

ACCSC

Accrediting Commission of Career Schools and Colleges

SPOTLIGHT ON EXCELLENCE



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The mikeroweWORKS Foundation's
2022 Work Ethic Scholarship Program
launches February 23!

February 2022

Fly Norfolk: Aviation Institute of Maintenance's STEM Summer Camp in Aerospace Best Practice in Community Service

Dr. Joel A. English, Executive Vice President

Ben Clark, Associate Director of Academic Affairs

Centura College | Aviation Institute of Maintenance | Tidewater Tech

Academic programming in science and technology shapes the young mind in ways that can allow a young adult to gain confidence, skills, and the intellect required to convert academic experience into a meaningful and rewarding career. However, we know that the social pressure and extra-curricular activity of high school distracts most students from taking an authentic interest in STEM programming in ways that lead to a career after high school. By the time students reach high school, they're usually *too cool for school*, and it can be too late for them to latch on firmly to science and technology subjects deeply enough to plan a career in those subjects or orient their post-secondary education toward STEM after graduation.

We know that the key is to get to students early. STEM-related youth programming in elementary and middle school can plant seeds inside the hearts and minds of students, so that when they wake up in the last years or months of high school and begin to think about "what's next," they have already been introduced to STEM careers and understand what is possible for them.



An example of STEM experiential learning has been alive in Norfolk, Virginia for the past several years at the Aviation Institute of Maintenance (AIM). This summer, AIM offered its 5th Annual *Fly Norfolk Jet Camp* at its Norfolk campus. Sixteen middle school students from Azalea Garden Middle School and Norview Middle School were engaged in hands-on STEM activities to provide exposure to a plethora of aviation careers, including Aviation Maintenance Technician, Certified Drone Pilot, Airline Ground Operations, Commercial Piloting, and yes, Rocket Scientist. Through multiple projects, students learned about the four principles of flight, space exploration, drones, careers in the aviation industry, how weather impacts aviation, and more.



Through independent activities and team-building projects, students walked away from *Fly Norfolk* with a newfound sense of confidence, social skills, and work-ethic. The camp's curriculum was designed so that activities grip students' attention. As one camper's mother said, "My child went to *Fly Norfolk* feeling excited each day and came home more excited to return the next day. It wasn't your typical summer school. My child was inspired."

On the first day of *Fly Norfolk*, AIM faculty engaged students in a friendly paper airplane contest. Students judged each other's final paper plane projects within categories of distance, speed, aerial tricks, flight-time, and best overall design. During the activity, AIM faculty taught the principles of flight: weight, thrust, drag, and lift. This simple yet educational activity, allowed students to feel comfortable in their new environment, make new friends, and challenged them to think from an engineering standpoint.

Other activities included learning to fly drones, negotiating an obstacle course in AIM's gym, and fabricating metal clipboards and picture frames, which gave students a lot of hands-on time with a drill press, electric sander, rivet-gun, and other metal bending machinery. AIM took pictures of each student building their frame and placed that photograph into the student's final picture frame project. These projects provided tangible memories of the students' growth while at camp.



Other activities included designing, engineering, and launching water bottle rockets and space lunar rovers with NASA, practicing drone flights, and troubleshooting engine repair. Additionally, students sat in airplane cockpits, received a glimpse of piloting via our flight simulator, and participated in different engine start-ups during camp. The goal was to keep the young minds stimulated every day without allowing the students to get bored. Keeping the students moving, both physically and mentally, was a key component to camp success.

Fly Norfolk hand-on activities were supported by guest speakers who spoke to campers regarding careers in the aerospace industry. Guest speakers from NASA, FedEx, Southwest Airlines, NASA, Signature Flight Support, WAVY TV-10, and iFly Media shared with the students the benefits of working within aviation and how to start a career from a young age. Guest speakers also reminded students of their individual potential, strengths, and how to ask for assistance when facing life issues.

