

MICUA

Member Institutions

Maryland's independent colleges and universities— a vital State resource

Maryland Independent College and University Association (MICUA) is a voluntary association that:

- provides public policy leadership in support of independent higher education;
- fosters cooperative efforts among the member institutions and Maryland's public colleges and universities; and
- serves as the official liaison between independent higher education and the State and federal governments.

Collectively MICUA's 18, fully accredited colleges and universities provide unique educational opportunities to over 47,000 students each year, the majority of whom are Maryland residents. Offering academic programs through their main campuses and in over 100 additional locations throughout the State, MICUA member institutions have a remarkable impact on the State's economic vitality, cultural enrichment, social betterment, and community fabric.

Maryland's independent colleges and universities provide a broad spectrum of excellent educational opportunities. Some common features stand out. Every MICUA institution offers undergraduate classes and several offer graduate studies and continuing education for lifelong learners. From the smallest to the largest, Maryland's independent colleges and universities offer an education characterized by close interaction between skilled faculty and motivated students. Student-body diversity is a common goal. The proportion of low- and middle-income students is comparable to that at four-year public institutions. Minority enrollment has risen dramatically in recent years, with African American enrollment growing three times as fast as general enrollment.

Many of MICUA's institutions have earned national and international reputations for excellence in research, the arts, and academic success. Several MICUA institutions offer an education connected to a particular cultural exploration. Some offer unique programs not available anywhere else in the State. These educational offerings create a strong incentive for Maryland's citizens to pursue higher learning within Maryland and attract out-of-state students to our State. Based on national studies, many of these out-of-state students remain in also Maryland to pursue their professional careers. Undoubtedly, an educated workforce is the foundation for the State's future progress and prosperity. These institutions, together with the State's public colleges and universities, give Maryland the kind of educational strength that is both a precondition and a springboard for progress.

Maryland's independent colleges and universities are crucial to the State's health and prosperity because they:

- prepare tomorrow's decision-makers, entrepreneurs, public servants, innovators, and leaders in virtually every field;
- educate informed, responsible citizens who work to fulfill their obligations to career, family, and community;
- enrich cultural life in the region; and
- use quality education to open doors to success and fulfillment for thousands each year.

By any measure, they are a vital State resource.

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Washington College

Washington College

300 Washington Avenue
Chestertown, MD 21620
410-778-2800

www.washcoll.edu

Main campus: Queen Anne's County

Maryland counties served through satellite programs: Kent

Headcount 2002: 1,302

Carnegie designation: Baccalaureate Colleges—
Liberal Arts

Washington College was founded under the patronage of George Washington as the first college chartered in the new nation. Within a traditional liberal arts setting, students benefit from an intensively interactive education that offers opportunities for undergraduate research, internships, creative projects, and study abroad. Its setting in the Chesapeake Bay watershed facilitates studies in history, archaeology, biology, chemistry, and environmental studies. Washington College offers a behavioral neuroscience program, as well as the nation's largest undergraduate literary prize. Washington's legacy is reflected today in the George Washington Scholars Program, which recognizes the promise of leadership through merit scholarships.

Founded under the patronage of George Washington
as the first college chartered in the new nation



Christine Lincoln

Christine Lincoln—victim of sexual abuse, former drug addict, and single mother—found her literary voice, and redeemed her life, at Washington College. At the age of 34 Lincoln graduated with a perfect grade point average and a prize-winning collection of short stories. Earning the Sophie Kerr Prize for literary promise, the nation’s richest literary award now worth more than \$60,000, the Baltimore-born Lincoln found herself in the limelight as much for her personal triumph over life’s adversities as for her literary achievements. She was profiled in *The New York Times*. She appeared on Oprah and was featured in *O Magazine*. And in the days after graduation she signed on with Pantheon Books, pocketing a \$135,000 advance. In September 2001 the collection that captured the attention of the school’s Sophie Kerr Committee was published to rave reviews under the title *Sap Rising*. Lincoln is now at work on a novel.

