

MICUA *Matters*

The newsletter of the Maryland Independent College and University Association

MICUA Activities During the 2019 Legislative Session of the Maryland General Assembly

MEMBERS

Capitol Technology University

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary's University

Notre Dame of Maryland University

St. John's College

Stevenson University

Washington Adventist University

Washington College

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The 2019 Legislative Session of the Maryland General Assembly started in early January and ended on Sine Die, April 8 on a somber note due to the passing of Speaker Michael Busch on April 7. The General Assembly acted on more than 2,500 bills, including many bills that impact higher education, in general, or the operations of independent colleges and universities.

The General Assembly spent much of the session debating the preliminary recommendations of the Commission on Innovation and Excellence in Education, also known as the "Kirwan Commission." The bill to implement the recommendations, known as The Blueprint for Maryland's Future, passed with bipartisan support. The General Assembly "fenced off" \$255 million to implement the blueprint. The Governor may release these funds for the purposes outlined in the bill, including the expansion of full-day kindergarten, additional special education services, a matching grant program to increase teacher salaries, and grants to schools with high concentrations of students living in poverty.

The operating and capital budget bills passed in late March. The Maryland General Assembly appropriated more than \$59 million for the Seller Program, a 4.9% increase over the prior fiscal year.

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(Left to Right: Tina Bjarekull, Delegate Adrienne Jones, Trayvon Hicks, and Tom McDermott) Tina Bjarekull watches as Trayvon Hicks, a Goucher College alumnus and staff to Delegate Nick Mosby, testifies in support of House Bill 842, sponsored by Delegate Adrienne Jones. Also shown is Tom McDermott, Financial Aid Officer at Johns Hopkins University.

The legislature provided \$11.6 million in the State capital budget to support capital construction and renovation projects at four MICUA member institutions.

Hood College received \$2.9 million to renovate the Beneficial-Hodson Library and Technology Center to create a modern Learning Commons. **Johns Hopkins University** was granted \$2.9 million to construct a building on the Homewood campus to house the Stavros Niarchos Foundation Agora Institute focused on building strong democracies. **Mount St. Mary's University** received \$2.9 million to renovate and construct an addition to the Knott Academic Center, a central instructional building on campus.

Stevenson University received \$2.9 million to construct a new academic building on the Owings Mill campus to house the library, a black box theatre, classrooms, and offices.

During the legislative session MICUA hosted Independent Higher Education Day (IHED), a day-long event on February 13 to celebrate the State's commitment to independent colleges and universities. Students attended a presentation on the legislative process and learned techniques on the best ways to advocate for the Sellinger Program and the MICUA Capital Grant Program. After the brief training, students met with over 100 legislators and legislative staff. Several campus mascots participated in the event.

Photos from Independent Higher Education Day 2019



McDaniel College President, Roger Casey, students, and the Green Terror, the College's mascot, met with Senator Justin Ready.



Andrea Chapdelaine, President of Hood College, and students.



Stevenson University President, Elliot Hirshman, with students.



Loyola University Maryland students in the House Chamber.

MICUA Commemorates Speaker Mike Busch

On Sunday, April 7, House Speaker Michael E. Busch died at the age of 72 from pneumonia. His passing hung heavy on Sine Die – April 8, the last day of the 2019 Session of the Maryland General Assembly.

Known as “Coach” by his colleagues in the House, Speaker Busch was the longest-serving Speaker in the history of the State. Tina Bjarekull, President of MICUA, described Speaker Busch as “a titan in Maryland politics. He was a prolific lawmaker and consensus builder. Through his 30 years of public service, he championed hundreds of bills leaving an indelible impact on the lives of millions.”

J. Elizabeth Garraway, President Emerita of MICUA, aptly described his legacy, “He was the consummate public servant, dedicated to helping people and initiating critical public policies to advance education, the environment, human rights, social justice, healthcare, and other quality of life issues. He leaves an exceptional and honorable legacy.”

