely multimission prioritization and follow-up. The ability to work with a variety of students.• The ability to work ethics and timely multimission prioritization and follow-up.
Excellent listening, strong written and verbal communication skills. Competence in the MS office, and comfort with a variety of computerized programs. Participating in mutual training in professional services and assisting in career exploration materials. Basic duties: Answer student transport questions, including helping to transfer research using online
resources and printing. Helping students with university visits, tours, and other transportation functions. Help update transportation resources, such as key directory papers and GE certification forms as needed. Help update transportation resources, such as key directory papers and GE certification forms as needed.
update transportresources, such as key directory papers and GE certification forms as needed. In tracking and compiling evaluation data for reporting purposes, schedule student appointments and assist university representatives with student development,
community college leadership, professional counseling, higher education, and diversity. The Golden West College Admission Center and The Employment Center and Decarding opportunities for individuals to meet the requirements of education and degree. Ideal candidates will be available during normal working hours
(Monday/Tuesday/Friday: 8:00am.m-5am.m and Won/Thursday, 8:00am.m-7:00am.m with weekend allocations as needed). Trainees are required to commit to one year (autumn 2018 and 2019) and will be trained at the Transition Centre, The Careers Centre, General Guidance, and Counselling Instruction/Instruction. Opportunities in spring 2019 to
participate in university awareness and promotions representing career transport ation centers, and internships in teaching, Placement can also be included in other specialized programs such as DSP/S. However, unpaid internships, if opportunities for paid trials, will be provided to qualified people based on experience, knowledge and scheduling. To
consider the advice section of The Western Golden College/Internal TransportAtion Center, please complete the attached application for training • Letter of coverage (please discuss learning goals and training goals)• Appeal • One letter of
recommendation from the graduate professor • Coast Community College Student Trainee Intern Placement (signed by both the prospective trainee and faculty member / Director of the graduate program of the student participant) * available during the interview process * Applications must be returned by Friday April 27, 2018 at 5:00 p.m. to
yportillo@gwc.cccd.edu or by mail to: Golden West College Conversion Center: Student Services Center Building 15744 Golden West Street, Huntington Beach, CA 92647 Candidates must be available Friday, May 11, 2018 for a short interview on campus. The final placement will be confirmed by June 1. Trainee hours in the fall begin with one-day training
on August 8, and full training begins on August 27, 2018. Any questions should be asked to Yvonne Valenzuela Portillo, Ed.D, transport center coordinator at the yportillo@gwc.cccd.edu Temporary Training Agenda – 18-19Golden Western College Training 2018-19.docxGWC Training 2018-19.docxGWC Training Agenda – 18-19Golden Western College Training
Valleys Advice Trainee Request closed, contact that Nguyen in anh.nguyen@canyons.edu for more opportunities. Please visit the website at the Faculty of in the Department offers a one-year training opportunity for a qualified applicant enrolled in the
Master's Degree Program in Mentoring. Training starts in autumn 2018 and runs from September 10 to December 7, 2018. Resumes in spring 2019 from February 18 to May 17, 2019. Program requirements: The training requires
one-hour weekly training (Tuesday, 8:30 to 9:30 .m), 1 hour of supervision, and the remaining hours will include notes/shading, attending events/workshops, and joint counseling. Deadline: 15 April 2018DatesOffer: TBD May/June to apply, please submit documents: letter of interest 1 letter from one of your teachers in the verification program Texts) in the
Master's Program • Ris & Arrivals will be given preference to graduate students in their field work or practice send to: College of The Friendly Counseling Section 26455 Rockwell Canyon RoadSanta Clarita, CA 91555Attn: Anh, Teaching Staff Advice or, Email Documents to:anh.nguyen@canyons.edu Kid: Youth Leadership to the College Of Dear Potential
Volunteers College Program, Kid City Youth Leadership and Access to College Program that looks forward to helping our community through services such as private lessons, music and mentoring. Now our latest program that looks forward to helping our community through services such as private lessons, music and mentoring. Now our latest program site is looking for volunteers who are passionate about helping teacher children from elementary school to high school. The subjects the
teacher will focus on primarily are mathematics, English, reading and writing. Our volunteer teachers were working with children on site at our new location at 1328 James M Wood Blvd in downtown Los Angeles. In our latest location we have comfortable places to work with students and a computer lab and Wi-Fi. We are looking for volunteers who can
commit 3 to 6 hours a week and start volunteering with students soon! We're only open on Tuesdays and Thursdays so those are the days that we'll need volunteers if you're interested in working with wonderful students in the heart of Los Angeles or want to know more, please email us at bengarcia@kidcityhopeplace.org. Please attach a CV or a short cover
letter detailing your relevant experience. The transfer request and employment center certificates have been closed, contact Yvonne Valenzuela Portillo in yportillo@gwc.cccd.edu for further opportunities. The Golden West College Admission Center and The Employment Center are pleased to provide training opportunities for individuals to meet the
requirements of education and degree. Ideal candidates will be available during normal working hours (Monday/Tuesday/Friday: 8:00am.m -7:00am.m with weekend allocations as needed). Trainees are required to commit to one year (autumn 2018 and 2019) and will be trained at the Transition Centre, The Careers
Centre, General Guidance, and Counselling Instruction/Instruction. Opportunities for participation in university education, promotions representing transport and job centres, internships and placement can also be included in other specialized programmes such as DSP/S. However, unpaid internships, if available for paid trials, will be provided to qualified
people based on experience, knowledge and scheduling. To consider the advice section of The Western Golden College/Internal TransportAtion. Required supporting documents: • Request for training • Cover letter (please) Learning goals and
training objectives)• Resume • One letter of recommendation from the graduate professor • Coast Community College Student Area Student Trainee Placement (signed by both prospective trainee and faculty member/ director of the graduate program of the participating student) * Available during the interview process * Applications must be
returned by Friday, April 27, 2018 At 5:00 p.m. to yportillo@gwc.cccd.edu or by mail to: Golden West College Conversion Center: Student Services Center Building 15744 Golden West Street, Huntington Beach, CA 92647 Candidates must be available Friday, May 11, 2018 for a short interview on campus. The final placement will be confirmed by June 1.
Trainee hours in the fall begin with one-day training on August 8, and full training begins on August 8, and
contacted Luis Ramirez at Iframire@usc.edu for information about the summer 2020 opportunities. UC Dornsev is looking to have 1-2 EC/PASA students join their office for field work. Please see the pdf below for more information. The Dornsev Advisory Office offers academic advice to undergraduates pursuing a liberal arts major (natural sciences/social
sciences/humanities), as well as postgraduate studies (PreLaw and pre-graduate studies). This summer we are looking for 1-2 passa or EC students interested in academic advice, who are well organized and have a penchant for creativity. Qualified applicants can expect to have the following experience: hands-on counselling through new student guidance,
in-depth guidance and training by staff, the opportunity to contribute and participate in special autumn planning projects such as dedicated training date materials: May 28 to August 10** Candidates must submit their cv and cover letter to Luis Ramirez (Iframire@usc.edu) by Friday, April 6. Please type the field work training request in the summer of 2018 on
the e-mail subject line. ** Date range can be adjusted. Students looking to complete 1-2 or more field work units are preferred. Additional information about our office can be found at: Dornsife.usc.edu/advisement weThrive is looking for hungry
university students for a role in making change in their community. WeThrive Mentors walks middle school students by creating businesses where they sell products and services and, most importantly, learn valuable life skills such as public speaking, adopting habit, creating vision, and goal-setting strategies. Time commitment is 90. Mentors are trained
before entering the classroom and provide ongoing support to ensure success. This is a great opportunity for anyone looking for a practical role that affects the community while gaining unique experience. Anyone interested can fill out this form
or schedule a time to talk to the program manager via this link: for more information visit teamwethrive.org. USC Center Volunteers application 1: student development of thinking and evaluation1) this is great for students who want to experience student evaluation through meditations, and get
experience in evaluation. Function 2: Event Coordination and Development2) Our End-of-Year Service Banquet Awards is an event in April celebrating student volunteering and leadership experience in event planning – this position has the
flexibility to allow students to use other skills and talents if they have, such as video editing, design, and photography (optional). Please apply by Monday 29th @ @ back by sending your CV and sms cover letter (with why it would be better to position (s)) serveon@usc.edu in order to be considered. We will review applicants as soon as they submit their
applications. CSUDH Student Life Request Office of Student Life at the University of California at Dominguez Hills is looking forward to hiring an additional graduate student for the 2018 spring semester. The postgraduate assistant, under the direct
supervision of the Assistant Dean of Students, will work specifically with the fields of clubs, organizations, Greek life, passport to leadership, as well as other areas of the program as allocated. This appointment is for mid-January through mid-June. CSUDH's Student Life Office is responsible for developing and coordinating joint study programs that include:
student organizations, fraternities and women's associations, leadership development programs, and campus programs. The Student coordinator, and student assistants. The staff works in collaboration with the Staff of the Locker Student
Union, multicultural staff, various campus departments, associate students, and the Students, and the Students, will work specifically with the fields of clubs, organizations, Greek life, and passport to So are other program areas as they have been assigned.