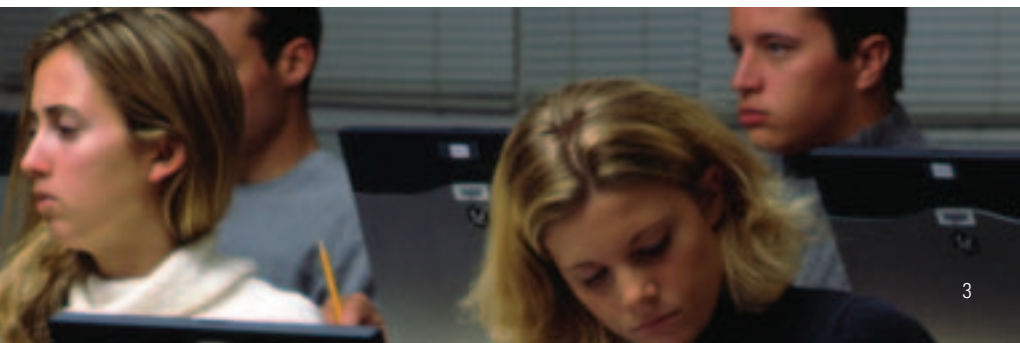
For Lincoln, who endured financial hardships and moments of self-doubt while pursuing her dream of becoming a writer, Washington College was safe haven and inspiration, a place that offered her both financial and moral support, where her professors pushed her to delve deeply into her writing and where the college community looked after her and her young son. Before moving to Chestertown, Lincoln had served six years in the Air Force and had worked as a radiology technician in New Jersey. She then returned to Baltimore in 1994 when her infant son needed surgery. While attending classes at a community college, Lincoln read a newspaper story about Washington College and the Sophie Kerr Prize and knew that’s where she belonged.

Her stories have been compared to those of Zora Neale Hurston, Toni Morrison, and early Alice Walker. “They are luminous,” says her literary agent, Sara Chalfant, “She brings her characters to life with a remarkably light touch and an extraordinary depth of insight and emotion.”

How Washington College Serves Maryland

Washington College plays a leadership role in preserving the history and local flavor of the Eastern Shore region, and makes significant contributions to its community through alliances with schools, businesses, and community service organizations, including the Eastern Shore Higher Education Center at Chesapeake College. The college is well-represented at the Chesapeake Bay Foundation, whose workforce includes six graduates—more than from any other college. The college’s Center for the Environment and Society recently launched the Rural Leadership Development Program to help preserve Maryland farmland and the rural character of its Eastern Shore communities. The C.V. Starr Center for the Study of the American Experience is spearheading efforts to save a significant African American historic site—one of the last standing G.A.R. lodges built for black Civil War veterans. Students of history and archaeology work at historic sites in the area, including the Harriet Tubman birthplace in Dorchester County

and the Poplar Grove Mansion in Queen Anne’s County, and then catalog and publicly display their finds in the archaeology lab/museum located in Chestertown’s 18th-century Custom House. The college also strives to engage its students in the community as volunteers, interns, and ultimately, as part of Maryland’s professional workforce. Among internships that routinely lead to job offers are field experiences in social services and education, as well as those with government agencies at local, State, and federal levels. In response to Maryland’s teacher shortage, Washington College has designated 10 public schools in three counties as Professional Development Schools where future teachers get hands-on experience in the classroom as early as the freshman year. Washington College’s investment in educating Maryland’s workforce is significant: 87 percent of students receive financial aid. The average aid award is \$13,256, and 85.8 percent of all aid comes from institutional funds.



St. John's College



St. John's College

60 College Avenue
Annapolis, MD 21401
Mailing address: P.O. Box 2800
Annapolis MD 21404
410-263-2371

www.sjca.edu

Main campus: Anne Arundel County

Headcount 2002: 549

Carnegie designation: Baccalaureate
Colleges—Liberal Arts

St. John's College, located in Annapolis, Maryland, and Santa Fe, New Mexico, is a nondenominational, coeducational, four-year liberal arts college known for its distinctive "great books" curriculum. Students study classics of literature, philosophy, theology, psychology, political science, economics, history, mathematics, laboratory sciences, and music. The college awards both the bachelor of arts and master of arts in liberal arts. Founded in Annapolis in 1696 as King William's School, it was chartered as St. John's College in 1784.

Known for its distinctive "great
books" curriculum



How St. Johns College Serves Maryland

Support for Maryland's businesses and decision makers

Among its outreach programs to the community, St. John's College holds Executive Seminars for high-level executives, business owners, and professionals. Each fall, four groups of participants in Annapolis and Baltimore read some of the timeless works of Western civilization and discuss their ideas with each other and with St. John's tutors.

New in fall 2003 is a program for the Business Friends of St. John's College. Business owners, entrepreneurs, and other local leaders in the community participate in a four-part seminar on business and community, reading and discussing works from Plato, Machiavelli, and de Tocqueville.

As a response to business ethics raised by Enron, WorldCom, and other recent events, the college organized a special seminar on character and leadership late in 2002. There were 22 participants from the senior levels of business, associations, and civic organizations who read and discussed selections from Thucydides, Plato, and Machiavelli.

