

MICUA Matters

VOLUME 7, ISSUE 1

FALL 2011

MICA Lends Expertise to Launch Baltimore City School

Just as **Maryland Institute College of Art** has been instrumental in the education of thousands of college students, the College is

now playing a leading role in the art education of middle and high school students. MICA President Fred Lazarus IV, faculty members, and alumni have lent their expertise to the launch of the Baltimore Design School (BDS), a visual arts middle and high school that will be located nearby in the Station North Arts and Entertainment District.

“When I was approached about helping to start a design school in Baltimore, I met with a group of MICA faculty,” said Lazarus, who co-founded the school with Maryland State Senator Catherine Pugh. “All of us agreed that this was both a critical component of MICA’s mission and a core responsibility. The new school will provide an opportunity to develop design pedagogy for grades 6–12, broaden the scope of our art education program to include design education, and provide a great service to the children of Baltimore City. With the help and support of faculty and a great board of community leaders, this is all happening.”

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MICA President Fred Lazarus IV

Notre Dame of Maryland Celebrates University Status

Amid celebrations of its past, present, and future, College of Notre Dame of Maryland became **Notre Dame of Maryland University**. The new University made its debut on an historic date, September 9, 2011—the 116th anniversary of the institution’s first day of class in 1895.

The move to University status coincides with a time of great innovation at Notre Dame. The School of Pharmacy, the second founded in the State of Maryland and the first ever on the campus of a women’s college, welcomes its third class of students and prepares for the dedication of a new state-of-the-art facility—G. Avery Bunting Hall. The School of Education is the third largest provider of teachers in Maryland, and continues to expand its offerings with new graduate programs to meet the needs of today’s students—with special focuses on leadership in teaching; science, technology, and mathematics education; English as a second language; and special education. The School of Nursing is launching its four-year BSN program, and the School of Arts and Sciences is introducing programs in environmental sustainability, knowledge management, and digital communications to prepare students for these highly engaging careers. ■



Left to right: Sr. Kathleen Cornell, Atlantic-Midwest Provincial, School Sisters of Notre Dame; Mary Pat Seurkamp, President, Notre Dame of Maryland University; Patricia Mitchell, Chair, Notre Dame of Maryland University Board of Trustees

GOOD NEIGHBORS: Loyola University Maryland and Greater Baltimore

By Rev. Brian Linnane, S.J., President of Loyola University Maryland

A Catholic, Jesuit university founded in Baltimore in 1852, **Loyola University Maryland** has throughout its history developed powerful, mutually rewarding relationships with our neighbors not only in Baltimore City, but throughout our State. The addition of graduate campuses in Howard and Baltimore counties, the expansion of the Loyola Clinical Centers, our retreat center in Allegheny County, and our deep ties to businesses throughout the region have helped us build strong connections in every corner of the State.

Today's Loyola serves more than 6,100 men and women, both undergraduate and graduate students. In addition, we provide full-time employment to more than 1,300 people in a wide range of professions. We are a premier provider of intellectual capital to the region's leading corporations and organizations. As our programs, student body, faculty, staff, and administration have grown more diverse, our ability to make a positive contribution to our local community has only increased. We are committed to making Loyola the nation's leading Catholic, comprehensive university, and our engagement with our community is a key part of that endeavor.

One of the most significant ways in which we support this engagement is through our York Road Initiative, which aims to improve the quality of life for all people living, working, and learning in the neighborhoods just east of Loyola's Evergreen campus in North Baltimore. After an extensive "Listening Project," we decided to focus on three areas where the University has natural strengths: enhancing area education and youth development, building civic capacity, and strengthening the commercial corridor. We realized the first tangible result of this effort this summer with the launch of the Govanstowne Farmers' Market, a project identified as a top priority by a community that lacks a grocery store and has limited access to fresh produce and other healthy food options.