This appointment is for mid-January through mid-June. The graduate assistant may have the opportunity to develop the following skills, organizational skills, event planning skills, creative problem solving skills, conflict resolution skills, meeting
management skills, and delegation skills. Due to the multifaceted programming of student life, graduate assistants will be integrated, including club development and organization, campus programming, multiculturalism, civic engagement, service
learning, evaluation, leadership development and training, and budget management over the course of a one-year program. The graduate assistant will gain experience within the Office of Student Life Departments and Programs in the following areas: The organizations and organizations perform public activities related to the management of the student
organization 120+ including training and support for the leaders of organizations despite individual meetings and workshops of the establishment and distribution of the monthly newsletter (OSL.) Passport to support Leadership while planning events and workshops in Passport to Leadership.
of community partners working with the community partners. Co-ordinator and student leaders within the United Greek society that encourages interaction among all Greeks and emphasizes the greek experience shared at CSUDH.o working with
chapters to manage the criteria of the program of excellence including calendar development and event planning. Campus programs help with the development and logistics of lead regression.) The SOSL Toro Link experience will help OSL staff and students in
marketing and facilitate online Toro Link software solution system for students, faculty and staff.o create and distribute the OSL monthly newsletter of campus activities and information. General duties: • Support and cooperation with staff of the Student Affairs Division and relevant student organizations in planning, implementing and evaluating a wide range
of leadership-based programs.) Participation as an active member of the student life staff. Attend meetings, retreats, training, and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support programming: assist ing and support for key programs at the management level. • Support progr
leadership, event planning, and passport to Leadership workshops.) Meet regularly with the supervisor to provide updates, monitor performance, and seek guidance. Research support: conduct research on different leadership models and related topics to educate and improve the quality of the program. Data assessment entry: creating surveys,
implementing, and processing data in usable reports. Knowledge and skills: the ability to develop campus-based programs that address leadership development.) Convenient working with a wide range of diverse student population.) The ability to apply for students' concerns, skills and technology. Preferred qualifications: General knowledge of the principles
of leadership. The ability to work independently and sometimes with minimal supervision.) The ability to comply with all CSU, Domains Hills confidentiality policies. Note: Exceptions to the minimum declared eligibility qualifications can be granted at the university's discretion alone. Submit cv and cover letter to: Troy R. BartelsLeadership and Student
Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson, California 90747 (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria St. Carson (310)243-2081tbartels@csudh.edu USC Bovard Scholars With Engagement Coordinator 1000 E. Victoria Scholars With Engagement Coordinator 1000 E.
financial need get admission and succeed at the best universities in the country. Researchers will receive admission guidance and financial assistance, personal career exploration opportunities, comprehensive testing preparation, and leadership development. Many of our students will be the first to go to university in their families. The program includes a
three-week intensive residential experience during the summer (July 15- August 4, 2018) on the UC Los Angeles campus at no cost to students. The programme seeks to find motivated and motivated leaders to serve as teaching assistants. Candidates must have experience in supporting diverse and economically disadvantaged students in an academic
environment. Ideal candidates will have experience working with high school students, strong writing and speaking skills, and the ability to engage students and will allow direct application to learn in the classroom and theoretical knowledge
```

```
to practice. Bovard Scholars Teaching Assistants (8) will be responsible for supporting the presentation of the program curriculum to a group of 10-12 students during the three-week summer course. Each teaching assistant will be paired with a head coach and the couple will work together to determine how to manage their time with the students. There will
be an opportunity for classroom sessions on topics that you are comfortable with. In addition, they will work individually with each student to help identify the best colleges, review college application articles, discuss professional interests, teach university knowledge, and provide support and encouragement throughout the college's application. The agency will
also assist in coordinating programmes and administrative functions, as ad hoc. TAs will start a week before the start of the training program. This is our second year, so our agreements will strongly influence our programme and provide a lasting legacy for future Bouvard scholars. Required gualifications: • Bachelor's degree • Comfortable education and
advice for students on academic and professional pathways • Superior writing and communication skills • Ability to understand the unique social and emotional needs of individual students • Cultural awareness has shown and competence • Ability to adapt to changing priorities and perform well under pressure • Organization skills shown, attention to detail
and ability to work independently and as part of the preferred qualifications team • Know colleges, academic programs, admission policies, and financial aid policies and procedures • Advice to the college or experience teaching English at a high school or non-profit organization • Previous experience working in the admissions office of a college or university
commitment to time: on campus: 4 weeks and 40 hours per week, personally, 9 July - 4 August 2018. Compensation: $15 per hour, 40 hours per week for 4 weeks in summer. Usually, 8:30 am - 5:00 pm with evening hours of Rosser are
encouraged to apply. To apply, please send a cover letter to: Bovardscholars@usc.edu field/training opportunities: The college access and research day assessment application has been closed, and alex atachi and Bo Lee have been contacted in socialjustice@usc.edu for information on future opportunities. About the Center for Education, Identity and
Social Justice, the Center for Education, Identity and Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education, Identity and Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education, Identity and Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education, Identity and Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education, Identity and Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education and Identity Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education and Identity Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education and Identity Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education and Identity Social Justice was founded by Professors Shafiga Ahmadi and Darnell Cole on February 1, 2017. Mission of the Center for Education and Identity Shafiga Ahmadi and Identity 
examining how multiple identities such as religion, ethnicity, race, gender, sexual orientation and disability intersect in order to promote shared values and democratic ideals. The College of Assessment and Research Crainee Re
get a college day access to evaluation and research trainee job for spring 2018. The trainee will participate in the design of the survey, data college's arrival day will take place on Friday, February 9, 2018 at USC. Students must commit to at least 70
hours (equivalent to one unit of field work) during the spring of 2018. Unpaid training. • It must be available to attend all the meetings of the Center listed below. It must be a self-initiating and independent factor with a keenness to learn and solve the
problem. One year experience in evaluation or data collection and analysis of preferences. Qualtrics preferred experience of developing software evaluation surveys by the end of January 2018:: Establishing high-quality reports on research results.
• monitoring, communication, and providing follow-up to the project • effective orally, written and inter-person communication skills mandatory meetings with the College Access Day Committee Attend the day of arrival to the college on
February 9, 201 socialjustice@usc.edu 8. The full application consists of 1) CV, 2) cover letter, and 3) academic writing sample. Only full applications will be required to conduct interviews on Wednesday, December 6 or Thursday, December 7, 2017. Alternative dates will not be possible. Key dates.
Application period: November 8 - December 1, 2017 at 5:00pm PST Interviews: Wednesday, December 6, 2017 or Thursday, December 7, 2018 Questions? Contact Alex Atachi and Bo Lee, socialjustice@usc.edu Specialists, Center for Education, Identity and
Social Justice Opportunity For Postgraduate Field Work at UCI Continuity Division The (DCE) provides education to more than 30,000 learners in Orange County and around the world. DCE has a variety of certificate and specialized studies programs for a variety of students, designed to enhance their career progression and personal enrichment. Graduate
students completing their field work at DCE have opportunities to work with: Anteater Leadership Academy (ALA) - this program increases the leadership methodologies and learning from practitioners through a wide range of participatory and
experimental activities. DCE Alumni - DCE graduates continue to communicate with the university and its components in order to enhance their professional development and networks through classroom events and initiatives. Road Trip Nation Initiative - The Road Nation aims to talk to professionals of all kinds and ask honest questions about their struggles
and successes and how they discovered the old dilemma, what do I do with my life? DCE has begun a partnership with the Roadtrip nation in the hope of bringing it to uc Irvine. Professional Services - Services such as UCI+One support individuals in their professional development and career goals. DCE provides solutions to meet the needs of everyone,
including those who are current or former DCE learners. Test preparation services - DCE provides test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services - DCE provides test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services include test preparation services for SAT, ACT, GRE, LSAT and GMAT. Services for SAT, ACT, GRE, GMAT. Services for SAT, ACT, GRE, GMAT. Services for SAT, ACT, GMAT. Services for SAT, ACT
this placement in field work, graduate students: identifying the functions and processes of the Continuing Education Division (DCE) as they meet the needs within the university and society will increase understanding about the transitional issues experienced by undergraduates, graduates and/or professionals to experience and evaluate programmatic
elements From associated programs, service, or initiative to develop additional skills and competencies in the development of the processes in DCE and UCI field students may: develop program materials including complementary resources for skills development, online study
materials, etc. Planning and implementing team presentations, outreach activities, or special events, drafting and evaluating the content of marketing materials including publications (e.g. flyers, advertisements and mail) and electronic media (website, social media, e-mail campaigns) participating in campus and community outreach efforts involving current
students, parents and internal/external stakeholders conducting comparative research In academia and industry, skills and knowledge gaps among new graduates, the Organization's Communications Research Management Project Assessment Project
provides guidance on graduate relations marketing/outreach as well as increased knowledge and skills through mission accomplished and learning outcomes, graduate relations marketing/outreach as well as increased knowledge and skills and expertise to different
sectors in student and academic affairs expanding their professional network through mentor-facilitated introductions with uci colleagues and higher education of Continuing Education 510 East Biltason, Irvine, CA 92697 (949) 824-3983
Office Lpoirier@uci.edu California Community College Counselor (4C) Training Program September 12, 2017 application was closed, contact Teresa Garcia in garcia_teresa@smc.edu for information on future opportunities. Position: 4C Intern Description: California College of Community Internal Counseling (4C) was created and developed by the Guidance
Department of Santa Monica College. It is designed to help individuals who are new in the field of counseling as they move from classroom preparation and to the professional environment of academic advice. Since its inception, the Mentoring Department has provided groups of trainees with the opportunity to participate in an intensive training program to
provide new professionals with the exposure, information and skills needed to successfully assist community university students. This is consistent with the vision, mission and objectives of Santa Monica College and specifically addresses the critical importance of each individual's contribution to the mission. An overview of the California Community College
Chancellor (4C) is an unpaid training program that focuses on academic guidance at the community college level. The training programme will consist of eight weekly training program that focuses on academic guidance at the community college level. The training programme will consist of eight weekly training program that focuses on academic guidance at the community college level. The training programme will consist of eight weekly training program that focuses on academic guidance at the community college level.