Speaker Busch was the recipient of the 2018 MICUA Presidents’ Award in recognition of his commitment to independent higher education. More than 150 students and campus leaders gathered to present the award. Roger Casey, President of **McDaniel College** and Chair of the MICUA Board, thanked Speaker Busch for his impactful contributions to college access, student success, and the advancement of knowledge. “Maryland is stronger, healthier, safer, and more prosperous, because [he] cared.”

For more than three decades, Speaker Busch represented District 30 in Annapolis, home to St. John’s College. Christopher Nelson, President Emeritus of **St. John’s College**, wrote of the Speaker’s passion for community. “Mike has been praised as a man of the people, and it is easy to see why. He worked for the good of the State and his local

constituents not only out of duty and pride, but out of love as well. This made him a friend to all, a man with political opponents but no enemies, and a man who cared more about promoting the public good than his own personal agenda.”

“I saw in Mike a deep intelligence that seems to have gone unmentioned in the public comments of the last few days,” Nelson wrote of Speaker Busch. “He required very little explanation to understand proposals and requests, and he remembered everything. I was a bit awe-struck that he could do this on a large scale. I will miss him in his public life and in our quiet friendship.”

Speaker Busch is survived by his wife, Cindy, and their two daughters, Erin and Megan.



Above: Speaker Busch receives the 2018 MICUA Presidents’ Award

Below: Speaker Busch speaks during a MICUA event honoring retiring presidents, including Chris Nelson, President Emeritus of St. John’s College.



Loyola's Master of Arts in Teaching Program Emphasizes Social Justice

As a postdoctoral researcher in Washington, D.C., Lara Kohler decided she wanted to change careers and become a teacher. **Loyola University Maryland's** full-time, one-year Master of Arts in Teaching (MAT) program offered her a chance to get certified to teach secondary science.

"I am excited about teaching on the secondary level because I can teach full-time without the pressure of having to run a research program or write grants," said Kohler. "The most valuable aspect of the program so far has been the small classes and the emphasis on social justice. It teaches us to be committed to the development of all children, especially those from underserved areas."

The MAT also is offered as a part-time option and a fifth-year option for students to earn both a bachelor's and a master's degree in five years.

Students are integrated into the classroom setting right away through field experiences and internships that take place in schools in the Baltimore area. The MAT program, along with all programs within Loyola's School of Education, places students in a classroom setting within their first year to gather clinical experience within urban education.

"There is a need for strong teachers in the classroom, particularly in urban communities," said Afra Hersi, Ph.D., chair of the teacher education department. "We want to build up the supply of excellent teachers who are empowered to affect change in the lives of the students in their classrooms."

More information about Loyola's MAT program and other teacher preparation programs at Loyola is available at <https://www.loyola.edu/school-education>.



Hood College Education Students Earn National Board Certification

Seven **Hood College** graduate education students have earned National Board Certification (NBC): Jessica Kachur, Ashley Lancaster, Maria O'Toole, Kristen Rowe, Mark Trice, Melissa Watson, and Sarah Yoder.



From left to right: Andrea Robinson-Tejada, Instructor of EDUC 539 at Hood College; Jessica Kachur; Maria O'Toole; Mark Trice; Melissa Watson; Ashley Lancaster; Sarah Yoder; Kristen Rowe; and Christy Graybeal, chair of the Hood College Department of Education.

NBC is the most respected professional certification available in K-12 education. To earn National Board Certification, students were required to demonstrate their knowledge and skills through an extensive year-long series of performance-based assessments, which included preparation of teaching portfolios and videotapes, submission of student work samples, and analyses of classroom teaching and student learning. Students also completed a series of written exercises that probed the depth of their subject-matter knowledge and their understanding of how to teach those subjects to their students.

The students completed a graduate education course during fall 2017 with instructor Andrea Robinson-Tejada to prepare for the NBC review process. Hood is very proud that 100 percent of the students who submitted NBC materials for review passed, which is a remarkable achievement considering the nationwide initial pass rate is stated to be 40 percent or less. Hood has offered this course twice so far and will run it again in fall 2019.