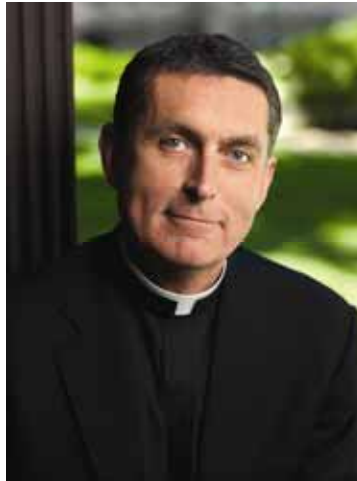
Loyola's strongest connection to the York Road Corridor is the Loyola Clinical Centers, which has operated there since 2003, and also includes a location in Columbia, Md. Staffed by Loyola graduate students under faculty supervision, the Clinical Centers provides state-of-the-art treatment in speech-language pathology/audiology, literacy, psychology, and pastoral counseling to more than 1,000 children and adults each year, most at a significantly reduced rate based on the clients' financial needs. The Clinical Centers' literacy

services are provided by master's candidates in Loyola's School of Education, which is dedicated to serving the needs of diverse learners, particularly urban, high poverty, and other underserved populations in public and parochial schools. Our growing number of Baltimore-area Professional Development Schools and our partnership with Towson's St. Pius X School on the first Montessori program in the Archdiocese of Baltimore provide just a few examples of this commitment.

This fall, we marked the completion of the 15,000 square foot addition to our Donnelly

Science Center, a project which provided a year's work to highly skilled individuals during a period of great economic constraint. Advanced with the invaluable support of a \$3.25 million grant from the State of Maryland, this project will play a critical role in Loyola's ability to attract students eager to pursue degrees and careers in the vital science, technology, and mathematics (STEM) disciplines.

These endeavors represent just a few of the ways Loyola University Maryland is striving to make Baltimore, Maryland, and our nation stronger. This commitment to the future of our communities is an important part of Loyola's identity as a Jesuit institution and to the continued success of the University itself. We look forward to building on these programs and creating new community initiatives for many years to come. ■



The MICUA Board of Trustees unanimously elected Fr. Linnane as Chair of the Board, effective July 1, 2011.

MICUA CAPITAL PROJECTS: *Building Up a Qualified Workforce*

MICUA is requesting \$11 million in capital improvement grants from the State to support construction and renovation projects on four member campuses for fiscal 2013. The MICUA member institutions will use the State grants to leverage nearly \$70 million in private capital investments. The projects will redress workforce shortages in areas such as science, technology, engineering, and mathematics (STEM) and address classroom space deficiencies.



The State of Maryland has authorized grants for capital construction projects at MICUA member institutions since 1976. For more than a decade, the State has provided grants of \$8 to \$10 million annually for these projects. “The State’s partnership with its independent colleges and universities has proven to be highly effective and efficient. Maryland’s independent colleges now serve 63,000 students annually and produce 30 percent of all degrees conferred by a Maryland four-year institution—while receiving 3 percent of the overall State funding for higher education,” says MICUA President Tina Bjarekull.

The Johns Hopkins University is seeking a \$4 million State matching grant in order to construct a 105,000 square foot facility for undergraduate laboratory sciences. The glass-clad new structure will connect with the existing buildings in the biology complex at the University’s Homewood campus in northern Baltimore. Teaching laboratories for biology, chemistry, neuroscience, and biophysics will take up the lower three floors; the upper floor will accommodate biology faculty labs, meeting spaces, and offices. The facility will include shell space for future expansion.

“The Johns Hopkins Biology and Chemistry Departments produce students trained in critical disciplines such as genetics, virology, immunology, organic and biochemistry, which are vital to the State’s constantly growing biotechnology industry,” says Johns Hopkins President Ronald Daniels. “The Departments also generate substantial research revenues, which have a multiplier effect on the economy of the State. In addition, those research grants lead to further discoveries and development of intellectual properties, which are often translated into start-up companies, or sold to existing companies.”

The existing undergraduate teaching laboratories are dispersed among several buildings and are long

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The Johns Hopkins Biology and Chemistry Departments produce students trained in critical disciplines which are vital to the State’s constantly growing biotechnology industry.



An artist’s rendering portrays the Undergraduate Teaching Lab and Biology Research Wing to be constructed at The Johns Hopkins University.

The McDaniel project consists of 78,640 square feet of renovation and 300 square feet of new construction to create collaborative learning, classroom, and lecture spaces.

out-of-date relative to current teaching methods and supervision of activities. A number of retrofits and updates have not been able to address the inadequacies of the facilities. The existing work stations, equipment, and safety provisions are deficient, and the laboratories are well below modern standards and those of peer institutions.

Particular attention has been paid to ensure that the new building will be a model for low energy usage with a benchmark target set of using half of the energy of the average of the existing science buildings on campus.

As a matter of policy, the University has set an expectation that all new buildings and major renovation will meet at least LEED Silver requirements. In addition, Johns Hopkins has set a goal of 25 percent minority business enterprise participation in construction contracts, and the majority of sub-contractors will be local, resulting in high participation of local business enterprises.