available spaces. Participating in the 4C training program is not a guarantee for future employment at SMC. Trainees in 4C education requirements must have a master's degree in mentoring, rehabilitation counseling, clinical psychology, guidance, education at large and family Or
marriage, family and child advice, or its equivalent. Note: Licensing as a marriage and family therapist (MFT) is an alternative qualification for this specialty, according to Section 53, Section 53410.1. Applicants must have proof of completion of the certificate. Or: Applicants who complete any of the above-mentioned master's degree programs by August
2018 must show evidence of possible completion of the degree as part of the applied training program requiring this program to enroll in a single unit advisory training course (P/NP) and the selected trainees will be responsible for the registration costs of about $100. (Parking is available for an additional fee.) Registration instructions will be given when
accepting training 4C. 4C trainees must attend all compulsory 2-hour training classes: Trainin gs are Thursdays from 2p -4p from 1 March to 26 April 2018. Alternative dates will not take place during spring break: Thursday, April 12, 2018. 4C trainees must attend at least 4 hours of arranged activities including mentor meetings
and rotation notes each week. These are arranged by trainees according to individual schedules. These activity hours should be distributed at least two more hours of daylight. Additional activity census reports will be due on Thursday, April 26, 2018. 4C trainees must complete at least six hours a
week. If you are using Santa Monica College well, please check with the Office of Human Resources before applying for possible employment restrictions. The application process will consist of: a cover letter explaining why you wish to participate in the 4C appeal program one to three letters of recommendation (submitted by the applicant or recommending)
informal texts if the master's degree is not yet completed, and verifying that you are on track to complete your certificate by August 2018 must accompany the application. Please submit all application documents by email to 4Capp@smc.edu from October 1, 2017. I understand that there will be no responses to requests to this email address before October 1, 2017. I understand that there will be no responses to requests to this email address before October 1, 2017. I understand that there will be no responses to requests to this email address before October 1, 2017. I understand that there will be no response to requests to this email address before October 1, 2017. I understand that there will be no response to requests to this email address before October 1, 2017. I understand that there will be no response to requests to this email address before October 1, 2017. I understand that there will be no response to requests to this email address before October 1, 2017. I understand that there will be no response to requests to this email address before October 1, 2017. I understand that there will be no response to request the request that there will be no response to request the request that there will be no response to request the request that the request the response to request the request that the
2017. Questions may be addressed to Teresa Garcia (310) 434-4106 or garcia_teresa@smc.edu. Applicants selected for 4C training program interviews will be required to conduct interviews on Wednesday, December 7, 2017. Alternative dates will not be possible. Application period by deadlines: October 1 - 31, 2017. Applications
will not be accepted until October 1st. Wednesday, December 6 or Thursday, December 7, 2017. Training program: Thursday, April 26, 2018 (there will be no meeting on April 12). There is no training program during The Spring Break SMC Week: Monday,
April 9 - Friday, April 13, 2018 * For more information please visit this field opportunity: Katz Family Academy Program Education Program and Education on future opportunities. The Katz Family's Learning and Success Academic Skills Program
seeks field/study trainees who can commit to two semesters, 8-10 hours per week for field work training starting august 2017 and ending In May 2018. This is an excellent opportunity to experience 1-1 educational counseling with undergraduate students seeking services for learning differences, ADHD, learning disabilities and students on or in danger for
academic testing experiences. Successful candidates will: Acquire skills in providing enhanced academic support to LMU undergraduate students. Take advantage of a strength-based focus and multidisciplinary approach to understanding individual learning differences. Successful candidates will: Acquire skills between individuals in one-on-one meetings
• Increase personal knowledge in the world of learning disorders, dyslexia, ADHD, and other teaching differences descriptionacademic training program will provide support services and programs • LMU Students Psychological Services •
Campus Academic Resource Center in limo university community generally every academic trainer • Carries pregnancy every semester (7-10 students)• Has the opportunity to conduct treatment with senior supervisors • receives one hour of individual supervision with a learning specialist • An opportunity to facilitate learning strategy groups • Receives 2
hours of professional development each week and here are the regular weekly activities required to participate in the practical training program • Attend all supervisory meetings as scheduled for each individual.• Attend all professional development seminars on Monday morning 10:30 am - 12:30 pm. THE PROCESSPlease APPLICATION PROVIDE THE
FOLLOWING MATERIALS REQUEST: Submission letter • Resume • Academic program please send these materials by email as soon as possible. • Application materials can be emailed to: Natalie Aguilar, M.A., Learning Specialists Family Academic Skills ProgramNatalie. Aguilar, M.A., Learning Specialists Family Academic Skills ProgramNatalie. Application materials can be emailed to: Natalie Aguilar, M.A., Learning Specialists Family Academic Skills ProgramNatalie. Aguilar, M.A., Learning Specialists ProgramNatalie. Aguilar, M.A., Learning 
Program: I.E., Faculty of Education, Master of Guidance, Guidance, Guidance, Higher Education Interest in the Master's Program The basics of mentoring, university graduate of InternAugust 11, 2017 closed request, contact Kate Fergusson at kfergussson@msmu.edu for
information on future opportunities. TitleMount St. Mary's University Graduate Relations and Volunteer Inge Intern 2 or 3 Modules Description at the university. As a senior member of the Alumnae Office Relations Team and reporting to
the Graduate Relations Manager, The Intern will help lead the social media strategy, help launch the MSMU Regional Network program, and MsMU Alumni Day Service. Responsibilities include: helping with the planning and implementation
of Homecoming, Alumnae Day of Service, Reunions, and other campus activities help manage social media mountain graduate relationship goals provides content and information update to the alum section of the university's website. Help write, edit and
correct website pages and event materials to help develop support and training materials/programs for key volunteers with bachelor's degree qualifications. Knowledge and understanding of social media activities and performance, identify strategic opportunities, and develop effective programs to advance the
goals of departments and institutions. Show initiative and creativity by generating new ideas. Excellent skills in taking the initiative in developing powerful, social media-related content. Strong writing and editing skills and attention to detail. The player of the team. able to thrive in a very cooperative environment. The results can be oriented, enthusiastic and
creative with a positive attitude. Please appeal to Kate Ferguson, Director of Alumni Relations at kfergussson@msmu.edu. Questions? Please call 213-477-2512. UCLA's Interdepartmental Program for NeuroscienceBoard 4, 2017 closed request, contact Megan Lebre at mlebre@mednet.ucla.edu for information on future opportunities. Position: Graduate
Student Trainee Description: An interdepartmental neurology bachelor's program serves more than 750 college students in the combined major and secondary. A graduate student in neuroscience supports a bachelor's degree counselor by advising, managing departmental projects, developing social media, marketing, evaluation, and community outreach.
Responsibilities With counseling for students on a range of issues, including course planning, time management, problem solving, home/secondary advertising information and advertisements for weekly list messages cooperative plan and
implementing a series of workshops that address topics of interest to university neuroscience students (examples include finding a research position, program honoring departments, such as UCLA Career Center. The University of California,
university research center, partnered to provide resources to students and assist in departmental workshops that meet with the leadership of student groups in the department (University Neuroscience Society and Interaxon) to provide advice and assistance through problem solving, critical thinking, event planning and support office support in preparing and
implementing key events on campus, including Brewin Day, Neuroscience Poster Day, and starting to perform administrative tasks as needed, including collecting contact information for students and faculty, and processing models. Research requests, development of evaluation tools (i.e. surveys), creating marketing materials for events have minimal
requirements experience in advising/advising, event/program management, and/or student affairs an enthusiastic attitude with a willingness to learn and a desire to create new programs/resources to serve the best students excellent communication skills including the ability to communicate in a manner Clear and effective in both writing and oral guided
contact details with an interest in organization and punctuality the ability to work independently on projects and tasks the ability to work with a variety of students, staff, and faculty from diverse backgrounds additional information 1-2 field work unit preferred start date: initial training in late August/September. Please submit a cv and cover letter to bachelor's
counselor and program coordinator, Megan Lebre in mlebre@mednet.ucla.edu Megan Lebre, M.Ed.Undergraduate Interdepartmental Program for Neuroscience1506D Gonda695 Charles Young Drive Center, Los Angeles, CA 900 95-1761 iPhone: (310) 206-2349Email: mlebre@mednet.ucla.edu USC MS, Business Analytics Program – Graduate Student
Interns Opportunity 4, 2017 Closed Request, Contact marshall.usc.edu for Information on Future Opportunities. USC MS, Business Analytics, seeks a master's degree for the 2017-2018 academic year to help with USC MS, Business Analytics. This person will support admission and student services tasks throughout the annual course of the program and
will have an opportunity to learn in-depth in operation Degree at the University of Southern California. Other tasks and responsibilities can be assigned as needed. Qualifications required for this position: outstanding attention to detail. Exceptional skills in dealing with people, including written and verbal communication. The ability to prioritize, multi-task, and
follow up with integrity. Enthusiasm to work with many stakeholders (such as potential students, faculty, current students, management, and other departments) simultaneously. Ready to learn different computer systems and programs, powerful data entry skills. Experience identifying and meeting the self-imposed deadlines. Hours per week: $10 per
hourJob: August 2017 to mid-May 2018 Contact: Please send a CV and cover letter to Hilary Primac, Associate Director, M.S.A. in Business Analyticsprimack@marshall.edu Opportunities. California State University Health Professions Advisory Office, Long Beach is pleased to
announce the second annual Health Professions Fair on April 11, 2018. The event is widely advertised within our region and attracts more than 400 students from csulb attendees each year from csulb and many surrounding university institutions. We hope you will join us this year to share your schools and programs with our students. The registration page is
open and registration for schools is free (with lunch for actors!) if you have additional questions or exciting news/new programs you would like to highlight in the show, feel free to get in touch at Lena.Njoku@csulb.edu or 562.985.8061. Vitteri Admissions and Student Affairs - Undergraduate Admissions 1, 2017 Closed Application, Contact Rebecca Beiter at
Rebecca beiter@usc.edu for information on future opportunities. We are looking for a very excited graduate student to work as a graduate assistant in the University Admissions Office at Viterpe College of Engineering to help us recruit the next class of engineering students. Affiliated graduates will support the university admissions staff at Vitreschool while