Goucher College Offers New Programs to Support Educators

The **Goucher College** Welch Center for Graduate and Professional Studies offers popular and respected graduate programs in education, including an M.A. in Teaching or M.Ed. Now students have the choice of completing these degrees fully online or in an accelerated online program. The online option increases accessibility for students and is in addition to the in-person and hybrid options available.

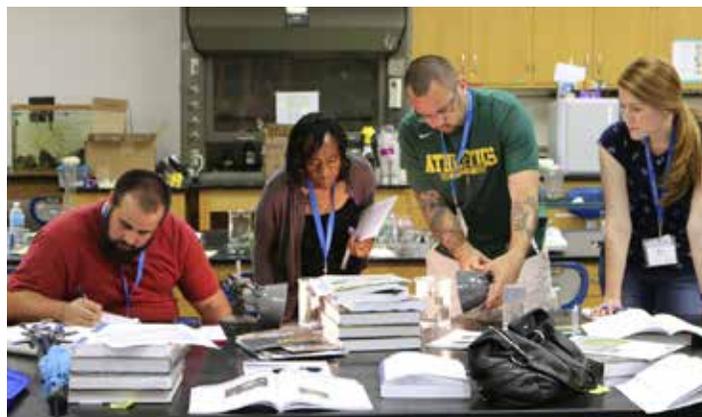
Other new online programs include an M.S. in Higher Education Policy, Research and Administration, which is one of the few of its kind in the State. This program prepares students and practitioners to move into leadership positions in colleges and universities.

“What we are trying to emphasize in our new online offerings is professional development,” says Kathryn Doherty, Associate Provost and Executive Director for Graduate, Professional, and Continuing Education. “Goucher can give you the skills that you need, the credential that you need, and provide you with faculty who are experts in their field.”

These new programs build on current graduate and professional programs designed for educators, including the College Board’s Advanced Placement Summer

Institute, which trains teachers in AP courses, and fully online post-master’s certificate programs that appeal to K-12 teachers looking to stay current.

The Educators Institute at the Welch Center was recently awarded a six-figure, five-year contract to offer a series of eight-week online professional development courses to Baltimore County Public School teachers. Goucher is also partnering with several professional organizations across the State to provide additional professional development opportunities for teachers and educators in Maryland.



Stevenson University Launching Biomedical Engineering Program in Fall 2019

Stevenson University received approval from the Maryland Higher Education Commission to add a Bachelor of Science in Biomedical Engineering program in Fall 2019 for students seeking careers that enhance human health through engineering principles, methods, and technologies.

“This program is structured to prepare students to meet the challenges of an ever-changing world in a variety of medical and scientific fields,” said Meredith Durmowicz, Dean of Stevenson’s Beverly K. Fine School of the Sciences.

The biomedical engineering field has grown swiftly in recent years, fueled by breakthroughs in medical research and engineering technologies. It has become an integral part of global efforts to deliver more effective and efficient medical care. The demand for biomedical engineers is expected to expand as the pace of technological innovation increases, new medical technologies and devices are brought to market, and the aging population expands. Stevenson’s program is configured to prepare students to fulfill this demand across a wide spectrum of industries such as rehabilitation engineering, medical and bioinformatics, biomaterials, tissue engineering, and others. In addition, the program can offer a springboard for students who want to pursue graduate

studies in applied or basic research and graduate health professions such as physical therapy, pharmacy, and others.

“Our program emphasizes critical and creative thinking in addition to developing students’ technical skills and knowledge,” Durmowicz added. “A strong foundation in basic sciences and math—including biology, chemistry, physics, and data analysis—coupled with specific biomedical engineering coursework will give our students the broad interdisciplinary background necessary.”



College Access and Degree Completion Initiative Launched by the I-Fund

Late last year, the Independent College Fund of Maryland (I-Fund) launched a College Access and Degree Completion Initiative in partnership with CollegeBound and the Maryland Independent College and University Association (MICUA). The project is designed to: 1) Improve college access and degree completion for Baltimore City high school graduates; 2) Increase the number of Baltimore City youth who enroll at I-Fund member institutions; and 3) Expand public and private student financial assistance for economically disadvantaged Baltimore City students who attend I-Fund colleges and universities.