McDaniel College plans to renovate two existing buildings—the Hoover Library and Alumni Hall—in order to create new learning spaces for students. The project consists of 78,640 square feet of renovation in the buildings and 300 square feet of new construction to create collaborative learning, classroom, and lecture



spaces. The project will support the creation of study space with adequate technology, available 24 hours a day. It will also include larger venues for speakers and other presentations that are open to McDaniel and the surrounding community in Westminster and Carroll County. McDaniel is requesting a \$1.5 million capital investment grant for this project.

“A group of students, faculty, and staff have been at work for nearly two years developing plans to introduce a variety of creative learning spaces across campus,” says McDaniel President Roger Casey. “The students and faculty of today place a great deal of emphasis on collaborative learning. Group projects, team presentations, and joint student-faculty research endeavors are just a few examples. Learning is no longer confined to taking notes in a large lecture hall and studying alone in one’s dorm room or an isolated corner of the campus library.”

Hoover Library was renovated and expanded some 20 years ago. Since that time, undergraduate enrollment has grown from 1,100 to 1,600. In addition, there are now over 2,000 graduate students enrolled in any

(Continued on page 5)



McDaniel College will renovate the Hoover Library and Alumni Hall (above) to create new learning spaces.

given semester, the majority of whom are in the field of education. Approximately two-thirds of McDaniel's undergraduate students and over 80 percent of the College's graduate students are Maryland residents.

Because of a shortage of classroom space in Alumni Hall (home to the



College's Theater Arts Department), acting classes are sometimes drowned out by the sounds from set construction. The planned solution includes conversion of an existing storage site on campus into a new technical production classroom.

The proposed improvements to Hoover Library will be available for use to not only the McDaniel community, but also to the students and faculty of the Carroll Community College as well as the membership of the County's public library. The proposed benefits to Alumni Hall will also benefit the wider community. Throughout the year numerous plays, lectures, and performances occur in this facility—all are open to the public, and the majority are free of charge.

Notre Dame of Maryland University is seeking a State matching grant

of \$4 million to construct a new 58,000 square foot building for the Schools of Nursing and Education. The newly launched School of Nursing includes a new four-year undergraduate nursing major which began in fall 2011. The growth of the School of Education has also placed demands on the capacity of current facilities. The new structure will house classrooms, teaching laboratories, student support space, and faculty offices. When completed, the new building will provide space for over 2,000 students in the two programs, as well as instructional and office space for more than 40 faculty and staff.

"As we know, nursing and teaching have historically represented areas of critical workforce shortage in the State," says Notre Dame of Maryland University President Mary Pat Seurkamp. "We should note that 95 percent of the Notre Dame students are residents of the State of Maryland. Most will remain in Maryland and serve these critical State workforce needs."

The need for program expansion in nursing and education is well documented: by 2018, more than one million new nurses will be required nationally due to needs-based growth and the replacement of current nurses. In Maryland, the shortage of nurses is projected to be approximately 12,000 by 2016. Hospital expansion in the Baltimore region will require additional nursing personnel. The nine

The critical need for new teachers still exists in key areas that Notre Dame of Maryland provides, such as STEM education, special education, and early childhood education.



Notre Dame of Maryland University will create a new building next to the Knott Science Center for the Schools of Nursing and Education.

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The Carroll-Barrister House was built in 1724 and moved to St. John's campus in 1955—and has been untouched since the original renovations at that time.



St. John's College will construct a new building for classroom, office, and administrative space and renovate Carroll-Barrister House for the Admissions Office.

current nursing programs at public institutions are at capacity.

In education, Maryland institutions of higher education have prepared about 50 percent of the teachers needed to staff Maryland schools, and the State has imported teachers to fill vacancies. While the shortage of teachers has begun to abate, the critical need for new teachers still exists in key areas that Notre Dame of Maryland provides, such as STEM education, special education, and early childhood education. The University now enrolls 1,300 education students.

St. John's College plans to construct a new building, Hodson House, to house a multi-purpose classroom and faculty and administrative offices. In addition, the College plans to renovate the Carroll-Barrister House, which currently houses the College's admissions program. St. John's is requesting a \$1.5 million capital improvement project grant.