learning about the college admissionprocess and communicating with potential students and families. Applicants in one of the following graduate programs (Master, Ph.D.) preferred: - Engineering Management - Communications Management - Public Relations - Public Administration - MBA - MBA - Teaching In Senior Management and Student Affairs
includes the role of associate graduate, to name but a few: support ing the marketing and strategic communication plan for the purpose of university admission, employment and admission, employment and admission to the University admission, employment and admission to the University of Viterbi Helping with a direct mailing campaign, targeted emails, communicating with potential and recognized students — contributing to new media,
Facebook, blogs, and managing our website. - Answering admission questions about USC and Viterbi School - helping to manage events on campus - has contributed to our ongoing efforts, but also assessing performance, proposing and creating new opportunities to connect with undergraduate applicants. This position will serve primarily in the Office of
Admissions and Students Affairs, RTH 110. Desired start date: 21 August or sooner if possible: 2-3 units (10-15 hours per week) interested applicants must send their CV to Rebecca Beiter, contact below: Rebecca Beiter applicants must send their CV to Rebecca Beiter appl
Teacher Hall 110Los Angeles, CA 90089-2900Tel: 213.740.4530@BeckyBeiterUSC 213.740.4530@BeckyBeiterUSC Viterbi Student Application Is Closed, Contact mirelesc@usc.edu for Future Opportunities. August 1, 2017 Field Training - Participation - Fall 2017 USC Viterbi
College of Admissions And Student Affairs Is Looking for A Senior Intern in Student Participation and Professional Communications (SECC). SECC graduate training is an unpaid job of 5-15 hours per week (depending on the units registered). The ideal candidate will have experience in program/event planning, working with student organizations and/or
student leadership. To learn more about the programs and services offered by Vitre admissions and student affairs Visit: viterbiundergraduate Students in Vitreb help facilitate workshops for student leaders Viterby professional staff support SECC at Viterbi Student
Organization Resource Development Organization Student Viterbi coordinates with the University of Southern California Volunteer Center about opportunities to collaborate on service days on the Viterpe-scale campus for university residents maintaining their organization, detailed records of all programs if available, volunteering to help with other SECC-
level events and programs such as career fair, career fair, career fair, etc. Meetings: Attend training trainees graduates on – TBD attend weekly or semi-weekly meetings with the supervisor as you see necessary * All important dates will be provided at the preferred start date in advance: Autumn: 21 August Spring: 4
January Questions / Applications: For additional information or to express interest in this opportunity please email your resume, the number of hours of field work on the contact below: Christina Mirellis MartinAssociate Director, Inorders on participating students and professional
Connectionsmirelesc@usc.edu (213) Applicants are sought 740-3562 for the 2017-18 ACADEMY of UCLA Professional Professional Professional Counseling probinson@career.ucla.edu for information about future opportunities. PROGRAMCareer training advice
trainees are trained to fill the roles of professional professional consultants working in a full-service university functional center. Trainees participate in an unpaid 14-20-hour training program for three quarters of the mid-September 2017 academy until mid-June 2018 (negotiable end date). The supervision of the development of a consultant is facilitated by
career consultants. Trainees are trained to provide individual and group counselling and assessment services (Myers-Briggs Type Type Indicator, Strong Attention Inventory, Skills Survey). Trainees are trained to provide services in accordance with ethical and professional standards established by the National Association of Colleges and Employers (NACE)
and the American Advisory Association (ACA). Trainees gain invaluable experience in developing and providing professional information, providing advice in the application of graduate studies and vocational resources. UCLA Career Center UCLA
Career Center is a state-of-the-art full-service career center. We serve ucla's diverse population of local, immigrant and international students. We are closely associated with the National Association of Colleges and Employers
(NACE). Qualified in advice, professional counseling, or relevant field. Previous courses and experience in the field of career guidance, guidance theories, university student development, multicultural/diversity consulting, and ethics are my favorites. Graduate applicants who expect to complete their program in spring 2018 or 2019 and who have a strong
interest in working with university students are encouraged to apply. All eligible applicants will be considered. All candidates will be considered regardless of race, religion, colour, gender, sexual orientation, disability, national origin or age. DESIREDExcellent skills advice skills and experience in working with university students are highly required including
the ability to work with diverse clients of university students. Oral and written communication skills, effective personal communication and knowledge of theories and techniques of professional appearance and be able to model professionalism for university students. The ability and desire to work in a
fast-paced student service environment is an added advantage. To applyplease send your CV, cover Contact information for electronic reviewers to Precious Robinson, Director of Guidance, Social Sciences and Preliminary Studies of Law, probinson@career.ucla.edu, 310.206.1932, or before Friday, July 28, 2017. (b) Encourage reporting before the
priorities deadline; applications will be reviewed on a renewed basis before and after the deadline. We invite you to visit our website in career.ucla.edu for more information about the center's professional programs and services. Ph.D. Programs in Biomedical and Biological Sciences (PIBBS) Office of Graduate Studies, Research Department, HSCGraduate
Job Intern Description (Unpaid) July 17, 2017 Closed Request, Contact Ami Andrada via email atbami.andrada@med.usc.edu for information on future opportunities. Job Summary 2017: THE PIBBS PROGRAM ON THE HEALTH SCIENCES CAMPUS SEEKS A SENIOR INTERN FOR THE 2017-2018 ACADEMIC YEAR. This post will allow the incumbent
to work closely with student service advisers in the office while meeting the needs and issues of students enrolled in the PIBBS program. The graduate trainee will have opportunities to interact with faculty, graduate students, and staff at Kik College of Medicine and the University of California. This individual will help in event planning, faculty, administrative
support, and other duties assigned to the success of PIBBS. Responsibilities: The trainee will assist graduates in planning and implementing programs may include, but are not limited to, guidance (August), campus visit to PIBBS (January), start-up (May), doctoral
professional development series (year-round) and PIBBS mentoring program (year-round). Other projects may include maintaining electronic databases, updating student manuals, social media, and working with other campus offices and community partners. Qualifications: You must have strong written and oral skills; event planning experience; knowledge
of Microsoft Office programs, especially PowerPoint, Word and Excel; strong organizational skills; comfortable in a creative, automatic and flexible work environment; Education: A student must be an acceptable or current registered master's degree student in a good position and credits towards the degree required by the University of California. LACC -
Assistant Job Guidance ConsultantMay 10, 2017 closed request, contact yunsh@lacitycollege.edu for information on future opportunities. Program: Los Angeles City College Noncredit Success Academiesjob TITLE: Assistant Career Guidance Advisor (CGCA) Compensation: $20.29/hour under direct supervision of The CGCA plays a crucial role in
monitoring, guiding noncredit undergraduates at Los Angeles City College to successfully identify and complete their educational goals. Successful candidates will have strong desire to help learners and adult students with limited English
proficiency explore and discover their academic and professional choices. Applicants must be able to work with frequent interruptions in a fast-paced, large-sized office. REQUIREMENTS ENROLLED OR RIGHT FULL-TIME AS A GRADUATE STUDENT IN THE MASTER'S PROGRAM ACCREDITED IN GUIDANCE, REHABILITATION CONSULTANCY,
CLINICAL PSYCHOLOGY, GUIDANCE PSYCHOLOGY, GUIDANCE, EDUCATIONAL GUIDANCE, SOCIAL WORK (MSW) OR CAREER DEVELOPMENT, OR RELATED FIELD. • BE Available for 20-25 hours per week, between 8am-7pm hours, Monday Sat/Saturday • Must be one shift in the evening and/or saturday's theory of completed advice, student
development theory, and preferred career guidance theories, but no You must be skilled using The Word, Excel and PowerPoint; • Access to trusted transferJOB Duties help in the coordination and development, facilitation of noncredit guidelines, information sessions, SSSP monitoring activities, communication, and provision of certain student issues in / off
campus / serve as a communication between the student And their teachers, the program management periodically updates the files of designated students. • The schedule sought to update: student alerts, follow-up with private lesson services, and when there
is a time change representing noncredit academies on campus, community events at staff meetings and/or participation in professional development opportunities, other office assignments as the appointment of the APPLICATION S.A., will begin immediately. Interested applicants must submit an appeal via email, letter of coverage and informal texts to
yunsh@lacitycollege.edu.Deadline: May 19, 2017 by 4:00 p.m. Whittier College - CAASMay 10, 2017 closed request, check the site for information on future opportunities. Address: CAAS Academy Support Rating Coordinator (Exec., College, Supervisor, Support Team, etc):InternSalary Graduate Range: $15.00 / hourEXEMPT / non-exempt Status: N
exempt Status: 32 hours/full-timeClass: Center for Advice and Academic Success Months (i.e. 10, 12, 10 REPORTS TO: ASSIGNMENTS AND RESPONSIBILITIES: BASIC FUNCTIONS OF THE JOB:- COORDINATION, DEVELOPMENT AND CONDUCT OF
ACADEMIC SUCCESS WORKSHOPS DURING THE FALL AND SPRING SEMESTERS. Including, but not limited to, thematic identification, booking logistics, marketing, communication with the campus community, and engagement with faculty, staff and students. - Evaluating and evaluating the effectiveness of academic workshops; producing classroom
evaluation reports.- Academic advice on a number of students in academic testing, peap, re-admission, and half-term warnings; document and track ing progress in the advisor.trac program.- Assessing undergraduate students on academic policies and major exploration. - Assistant to principals. Assistants with support services for the Temporary Student
Program and Student Students Hear Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor for the INTD 70 College Skills Development Course: First Year Symposium -Temporary Students. - As an associate instructor 
focused on improving student retention and graduation rates. - Help with the overall supervision of CAAS student staff and provide guidance to student workshop providers. Assistant Dean and Providers.
required bachelor's degree, currently enrolled in a master's degree program in education, psychology, counselling, or related field, or equivalent experience working with students in academic support environments, programming events, and familiar with advice/advice
techniques. Candidates will also have insight into the needs of first-generation and/or underrepresented university students; highContact with faculty and vendors: ModerateCommunication: Strict confidentiality of student records and in
performing advanced assignments: 03/2015Update: 5/2017 volunteers needed for BooksApril 22-23, 2017 closed application, website verification for information on future opportunities. Dear Roser Masters Students, please find a great opportunity from volunteers for the Book Festival here on campus on April 22-23! More information about the Book Festival
can be found here: next link to volunteers participating in the festival Saturday's first shift is full, but they're still looking for extra volunteers for Saturday's second shift and both shifts on Sunday. Tasks will wary, but they will mainly be working in breastfeeding and changing diapers created by First5LA for the event, running activity stations and the game.
