



**Bachelor of Applied Science
Business Partnership Council Meeting
October 30, 2020
8:30 A.M.
Zoom**

ITEM 1. Welcome Updates, Introductions, Opening Remarks – Dr. Gladney

- Member Introductions
- Due to COVID-19, we are currently doing remote instruction and it will continue for the Spring 2021 term.
- PBSC is looking forward to moving over to a new learning management system CANVAS sometime next year.
- College enrollment is down 12% overall
- BAS enrollment is up 5%
- Nursing program is continuing to grow in double digits every year in enrollment
- Many employees have been furloughed who could not transition into a work from home environment
- Surveys show that students are looking forward to coming back to campus
 - Students seem to be going through depression during this time
 - Looking to having some students come in during the Spring 2021 term
 - Will be taking the proper precautions when we start to invite students back to campus
 - Some programs are still working as normal during this time (Public Safety, Health Sciences, Dental, Trade & Industry)
- Requested for 3 new faculty members
 - Dr. Carroll Capers will retire at the end of Fall 2020
 - Dr. Kerry Enfinger has went back to the private sector
 - Dr. Tiggle-Stephenson requested a new full-time faculty for Health Management
 - **Jeff Zalkin** speaks about how education is the baseline, but it does not get you the job. Connections and relationships is also a big part of securing the job as well. With his company if the applicants have not completed an internship or demonstrate something outside the academic side, its harder for them to get their foot in the door.

ITEM 2. Department Updates – Dr. Gladney & Dr. Hipps

Accreditation & Program Review

- Accreditation

- Accredited at 2 different levels: as a State College (SACS Accreditation) & as a program within the college (ACBSP Accreditation)
- College is about to get 10-year review from SACS
- Program Review
 - Department Chairs document rather we are meeting the criteria we are establishing in the program reviews.
 - Under performing in Project Management, it is growing but not in the rate we would like it to grow.
 - Identify resources and funding we need to take the programs to the next level
 - Curriculum reviews is also taking place in our programs, more detailed
 - Champions are responsible for coordinating how and when things will be completed. Pre-work such as textbook selection or sequencing is brought to the cluster meeting for voting by all full-time faculty. After it is approved by the cluster, it will go to the dean of curriculum at the college for review process.
- Member Comments
 - **Lenny Chesal:** Looking at the 400 hospitals nationwide being targeted right now; the interdisciplinary approach is a healthcare issue not a cyber issue. Highly encourage putting the interdisciplinary approach as a platform for all disciplines to be able to interject the requirement to understand what can happen, what will happen and how to prevent it, be aware of it or hoe to remediate it.
- Champions
 - Professor Hernandez
 - PMBOK is going into its 7th edition, we are currently using the 6th edition
 - Looking to making changes to current Project Management courses, PLO's, making sure we are aligned with our AA/AS programs
 - Currently using MS Project, must introduce students to other tools
 - Courses should use more of a simulation approach
 - Leverage PMI standard body more in our courses
 - Dr. Tiggie-Stephenson
 - We are currently members of the UPD Chapter
 - Currently working on the logistics of setting up UPD Chapter
 - Plan on having 1st induction ceremony by Spring 2021 for Health Management students
 - Requirements: 3.25 GPA, completed at least 18 credit hours in the program
 - Students request guidance on how to get the experience that most jobs are asking for:
 - Encourage students to do the available internships if any
 - Give advice on resume upkeep and going out shopping themselves for the job to make the necessary connections.
 - Recommend making the internship course a requirement because right now it is just an elective. That will give students a chance to shadow and get some experience.

- Member Comments
 - **Jeff Zalkin** speaks about how education is the baseline, but it does not get you the job. Connections and relationships is also a big part of securing the job as well. With his company if the applicants have not completed an internship or demonstrate something outside the academic side, it's harder for them to get their foot in the door.

