



Department of Intercollegiate Athletics  
**ACADEMIC & STUDENT SERVICES**

**ATHLETICS PEER LEARNING LAB (APLL)**

Phone: (310) 206-7526 Email: [APLL@Athletics.ucla.edu](mailto:APLL@Athletics.ucla.edu)



**2017-18 Peer Learning Facilitator (PLF) Position**

Thank you for your interest in joining the Athletics Peer Learning Lab as part of our staff. We offer UCLA undergraduate student-athletes the opportunity to improve their learning skills and work closely with peers in an academic environment.

**PLF Job Description:**

- Utilize academic expertise and strategies developed through PLF trainings to facilitate course-specific learning assistance for UCLA student-athletes that promotes an interactive learning environment, life-long learning habits, goal setting, teamwork, leadership, and character.
- Adjust strategies for different types of students, subjects, and sessions.
- Help educate students about their responsibilities in peer learning and maintain a positive learning environment in sessions.
- Learn and follow all lab policies, University standards of academic integrity, applicable NCAA Bylaws, and confidentiality requirements.
- Maintain a regular schedule of recurring weekly peer learning sessions as assigned each quarter based on course history, availability, and lab needs.
- Incorporate lab resources to prepare activities before each session to address students' learning needs.
- Carry out all administrative protocols during each work shift to ensure the smooth operation of the lab.
- Report attendance and individualized comments for each student after every peer learning appointment.
- Participate in all mandatory initial and ongoing peer learning training activities.
- Prepare accurate and on-time reports, timesheets, evaluations, and other lab forms.

**Salary:**

\$15.04 per hour for individual sessions, trainings, preparation, and reporting activities.

\$20.18 per hour for group sessions.

**Commonly Offered Courses:**

- |  |   |   |
|--|---|---|
| Af Amer/Afro-Am M5, 6                    | English 4W, 10, 85                          | MCDB 40, 50, 60                           |
| Ancient Near East 10W                    | English Composition A, 2, 2i, 3,            | Music 15                                  |
| Anthropology 7, 8, 9, 12, 33             | ESL 35                                      | Music History 5                           |
| Art History 50, 54, 55A                  | Ethnomusicology 50A, 50B                    | Philosophy 7, 22, 22w, 31                 |
| Astronomy 3, 4, 5                        | French 1, 2, 3, 4, 5, 6                     | Physics 1A, 1B, 1C, 6A, 6B, 6C, 10        |
| Atmospheric & Oceanic Sciences 1, 2, 3   | Gender Studies/Women's Studies 10, 102,     | Physiological Science 5                   |
| Chemistry 14A, 14B, 14BL, 14C, 14CL,     | 103, 104                                    | Political Science 6, 10, 20, 30, 40, 50   |
| 20A                                      | Geography 1, 2, 3, 4, 5, 6                  | Psychology 10, 15, 100A, 100B             |
| Chicana & Chicano Studies 10A, 10B       | German 56, 59                               | Religion 11                               |
| Classics 10, 20, 30                      | Global Studies 1                            | Scandinavian 50W                          |
| Communication Studies 10                 | History 1A, 1B, 1C, 2C, 8A, 8B, 8C, 9A,     | Sociology 1, M5, 20, 101, 102, 113, M162, |
| Computing 10A                            | 10A, 11A, 13A, 13B, 13C, 20, 21, 22, 96W    | M165, 173, M174,                          |
| Desma 8                                  | Italian 42A, 42C                            | Spanish 1, 2, 3, 4, 5, 6                  |
| Earth & Planetary Sciences/Earth & Space | Life Sciences 1, 2, 3, 4, 15, 23L, 30A, 30B | Statistics 10, 13, 112                    |
| Sciences 1, 7, 8, 9, 10, 15, 16, 17      | Linguistics 1, 20                           | World Arts & Cultures 22                  |
| Economics 1, 2, 11, 41, 101, 102, 103    | Management 1A, 1B                           |   |
|  | Math 1, 2, 3A, 3B, 3C, 31A, 31B             |   |