A liberal arts college with national status that is known for its distinctive "great books" curriculum, St. John's is located in the heart of Annapolis. The College brings jobs, tuition dollars, and room and board funds to Maryland, as well as travel and tourism dollars associated with parent visits, prospective student visits, and public events held at St. John's. However, the 2008

economic downturn has impacted college enrollments nationwide, and St. John's has been no exception, leading the College to make admissions a top priority.

"The admissions office is the front door of the college for new students and that front door must be welcoming and attractive. While all colleges prefer to be judged by the quality of their academic programs, there is no denying the effect of first impressions," says St. John's President

Christopher

Nelson. "The admissions staff is also sharing much-needed space with our advancement offices. At the same time that the admissions office is short on space, so is our academic program, which needs both classroom space and faculty offices."

In order to accommodate the expanded admissions program, the College must renovate the 4,400 square foot Carroll-Barrister House. The structure was built in 1724 and moved to the campus in 1955—and has been untouched since the original renovations at that time. The construction of a new 6,800 square foot building adjacent to the Carroll-Barrister House will allow the College to move some faculty and administrative offices that now occupy Carroll-Barrister House to the new facility and free up space for the admissions program to expand. In addition, the renovations will increase the building's energy efficiency through improvements such as replacing the waterproofing membrane, sewage pump, and HVAC system. ■



MICA Lends Expertise *(continued from page 1)*

MICA's involvement has been applauded by all of those involved. "With MICA, I have the resources, the experience, and the expertise of one of the best art schools in the United States," said Joseph Freed, the school's principal. The school is modeled after Miami's Design and Architecture Senior High. In addition to core curriculum courses, BDS will offer specialized instruction in fashion design, architecture, and graphic design, taught by professionals from the design community.

Karen Carroll, MICA's dean of the Center for Art Education, is serving as the chair of the Education Committee for the design school. Lazarus, Carroll, and Fiber Department faculty member Annet Couwenberg are all members of the board. MICA alumni have also placed their stamp on the venture. Kate Morrill '05 '06, who received a BFA in photography and an MA in Teaching, has been the project manager to the Board of Directors and will be a part of the administration team as the educational associate for the new school. Leah Brown '07 '08 and Stephanie Cafaro '07 '08 will serve as founding art teachers, and Dustin O'Hara '05 will serve as an office assistant.

Freed said he intends to continue bringing in MICA students and faculty to serve as mentors and

instructors for the BDS students who are learning different facets of design. "The relationship with MICA not only gives us resources, it also gives us credibility," Freed added.

While the BDS will benefit from MICA expertise, the rewards go both ways, said Carroll. "Given that there's a larger conversation in the field of art education about doing more to teach design as part of the arts education curriculum, it offers us an opportunity to model what some of the curriculum and teaching strategies might be like," she said. "It's almost a laboratory for thinking about how one teaches design. So from that point of view, it's an opportunity to really make a contribution to Baltimore City Public Schools and test out some ideas in the field about best practices in teaching design."

With the first sixth and seventh grade classes starting this fall in a Northeast Baltimore location until the Station North building is ready, the BDS is poised to transform the way public school systems approach art education.

"There are very few design schools in the country, and this is an opportunity to start a school from scratch based on a very good model," said Carroll.



BDS SCHOOL
ZIGER/SNEAD Architects 22 October 2010

*Sketch of Baltimore Design School
(courtesy of Ziger/Snead Architects)*

The Mount Expands Nursing Program through Partnership

Mount St. Mary's University is expanding opportunities for nursing students by partnering their School of Natural Science and Mathematics with Shenandoah University in Winchester, Virginia. This new partnership is built on a dual-degree model where a student can earn two undergraduate degrees in just over five years: one in Biology from the

Mount, and a second in Nursing from Shenandoah University.

Mount graduates benefit from a hands-on research experience in their Biology major integrated with a strong

core curriculum, the Veritas Program. "Our curriculum gives students the technical skills they need and fosters an understanding of the ethical and moral issues that confront our society," says

Dr. David Bushman, Dean of the School of Natural Science and Mathematics.

The partnership is designed to prepare students for the constantly changing world of health care by combining a traditional undergraduate degree in Biology at the Mount with specialized training in nursing at Shenandoah University. A student participating in the program is required to complete three academic years at the Mount and five semesters at Shenandoah University.

"National dialogue among leaders in nursing indicates that collaborative efforts that work toward increasing the number of graduates in nursing are critical to meeting the upcoming serious shortage of nurses in the United States. It is a pleasure to work closely with Mount St. Mary's University to establish just such a collaborative program," says Kathryn Ganske, Director of the Division of Nursing at Shenandoah University.