Support for Maryland's public and private schools

Ninety percent of the financial aid earmarked for public service at St. John's goes to support tutoring positions at nearby elementary and middle schools. Last year, more than a dozen students tutored children one-on-one in reading and math and assisted teachers at several urban schools greatly in need of volunteer help. About 18 percent of St. John's graduates pursue careers in education, from early childhood education to university-level teaching.

Enjoli Cooke

Annapolis native Enjoli Cooke learned the importance of education from her mother, who was determined that her children have the chance to pursue higher education and sought out the best public schools for them. "My mother would not allow us to attend a low-caliber school. She insisted that we obtain the best education possible. She always said that "knowledge is power."

The same love of education led Cooke to St. John's College in Annapolis. "I came to St. John's because I felt it was the only place to receive an education rather than learn a trade," she says. "I felt that it was more important in my personal development to learn how to think and analyze my life before I start living it."

A St. John's grant, federal Pell Grant, Maryland Guaranteed Access Grant, and Supplemental Educational

Opportunity Grant made her enrollment at St. John's possible. Currently, 25 percent of the college's operating budget goes to financial aid.

In Summer 2003, Cooke had the opportunity to pursue career interests with a Hodson Trust Internship, offered through the college's Career Services Office. Her internship at the National Eye Institute/National Institutes of Health in Bethesda has deepened her interest in pursuing a career in science. Along with learning about cell culture, Cooke learned "patience and perseverance" are important qualities for a researcher. "I feel that the rigor of St. John's gave me the strength to persevere through the summer," she says.

After graduating from St. John's, Cooke plans to pursue graduate study in molecular biology.





Mount

St. Mary's College

Mount St. Mary's College

16300 Old Emmitsburg Road
Emmitsburg, MD 21727
800-447-4346
www.msmary.edu

Main campus: Frederick County

Maryland counties served through satellite programs:
Carroll, Washington

Headcount 2002: 2,032

Carnegie designation: Master's Colleges and Universities I

Mount St. Mary's College is the oldest independent Catholic college in the United States, founded in 1808 by Father John DuBois, a French émigré priest. The Mount's motivated student body and esteemed faculty are joined in the pursuit of intellectual excellence. From its nationally-recognized core curriculum and championship athletic achievements to international service and exchange projects, the Mount nourishes the whole student. Through a liberal arts education rooted in spiritual values, students are encouraged to question, and to search for truth and meaning. The college is looking forward to its bicentennial in 2008—heralding its third century of service.

The Mount's motivated student body and esteemed faculty are joined in the pursuit of intellectual excellence



How Mount St. Mary's College Serves Maryland

Innovation ... the Hallmark of a Mount St. Mary's Education

Preparing Professionals to Work in Critical Workforce Shortage Areas

Mount St. Mary's established a dual certification program in elementary and special education. This program serves students at both the undergraduate and graduate levels and prepares them to teach children in both inclusive classrooms and resource environments. Another new program that meets the needs of K-12 English Language Learners (ELL) is the master of education in reading. In light of the *No Child Left Behind Act of 2001*, this program will be beneficial to the ELL students and prospective teachers in the field.

Collaborative Efforts with Maryland's Higher Education Institutions

Mount St. Mary's College, Hood College, and Frederick Community College have collaboratively designed a *Gaining Early Awareness and Readiness for Undergraduate Programs* (GEAR UP) career camp for low socioeconomic high school students. The program,

which is funded by the Maryland Higher Education Commission, gives students the opportunity to visit all three campuses and immerse themselves in the study of careers in science, allied health fields, and technology. The students develop electronic portfolios, which they will update as they pursue postsecondary education.

Support for Maryland's Public Elementary and Secondary Schools

Mount St. Mary's College has a Professional Development School (PDS) Partnership with 18 elementary and secondary schools in Frederick County. This partnership supports K-12 reform initiatives in the State of Maryland and is a collaboration of arts and sciences faculty, education department faculty, and school-based teachers, administrators, and paraprofessionals. One unique feature of this partnership is the Professional Development Week, during which the college's interns show their appreciation to the school systems by returning to the PDS sites after the completion of their internships. They provide services like class coverage that enables teachers to work on School Improvement Plans and technology training sessions for teachers and paraprofessionals.

Nicole Stottlemeyer

Nicole Stottlemeyer has made an impact on Mount St. Mary's since the day she arrived. After graduating from Havre de Grace High School in 2000, she enrolled at the Mount, achieving tremendous academic success and consistent inclusion on the Dean's List.

Stottlemeyer is pursuing an interdisciplinary major focusing on business and philosophy, and institutional financial aid allows her to pursue her dreams. Recently, Stottlemeyer was awarded a competitive academic scholarship from the Mount for her impressive academic record, for leadership, and service to the community.