Advisory Board Roles – Dr. Hipps

- Proposal for Student Advisory Member
 - Benefits will be outstanding for the students
 - Bring a student perspective of what can be accomplish for the students
 - Reviewed possible interview questions for student prospect
 - Questions from members:
 - What discipline will the student be chosen from?
 - Will student be offer an incentive?
 - How often will a new student be chosen?
 - Can alumni students be involved?
- Externships
 - Professional Development Strategy
 - Allows teachers and faculty to learn through direct experience about trends, skill requirements, and opportunities in industries related to their areas of instruction in order to enrich and strengthen their teaching and bring relevance to student learning.
 - Offers teachers exposure to the most current workplace practices, tools, and information.
 - ” On the ground” understanding of future economic and career trends that will affect their students.
 - Purpose of the Externship Program: To obtain a first-hand view of:
 - the occupational options,
 - labor market needs,
 - activities and tasks performed,
 - skill requirements,
 - career development ladders,
 - standards,
 - problems encountered, and;
 - opportunities for student learning in a targeted industry or career area, through direct experience in a company or organization
 - To translate this learning into enhanced, integrated curriculum, teaching methods, and work-based learning opportunities for students
 - To build relationships with key employers who will later open their doors to students and/or other teachers, or otherwise work with the schools
 - To pilot processes, tools and materials for use with other teachers and employers in the future

- Structure of the Externship – 4 Phases
 - Employer match and development of learning plan and resume.
 - Five days spent in the workplace with a company related to your field of instruction. Each day will be spent either in a different department, or focused on a different functional area of the firm or industry.
 - Development of classroom project and/or lesson plans and descriptions of possible student job shadow, field study, service and internship opportunities in the company.
 - Presentation and debrief – teachers/faculty will present their learnings and plans for application of learning in the classroom during final event.

- Stipend
 - The entire externship will last five days, plus one day of debrief and presentation.
 - Teachers/faculty will be paid a stipend for completion of the entire four phases of the externship.

- Project Requirements
 - Enlist the support of an employer, if available, or request assistance in finding a workplace placement; provide Invitation/Orientation materials to employer.
 - Complete application/resume to be provided to the employer.
 - Participate fully for five (5) days plus closing presentations (Minimum 4 hours in the workplace and 2 hours in reflection and project development).
 - Prepare products as described below and submit to Director of Secondary Education and ROP.

- Products
 - Journal, to be kept daily, of department assignment for the day, individuals interviewed and met with, with results of interviews and meetings.
 - Overview Portfolio of the company and industry, with size, contact information, organization chart, annual report and job descriptions (as available), and documentation completed as described below.
 - Completion of Time Log, “Learning Audit of a Worksite” and “Diagnosing Workplace Learning Opportunities” and Records of Informational Interviews.
 - Classroom project and/or lesson plans reflecting learning that has occurred in the workplace
 - Presentation of project
 - Evaluation of program

- Conclusion
 - With first-hand exposure, teachers/faculty can design and implement classroom activities, projects, and work-based learning opportunities for students that will deepen and add relevance and meaning to students’ classroom learning.

- Teacher/faculty externships also give employers the opportunity to inform educators about their expectations of employees in various career areas. Through the experiences, employers can offer direct input into the curriculum, thereby contributing to the preparation of their future workforce.
- Finally, externship experiences provide opportunities for employers and teachers/faculty to strengthen their relationships and build partnerships that can last beyond the externship. Employers can participate further by serving as speakers or mentors, or by offering opportunities for tours, job shadowing or student internships.

ITEM 4. Advising (Bachelors Bash) – Laura Babooram

- Recap of 2019 Bachelors Bash
 - Over 100 students
- 5th Annual Bachelors Bash is scheduled for November 17, 2020, at 3pm
- Save the dates will be sent out
- Looking to have the following presenters: Financial Aid, Center for Cross Country Equity, Bachelors Scholars Club, Academic Advising, Panthers Counseling Center, Veterans Center & Career Center



Next Meeting (Day & Time TBA)

Attendance

Don Gladney	John Hipps	Catherine Cullen	Hilary Ashman
Charmaine Williams	David Gossman	Jonathan Low	Mily Milagros
Zara Roach	Michele Tiggie-Stephenson	Pete Martinez	Deslee Francis-Grant
Hector Hernandez	Robert Jones	Lenny Chesal	Patricia Alvarez
Laura Babooram	Roger Blair	Jeff Zalkin	
Louise Aurelien	Jehu Chong	Dorritt Miller	

Charmaine Williams, Scribe

cc: Minutes Distribution List