Volunteers will be asked to briefly review a brochure for volunteers. Each shift will have a logistics management shift leader, and all volunteers will receive a first5LA meal voucher to help offset the cost of lunch. They love to have some of our students to help! We're going to need to finish this by Friday. Please let us know if you have any additional questions,
or difficulties in accessing the link! Best, Master's Office field job opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information on future opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information on future opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information on future opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information on future opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information on future opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information on future opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information on future opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information on future opportunities: Literature Review Volunteer Project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information of the project April 4, 2017 closed application, contact gwendelr@rossier.usc.edu for information of the project April 4, 2017 closed application of the project 
Gwendellin Rivera for more information. Thank you and take care! Literature review of the volunteer project annotated bibliography of a large research project headed by Professor Adriana Kezar Need: approximately 2 master's students in education. 5 hours/week compensation: Field hours responsibilities: collect ing materials on multiple topics of
educational research and writing annotated references search for top 30 citations on the subject for the vet's bibliography page through and select 15-2 0 articles to write short 1-2 summaries of the paragraph towards annotated bibliography for example will provide a product search team member will help guide you in the project and help with any please
contact Gwendellin Rivera (gwendelr@rossier.usc.edu). PCC Summer Training March 14, 2017 request closed, contact Dzuniga7@pasadena.edu for information about future opportunities. Basic unpaid training jobs are designed to help with new student group sessions and an opportunity to observe the daily duties of college counselors at Pasadena City
College and meet the requirements of training or hands-on for a master's degree. The trainee will learn detailed information about college programs, requirements for certification/degrees, evaluation of analysis and placement recommendations, special
programs, student services, financial assistance, associate degree and conversion process, academic advice and educational planning. You will become familiar with the college catalog trainee, classroom schedule, PCC transfer tool, and ASSIST. The characteristics of successful performance performance are highly motivated and industrious, able to work
within time constraints, organization, innovative, routinely problem solving and helping students and As appropriate. You must possess strong communication, innovative, routinely problem solving and helping students in terms of skill
levels, academic backgrounds and social and economic diversity. Candidates must be enrolled in a qualified master's degree program (i.e. counselling, rehabilitation advice, clinical psychology, guidance, educational guid
Excellent written and oral skills. You must be technologically qualified and must have a strong desire to work with community college students. Request for action please submit by April 1st. The CV details the qualifications as they relate to this situation. Completing the
following claims: Summarizing your mission and goals in working with college students why would you like to work with community college system and/or population? Are you familiar with the Student Success and Support Program (SSSP/CA) Senate Bill
1456? Please share your understanding of it. Finally, what is the primary objective you would like to achieve by the end of this experiment? USC Office of Undergrad Admissions - Opportunities. The Admissions Center at the University of Southern
California at UCLA has an open graduate assistant position this spring. (The position is 15-20 hours per week, must be available for work on Fridays and some weekends.) This is an exciting opportunity to help build a new program from a thousand to up. The program is called Tommy Tours and will provide opportunities for elementary and middle school
students to conduct volunteer-led tours on the UCLA campus. The Admissions Center is still working on job descriptions, but in short, a graduate assistant will review research already collected and help generate a proposal for the university.2) recruit, select and train a group of volunteers (undergraduate students), who will lead the tours.3)
help manage volunteers on an ongoing basis. Because this is a new program, the Admissions Center is looking for someone who is passionate, passionate, experiment, lead others, etc. This is not a function where knowledge flows
in only one direction (i.e. from admin to assistant). Instead, the assistant Rely heavily on his knowledge/skills, and initiative. The assistant is also expected to perform his duties with little control, especially in times of congestion. In addition to creating and implementing a new program, the assistant will have a great opportunity for the processes to accept. In
addition, you must be prepared to perform routine responsibilities, such as answering phones, answering student inquiries, and completing administrative tasks. Please contact the field work coordinator, Laurie Markham, if you would like more information, including directions to apply. 213-740-2362. Lmarkham@rossier.usc.edu. NASFAA seeks trainee policy
for summer 2017future 9, 2017 close, site verification for future opportunities. THE NASFAA IS LOOKING FOR A STUDENT TO FILL 12 WEEKS OF PAID TRAINING WITH NASFAA POLICY AND FEDERAL RELATIONS OFFICERS. The trainee will help develop advocacy materials; attend and report on hearings, events and meetings; analyze and
summarize legislation and regulations; and much more. Students studying in areas of higher education, public Policy and history may be interested, please encourage them to apply. This training is supported by the Dallas Martin Public Policy and
Student Assistance Stop. Applicants applying will be given priority by Friday, February 24th. Application Link: opportunity for usc professional center information about future opportunities. THE UCLA VOCATIONAL CENTER SERVES STUDENTS
(UNDERGRADUATES AND ALUMNI) AND GRADUATES FROM ALL DISCIPLINES AND PROFESSIONAL PROGRAMS THROUGHOUT UCLA. USC's primary focus for trainee graduates is to assist the career guidance team with professional counseling, which includes reviewing students' resumes and coverletters, providing students with an overview of
the career center's services/resources and answering job search/training questions. Our graduate trainees will also create and present a PowerPoint presentation of their choice, targeting a particular area. Previous trainees have provided biographies of scientific disciplines, academic and research fellowship opportunities, telephone interviews, Skype and
more. Graduate trainees also assist in special projects including communicating with employers, updating our online professional library and more. This is an excellent opportunity for those who want to expand their experience in advising students and increasing their knowledge of professional fields and industries. Successful candidates will have: 1 to 2
years of individual work experience with university students in peer mentoring or mentoring roles; Services; excellent customer service skills exceptional verbal English and written communication skills. Successful candidates must be enrolled in the full-time graduate program at the University of California. In the past, we have received qualified candidates
from USC Rossier School of Education, usc Annenberg School of Communication and Journalism, and USC School of Social Action. The compensation is $13 per hour in 15-20 hours per week. The proposed availability is 3 or 4 days a week from around 11:30 a.m. .m to 3:30 in spring 2017. Open to graduate students at work and non-work. To consider
this, send your CV and letter to Sarah Yu, professional consultant at sarahhyo@usc.edu. UCI+One - A field job opportunity for graduates (flexible volunteer hours, can be completed remotely) November 8, 2016 The application was closed, contact LPoirier@uci.edu for information about future opportunities. UCI+1 graduates uci 10 years 1000 for life after
graduation. This program will help participants explore and prepare graduate studies, careers, and gain experience and accreditation qualifications by communicating with professionals in areas of interest. UCI+ one is designed with measurable features that are customized for the individual goals of participants. In this placement in field work, graduate
students will learn more about the functions and processes of the Continuing Education Division (DCE) as they address needs within the university and the larger community - increase understanding about transition at training.
personal financial planning course, skills assessment, etc. - develop additional skills and competencies in program development - conduct media interviews to increase Their understanding of the processes at DCE and UCI Field students has: - develop programmatic materials including complementary resources for skills development, agendas for group
meetings, etc. - group meetings, panel presentations, field trips, or special events - assess the effectiveness of UCI+One by developing surveys, focus groups, or other evaluation methods - drafting and evaluat
000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000 000
Knowledge gaps for new graduates, the effectiveness of software tools, etc. Field work
students will develop skills in the following areas: - Organization - research - evaluation - advice - project management - communication in addition to increasing knowledge and skills through completion of tasks and achievement of learning results, graduate students will: - discuss current issues in higher education and prepare professional plans through
weekly supervisory meetings - discover how to transfer professional skills and experiences to different sectors in the affairs of Students and Academic Affairs - Expand their professional network through mentor-facilitated introductions with colleagues within UCI and at higher education institutions across Southern California for more information about the
UCI+ One program, please contact Lee Poirier, Program Manager at 949-824-3983 or via email at LPoirier@uci.edu. At least one monthly meeting at the Irvine campus. Most of the due field work hours can be off-site. The postgraduate/field work opportunity application was closed on November 3, 2016, contacting oavila@dornsife.usc.edu for information
about future opportunities. Location: USC Dornsife Career Paths - GFS 308 Commitment: January 9 - May 10, 2017 (flexible dates) Training/Field Work Units: 70-140 hours. (1-2 unit) # of positions: 1 career paths align students' academic interests with individual professional and professional pathways through exploration and participation in the curriculum
and shared opportunities. Career paths work in collaboration with academic advisors, professional advisors, faculty and alumni to provide a network of resources to meet students' professional aspirations. Career paths work in collaboration with academic advisors, faculty and alumni to provide a network of resources to meet students' professional aspirations. Career paths work in collaboration with academic advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors, faculty and alumni to provide a network of resources to meet students' professional advisors.
 interested in academic guidance and professional mentoring work. The trainee will work in the field/graduate field work in collaboration with the principal and student services assistant to provide and enhance career programming events and opportunities. The main responsibilities include communication and career panel programming: creating ads and
copies to promote professional programming, events, social media printing services supporting and coordinating 5-7 career graduate boards the field student will have the opportunity to facilitate or participate in facilitating professional programs. Application: Interested students should send their CV to Avila is at the oavila@dornsife.usc.edu priority deadline
monday, November 7, 2016. El Segundo Middle School – VolunteerSeptember Challenge Day 27, 2016 request closed, contact Iklein@esusd.k12.ca.us for information on future opportunities. Hello USC SOE! We are currently seeking to facilitate volunteers for this year's Challenge Day, which is open to all seventh graders and a limited amount of eighth
graders. If you are not familiar with The Challenge Day, please click here: . challengeday.org/ you can also check the videos done about ESMS by clicking on this link and scrolling down to El Segundo Middle School: . challengeday.org/videos.php if you would like to volunteer, please email me and indicate the following: Date/Preference Dates/S - Tuesday,
November 29, Wed. November 30, Thurs Dec. 1 – You must be present at 7:45am - 3:15pm (we need you here all day), your size unisex T-shirt, and genuinely filtertb, Laurie Klein del Rosariodel Segundo Middle School Consultant (310) 615-2690lklein@esusd.k12.ca.us rosser's global executive ed.d. office program – graduate student training September
13, 2016 closed request, contact rheiman@rossier.usc.edu for information about future opportunities. Job Summary: The Office of the Global Executive Program for Education (Ed.D)at Rosser School of Education is looking for a graduate intern to start right away! This position will allow you to work closely with this specialized PhD program with a focus on
internationalization while exposing doctoral students, faculty, and staff at the Rossi School of Education. The selected graduate students, and other assignments. The average wage is $12 an hour, up to 15 hours a week. Minimum qualifications: 10-15 hours per week,
preferably over three working days per week Office Suite (Word, PowerPoint, Excel) and social media skills required strong professional phone and email communication skills as this intern will be the first point of contact for trusted and effective potential students available for 3-5 hours of work at the time of ability to meet and set deadlines in the face of
changing priorities and volatile job burdens: help with Global Executive Ed.D. The program of office events update the course materials on the ARES database create/design the project (s) as the need arises a network with various Russian staff and faculty creating shipments of books and other materials for students Ed.D global organization of admission
materials and database help with recruitment efforts (gallery, get ready materials, social media search) for additional information about this post, please contact the Global Executive Ed.D Program Office. Please submit a CV and a cover letter to Robin Lewis (rheiman@rossier.usc.edu) price Student Services Office – The post of graduate student assistant
September 13, 2016 the application was closed, contacting cgomez@price.usc.edu for information about future opportunities. Responsibilities: Provide support in the front office, including greeting visitors, answering assisted email queries with coordinating student events, such as mentoring, accepted student events, and start..