Stottlemeyer is always serving the Mount. Last spring, she was honored with the Unsung Hero Leadership Award. She served as president of the Campus Activities Board, treasurer of the freshman class, prospective student mentor, and member of the Student Government Association. In addition, she works in the college library.

One of Stottlemeyer's professors describes her as the "ideal Mount student, actively pursuing service to the community as she pursues an education that will enrich her life." Stottlemeyer works hard as a scholar, leader, mentor, and friend.



Maryland Institute College of Art

**Maryland Institute College of Art**

1300 Mount Royal Avenue
Baltimore, MD 21217
410-669-9200

www.mica.edu

Main campus: Baltimore City

Headcount 2002: 1,847

Carnegie designation: Specialized Institutions—Schools of art, music, and design

Established in 1826, Maryland Institute College of Art (MICA) is consistently ranked among the nation's top colleges of art and design. Enrolling undergraduate and graduate students from throughout the United States and around the world, MICA offers programs leading to the bachelor of fine arts and master of fine arts in a wide array of studio art and design disciplines, as well as master of arts degrees in teaching, art education, and digital arts, and the postbaccalaureate certificate in fine arts. The college's Division of Continuing Studies enrolls adults, young people, and children each year in for- and non-credit programs. The college is an important regional cultural resource, offering a diverse slate of exhibitions, lectures, performances, and community-based arts programs.

Maryland Institute College of Art is consistently ranked among the nation's top colleges of art and design

MICA's Center for Art Education, a nationally-recognized center of leadership in the preparation of arts educators, graduates art teachers who teach throughout the State

How Maryland Institute College of Art Serves Maryland

MICA is a world-class educational institution offering comprehensive programs in visual art and design. The college is an important educational resource for Maryland students, both those enrolled in degree-granting programs and those who pursue for- and non-credit courses and certificates through MICA's Division of Continuing Studies.

MICA's Center for Art Education, a nationally-recognized center of leadership in the preparation of arts educators, graduates art teachers who teach throughout the State. These students often take leadership roles early in their careers, as evidenced by three recent masters of art in teaching graduates who received awards for leadership from the Maryland Art Education Association.

The college's community-based arts programs, including its nationally-lauded Community Arts Partnerships Program and Baltimore Youth Television, provide curriculum-based and after-school arts enrichment for elementary, middle, and high school students in Baltimore. MICA's emphasis on art in the community has led graduates like Tony Shore '93, who has built an active arts program for children in the Southwest Baltimore neighborhood of Pigtown, to develop arts programs in their own communities throughout Maryland.

MICA's programs in digital art and design have graduated talented creative professionals who have energized industries in the State from graphic design and advertising to computer gaming and environmental and interior design.

The college also offers a full menu of public events and exhibitions that bring to the State internationally renowned artists and critics. The opening of the college's new center for digital art and design, Brown Center, which houses a 550-seat auditorium, expands Baltimore's resources for presenting film, digital art, and performance; and the college is actively collaborating with other organizations, including the Maryland Film Festival, to develop programming that will draw audiences from throughout the region and enhance the region's image as a center for art and culture.

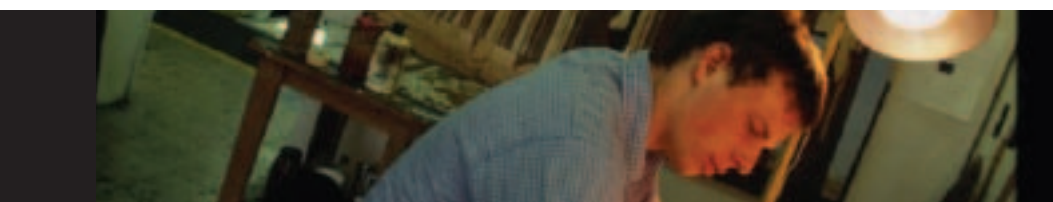


Margarita (Rita) Natarova

Margarita (Rita) Natarova was born in Moscow and settled in Baltimore at the age of 11. A painter since she was 14, Natarova attended high school at the Carver Center for the Arts and Technology. She was able to attend Maryland Institute College of Art with the support of several institutional scholarships, the competitive Mathias DeVito Scholarship, and six additional named MICA scholarships.

Even before coming to MICA, Natarova's talent earned her numerous honors and she garnered a Maryland Distinguished Scholar Award for academic achievement. Upon graduation from MICA, she received the unprecedented honor of being awarded both the intensively competitive Soros Fellowship for New Americans and the prestigious Jacob Javits Fellowship—both of which cover the full expenses of graduate study at any institution of her choosing and a stipend for living expenses. Natarova was the only visual artist to be awarded the Soros in 2002. She also received a Fulbright to study in Italy. Accepted to five of the nation's top graduate programs in painting, she is currently pursuing her master of fine arts at the University of Pennsylvania.