The Mount already has a similar partnership with The Johns Hopkins University School of Nursing in Baltimore, giving Mount students more options on where to pursue their Nursing degree. ■



MICUA Schools Named "Military Friendly" by G.I. Jobs Magazine

Five MICUA schools have been deemed "military friendly" by *G.I. Jobs* magazine in its latest issue. **Capitol College, Hood College, Johns Hopkins School of Nursing, McDaniel College,** and **Stevenson University** all made the grade. According to the magazine, institutions that earned a place on the list of Military Friendly Schools have gone the extra mile to reach out to military students and provide the best programs and policies to help them succeed.

Schools are rated on a number of measures, including discounted tuition for military and dependents, generous transfer credit policies, dedicated veteran counselors and staff, special policies for deployments, student veteran groups, flexible attendance and scheduling options, and participation in the Yellow Ribbon Program.

All MICUA member institutions participate in the Yellow Ribbon program except Sojourner-Douglass College, which maintains tuition that is low enough to be fully reimbursed through the Act without need for the Yellow Ribbon enhancements. This remarkable level of participation by Maryland independent colleges and universities demonstrates their commitment to serving veterans. To learn more about benefits for veterans at the MICUA member colleges and universities, visit www.micua.org/veterans. ■



Two McDaniel Graduates Named Top Teachers in the Nation

McDaniel graduate Michelle Meredith Shearer was named the 2011 National Teacher of the Year by President Barack Obama at a White House ceremony on May 3. The National Teacher of the Year Program began in 1952 and continues as the oldest, most prestigious national honors program that focuses public attention on excellence in teaching.

Shearer taught chemistry at Urbana High School in Frederick County from 1997-2002, then taught chemistry and mathematics at the Maryland School for the Deaf for four years. In 2006, she returned to Urbana and now teaches AP chemistry.

“At a time when our leaders, the media, and others are very concerned about students learning and achieving in STEM-related (science, technology, engineering, and mathematics) subjects, Michelle Shearer is our brightest light, our torch of hope in ensuring that all students can do science and math and must,” said Dr. Francis ‘Skip’ Fennell, McDaniel professor of Education and past president of the National Council of Teachers of Mathematics.



Another McDaniel alumnus, David Martin, was named Teacher of the Year by the American Sign Language Teacher’s Association (ASLTA) at its June conference in Seattle, making him the second 1996 graduate of the College’s master’s program in Deaf Education to garner a prestigious top teacher award.

Author of many papers and a presenter at conferences all over the U.S., Martin has served as a classroom teacher at his own alma mater, the Maryland School for the Deaf, and a drama teacher at the Texas School for the Deaf. He was also the 2010 recipient of the Maryland ASLTA Teacher Excellence Award.

Martin is currently an assistant professor and program manager of ASL Studies at Frederick Community College and an instructor and adjunct lecturer at McDaniel, where he has taught since 2000. In graduate school at McDaniel, Martin took two classes with Michelle Shearer.

McDaniel College has been preparing highly qualified teachers for more than 120 years. The College’s Master of Science degree program in Deaf Education is the largest of its kind in North America and attracts students worldwide to prepare teachers of deaf students. ■

Eight MICUA Alumni Named Teachers of the Year

Each year, Baltimore City and Maryland's 23 counties honor the best public school teachers in their districts with the coveted title: Teacher of the Year. Eight MICUA-trained students earned this year's awards, a testament to the quality of education at a Maryland independent institution.

Winners include alumni or students from **Hood College, Johns Hopkins University, Loyola University Maryland, McDaniel College, Notre Dame of Maryland University, and Washington College.** Joshua Parker, a teacher at Windsor Mills Middle School in Baltimore County and a Notre Dame of Maryland graduate, won the statewide title of Maryland Teacher of the Year on October 14.



Notre Dame graduate Joshua Parker won the statewide title of Maryland Teacher of the Year.