**Priority consideration given to applications submitted by 11:00 PM on Friday, March 10, 2017**

Submit in person at 237 Covell Commons

\*\*After-hours drop-box available\*\*

For more information about the PLF position or program, please visit our website:

<http://www.uclabruins.com/sports/2013/4/17/208272552.aspx>



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**2017-18 PLF Application Information**

**Selection Criteria:**

The Athletics Peer Learning Lab seeks to hire PLFs with diverse backgrounds, interests, and interpersonal qualities, with an additional emphasis on identifying applicants whose course interests best match the projected needs for the next academic cycle and can work for the entire 2017-18 academic year. Once we receive and review completed applications, we will contact selected applicants to schedule an interview. Interviews are held until all positions have been filled.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, gender identity, disability, age or protected veteran status. For the complete University of California nondiscrimination and affirmative action policy see: UC Nondiscrimination & Affirmative Action Policy (<http://policy.ucop.edu/doc/4000376/NondiscrimAffirmAct>).

**Job Requirements:**

- Registered undergraduate at UCLA in Fall 2017.
- Overall GPA of at least 3.25.
- Commitment to work the entire 2017-18 academic year (Fall, Winter and Spring quarters).
- Commitment to attend the entire initial training on Monday, 9/25/17, Tuesday, 9/26/17 and Wednesday, 9/27/17 from 10:00 am – 6:00 pm., as well as ongoing trainings scheduled each quarter.
- Commitment to maintain a regular work schedule and facilitate weekly peer learning sessions from Weeks 2 – 10 each quarter during lab hours: **Mondays – Thursdays between 5:30 pm – 9:30 pm.**
- Willingness to provide all types of peer learning offered through the labs as assigned, including facilitating group, individual, and/or drop-in appointments and working with the diverse students served by the Athletics Peer Learning Lab.
- **Commitment to work a minimum of six hours per week.**

**Application Components (must be submitted together):**

\_\_\_ **1. Application (pgs. 3-4) for Peer Learning Facilitator (PLF) Position, including:**

- A. Applicant Information
- B. Course Interests
- C. Resume (attach)
- D. Responses to Short Answer Questions (attach)
- E. Confirmation of Eligibility
- F. Signature and Academic Record Release

\_\_\_ **2. Instructor Recommendation Form (pg. 5) attached in a sealed, signed envelope.**

The faculty member or teaching assistant from whom you request a recommendation should be familiar with your capacity for critical thinking and your interpersonal abilities. Please assure your recommender that brief comments on the provided form will be sufficient for this application. The recommender should attach a letter only if that is more convenient for him/her.

\_\_\_ **3. (Optional) Supplemental Application – Composition (pg. 6)**

If you would like to be considered for a position facilitating writing-specific courses such as English Composition, Writing I, or Writing II courses, you must fill out a Supplement Application for Composition **in addition** to this application.

**Priority consideration given to applications submitted by 11:00 PM on Friday, March 10, 2017**

Submit in person at 237 Covell Commons

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**ATHLETICS PEER LEARNING LAB (APLL)**

**2017-18 Application for Peer Learning Facilitator (PLF) Position**

**A. APPLICANT INFORMATION**

Last Name, First Name:		Student ID#:	
Phone:	Email:	Major/Minor(s):	
Mailing Address:	City:	State:	Zip:
Quarter/year you began at UCLA:	Quarter/year you plan to graduate:	Will you be competing as a UCLA student-athlete in 2017-18? If so, please list sport:	
Please circle - Quarters you are available to work: Summer A 2017   Summer C 2017   Fall 2017   Winter 2018   Spring 2018			

How did you hear about this position?	Have you previously applied for this position? If yes, when did you apply (term/year)?
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**B. COURSE INTERESTS**

Please list below all “**Commonly Offered**” courses you have taken at UCLA - reference page 1. Please do not list courses that are currently in progress or courses taken at another institution.