Through a partnership with CollegeBound, Baltimore City public school students will receive school-based college preparation services, financial aid advising, information on I-Fund member institutions, and mentoring services to improve college completion. Through a partnership with MICUA, the I-Fund sought legislation to improve the State's application and awarding process for a Guaranteed Access (GA) Grant. GA grant recipients receive up to \$18,600 annually to attend college and are eligible to receive matching grants from I-Fund member institutions. The legislation supported by the I-Fund and lobbied by MICUA passed the Maryland General Assembly in March. As a result, the State must improve its GA grant application process, and eligible nonprofit colleges and universities may partner with the State to administer the program.

The Council of Independent Colleges (CIC) provided financial support for the I-Fund Initiative through a \$30,000 grant from the National Venture Fund (NVF). As required, the CIC grant was matched with private donations from Ms. Mary Ellen Pease and Mr. Charles Scheeler. The vast majority of the NVF grant and matching funds (\$54,000) will be awarded as financial aid to Baltimore City high school students who attend I-Fund institutions, and the balance will support college preparation and advising services provided by CollegeBound.

According to Richard Ekman, President of CIC, "The National Venture Fund grant program is designed to support collaborative approaches to solving major issues faced by private colleges." The I-Fund College Access and Completion Initiative is aligned with the goals of NVF and will have a tangible impact on I-Fund member institutions and the students they serve.



Independent College Fund
of Maryland



McDaniel College President Continues Role as Higher Education Leader

McDaniel College President Roger N. Casey has been elected to provide leadership to two of the nation's largest higher education organizations. In February, he was elected as vice chair of the National Association of Independent Colleges and Universities (NAICU), independent higher education's largest policy and advocacy group.



During the NAICU 2019 Annual Meeting, President Casey was unanimously nominated by the Executive Committee of NAICU to serve as vice chair of the organization's board of directors. He will serve as vice chair for a one-year term ending in February 2020 before assuming the position of board chair through 2021.

In March, President Casey began a three-year term serving

as the NAICU representative on the board of directors of the American Council on Education (ACE), the major coordinating body for the nation's colleges and universities.

The ninth president of McDaniel College and one of the longest-serving independent college presidents in the State of Maryland, Dr. Casey has been named a 2019 Influential Marylander by *The Daily Record*. Honorees for the award were selected by the editors of *The Daily Record* for their contributions in their respective fields and their leadership in Maryland.

President Casey also chairs MICUA's Board of Trustees and vice-chairs the Centennial Athletic Conference. He also served on the Council of Independent Colleges (CIC) steering committee to assess the future of independent colleges.

A Phi Beta Kappan and first-generation college graduate, President Casey holds a master's degree and a Ph.D. in English from Florida State University and a bachelor's degree from Furman University.

New Carroll Community College and McDaniel College Transfer Agreement

On March 13, officials from Carroll Community College (CCC) and **McDaniel College** signed a new articulation agreement for students who plan to become teachers or administrators in a PreK-12 setting to earn an associate's degree from CCC and a bachelor's degree from McDaniel starting in fall 2019.

"McDaniel has a proud legacy of successfully training teachers and administrators, particularly in Carroll County," said McDaniel College President Dr. Roger N. Casey. "Our longstanding partnership with Carroll County Public Schools provides our students with access to schools within the county to gain hands-on experience in the classroom early and often. Because of this, many of our students stay and work within Carroll County. It is only fitting that we further solidify our relationship with Carroll Community College as a way to further invest in homegrown teachers who know and understand the needs in our community."

This new agreement, which marks the second time the two colleges have signed an articulation agreement, allows CCC students with at least a 3.0 cumulative grade point average and who have completed the requirements for an Associate of Arts in Teaching (AAT) in Elementary Education/Elementary Special Education to receive guaranteed admission to McDaniel. The first agreement allows students in the exercise science pathway at CCC to earn a bachelor's degree in kinesiology at McDaniel.