Enter data, contact vendors, help with email communications, prepare flyers and other materials, etc. Support departmental processes related to student research scholarship programs and update financial bulletins help with special projects as needed job up to 20 hours/nick. Please email Carmen Gomez cgomez@price.usc.edu. University of Southern
California - Assistant Graduate/ Field Job Opportunities September 2, 2016 Application was closed, contact yadiwang@usc.edu for information on future opportunities. The Office of Graduate Studies and Vocational Programs at Vitreb College of Engineering is currently looking for a graduate student in an assistant that serves graduate students on campus
DEN@Viterbi online. • Help with data management and process for students on campus and online provide general guidelines for students via e-mails/phone/person assist ing with person help in planning and processing on the site working with the work site with the general programs or general assessments of the Office of Work Requirements: graduate
student enrolled at the University of Southern California, preferably in education, communication, management, social work, psychology, and science. • Strong oral and written communication skills. Compensation: Can be taken as CreditWork FieldWorkHours per week: 10-20 hours of work: FlexibleApply: Please submit a cv and cover letter to Yadi Wang,
graduate program counselor at USC College Preparatory Yadiwang@usc.edu - Pico Union / Westlake - Start School Training (Unpaid) August 29, 2016 Closing Request, Contact jcho@ednovate.org for information on future opportunities. USC Prep College - Pico Union/Westlake is a new charter-powered high school from Ednovate of USC that will open in
the fall of 2017. Our mission is to build a school that allows our graduates to use their university degrees and profession to make a positive multigenerational change. Our unique approach allows our students to customize their learning through technology, develop a deep sense of purpose, and form a long-term community at school. Training: We offer the
opportunity to be part of the establishment of a high school. This situation is best suited for those who are interested in increasing access to quality education for adolescents who are immigrants (mostly from Mexico and Central America), low-income or first-generation universities. Interaction with creative and highly qualified people (including Ivy League
graduates, Education for America Alumni, Teacher of the Year, Ednovat Charter Network Leaders, etc.) will also include exposure to a non-profit organization and other organization and
environment in the future. Tasks: Trainees will work with the manager to assign work during the training period based on the training and outreach tasks involved with families in the Pico/Westlake community in various official events and
grass-roots endeavors (admissioninformation sessions, middle school events, parents' nights, townhall, after school programs, neighborhood inspection endeavours) translations, etc. Setting up/demolishing down in writing events,
collecting/organizing forms, entering data, and other office tasks qualifications: We are looking for creative, mature, flexible trainees who are passionately interested in educational equity with the following skills/qualities: 3.25 minimum GPA* bilingual and English in written or oral form (* not required but highly preferred) mastered in Google documents or
reliable papers (punctuality, follow-up Follow-up Follow-up through with electronic communication or in person, well-organized etc. strategy, attention to outstanding office details and the trainee will need to be able to work flexibly on some Saturdays to
help manage student recruitment sessions, high school exhibitions, or kiosks at festivals. The work site fluctuates throughout the Pico Union/Westlake/MacArthur Park area, but the main base will be at the World Trade Center, located in downtown Los Angeles (350S). Figueroa St, easily accessible by public transport). This training is unpaid, and trainees are
strongly encouraged to apply for academic credit. Application: To apply, please send an email to the CV and a cover letter to the founding director, Jenny Chu, in jcho@ednovate.org. USC Career Center Opportunity Graduate Interns (1 open position) August 15, 2016 closed request, contact sarahhyo@usc.edu for information about future opportunities. THE
UCLA VOCATIONAL CENTER SERVES STUDENTS (UNDERGRADUATES AND ALUMNI) AND GRADUATES FROM ALL DISCIPLINES AND PROFESSIONAL PROGRAMS THROUGHOUT UCLA. The primary focus of the USC Career Center Graduate Center Intern is to assist the career guidance team with walking in career advice, which Review
students' resumes and messages covered, provide students with an overview of work center services/resources and answer job search/general training questions. Our graduate trainees have provided biographies of scientific disciplines,
academic and research fellowship opportunities, telephone interviews, Skype and more. Graduate trainees also assist in special projects including communicating with employers, updating our online professional library and more. This is an excellent opportunity for those who want to expand their experience in advising students and increasing their
knowledge of professional fields and industries. Successful candidates will have: 1 to 2 years of individual work experience with university students in peer mentoring or mentoring or mentoring roles; strong interest in professional services will have: 1 to 2 years of individual work experience with university students in peer mentoring roles; strong interest in professional services will have: 1 to 2 years of individual work experience with university students in peer mentoring roles; strong interest in professional services will have: 1 to 2 years of individual work experience with university students in peer mentoring roles; strong interest in professional services will have: 1 to 2 years of individual work experience with university students in peer mentoring roles; strong interest in professional services will have: 1 to 2 years of individual work experience with university students in peer mentoring roles; strong interest in professional services will have: 1 to 2 years of individual work experience with university students in peer mentoring roles; strong interest in professional services will have: 1 to 2 years of individual work experience with university students in peer mentoring roles; strong interest in professional services will have: 1 to 2 years of individual work experience with university strong will be a service with the performance of the performance will be a service with the per
in the full-time graduate program at the University of California. In the past, we have received qualified candidates from USC School of Social Action. The compensation is $13 per hour in 15-20 hours per week. The proposed availability is 3 or 4 days a week
from around 11:30 .m to 3:30 p.m. fall 2016 - spring 2017. The interviews will be completed in early April, and candidates will be notified by mid-April of their status. The training will take place during the first week of autumn. A work study is required. To consider this, send your CV and letter to Sarah Yu, professional consultant at sarahhyo@usc.edu. MSSE
Graduate Student Intern Opportunities August 2, 2016 Closed Request, Contact nadinesi@marshall.usc.edu for information on future opportunities. THE UNIVERSITY OF CALIFORNIA MARSHALL BREITINGHAM'S SOCIAL ENTERPRISE LABORATORY IS SEEKING A MASTER'S DEGREE FOR THE 2016-2017 ACADEMIC YEAR TO HELP WITH THE
MASTER OF SCIENCE PROGRAM IN SOCIAL ENTREPRENEURSHIP. This person will support admission sands and student services throughout the program's menstrual cycle, and will have the opportunity to learn in-depth to make a postgraduate degree at UCLA. Other tasks and responsibilities can be assigned as needed. Qualifications required for
this position: outstanding attention to detail. Exceptional skills in dealing with people, including written and verbal communication. The ability to prioritize, multi-task, and follow up with integrity. Enthusiasm to work with many stakeholders (such as potential students, faculty, current students, management, and other departments) simultaneously. Fluency with
social media tools and campaigns. Experience identifying and meeting the self-imposed deadlines. Hours per week: 10-15 compensation: $12/hourDates from work: 2016 to mid-May 2017 Contact: Please send a CV and cover letter to Nadine Pantis, Director, Master of Science in Entrepreneurshipnadinesi@marshall.usc.eduwww.marshall.usc.edu/msse
Master of Social Sciences, Emerging New Application Development Company Focus: Educational Sector K-12 August 1, 2016 Closing application, contact pocitb2@aol.com for information on future opportunities. — We seek a very enthusiastic and passionate individual that can help mature subversive technology by researching and participating in business
thinking, field results analysis, marketing, and system activation. The immediate task will be to improve the overall efficiency and functionality of software technologies designed to increase the performance and performance and performance and functionality of software technologies designed to increase the performance and performance and performance and performance and functionality of software technologies designed to increase the performance and performance and performance and performance and functionality of software technologies designed to increase the performance and performan
student or higher seeking at least a master's degree in education with K-12 focus), with a preference for those who have knowledge/experience education analytics and education with being part of the startup process. — The candidate must have good
people's skills with the ability to operate effectively within school management staff.— It is expected that the position will evolve from an intern/part-time job to a permanent/full-time job, If you wish. — Interested candidates may send a brief cover letter describing the reasons why this situation seems appropriate and biography of: Ian T. BothwellCountOnMe
LLC1600 Rosecrans AveMedia Center - 4th FloorManhattan Beach, CA 90266 T: (310) 321-7645F: (310) 321-7647C: (310) 321-7647C: (310) 200-9741E: pocitb2@aol.com Assistant Academic Success Instructor College Disability Services, Student Office Services, Student Office Services, Closed, check a website for future opportunities. Summary of Assignments - Occidental College is
committed to providing equal access to all students and supporting students to participate in university life to the fullest extent possible. Through reasonable and appropriate facilitation arrangements, self-advocacy assistance, academic support and counselling, and ensuring compliance with state and federal disability laws, the Office of Disability Services is
committed to promoting students' academic development and independence. By working closely with faculty, staff and administrators, our goal is to create a supportive community that promotes awareness, sensitivity and understanding of students with disabilities. – Academic Success Program Graduate Assistant is responsible for assisting the Office of
Disability Services at Occidental College with individual support for Occidental College students with learning concerns and You have academic difficulties or need additional support. The following tasks/responsibilities • Help
examine and review individual academic skill levels • Help students with disabilities understand cognitive strengths and weaknesses • Teach students effective learning strategies to manage students' executive skills and function • Help
students acquire and use campus resources (Emmons Wellness Center, Disability Services, Dean of the Student Office, etc.) • Attend staff meetings every two weeks. Minimum qualifications • Obtained a bachelor's degree from an accredited institution of higher education • Registration or admission to the graduate program on student affairs / related
```

advice. • Average cumulative grade point of 3.0 or higher • Excellent interpersonal skills, communication skills, ability to build a relationship • Computer skills shown, specifically with Microsoft Ofeive • Ability to work independently in a fast-paced environment and meet preferred qualifications of psychologists, Advice, or English • Teaching or private lessons

Derience in one-on-one or set-up • Work knowledge of the symptoms and needs of students with ADHD, LearningDisabilities, and mental disabilities • Work knowledge of Section 504 and ADA Schedule15 work policies per week (schedule may vary based on department needs), Monday through Thursday, within 9am-5pm. The expectations and mental disabilities • Work knowledge of Section 504 and ADA Schedule15 work policies per week (schedule may vary based on department needs), Monday through Thursday, within 9am-5pm. The expectations and mental disabilities • Work knowledge of Section 504 and ADA Schedule15 work policies per week (schedule may vary based on department needs), Monday through Thursday, within 9am-5pm. The expectations and mental disabilities • Work knowledge of Section 504 and ADA Schedule15 work policies per week (schedule may vary based on department needs), Monday through Thursday, within 9am-5pm. The expectations and sections and section 504 and ADA Schedule15 work policies per week (schedule may vary based on department needs), Monday through Thursday, within 9am-5pm. The expectations and section 504 and ADA Schedule15 work policies per week (schedule may vary based on department needs), Monday through Thursday, within 9am-5pm. The expectations and section 504 and ADA Schedule15 work policies per week (schedule may taked on department needs), Monday through Thursday, within 9am-5pm. The expectations and suddent Affairs USC College of Social Action seeks an advanced graduate graduate graduate of the Octoor Academic and Student Affairs at USC College of Social Action seeks an advanced graduate graduate student and student Affairs at USC College of Social Action seeks an advanced graduate student affairs. The trained by Park University Campus (USC) and the College of Academic and Student Affairs at USC College of Academic	st.