Courses (e.g. History 1A, Psychology 100A, etc.)	Instructor with whom you took the course	Quarter/Year Taken	Grade Received

<i>FOR STAFF USE ONLY:</i>	APP RCVD:	Initial:
ST:	APS:	INS:

## C. RESUME

**Please attach a resume.** Feel free to include paid and/or volunteer work experiences, as well as academic or extracurricular activities, achievements, or interests.

## D. SHORT ANSWER QUESTIONS

**Please write and attach a brief response to each of the following questions:**

1. Reflecting on any prior work experiences, what do you see as your strengths and areas for growth as an employee?
2. Describe your most challenging class at UCLA. What made it challenging and how did you handle it?
3. Compare and contrast your most frustrating and your most rewarding group work experiences (e.g., when working in a group for a class assignment, another job, an extracurricular activity, etc.)
4. You get hired at the Athletics Peer Learning Lab and your close friends are very excited that you are working here. They frequently ask what teams you work with and what the student-athletes are like. How would you respond and why would you respond in that way?
5. What are your academic and extracurricular commitments, plans and goals for the 2017-18 academic year?

## E. CONFIRMATION OF ELIGIBILITY

**Please confirm that you meet the job requirements for this position with your initials on the lines below:**

- I read the 2017-18 Peer Learning Facilitator (PLF) Position Frequently Asked Questions.
- I will be a registered undergraduate at UCLA in Fall 2017.
- I can commit to work the entire 2017-18 academic year (Fall, Winter and Spring quarters).
- I have an overall GPA of at least 3.25 (**Please list GPA here:** \_\_\_\_\_ )
- I can attend the entire mandatory initial training on Monday, 9/25/17, Tuesday, 9/26/17 and Wednesday, 9/27/17 from 10:00 am – 6:00 pm., as well as attend mandatory ongoing trainings scheduled each quarter.
- I can commit to maintaining a regular work schedule and facilitating weekly peer learning sessions from Weeks 2 – 10 each quarter during lab hours: Mondays – Thursdays between 5:30 pm – 9:30 pm.
- I am willing to provide all types of peer learning offered through the labs as assigned, including facilitating group, individual, and/or drop-in appointments and working with the diverse students served by the Athletics Peer Learning Lab.
- I can commit to work a minimum of six hours per week.

## F. SIGNATURE AND ACADEMIC RECORD RELEASE

I certify, under penalty of perjury, that all of the information I have provided in the application and the supplementary materials are true and accurate to the best of my knowledge, and all statements are my own. I also hereby authorize members of the selection committee to review and verify my academic records. If selected for this position, I understand that any false, misleading, or incomplete information I have submitted may be considered cause for termination. I also voluntarily waive my right to the privacy of my academic records and give APLL staff permission to review my academic standing on a quarterly basis as long as I work as a peer learning facilitator.

**Your Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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**2017-18 Application for Peer Learning Facilitator (PLF) Position  
 Instructor Recommendation Form**

Thank you for taking the time to recommend a student for a peer learning facilitator (PLF) position. We value your candid appraisal of the applicant's ability to facilitate learning assistance for UCLA undergraduates.

<b>Instructor Name:</b>	<b>Department:</b>	<b>Instructor Email:</b>
<b>Student Name:</b>		<b>Student UID#:</b>

**PLF Job Description:**

- Utilize academic expertise and strategies developed through PLF trainings to facilitate course-specific learning assistance for UCLA student-athletes that promotes an interactive learning environment, life-long learning habits, goal setting, teamwork, leadership, and character.
- Adjust strategies for different types of students, subjects, and sessions.
- Help educate students about their responsibilities in peer learning and maintain a positive learning environment in sessions.
- Learn and follow all lab policies, University standards of academic integrity, applicable NCAA Bylaws, and confidentiality requirements.
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- Incorporate lab resources to prepare activities before each session to address students' learning needs.
- Carry out all administrative protocols during each work shift to ensure the smooth operation of the lab.
- Report attendance and individualized comments for each student after every peer learning appointment.
- Participate in all mandatory initial and ongoing peer learning training activities.
- Prepare accurate and on-time reports, timesheets, evaluations, and other lab forms.