AIM firmly believes that role models matter. To this end, *Fly Norfolk* ensured that guest speakers represented all walks of life, so that each camper could easily relate to at least one adult. Teaching younger generations about careers in aviation is important; however, making a child realize that they are intelligent and can offer a great deal to the world is even more crucial. The Mayor of Norfolk, Dr. Kenny Alexander, said it best, "AIM is giving young people the opportunity to understand their value to society through a vocation. We want our young people to put down the gun and pick up a tool. We want to give them values and hope where they might not otherwise have hope. That's what will make our culture stronger and our families escape patterns of poverty."

Given the Power to Amaze

Mark Quinn, Manager of Curriculum
BEONAIR Network - Columbus, Ohio

Adam Dell at the Ohio Media School in Columbus, Ohio, took over working with Score ON Air, our student run station, at the school in 2019. Despite the challenges of COVID and every other thing 2020 brought us, he has created a program that excels by any standard and brings an outstanding internship experience to our students.

When we talk about student run, it truly is so: students create the graphics, do the rundowns, serve as on-air talent, and work behind the scenes. Now I understand that many other programs operate in those kinds of approaches; it is WHERE Adam's students operate that makes his approach so unique and special. Adam uses his contacts in the industry to have the students do ongoing programming rather than one and done events alone to create the real value of an internship experience.



Adam partnered with 270 Hoops in Columbus to create an ongoing "Game of the Week" through the basketball season, streaming it live each week. Adam also connected with Ohio Media School alum [Derrick Owens Jr.](#) to work with the students. As always, just starting out brings challenges to overcome – new equipment was ordered under Adam's recommendations and training and added manpower was required. By the end of the season, what started as an instructor's vision of "what if we..." became a well-oiled machine with a student at every position and another shadowing that student to learn the position to take over!! For the number crunchers, Adam grew the program from 8 to 20 students during the length of the season.

At this point, the broadcast team had a real brand – shirts were created, broadcasts became known as the "Fox Hole," and student pride grew right along with the branding. The end of the season just provided a new way to focus upon student experience and growth. That cohort of students chose to continue their experience in our Sport's Emphasis Program where their development continued focusing on sports production in all broadcasting mediums.

All of this took part before the pandemic forced us all to shut down live production opportunities. Undeterred, the team simply moved productions from the arena to the virtual studio! Under Adam's leadership, students brainstormed and taught each other, hosted their own shows, and kept the brand thriving as the pandemic progressed. The value of an internship only increased as more professional development, programming and critical thinking were added to the experience.

The real challenge of creating an enduring internship experience is to not only make it "real world" in skills application, but to increase growth over time without the experience overtaxing student abilities and can be used as a demonstration of the skill package a student attained through their education. Adam's next plan for the team checked all the boxes.



Adam was able to secure the team's ability to broadcast a Pro-Am Basketball league called Brick in Columbus. It was the frequency of production that increased the student

Given the Power to Amaze *continued*

challenge; they aired a total of 19 games in 21 days. They all rotated around, got to work every position we had (camera, play-by-play, color, sideline reporter, director, technical director, graphics, scoreboard, and producer). The first game was rough as they shook the rust off, but by the end of the season, they were running a full pre-game show, interviewing players, cutting highlight clips, adding B-Roll - it had become a very professional broadcast.

Adam continued to look forward and was planning to raise the bar one more time for his team. The NFL Draft was taking place in Cleveland in 2021 and although credentials were denied for the actual draft, the next phases were to create a live production around the draft involving Columbus, Cleveland, and Miami campus locations with Columbus serving as master control. This show was created,

produced, and broadcast live from Columbus on the evening of the draft.

The team's success has begun to spread past the Columbus city limits, with requests from the Cincinnati area to expand coverage. The exciting part of this request is that our school system has a campus in Cincinnati and Adam is currently working to expand the model he has established in Columbus at this campus. The power of creation and improvement is spreading!



Platt College Ontario Respiratory Therapy Program Prepares Students -- Just When the World Needs them Most!

Platt College – Ontario, CA

As we all know, the COVID-19 pandemic has put respiratory therapists front and center – something John Ynami has not only personally experienced as a working Respiratory Therapist (RT) during this ongoing pandemic, but also as an RT instructor at Platt College Ontario.