Natarova is a painter whose work has a luminous, evocative quality. In her senior year, she observed, "As a painter, I feel that it is really important to know how to tell the truth about what you see and experience. I want to create an atmosphere that will allow the viewer to look through the image and tap into the actual life of the painting, into what has evolved in it, to feel that it is a living thing, not just a picture."



With over 26,000 alumni residing
in Maryland

Loyola College in Maryland

4501 North Charles Street
Baltimore, MD 21210-2699
410-617-2000
www.loyola.edu

Main campus: Baltimore City

Maryland counties served through satellite programs:

Baltimore, Howard

Headcount 2002: 6,144

Carnegie designation: Master's Colleges and Universities I


Loyola College in Maryland is a Jesuit Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Established in 1852, it was the first Jesuit college in the United States to bear the name of St. Ignatius Loyola and ninth among today's Jesuit collegiate institutions in the country. Today, Loyola is a highly selective regional and residential institution with a growing national reputation for excellence in liberal arts education at the undergraduate level and professional programs at the graduate level.

Loyola
College in Maryland



Jose Vargas


How Loyola College in Maryland Serves Maryland



As the second largest private university in the State, Loyola College in Maryland is a leading provider of intellectual capital in the State, educating men and women at both the undergraduate and graduate levels for professional leadership and service to the community. With over 26,000 alumni residing in Maryland, Loyola graduates occupy managerial and leadership positions in a wide range of professions, and are represented in significant numbers at Maryland's leading companies.

More than one-fifth of the 3,250 undergraduate students and an overwhelming majority of the college's 3,000 graduate students hail from Maryland. Moreover, Loyola has remained a strong magnet for out-of-state undergraduate students, many of whom choose to remain in Maryland upon graduation. Even before they graduate, Loyola undergraduates actively contribute to the State through volunteer service to the underserved. Over two-thirds of the undergraduates participate in community service projects annually, volunteering more than 48,000 hours of service that assist 70 Maryland agencies such as Beans and Bread, Care-a-Van, the Police Athletic League, hospital and health care organizations, and city public and parochial schools.

At the graduate level, professionally focused programs provide more than 80 advanced degree and certificate program opportunities for men and women seeking to advance their careers and their capacity to serve the economic and human services needs of the State. With modern graduate campuses in Baltimore, Timonium, and Columbia offering coursework in a wide array of disciplines (including accounting, business administration, computer science, education, finance, liberal studies, pastoral counseling, psychology, and speech-language pathology/audiology), Loyola remains a critical part of the State's education partnership.



Jose Vargas, a 1999 graduate of Loyola College in Maryland, was a biology major from Gaithersburg who attended Loyola as one of the College's Presidential Scholars, receiving full tuition for four years based solely upon his academic talents. In 1999, Vargas was awarded a Rhodes Scholarship to study biochemistry at Oxford University. Upon earning a doctorate in genetics from Oxford's St. John's College in 2002, he was awarded the Soros Foundation Fellowship for New Americans, which provides him with a stipend and half of his tuition for the first two years of study at Harvard Medical School, where he is enrolled currently.

A naturalized U.S. citizen originally from the Dominican Republic, Vargas was the first Loyola student to receive the prestigious Rhodes Scholarship; and he was also selected for a Marshall Scholarship during his senior year, but was required to decline it to accept the Rhodes. A member of Phi Beta Kappa and Alpha Sigma Nu, the Jesuit honor society, Vargas was also a Goldwater Scholar and a National Institutes of Health Scholar; and he was one of 20 students nationwide named to *USA Today's* annual All-USA College Academic Team. During his undergraduate years at Loyola, he was involved with research at the National Institutes of Health, investigating the cause of Hermansky-Pudlak Syndrome, a genetic disease common in the Caribbean.

As the second largest private university in Maryland, Loyola College in Maryland is a leading provider of intellectual capital in the State

McDaniel

College



McDaniel College

2 College Hill
Westminster, MD 21157
410-848-7000
www.mcdaniel.edu

Main campus: Carroll County

Maryland counties served through satellite programs: Anne Arundel, Calvert, Cecil, Charles, Dorchester, Frederick, Harford, Howard, Kent, Montgomery, Prince George's, St. Mary's, Talbot, Washington

Headcount 2002: 3,374

Carnegie designation: Baccalaureate Colleges–Liberal Arts

One of the oldest private colleges in Maryland, McDaniel College is ranked among selective national liberal arts colleges. Its students become involved, connected, and confident. First-year seminars, a January mini-semester of uncommon courses, and options for self-designed majors provide learning opportunities beyond the norm. About an hour's drive from Washington, D.C., McDaniel's location affords students the opportunity to take advantage of all the career and cultural possibilities of the nation's capital while honing leadership skills on campus as faculty-research assistants, volunteers directing over 100 student clubs, or teammates in 24 intercollegiate sports.