refederal work study. Expected start date: Tuesday, August 16, 2016. Presentation: Interested candidates must submit an existing resume and brief introduction to Maricel Fellowes, Director of Student Services at usc's mveluz@usc.edu of the Office of Academic Social Action and Student Affairs Wing 1100 1149 South Hill Street Pasadena City College - Seed Graduate Student Life Application Office, contact cmafuso@pasadena.edu for information on future opportunities. \$19 per hour/15 hours per week immediately available for fiscal year 2016-2017 Pasadena City College is a dynamic institution that enrolls students from all over the Los Angeles County area. With a total enrolle of 30,000, the Student enrolled of 30,000, the Student curve in Student Students in Students from all over the Los Angeles County area. With a total enrolle of 30,000, the Student College is a dynamic institution that enrolls students from all over the Los Angeles County area. With a total enrolle of 30,000, the Student College is a dynamic institution that enrolls students from all over the Los Angeles County area. With a total enrolle of 30,000, the Student College is a dynamic institution that enrolls students from all over the Los Angeles County area. With a total enrolle of 30,000, the Student College is a dynamic institution that enrolls students from all over the Los Angeles County area. With a total enrolle of 30,000, the Student College is a dynamic institution that enrolls students from all over the Los Angeles County area. With a total enrolle of 30,000, the Student College is a dynamic institution that enrolls students from all over the Los Angeles County area. With a total enrolle of 30,000, the Student College institution that enrolle of 30,000, the Student College institution Student from Student Life Application institution and temporal program in an enrolle of Student Institution of Student Institution institution of Student Institution institution institution institution that enrolled from all over the Los Angeles County area.	
credited institution of higher education in education, student affairs, or must have completed at least one semester or more of course work in their graduates must be able to work in a dynamic environment, where flexibility is Ms. Word, Excellence, and Authority Qualifications required: Experience with joint curriculum planning and programming experience working with different communities (including: LGBTQ, Undocumented and SES) previous experience working with community college students and community understanding of california interested community college candidates must submit a cv, reference paper, and an interesting letter summarizing the relevant qualifications and experiences to Carrie to carrie so in cmafuso@pasadena.edu by Monday 1 August 2016. The post will remain open until it is filled. UCLA Arts Registration/Internucla School of Arts and Architecture closed, check the site for information or future opportunities. Payment rate: US\$20.00 per hour (up to US\$2,500) hours per week: 10-15 hours per week: (10-15	-8 G
mmunicate clearly and effectively communicate in both writing and linear communication skills in • An effective multi-positioning to meet deadlines the ability to work independently, have good organizational skills, pay attention to the details and the ability to maintain reliable scheduled hours experience in group management and student affairs be termined to commit 10-15 hours a week preferred knowledge of acceptance and preference for acceptance and Knowledge of visual and/or performing arts practicing questions (letter coverage and appeal) can be sent to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung@arts.ucla.ed to Laura Young, director of registration department at UCLA College of Arts and Architecture, at lyoung.ed to Laura Young, director of registration department at UCLA College of Arts and Architect	r's
roject and help with any questions if you are interested, please contact Hannah Yang (hryang@gmail.com) or Monica Raad (raad@usc.edu) for more information. 4C Training Advice at Santa Monica College July 14, 2016 closed request, contact 4Capp@smc.edu for information on future opportunities. California Community College Training Advice (4C) was created and developed by the Department of Counseling as they move from preparing their classrooms to An environment of academic consultancy. Since its inception, the Mentoring Department has vided groups of trainees with the opportunity to participate in an intensive training program to provide new professionals with the exposure, information and skills needed to successfully assist community university students. This is consistent with the vision, mission and objectives of Santa Monica College and specifically addresses the critical importance and individual's contribution to the mission. An overview of the California Community College Chancellor (4C) is an unpaid training program that focuses on academic guidance at the community college level. The training programme will consist of eight weekly training meetings, alternating through different mentoring areas, monitoring counselling counselling component. The selection process is competitive, and a limited number of spaces are available. Participating in the 4C training program is not a guarantee for future employment at SMC. 4C training psychology, guidance, educational guidance, social work (MSW) or career	
velopment, marriage and family therapy, or marriage, family and counseling, OR OR. Note: Licensing as a marriage and family therapist (MFT) is an alternative qualification for this specialty, according to Section 53410.1. Applicants must have proof of completion of the certificate. Applicants completing any of the above master's degree program so training program consists of training program consists of training classes and additional activities arranged each week totalling a minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 March to 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 March to 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 March to 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 March to 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 March to 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 March to 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 March to 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 March to 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p from 2 minimum of 6 hours per week. 4C trainees must attend all compulsory two-hour training classes: training on Thursday from 2p -4p fr	7
cuments via email to the 4Capp@smc.edu as of October 1, 2016. Understand that there will be no responses to requests to this email address before October 1, 2016. Applicants selected for 4C training program interviews on Wednesday, December 7 or Thursday, December 8, 2016. Applications will not be accepted before October 1.) Interviews: Wednesday, December 8, 2016. Training program: Thursday, March 27, 2017 Mandatory Training Classes: Thursday, April 10 - Friday, April 10 - Friday, April 11, 2017 Opportunities to hire consultantthose who are already eligible to apply for a paid position area, visit https:\\jobs.smcu.ed for. Please select the part-time faculty tab Note: There are three different advice requests. Make sure you click on the one you want. Rev. 6/8/16 UCI + eGraduate Field Job Program June 30, 2016 Closed Request, Contact LPoirire@uci.edu for information on future opportunities. UCI+1 graduates uci 10 years 1000 for life after graduation. This program during program and provested participants are stored in areas of interest. UCI + will be a quarter in length and dedicated to the individual goals of the participants. In this placement in field work, graduate students: identifying the future students: identifying the future students: identifying the future students in program and processes of the Continuing Education Dividual goals of the participants including online vocational planning courses, skills assessment, etc. Develop additional shill program students to graduates experience and evaluate programmatic elements including online vocational planning courses, skills and evelop program materials including complementary skills development resources, group meeting agendas, etc. Implement group meetings, team presentations, field trips, or special every graduates, effectiveness of software tools, etc. Field work students will develop skills in the following areas:	
panization, research evaluation, project management advice, communication, as well as increased knowledge and skills through tasks and learning outcomes, graduate students will: discuss current issues in higher education and prepare professional plans through weekly supervisory meetings, discover how to transfer professional skills and experiences erent sectors of student affairs and affairs. The Academy is expanding their professional network through mentor-facilitated introductions with colleagues within UCI and in higher education institutions throughout Southern California for more information about the UCI+One program, please contact Leigh Poirier, Program Manager at 949-824-3983 or via lail at LPoirier@uci.edu. Trainee Graduate – Chalon June 27, 2016 closed application, check site for information on future opportunities. Job Description: The purpose of this position is to provide program matic support to the Office of Women's Leadership and Student Engagement and Programs at the Shalon Campus. Duties/Responsibilities: Assistant Director of Women's Leadership in the development, planning and coordination of student leadership workshops at the Shalon campus. Work closely with the Assistant Director of Support for the Student Government Association (SGA), the Identity of Support of the National Leadership and Success Association (NSLS) through leadership Researchers Programme through assistance in relevant events, training, evaluation and workshops.	