“My students were anxious to continue their academics despite the pandemic. In fact, the pandemic seemed to further fuel their desire to help others,” said John who, at the height of the pandemic -- and during a resurgence -- had been working weekends to fill the need for RTs at Redlands Community Hospital in Redlands, California. “At the end of the day, this is exactly what my RT students signed up for. I felt it was up to us to find a way to enable our students to continue on their educational paths despite the circumstances.”



Early in the pandemic, John got creative with the laboratory portion of the program and devised a plan to set up a working lab in the Ontario campus parking lot two days a week. With his table/lectern at the front of the parking lot, students were able to observe lab demonstrations from the socially distant safety of their cars.

According to John, “I was able to teach and demonstrate certain techniques, like a nasotracheal suctioning on our mannequin. One at a time, students would get out of their cars and practice the technique on the mannequin using their own single-use, disposable suction equipment. In between students, I’d disinfect the mannequin according to CDC guidelines, and then the next student approaches the mannequin.”



The classroom instruction and labs moved back inside in late summer, strictly adhering to CDC and COVID-19 requirements. The college also added expanded isolation procedures and precautions to include patients with suspected or positive COVID infections to the program curriculum.

“I am proud to say that the students in the Respiratory Therapy program continue to pursue their professional goals of working as respiratory therapists,” added John. “Just when the world needs them most.”

Girls in Aviation Day:

Aviation Institute of Maintenance's STEM Partnership with Women in Aviation Best Practice in Community Service

Megan DeHart, Student Services Coordinator

Ben Clark, Associate Director of Academic Affairs

Centura College | Aviation Institute of Maintenance | Tidewater Tech

Knowledge is power, and the Aviation Institute of Maintenance (AIM) desires to empower every young female student to achieve her own respective potential. Regardless of societal norms and pressures, every female student has the right to explore the career opportunity of her choosing. It is crucial to highlight these opportunities at a young age, and imprint on young girls that science, technology, engineering, and math are programs and industries that women can enter and benefit from as a career.

We know that the mission is to engage students as early as possible. Career-related youth programming as early as elementary school can provide a strong foundation for young minds to start thinking about “the future” well before they enter high-school and are possibly told, “You can’t do this.” AIM wants to be a supportive role model and tell all young female students as early as possible, “If you put your mind to it, you can do anything.”



With this spirit in mind, it is AIM's pleasure as corporate members to proudly sponsor and partner with the Women in Aviation International (WAI) Capital Region Chapter for their 2021 Girls in Aviation Day event. On October 6, 2021, AIM supported the annual Girls in Aviation Day held at the Signature Flight Support DCA Hangar at the Washington National Airport, engaging 50 young female students from the local Stuart-Hobson Middle School in Washington, DC.

Girls In Aviation Day targets adolescent females, ranging from ages 7 to 18, and aims to inspire the next generation of future aviation professionals. This event educates girls on the limitless opportunities in the aviation field through hands-on STEM activities such as; map reading, space exploration, aerospace, navigational scavenger hunt, the four elements of flight, conducting marshalling and civil air patrol, and understanding the basics of aircraft maintenance. All the female students were also engaged with the wide assortment of pink colored nail polish and hex nut, copper, and bolt themed bracelets to offer a tangible, everlasting memory of what's possible for them in this world.



AIM realizes the significance of role models and how much they matter to a student's upbringing. To provide these role models, AIM ensures that the school offers a female team of educators who are passionate about mentoring the next cohort of female STEM students. Through discussions and activities focused on aviation and STEM career exposure, AIM is able to educate and engage a young demographic regarding the benefits of working within STEM industries.

AIM looks forward to supporting this annual event in the years to come across various chapters throughout the U.S. The impact of this empowering event is everlasting to each individual female who aspires to explore STEM career opportunities. AIM is humbled by the opportunity to teach young female students that "We can do it" just like Rosie the Riveter said!



SPOTLIGHT ON EXCELLENCE:

Juanita Gurubatham, Ph.D.