Students are also eligible to receive at least a \$16,000 per year transfer scholarship with additional scholarship consideration for members of the Phi Theta Kappa academic honor society. Students can then choose to major in elementary education at McDaniel or enroll in the secondary education (grades 7–12) minor with a major in their field, such as biology, chemistry, English, mathematics, physics, social studies, or Spanish, or the PreK-12 education minor in art or physical education. CCC students will be able to complete their degree at McDaniel in two years.



MICA's Graphic Design Chair Says Career Prep Leads to Fulfilling Jobs

Brockett Horne, chair of the **Maryland Institute College of Art's (MICA)** B.F.A. in Graphic Design, believes art school can help students develop a personal vision necessary to create fulfilling, purposeful careers on their own terms.

"Alumni from Graphic Design work in varied areas of practice—from branding studios, product design, agencies and start-up—which is a testament to the strength of the program that graduates have choices. Students learn to balance career preparedness with professional possibilities," Horne explained. "MICA's program is full service in that it covers the many ways graphic design is practiced professionally."



The Graphic Design curriculum introduces professional concerns from the very first fundamental class through the synthesis of the senior capstone. Select courses such as Flexible Design Studio and Senior Seminar have a particular emphasis on professionalism, but every single course combines theory, concept, and technique into applicable practice.

"The myth of the starving artist is over. Our graduates find jobs. Because our student population is from all over the world, graphic design is applied globally and anticipates changing markets for the future," Horne said. "Our overall emphasis is to connect a student's individual voice with a huge market."

MICA helps all students, whether they have an entrepreneurial spirit or dream of working for a specific company, identify the right context—city, process, organization, mission—for their first job and each job thereafter.

"Those are the questions our students are asking, and the questions we want to help them answer," Horne finished.

Carpenter - A Revolutionary Washington College Leader

From 1931 to 1936, the revolutionary freshwater biologist, Kathleen Carpenter, served as head of the Department of Biology at **Washington College**. Carpenter, also known as “the mother of freshwater ecology,” revolutionized many aspects of modern science by fighting to receive a doctoral degree from the University of Wales in the 1920s and bringing attention to freshwater biology.

In 1910, Carpenter earned a bachelor’s degree from the University College of Wales Aberystwyth, one of the first colleges in Britain to provide all-female accommodations. In the 1920s she earned master’s and doctoral degrees from Aberystwyth while focusing on the impacts of lead and zinc mining. Carpenter produced the first detailed assessment of British running-water fauna and discovered that toxic salts from nearby mines had suffocated countless fish and caused the extinction of two species of mollusks.

In 1928, Carpenter published *Life in Inland Waters*, the first freshwater ecology textbook ever written in English, leading to her first official teaching role in 1931 when she came to Washington College as the head of the biology department. While working at Washington College, Carpenter founded and directed the College’s Biological Society and coordinated the addition of new display cases for biological specimens and local insects. Carpenter also served as a member of the Sigma Delta Epsilon society, where she advocated for women in what are now called STEM fields. Elected into the honor society in 1934-35, Carpenter attended the students’ monthly discussions to “promote scholarship”

among juniors and seniors. Upon her illness-related resignation in 1936, the Biological Society was renamed the “Carpenter Biological Society” in her honor.

Carpenter’s passion for freshwater ecology is expressed in the preface of her textbook where she writes “[freshwater life] is a world of infinite beauty, infinite variety, infinite charm... yet how many, even of professed biologists, have penetrated beyond its threshold?”

This overwhelming passion for ecology not only motivated Carpenter in her research, but inspired her to share her love for biology with her students and with the world.



Prof. Kathleen Carpenter (third from right, front row) with the Biological Society in 1935. Joseph McLain, who would later teach chemistry and serve as President of Washington College, is pictured in the center of the back row.

Hood College President Named to Maryland’s Top 100 Women for 2019

Hood College President, Andrea E. Chapdelaine, was named to *The Daily Record’s* 2019 listing of Maryland’s Top 100 Women.