Amber Loverock could have done anything she wanted with her biology degree from McDaniel College. She chose teaching.

A College Scholar with departmental honors in biology, the 2003 graduate received the Argonaut Award for the highest cumulative grade point average among her class of more than 350 students. She was inducted into Phi Beta Kappa in the spring of 2003.

The path to her career choice began about a year before commencement when she took a summer job teaching the “Scales and Tales” program at Cunningham Falls State Park, a Maryland State park near Thurmont. Loverock enjoyed introducing people—particularly the youngest budding naturalists—to wildlife and the environment, and she knew almost instantly that the classroom not the biology lab would be her career destination.

In fact, Loverock taught about hawks, snakes, turtles, and other creatures of the park straight through her senior year at McDaniel.

The combination of a McDaniel scholarship and a Maryland Distinguished Scholar Award from the State gave Loverock’s interests a chance to fully develop and ultimately led her to work she loves. McDaniel provides the ideal conditions for this exploration and learning in its close-knit community where everyone receives the personal attention of professors and where leadership opportunities are within every student’s reach.

Generations of Marylanders will be the beneficiaries of the educations of Amber Loverock and many others like her.



Amber Loverock

How McDaniel College Serves Maryland

- McDaniel’s master of science degree program in deaf education has prepared outstanding teachers of deaf students worldwide. McDaniel’s program is heralded as a model for others to follow. Currently there are more than 250 graduate candidates from across the United States and Canada in the college’s Deaf Education Program. The majority are deaf and fluent users of American Sign Language.
- McDaniel graduates hold managerial positions with 9 of the 10 largest private sector employers and 12 of the 15 largest public companies in the Baltimore metropolitan region.
- Most of the college’s more than 1,100 part-time graduate students are pursuing master’s degrees in teaching and other education fields at McDaniel’s Westminster campus and off campus in several locations around the State. Most of these students are Maryland teachers; some are in the B.E.S.T. Program for mid-career adults who wish to obtain certification to teach.

The master of science degree program in deaf education is heralded as a model for others to follow



College of Notre Dame of Maryland



College of Notre Dame of Maryland

4701 North Charles Street
Baltimore, MD 21210
410-435-0100
www.ndm.edu

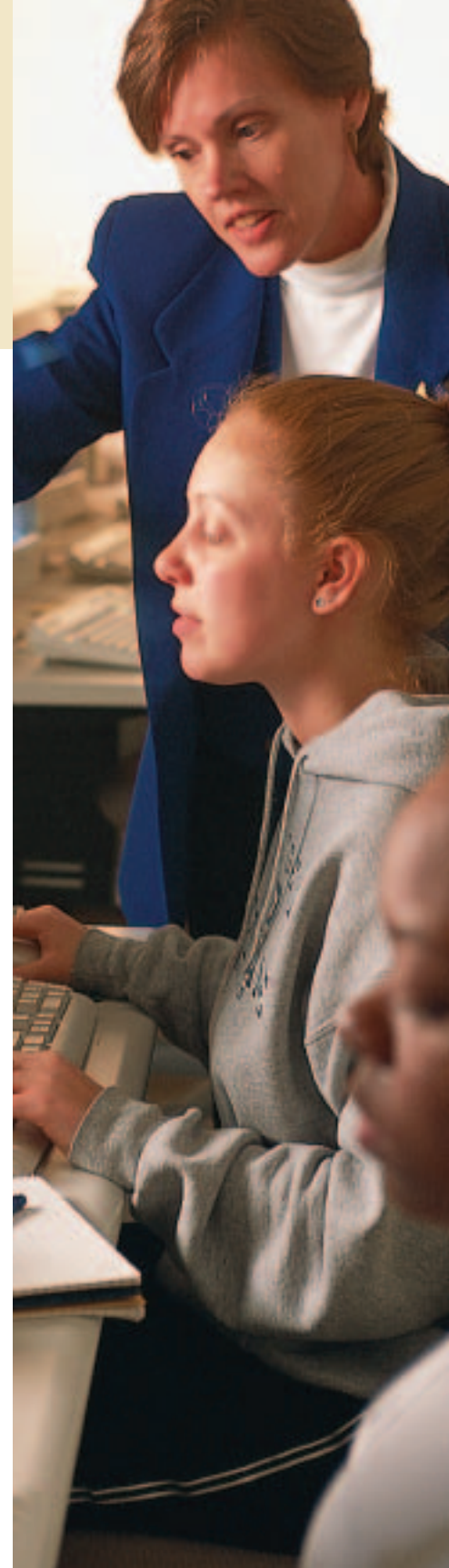
Main campus: Baltimore City

Maryland counties served through satellite programs: Anne Arundel, Baltimore, Calvert, Carroll, Cecil, Charles, Frederick, Harford, Howard, Prince George's, St. Mary's