When I started at ACCSC almost 15 years ago, I had already spent 30+ years in higher education. Although my background was in allied health education, coming from a liberal arts college, I was not as familiar with schools specifically focused on career education. As I began to work with the then “ACC SCT” schools, I found countless dedicated faculty, staff, and administrators whose focus was providing quality education to enhance student success in the workplace. My best memories are the times that I have spent in our schools, meeting with students and seeing the creative ways faculty engage students in learning practical skills in trades that are needed by each of us. Through the new program application process, I had the opportunity to work closely with many school personnel developing quality programs to meet changing needs in the employment community. I soon found myself



learning about educational programs in acupuncture, boat building, truck driving, welding, and cosmetology, just to name a few. Each interaction helped me understand how our schools focus on helping students be successful in the workforce.

Another highlight of my time with ACCSC was working with all of our volunteers who spend countless hours visiting schools; reviewing programs and reports; and contributing to the overall success of the ACCSC Mission. From my own experience as a volunteer with a programmatic accreditor and talking with our volunteers

as to why they are willing to pack their bags for visits or prepare for committee work, the benefits far exceed the time and effort spent. Every time you engage in the accreditation process as a volunteer, you take some helpful nugget back to your own school. I would encourage everyone to step out of your comfort zone and volunteer to be a part of the ACCSC volunteer team. This will make your school stronger and your expertise will contribute to the success of all our member schools.



Whether it was conducting school visits, assisting schools through the substantive change applications, or engaging with members at the PDC, the past 14+ years have been an enriching experience for me. My time with ACCSC turned out to be a great “second career.” I want to thank each of you for your friendship and helping me understand the importance of career education. While it is hard to leave, it is time to try some new adventures. I wish you all success and please continue to place students at the center of what you do every day!

Dr. Gurubatham retired from ACCSC in January 2022 to focus on bike rides, skiing, and her adorable grandchildren. Although her knowledge of all things ACCSC is missed, her friends at ACCSC miss having her kindness and friendship on a daily basis the most and wish her all the best!

About ACCSC's Spotlight on Excellence

Welcome to **Spotlight on Excellence**, an online publication to highlight innovation and best practices being implemented by ACCSC-accredited schools to better support today's students. ACCSC knows that innovative and exciting projects are happening every day at our schools. Through this platform, we hope to provide an opportunity for our schools to share best practices with each other as a means to support student success in the workforce.

Tell Us Your Story

ACCSC will be accepting submissions due on the 1st business day of every quarter (i.e., January, April, July, and September). Contributors must be from an ACCSC-accredited school. Submit posts 400-800 words in length in the body of an email to events@accsc.org. Please include a brief bio in your submission. We reserve the right to edit your submission once accepted. We are not able to accept every post or submission shared with us.

Contributors Guidelines

Who is the audience?

The audience for **Spotlight on Excellence** is ACCSC-accredited schools and their leadership, faculty, students, employers, and other constituents in their communities.

What topics does **Spotlight on Excellence** cover?

The primary focus of this publication is innovation. Within that, we focus on ways to support and mitigate challenges that affect today's students and their success in postsecondary education and ultimately the workforce.

Here are topics of particular interest:

- Student-Centered Approaches to Teaching and Skill Development
- Soft Skills/Workforce Skills Development
- Student-Centered Student Services
- Faculty Development
- Industry and Employer Partnerships
- Articulations Agreements and Transfer of Credit
- Technology in the Classroom
- Dual Enrollment with Secondary Schools
- Changing student demographics
- Community Service

What is the appropriate tone and style?

ACCSC will concentrate on posts that show innovation and initiative, are student-centered, have been implemented successfully, and align with **ACCSC's mission** to **ensure quality education that enhances Student Success in the Workforce**.

The Spotlight on Excellence is intended to shine a spotlight on things at an institutional level. That being said, some stories may be more appropriate to include as part of a nomination for one of ACCSC's annual awards.

We expect that pieces will have correct spelling, grammar and punctuation. Pieces that appear to use inflammatory language or inappropriate language will not be considered.



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