**Recommendation Instructions:**

Keeping in mind the job description above, please tell us the areas where you believe this student will succeed in this role and note any areas where you anticipate they might struggle. Feel free to write on the reverse or attach a short recommendation.

Once completed, please return your recommendation to the applicant in a **sealed, signed envelope**.

For more information about the PLF position or program, please visit our website:  
<http://www.uclabruins.com/sports/2013/4/17/208272552.aspx>

*(This page is intentionally blank - to be used for instructor's comments if the application is printed double-sided)*



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**2017-18 Application for Peer Learning Facilitator (PLF) Position  
Supplemental Application - Composition**

**Additional Job Requirements for Composition PLFs**

- Facilitate peer learning sessions that address students’ academic writing concerns.
- Commit to facilitating a minimum of three (3) weekly composition sessions every quarter during employment, in addition to other assigned subject-specific sessions.
- Attend all mandatory additional training activities for Composition PLFs.

**Application Instructions for Composition Supplement:**

1. Attach two samples of your academic writing (one copy of each).
2. Attach a brief statement explaining why you selected these two papers for your application. Then, pick one and describe your writing process for that paper from beginning to final draft.
3. Review the student writing sample below and then attach your written response to the following questions: What are the highest priority concerns in this paper and how would you suggest the student revise them?

**Writing Prompt:** Educators debate extending high school to five years because of increasing demands on students from employers and colleges to participate in extracurricular activities and community service in addition to having high grades. Should high school be extended to five years? In your essay, take a position on this question. Use specific reasons and examples to support your position.

Educators debate extending high school to five years due to the increasing demands on students from employers and colleges. Those for it say that it will give students more time to achieve what is expected, and those against it say that students would lose interest and attendance will drop in year five. Of course there seems to be advantages and disadvantages to both, but let's be realistic, in America today, education isn't exactly our most relishing topic. I feel that extending high school one more year is a bad idea for three reasons, students really only have three years, there will be a loss of interest, and it's just a "band aid" for bigger problems.

Firstly, there are really only three years of high school, because does anyone really get anything done senior year? Senior year is a time of waiting, for school to end, for your acceptance letters to come in, it's a time of waiting. Not to mention the commonly known disease that seems to incubate all seniors called "senioritis". Senioritis is basically not doing anything. With 5 years students would waste 2 years to senioritis instead of just one.

Out of the millions of students enrolled in high school, maybe one out of 5 truly enjoys school, where as the others just treat it as a social gathering very early in the morning. There's a famous Mark Twain quote about this. "I've never let my school interfere with my education." After the first three years of high school, coming into your senior year, you become a human form of a slug, very slow, both physically and mentally. Of course I might be over exaggerating, but the interest is gone after sophomore year. What makes you think that it will magically pop up after an addition of one more year? It will just be more time to be bored.

Lastly, extending high school an extra year just seems like a band aid for all the problems in the field of education. At a time where the illiteracy and dropout rate seems to be rising as much as gas prices these days, one more year isn't going to cut it. The solution isn't that easy.

So in conclusion, four years is ample time to achieve greatness and fully take advantage of high school. For those that don't think so, explain how most of my generations parents did it in four years, does that make them super heroes? I think not. Another year is just not a smart idea.

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**2017-18 Peer Learning Facilitator (PLF) Position  
Frequently Asked Questions**

**What's a PLF? How is it different than "tutoring"?**

*That is an excellent question! "PLF" stands for peer learning facilitator. Peer learning is both similar to and different than tutoring. "Peer learning" emphasizes the idea that PLFs and students can both learn from each other and values the input of both parties in the learning process equally. Additionally, "facilitators" work collaboratively with students to develop a learning plan, but it is the students who drive and carry out the plan. We will define the PLF role further and discuss effective strategies for sessions during training if you are selected.*

**Do you require previous experience?**

*Previous experience is a great foundation, but it is not required to be selected.*

**Can a TA write a recommendation for me?**

*Yes, but we strongly encourage instructor recommendations if possible.*

**I'll be missing a quarter because of study abroad, etc. Can I still work here?**

*We seek facilitators who can commit a full academic year to working here and hiring preference will be given accordingly. However, you are still welcome to apply.*