Headcount 2002: 3,154

Carnegie designation: Master's Colleges and Universities I

College of Notre Dame of Maryland is the first Catholic women's college in the United States to award the four-year baccalaureate degree. As of fall 2003, it is the sole women's college in Maryland. Located in the North Charles Street corridor in Baltimore, Notre Dame was founded by the School Sisters of Notre Dame 108 years ago. Today, the liberal arts college serves approximately 3,000 students through its Women's College, Weekend College, Accelerated College, and Graduate Studies. Notre Dame is the largest private provider of teacher education in Maryland.



It is the sole women's college
in Maryland

“When people hear that I attend the College of Notre Dame, they assume students at private colleges have a lot of money. That is not the case. For the majority of students, financial aid comes into play. It’s hard to change people’s assumptions.”

Toni Whitmire



How College of Notre Dame of Maryland Serves Maryland

College of Notre Dame of Maryland is dedicated to serving Maryland by supporting education at all levels, strengthening the workforce, and working in partnership to meet student needs.

The largest private provider of teacher education in Maryland, the college offers degrees at the undergraduate and graduate levels in addition to teaching certification for career-changers. Elementary and secondary education teacher candidates complete student teaching internships in professional development schools in the Baltimore metropolitan region. Notre Dame has partnerships with Anne Arundel, Baltimore, Harford, and Howard County Public Schools, as well as Baltimore City, for teacher preparation.

An innovator in providing college programs for working adults dating back nearly 30 years to the launch of Weekend College, Notre Dame now offers Accelerated College with degrees in business and nursing. Notre Dame can bring this program directly to the worksite, a benefit both to employers and professionals. Baccalaureate degree programs for practicing registered nurses were initiated in fall 2003 at both Good Samaritan and

St. Agnes hospitals, further expanding Notre Dame’s contribution to healthcare in Maryland.

Nonprofit management programs at both the graduate and undergraduate level educate professionals specifically for this growing area of the local economy.

Cooperating with other local institutions, Notre Dame offers two dual degree programs—nursing with The Johns Hopkins University and engineering with both Johns Hopkins and the University of Maryland College of Engineering. As part of ARTSYS (the University of Maryland System’s articulation program with all State two- and four-year institutions and selected private institutions), Notre Dame has articulation agreements with 13 Maryland community colleges. The college has detailed articulation agreements in individual programs, particularly in teaching, with a number of community colleges.

Notre Dame is a strong symbol of and advocate for the talents and achievements of women and serves students (94 percent of whom are from Maryland) who continue to live and work in the State.

Toni Whitmire is on a mission. A senior business major at the College of Notre Dame of Maryland, her professional goal is to become a certified public accountant.

An independent student from Edgewood, Maryland, Whitmire supports herself financially, without the monetary backing of family members to help pay the bills. Financial aid enables her to fund her education.

“If it weren’t for the financial aid package—scholarships, grants, and loans—I wouldn’t be at the College of Notre Dame today,” Whitmire explained. She credits the college’s Financial Aid Office for helping her find the funding to attain her goals. And Whitmire has found other ways to help pay for college. As a budding CPA, she has received two \$1,000 scholarships from the Maryland Association of Certified Public Accountants.

She works two jobs in addition to her full class schedule, which includes participation in the college’s Leadership and Social Change Certificate Program. A student leader already, she is the treasurer of Notre Dame’s Black Student Association and treasurer and community service chair of Sigma Gamma Rho, a community service sorority.

“When people hear that I attend the College of Notre Dame, they assume students at private colleges have a lot of money. That is not the case. For the majority of students, financial aid comes into play. It’s hard to change peoples’ assumptions,” says Whitmire.

“When you receive your financial aid package, you know that others think you have the potential to complete the four-year degree. It gives you confidence to work even harder,” she concludes.

And that confidence is vital to a woman on a mission.

The Johns Hopkins University



The Johns Hopkins University

3400 North Charles Street
Baltimore, MD 21218
410-516-8000
www.jhu.edu

Main campus: Baltimore City

Maryland counties through satellite programs:

Anne Arundel, Baltimore City, Baltimore, Harford, Howard, Montgomery, St. Mary's

Headcount 2002: 18,235

Carnegie designation: Doctoral/Research University—Extensive.