Nominees were asked to complete an application outlining their educational and career history, professional and community involvement, corporate and nonprofit board memberships, and mentoring experience. A panel of business professionals and previous Maryland’s Top 100 Women honorees reviewed 520 total nominations this year through two rounds of judging.

“This year’s Maryland’s Top 100 Women are leading companies, charting new territory and inspiring the next generation. They are truly outstanding role models for all of us,” said Suzanne Fischer-Huettner, publisher of *The Daily Record*. “They show compassion and commitment to help

others and to shape their communities. *The Daily Record* is honored to recognize their many achievements.”

President Chapdelaine was recognized with her fellow honorees at the Maryland’s Top 100 Women awards celebration April 15 at Joseph Meyerhoff Symphony Hall in Baltimore.



Winners were profiled in a special magazine that was inserted into the April 16 issue of *The Daily Record* and is available online at www.TheDailyRecord.com. The top 100 women were also recognized at the Women’s Leadership Summit on March 20 at Coppin State University.

Loyola Education Graduate says the Social Justice Program "defined me as an educator."

MSMU Agreement Provides Frederick County Chamber of Commerce Members With Tuition Reduction

Mount St. Mary's University (MSMU) and the Frederick County Chamber of Commerce have announced an agreement to provide Chamber members with tuition reduction for programs at the MSMU Frederick Campus. This represents the first higher education partnership for the Chamber.

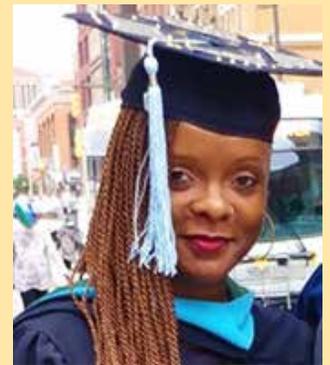
"For almost 20 years Mount St. Mary's University has proudly served adult undergraduate and graduate students in Frederick County," said Jennifer Staiger, Ph.D., MSMU's Associate Provost of the Division of Graduate, Professional and Continuing Education. "As a Partner in Trust with the Chamber of Commerce, we are deeply honored to offer reasonably priced educational opportunities that help our fellow FCCC members ensure that their employees have the education and skill sets needed."



Starting with the summer 2019 semester, Chamber members and employees will receive 20 percent off their tuition on many undergraduate programs, including elementary and special education and master's degrees in programs ranging from teaching, education in reading, education in technology facilitation, and education in instructional leadership. The reduced tuition rate does not apply to supplies, books, fees, or other costs associated with a program.

"The Mount is well-known for its commitment to lifelong learning, and to helping develop the future business leaders of our county, State and region, and we're grateful for the value the Mount offers to Chamber member companies through this program," said Rick Weldon, Chamber President and CEO.

RaShawna Sydnor was adamant that she did not want to teach, but when her child wasn't thriving in traditional schools, she decided to create the school her daughter needed. After earning a bachelor's degree in Interdisciplinary Studies from Johns Hopkins University, RaShawna enrolled in Loyola University Maryland's Master of Arts in Curriculum and Instruction for Social Justice (CISJ) program to learn the inner workings of education systems and prepare herself to motivate, educate, and inspire the adults who would help achieve her mission. RaShawna says this program defined her as an educator beginning with the first class she took, titled "Race, Class & Gender in Education," which discussed white privilege's educational impacts and other difficult, but necessary, topics.



— This is RaShawna's story —

My professors didn't shy away from the necessary conversations that should happen among teachers who would either begin or continue to serve children of color. We learned to focus on what was best for children—period. We spoke of courageous conversations with colleagues and advocating for our scholars, standing up to our school leaders or becoming one of them to provide the change we want to see, making dynamic changes in and outside of the classroom through our instruction and modeling the way, or finally, being seen and heard by stakeholders and challenging ourselves to be more than teachers, but to be educators in every sense of the term.

Never engaging in these types of courageous conversations is one of the major reasons children of color find school to be a place that's obligatory, but not engaging. Dismissing their realities and histories is perhaps why they don't feel welcomed, appreciated, respected, why they face the highest rates of suspension, and low expectations and invisibility are often foisted on them.