**How do I schedule an interview?**

*Selected applicants will be contacted for interviews throughout spring quarter.*

**How can I prepare for the interview?**

*You will be given instructions when the interview is scheduled.*

**What should I wear to the interview?**

*Please dress as you would for any other job interview.*

**When will I hear back about hiring decisions?**

*Our selection process typically takes the entirety of spring quarter and we aim to make all hiring decisions no later than the end of spring quarter.*

**How big are my sessions going to be?**

*We offer individual and small group learning assistance, typically ranging from 1 – 8 students per sessions.*

**What types of sessions will I have?**

*All facilitators are assigned to subject-based sessions tied directly to a specific UCLA course. In addition, facilitators may apply to be a composition facilitator. Please see the supplemental composition application (optional) for more information.*

**Do I need to have taken a class to facilitate it?**

*We only assign facilitators to subject-based sessions for courses they have previously taken here at UCLA. We will not assign facilitators to subject sessions for courses transferred in from another institution. However, facilitators may facilitate composition sessions even if they have not taken a Writing I and/or Writing II course at UCLA. Please see the supplemental composition application (optional) for more information.*

**How are courses assigned?**

*There are a variety of factors used to assign courses each quarter, such as: facilitator's course history and availability, student-athlete learning needs, team practice and athletic competition travel schedules, staff recommendations and lab needs.*

**How many classes will I facilitate?**

*PLF's class assignments will vary from quarter to quarter. Generally, one class translates to about 2-3 hours of work per week. Most facilitators are assigned a minimum of 2 or 3 classes each quarter.*

**How many hours can I expect to work?**

*PLFs agree to work a minimum of six hours per week. Your work hours will vary based on which classes you are asked to facilitate and how many sessions you have for those classes. We take your hour requests into consideration when scheduling assignments.*

**What time are sessions usually scheduled?**

*Regular lab hours are Mondays – Thursdays between 5:30 pm and 9:30 pm.*

**How are work schedules determined?**

*Work schedules are set each quarter based on the combined availabilities of the facilitator, students, and peer learning space. Facilitators must submit availability to work on three days per week and on three time slots per day (e.g. 6:30pm, 7:30pm, and 8:30pm).*

**Do sessions continue during midterms or finals week?**

*Sessions are held weeks 2 – 10 and facilitators are expected to show up to the sessions at the regular weekly meeting times as scheduled, even during busy midterm and end of quarter exams.*

**What if I have to miss for medical school interviews, etc.?**

*We request that facilitators plan ahead if they expect to be interviewing and schedule sessions on days of the week when they won't be traveling frequently.*

**I only want to facilitate individual sessions. Is that possible?**

*It is not possible to request to only facilitate individual sessions. However, most composition sessions are one-on-one.*

**Where do sessions take place?**

*At the Athletics Peer Learning Lab (APLL) on the 2<sup>nd</sup> floor of Covell Commons.*

**How do facilitators prepare for the sessions?**

*Facilitators are paid additional time to prepare for their sessions, which may include activities such as creating session plans or worksheets, meeting with the professor or other peer learning staff, reviewing course readings or notes, attending portions of lecture, etc. During trainings, we will discuss how to best use the allotted time to prepare.*

**What sort of training do you provide?**

*We conduct intensive orientation training at the beginning of each school year and a wide variety of additional ongoing training activities throughout each quarter. All trainings are mandatory. Specific dates and mandatory training requirements will be noted in your offer letter if you are selected. PLFs are paid for mandatory training.*

**Are there opportunities for advancement?**

*Yes, we have additional leadership opportunities available for continuing PLFs who wish to become PLF Supervisors.*

**What's it like to work with student-athletes?**

*The students we work with are as diverse and varied as any other group of individuals, so we will talk a lot about how to work with all types of students at orientation training in the fall.*

**Other Questions?**

Please contact our office by visiting 237 Covell Commons,  
Email: [APLL@athletics.ucla.edu](mailto:APLL@athletics.ucla.edu) or calling (310) 206-7526