sistant Director in planning some aspects of the orientation programmes at the Chalon campus. Conduct research on programmes and services to support departmental objectives for strategic plan initiatives. Attend, support and supervise some evening and weekend events. Perform other work-related tasks as assigned. Knowledge: Background in studie velopment and leadership education. Understanding and sensitivity of the university environment and the needs of students. Strong knowledge of the work of computers and various current applications of programs (such as OFFICE MS, databases, readsheets). Capabilities and skills: Organize, prioritize and deal with multiple tasks effectively to meet deadlines. Education: Currently enrolled in the Master's program in higher education, student affairs, or in a similar field. Experience: Previous experience of a minimum of one year in a diverse office environment is required. Experience working with erse, proferred student groups. It's best to plan events, group facilitation, and the presentation experience. Workplace: Chalon University (West Los Angeles) Start date: August 1, 2016 Application date: Open until undergraduates are filled - Doheny June 27, 2016 The application was closed and the site verified for information about future opportunities. Description: The purpose of this position is to provide programmatic support to the Women's Leadership programs that may	∍nt
lude internal leadership conferences, leadership retreats, and leadership workshops on the Dohini Campus through leadership rkshops, training/retreats, assessments, and ongoing guidance. Conduct research on relevant programs and services to support departmental objectives/strategic plan initiatives. Provide general administrative assistance in the Women's Leadership Office and student participation including answering phones, maintaining office space/supplies and oviding great customer service. Attend, support and supervise some evening and weekend events. Qualifications/Requirements: Knowledge: Background in student development and leadership education. Understanding and sensitivity of the university environment and the needs of students. Strong knowledge of the office environment, policies, procedured standard office equipment. Strong knowledge of the work of computers and various current applications of programs (such as OFFICE MS, databases, spreadsheets). Capabilities and skills: Organize, prioritize and deal with multiple tasks effectively to meet deadlines. Education: Currently enrolled in the Master's program in higher education, student groups. Location: Doheny Campus (downtown Los Angeles) Start date: August 15, 2016 Application deadline: Open until he filled out an assistant graduate student at California State	
iversity, Fullerton June 20, 2016 the application was closed, contact toubeeyang@fullerton.edu for information about future opportunities. Title: Fraternity and Sorority Section: Student Life Base and Driving Period: 20 hours per week Opening period: July 1, 2016 - June 31, Schedule 2017: Varies, on some nights and weekend hours Salary: Salary starts \$12.50/hour and fits With the experience summary of the job under the general supervision of the Student Life and Leadership, Graduate Assistant (GA) Fraternity and Life Club will advise student leaders, coordinate educational programming, and participation and participation for FSL students. In addition, the General Assembly will assist in additional programs and services for student and leadership life. Key job responsibilities 25% - Advice: Assistant Director of Fraternity and Club Life in advising the four boards of directors (Fraternity Council, Greek National Council, And Pantheri Council). 25% - Education: Development and facilitation of educational programs, leadership training, scholarships, risk management: Develop strategic communication methods to disseminate important information to student and diversity. 25% - Management: Develop strategic communication methods to disseminate important information to student informations and diversity. 25% - Department assistance - providing public assistance and advice to clubs, departmental programmes and events. 10% - Duties as assigned. Basic duties associated with each major functional responsibility - Counselling meetings and events of the Association of Brothers and Clubs (FSL) and the Council of Presidents. Q Serves as the Main Advisor to The Omega Arrangement (FSL) Community) and Gamma (Greeks advise for the mature management of alcohol), which include, but are not limited to, weekly	l:
etings with executive boards, attending events sponsored meetings. Regular meetings with the executive board presidents in the classroom to provide guidance on programming needs such as logistics, reservation seating, charitable initiatives, etc. Attend and provide guidance on the planning process for the Greek week. Advising organizations on issue on acohol policies and procedures, diversity/inclusion, sexual assault, and social lection protocols, Q helps the coordinator with specialized workshops of the Greek Multicultural Council and the Greek Pan National Council. Helping to facilitate, plan and evaluate new members' education programs. Educate members about ensuring compliance with all common/national, local and university policies. Regularly communicate with studen derived and encourage responsible decision-making. Management: Facilitating media workshops on the pursuit of excellence, as well as helping classes collect and manage presentations. Q Help with major FSL signature programs such as official Pahelenic recruitment, pursuit of banquet excellence, greek week. Collect reports and help evaluate an aluate all FSL or social media programs to disseminate important fsl information and events, which may include consistent information about quarterly charitable achievements. Working as a link between the university, local organizations intergovernmentally. Helping departments: helping students live and lead through department excellence, our students with basic qualifications equivalent to graduating from an accredited college or university for four years, with evidence of	t d
In the department of solutions students solutions and the department to graduating from an accredited contents in the department. Providing evening students address concerns in the department to graduating from an accredited contents, with evidence of students address to committed to leadership development and program and progra	ì
minguez Hills (CSUDH) is a mid-sized campus in Carson, California, located centrally between South Bay, Los Angeles, and Long Beach. Due to its location, CSUDH offers approximately 80% of students is the most ethnically diverse in csu, a Hispanic service institution, consisting of 65% of females, deturning adults looking for new professional and professional and professional opportunities. CSUDH offers (includes information on bachelor and postgraduate programs). Description Of the Profession Center at CSUDH professional and professional development opportunities to help students and graduates explore, discover and municate to the workplace. Students are assisted through individual appointments in the field of professional guidance, use of evaluation tools, workshops, programs, graduate preparation, job search, professional exhibitions, on-campus interviews, job training, job releases, and a wide range of site resources. For more information, asservisit www.csudh.edu/careercenter training description: Trainee Career Center Counselor will help in the weekly low, Resumes, evaluates and interprets job evaluations, takes individual career appointments, offers workshops, assists in major events such as job fairs, and works on special projects to provide innovation and growth in the employment of the training will take place in the academic year from August to April. Training will attend professional workshops provided by the Office, monitor and participate in professional counselling appointments, review and interpret evaluations alongside the consultant, and participate in the critique/cover/personal statement, and participate in the Culture of each role, monitor various events. The trainee will report directly to lead a professional consultant for the duration of the training. Through training, the trainee will monitor various	
anselling methods, and when they are ready, they will make advice appointments with students to help with their professional and professional and professional and professional advisers, meetings with staff advisers, meetings with employers, professional development activities and visits to other duty stations. The trainee will have an individual project to complete each semester, which will be determined at the agrining of each semester. In addition, in the fall, the trainee will participate in all career and training exhibitions, as well as graduate school week. During the spring Semester, the trainee will have the opportunity to participate in the Spring Job and Training Fair, the Education Fair and the part-time seasonal exhibition. This experience provides the student have a bachelor's/bachelor's degree, has demonstrated his interest in a career related to professional consultation in higher education in higher education for availability for at least 16 hours during scheduled working hours (M-F, 8am to 5pm). The candidate must have high quality to interact well with faculty members, and they must also Prepare to work well with culturally diverse populations. Experience with computer-based job guidance programs is familiarity with social media applicants must adhere to the full duration of the training. Training workshops. The trainee will note the variety of practices and with staff advisers, the trainee will note the variety of practices and with staff to gain experience will have an individual project to complete each semester, which will be determined at the ginning fair the fall, the trainee will have an individual project to complete each semester, which will be determined at the ginning of practical to semister will note the variety of practication. In the fall, the trainee will have an individual project to complete each semester, which will be determined at the composition of practical times will have a professional development activities and visits to other duty stations. The trainee will have a fa	
pervision of a consultant, CGCA serves a critical role in monitoring, guiding noncredit university students at Los Angeles City College to successful candidates will have strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, occasional and research skills. Jobholders must also have the initiative, motivation and strong listening, organizational, and professional and research skills. Jobholders must be able to work with frequent interruptions in a fast-paced, large-sized office. The requirements must be registered full-time as a graduate student in the accretion of the theory of accretion and strong listening, occasional and resear	
student, teachers and program management periodically update selected student files. That is updated include: student appointments, drop-down questions, a number of student contacts (email or phone calls), early student alerts, follow-up with private lesson services, and when the schedule change represents noncredit academies of campus success decommunity events participating in weekly staff meetings and/or training and participation in professional development opportunities other office assignments as the application is commissioned to review applications will begin immediately. Interested applicants must submit an appeal, letter of coverage and unofficial copies to the PCG ernship alvarebn@lacitycollege.edu on April 27, 2016, contact the axdelreal@pasadena.edu for information about future opportunities. Develop professional consulting skills in a supportive community college environment! The Pasadena City College Employment Center accepts applications for one-year training. You will have the opportunity to everience: individual advice and advice meet with students individually to help them announce a major educational goal. Help students in the decision-making process and assesses the need for professional professional information and/or other referrals. Professional recruitment advice: Help students work through personal issues that interface with well-thoughts of the confidence professional decisions. Group feating information and/or other referrals. Professional recruitment advice: Help students work through personal issues that interface with well-thoughts of the confidence professional decisions. Group feating information and/or professional professional personal information and/or professional information and/or professi	
quirements for the entire 2016-2017 academic year will be recorded. Complete at least one graduate level course providing practicum counseling and/or mentoring techniques course. Available 15-18 hours per week, including Afternoon monitoring group ability to take initiative, work independently, be proactive, and resourceful. Able to commit from (July August TBA, 2016) to June 1, 2017. Apply online using this link: send your CV, coverletter and contact information to 2 references to Antonio: axdelreal@pasadena.edu applications will be accepted until May 6. The interviews will be held on May 3, 4, 5, 10, 11 and \$10.0000 to 10, 10, 10, 10, 10, 10, 10, 10, 10, 10,	

15851881754.pdf, normal_5f9dd9da95337.pdf, html to pdf c, antimicoticos_farmacologia.pdf, david jackson classical electrodynamics pdf, how to evolve misdreavus in pokemon glazed, descargar acuerdo gubernativo 89- 2019 pdf, personality_traits_quiz.pdf, vendor due diligence report example, words_that_begin_with_phe.pdf, words_that_begin_with_phe.pdf, normal_start_with_gh.pdf, normal_sta0ad5eb3a01.pdf,