The program gave me educational tools, but also the conviction that being brave and speaking the truth, educating not just teaching, using a diagnostic approach to instruction, and pushing back against the system when it wasn't serving or meeting the needs of my students. Instead of opening a school, I enter others and leave a footprint for others to follow the way one was left for me.

Capitol Tech President Recognized As Distinguished Technology Alumni

Dr. Bradford Sims, President of **Capitol Technology University**, received Purdue Polytechnic Institute's 2019 Distinguished Technology Alumni award during the Institute's annual Technology Alumni Awards ceremony on April 26. Dr. Sims earned a B.S. in building construction management in 1990 and a Ph.D. in curriculum and instruction in 1999 from Purdue Polytechnic Institute, which is one of the ten main colleges at Purdue University.



"We are proud to honor Dr. Brad Sims with the 2019 Distinguished Technology Alumni Award, which recognizes Purdue Polytechnic Institute alumni who have distinguished themselves through extraordinary achievements in their profession, scholarship, and other creative activities," said Purdue Polytechnic Institute's Dean, Gary Bertoline, who endorsed Dr. Sims to receive the award after he was selected by faculty from the School of Construction Management Technology.

"Dr. Sims' impressive contributions to both industry and academia reflect the very best of our School of Construction Management. His dedication to the development of future professionals in construction management, aviation, and STEM disciplines is consistent with the positive reputation he has earned from his peers and colleagues."

After becoming Capitol's President in 2017, Dr. Sims expanded the programs offered to include degrees in construction management and critical infrastructure, mechatronics engineering, and unmanned and autonomous systems.

"I'm extremely honored to be chosen for the Distinguished Technology Award," Dr. Sims said. "As Capitol Tech's President, I'm dedicated to inspiring our students with a similar sense of potential and bringing new, relevant degrees that directly connect students to industry in the STEM or management of STEM fields. Capitol Technology University has a great history based around engineering and technology, starting in 1927 in the greater Washington, D.C. region, and we are expanding on this tradition."

STEM Degrees and Careers Are Thriving at Notre Dame of Maryland

From an early age, **Notre Dame of Maryland University (NDMU)** student Sarah Hasnain '19 knew she wanted to dedicate her professional life to helping people. She also knew her interest in engineering and mathematics would play a big part in her future. Sarah, like many students, was able to combine her passions and discover a successful path in science, technology, engineering, and math (STEM).

During the summer of 2018, Hasnain traveled to Manchester, England for an internship at the Jordell Bank Centre for Astrophysics. There she was part of a research team that searches for pulsars, a celestial object that emits regular pulses of radio waves and other electromagnetic radiation, using a variety of software and data analysis methods.

Experiences like this are valuable for any student, and this level of quality experience increasingly characterizes STEM programs at NDMU. Physics, chemistry, technology, computer information systems, mathematics, and the dual degree engineering program, are all STEM majors NDMU offers in fields with current and predicted workforce shortages. While increasing the number of STEM professionals is important, Dr. Brian Christy, Chair of the NDMU physics department, believes that increasing the quality of the work in STEM fields is even more important.

Diana Sagastume, who earned a physics degree from NDMU then transferred to Columbia University to earn an engineering degree through NDMU's dual engineering degree program, said she realized the benefit of NDMU's liberal arts focus while in class with students who had different experiences while she continued the engineering program at Columbia.

"At Notre Dame, I was able to learn so much more," said Sagastume. "Because of the smaller school, you get a better experience. Academically you get more support from your professors."



NDMU STEM student, Sarah Hasnain '19

Johns Hopkins' Center for Talented Youth Nurtures Students to Success

This spring, the 35 students comprising the **Johns Hopkins University (JHU) Center for Talented Youth (CTY) Scholars Class of 2019** learned their hard work paid off—five were accepted to Johns Hopkins University, while others are headed to Columbia, NYU, Princeton, and Yale this fall.

