

DRAFT Internship Program or Industry Fellow

The Strong Workforce Taskforce included several recommendations that spoke directly to the issues related to master industry fellowship processes for CTE faculty. These recommendations reflect the concerns by the colleges and our industry partners that the best quality industry experts are too often unable to meet the current minimum qualifications to teach in classrooms.

The Strong Workforce recommendations:

13d. Establish a mentorship model that delineates pathways for industry professionals to intern at colleges to gain teaching skills, knowledge, and experience while pursuing an associate degree or the equivalent.

14b. Create effective local, regional, and statewide practices for integrating industry professionals into CTE instruction such as faculty internships where needed, guest lecturing, and supplemental teaching partnerships with non-faculty and disseminate to colleges for implementation.

14c. Develop an Instructional Skills Module through the ASCCC Professional Development College that includes the option of obtaining continuing education credits to provide an opportunity for industry professionals to gain teaching skills while earning college credit.

14d. Develop guidelines and training modules for CTE industry professionals who serve as on-site supervisors for work experience and internships.

14e. Develop and promote guidelines to implement Title 5 §53502, Faculty Internship Minimum Qualifications, for those disciplines for which a master's degree is not expected or required.

Many colleges currently have internship or mentor or master teacher programs. A recent survey of the 41 Chief Instructional Officers indicated that 29% of colleges operate some type of program, often for general education faculty. The CTE Minimum Qualifications Workgroup believes that CTE programs and their industry experts could benefit by this model.

The pilot project would take an in depth look at all the internship, mentorship and master teacher and, preceptor policies in each of the colleges in a single region. Stakeholders would be gathered to discuss and determine if some common policies and practices could be tested. Below are some possible practices that could be considered for a common region-wide master teacher/internship/mentoring/preceptor process.

Title V § 53501 already states that industry expertise is a desired classroom qualification. “ (b) To enhance the recruitment of qualified persons pursuing an associate degree into faculty positions in community colleges in California, particularly for disciplines for which current industry experience is important and disciplines for which recruitment is difficult and in which a shortage of faculty is anticipated. In order to accomplish this purpose, the internship program shall serve to introduce industry practitioners to the community college environment and student populations while encouraging them to complete their associate degrees.”

Regional and Statewide Internship

Regional

- ✓ Coordinate colleges in a region to adopt a common industry fellow model
- ✓ Post internship information on the regional consortia website
- ✓ Organize a regional industry fellow committee that can serve all colleges in the region
- ✓ Develop a regional helpline for the industry fellow process

Statewide

- ✓ Develop and distribute a model industry fellow process checklist
- ✓ Conduct professional development on model industry fellow practices with all stakeholders
- ✓ Distribute guidance letter to the field on the industry fellow process

If your college or district is interested in participating in a pilot project, please contact: Lynn Shaw at 562-708-3803 or lshaw@ccc.edu.