- *Allegany County:* Vickie Diaz, Bel Air Elementary School (Hood College)
- *Baltimore County:* Joshua Parker, Windsor Mills Middle School (Notre Dame of Maryland University)
- *Charles County:* Stephanie Harris-Walent, Milton Somers Middle School (Johns Hopkins Center for Talented Youth)
- *Frederick County:* Andrea Maruskin, Monocacy Middle School (Johns Hopkins University)
- *Harford County:* Christian Slattery Sr., Halls Cross Roads Elementary School (Loyola University Maryland)
- *Howard County:* Haroon Rashed, Atholton High School (Loyola University Maryland)
- *Kent County:* Kathleen Jones, Galena Elementary School (Washington College)
- *Queen Anne's County:* Allison Kern, Centerville Elementary School (McDaniel College) ■

Counterterrorism Experts Convene at Washington College

Marking the 10-year anniversary of the Al Qaeda attacks on the United States, a panel of top counterterrorism experts convened at **Washington College** on September 8 for an important dialogue on the current state of national security. Washington College President Mitchell Reiss served as moderator.

CIA veteran Cofer Black, retired U.S. Navy Admiral Dennis Blair, National War College professor Audrey Cronin, and Harvard professor of international affairs Sarah Sewall participated as panelists. Each brought a unique perspective based on his or her experiences or research in the fields of warfare, intelligence, and international security issues.

The "9/11 Now" panel was conceived and organized by President Reiss, a leading expert on American foreign policy. He served as Director of Policy Planning at the United States Department of State under Colin Powell. As a Special Envoy for Northern Ireland, Ambassador Reiss played an important role in the Northern Ireland peace process. Reiss is the author of *Negotiating with Evil: When to Talk to Terrorists* (2010, Open Road). ■



Admiral Dennis Blair (Ret.), former Director of National Intelligence, participated in the "9/11 Now" panel at Washington College.

Student Aid Increases Faster than Tuition at Private Colleges

Published tuition and fees at private, nonprofit colleges and universities are increasing an average of 4.6 percent for the 2011-12 academic year, while institutional student aid is growing by an average of 7 percent, according to a survey of member institutions conducted by the National Association of Independent Colleges and Universities (NAICU).

Over the last three years, published tuition increases have held steady in the mid-four percent range. This compares to an average annual increase of 6 percent during the 10 years prior to the economic downturn.

This fall's 7 percent increase in institutional student aid comes on top of 9 percent and 6.8 percent increases, respectively, in 2009-10 and 2010-11. (This is only the third year NAICU has collected student aid figures from its member institutions as part of the annual tuition survey.)

"In response to the economic downturn, private colleges have worked to slow down tuition increases, while increasing institutional student aid at a faster rate," said NAICU President David L. Warren.

Large investments in institutional student aid have helped to actually reduce inflation-adjusted net tuition (published tuition less all grant aid and federal higher education tax benefits) at private colleges in the past five years. According to the College Board, inflation-adjusted net tuition and fees at private colleges declined 11.2 percent, from \$12,750 in 2005-06 to \$11,320 in 2010-11.



In 2010-11, published tuition and fees at private colleges and universities averaged \$27,293, according to the College Board. However, average net tuition and fees for full-time students dropped to \$11,320, after grant aid from all sources and federal tax benefits. (NAICU's annual tuition survey collects percent increases, but not dollar amounts.)

"Because of generous student aid policies and high four-year graduation rates, private colleges are a great value for many consumers," said Warren. "Students and families owe it to themselves to consider all their options. It pays to shop around." ■

SAVE THE DATE:

February 9 is Maryland Independent Higher Education Day

MICUA will host Maryland Independent Higher Education Day on February 9, 2012. More than 150 MICUA students from across the State will

gather in Annapolis to celebrate the partnership between the State and its independent colleges and universities. ■

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JHU Offers Free Classes to Maryland STEM Teachers

The Johns Hopkins University's Engineering for Professionals, part of the Whiting School of Engineering, began offering free tuition to Maryland public and private high school teachers who want to further their professional development in science, technology, engineering, and mathematics (STEM) disciplines. Twenty-two teachers were accepted into the program and began their courses this fall.

STEM teachers now have a tuition-free opportunity to learn firsthand how the concepts they teach in their classrooms are relevant to future technological advances, and they are better able to share this knowledge with their students.

"When I first heard about this program, I thought, 'This is really too good to be true,'" said Kenneth Gill, university liaison for the Howard County Public School System. "The STEM program is a unique opportunity for our teachers to attend one of the most prestigious universities in the world and learn from those who are currently practicing in their fields. The benefits to our students will be incredible. I commend Johns Hopkins and the Whiting School for committing their resources to this program."

Engineering for Professionals offers hundreds of courses ranging from robotics to molecular biology, including 15 graduate programs in areas such as applied mathematics, environmental science, and biomedical engineering. ■