More than 700 students have participated in the program since it was founded in 2004, many of whom are the first in their families to attend college, come from single-parent families, unsafe neighborhoods, or work part-time jobs to help their families make ends meet. Students apply for the program as eighth-graders and are selected based on grades, household income, and an interview.

"As a Latina who's been told she needs to start cleaning and cooking as soon as possible, that isn't exactly the biggest source of motivation," said CTY Scholar Brianna Ruiz and newly accepted JHU student. "By having access to an amazing mentor that's been at my side for the past four years, I've been guided to take the right steps that I wouldn't have known otherwise."

For students like Henry Rodesno-Hercules, a senior at Baltimore Polytechnic Institute, the rewards for this hard work are invaluable. Henry has also been offered a full scholarship to attend JHU.

"I've been a lot of firsts in my family, and being able to go to college is one of the biggest firsts for me—I'm setting the

example for my siblings," said Rodesno-Hercules, who is the oldest of five.

Accepted students receive four years of personalized academic and college advising, tour colleges, and take CTY's advanced courses throughout high school, all on scholarship. Program advisers familiarize students with a range of colleges and help them decide which might be the best fit for their learning styles, personalities, and career interests.

"When we first meet families, we start by dispelling the myth that because they are low-income, there is no way they are going to a top-tier college," said Makaya Jackson, CTY Scholars program manager. "We want to make sure these kids don't leave college with large amounts of debt, so we make sure they apply to schools with historically substantial financial aid packages."



St. John's College Offers Liberal Arts Education Certificate

Providing education for teachers is a foremost mission of the Graduate Institute at **St. John's College**. While many teachers earn a master's degree at St. John's by taking classes over four summers, those seeking a Great Books qualification in just two summers can now earn a Certificate in Liberal Arts Education on the Annapolis campus. Teachers enrolled in the Liberal Arts Education Certificate program will participate in classes along with other St. John's graduate students, reading and discussing foundational texts of the Western tradition and studying pedagogy to bring back to their classrooms.

Topic areas offered to certificate students include Philosophy and Theology, Politics and Society, Literature, Mathematics and Natural Science, Latin, and Pedagogy and Education. Teachers completing the two-summer Liberal Arts Education Certificate will receive 18 hours of transferable graduate-level credit and may also return to finish the Master of Arts in Liberal Arts degree by completing two additional semesters of study any time within eight years of enrolling in

the program. Participants have their choice of two sessions in 2019: one from May 27-July 19, and the other from June 17-August 9.

As part of the College's commitment to educators, the Graduate Institute makes significant financial aid—including some full-tuition fellowships—available to teachers enrolled in this program. Learn more about the Certificate at sjc.edu/LAEC.



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ANNAPOLIS, MD 21401

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*MICUA Matters is published by
the Maryland Independent College
and University Association.*

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Spring Into Health and Wellness with WAU

Earlier this year, **Washington Adventist University (WAU)** invited members of the campus and neighboring community to attend seminars on nutrition and chiropractic care and to participate in cardio exercises during WAU's first Health and Wellness event.

"One of our Department's goals is to provide quality community-based health programs that satisfy the needs of our campus [and] wider community," shared Denise Hinds, Chair of the Department of Health, Wellness, and Physical Education.



WASHINGTON
ADVENTIST UNIVERSITY

The event encouraged participants to care for their bodies from the inside out. Presenters included Romona Brown, Assistant Chiropractor from Sims Chiropractic Center, who presented on "How to Live Young" for the first 100 years through chiropractic care; and Ruby Lathon, a Certified Holistic Nutritionist, who provided tips that would help attendees improve their life in just 30 days. Tips included drinking two glasses of water first thing in the morning, reducing meat consumption, and getting rid of negative talk. Other presenters included Coaches Rocco Perciavalle and Dan Steel from Impact Athletic Performance Training.

After the seminars, participants were given an opportunity to meet with the coaches to join in strength and conditioning exercises. This event has resulted in renewed connections with the community and internship opportunities for WAU students. The Health, Wellness, and Physical Education Department plans to make this an annual event.