The Johns Hopkins University was the first research university in the United States. Founded in Baltimore in 1876, it aimed not only to educate students, but also to advance human knowledge through discovery and scholarship. The university's emphasis on both learning and research—and on how each complements the other—revolutionized U.S. higher education. Today, Johns Hopkins has ventured from its home in Baltimore to campuses throughout Maryland and the District of Columbia. It also has permanent facilities in China, Italy, and Singapore. The quest for discovery takes Johns Hopkins researchers almost anywhere in the world you can imagine, from the Arctic to Antarctica, and out of this world as well: The university-built FUSE observatory is orbiting the Earth now, NEAR was the first spacecraft to land on an asteroid, and Hopkins is planning future missions to Mercury and Pluto.

The Johns Hopkins University was the first research university in the United States



Solmaz Pirzadeh

Solmaz Pirzadeh of Silver Spring, Maryland, is one-third of the team of recent Johns Hopkins University graduates behind Project Prevent, an annual daylong health fair for Baltimore's low-income families. A newly minted bachelor of neuroscience, Pirzadeh originated the idea of Project Prevent during her junior year because she wanted to start a preventive medicine campaign for the city's working poor. In spring 2003, Pirzadeh and her friends Lily Daniali and Tannaz Rasouli led 30 Johns Hopkins undergraduates in coordinating the second health fair, featuring free and confidential medical tests administered by local health care agencies.

The three young women were among 10 2003 Girls of the Year award-winners selected by *CosmoGIRL!*, *Cosmopolitan* magazine's less provocative little sister. Like the other girls of the year—among them actress Katie Holmes and figure skater Michelle Kwan—the Johns Hopkins students were chosen to inspire young adult readers to change the world.

Without financial assistance from Johns Hopkins, Pirzadeh says she wouldn't have been able to enroll, and it's possible that many of the city's neediest residents would not have been served by Project Prevent.

"Education is the best form of self empowerment, and that's why I was so delighted to receive the financial aid and support that I did," Pirzadeh says. "Going to a school that is so supportive of its students meant that instead of worrying about money, I could spend my time learning, growing, and evolving."

How The Johns Hopkins University Serves Maryland

Johns Hopkins is known worldwide as home of one of the world's leading medical schools. It is a global center for the study of population-based health care. It is the place where scientists and engineers invented everything from the cardiac pacemaker to what is now the Global Positioning System.

This worldwide reputation, however, sometimes obscures much of what Johns Hopkins does right here at home in Maryland. This university is no isolated ivory tower. **It's a sleeves-rolled-up partner with State and local governments and with business and industry in making this an even better place in which to live, work, and do business.**

For instance:

- The university's part-time engineering program is one of the largest in the nation, updating the technology knowledge and skills of more than 2,000 engineers a year. The program provides critical support to the State's biotechnology, information technology, and aerospace industries, and to many economically vital government and military installations in the State.
- Nearly half of graduates of the university's School of Nursing over the past five years have remained in Maryland, helping to ease the State's nursing shortage. Only a quarter of the graduates are originally from Maryland.
- The Johns Hopkins School of Professional Studies works closely with the State's school systems to provide advanced training to hundreds of K-12 teachers a year, focusing particularly on fields, like special education, where the need is the greatest.

In fact, the Johns Hopkins role in improving public education in Maryland is nothing short of pervasive. Hundreds of Hopkins K-12 teacher training, school reform, summer learning, and other programs touch the lives of students, teachers, and administrators in Baltimore City and all 23 counties.

But that is no surprise. Whether it is education, community health, neighborhood revitalization, economic development, public safety, or any other issue critical to Maryland's future, Johns Hopkins faculty, researchers, students, and alumni are out of the ivory tower. They are down in the streets. They are working to make things better.



Goucher College

Goucher College

1021 Dulaney Valley Road

Baltimore, MD 21204

410-337-6000

www.goucher.edu

Main Campus: Baltimore County

Headcount 2002: 2,102

Carnegie designation: Baccalaureate Colleges—
Liberal Arts

Goucher College is an independent, coeducational liberal arts college located on 287 wooded acres just north of downtown Baltimore. Enrolling more than 2,000 undergraduate and graduate students, Goucher offers a wide variety of majors and encourages students to create individualized, interdisciplinary programs of study. Close interaction with faculty is a cornerstone of a Goucher education, as is Goucher's strong belief in the importance of staying connected to the world beyond campus through community action, intercultural awareness, and international exploration.



Enhancing the state's medical, scientific, and research fields, helping to alleviate its teacher shortages, energizing its businesses

Natali Fani



How Goucher College Serves Maryland

When Goucher College describes itself as an educational community without boundaries, it means that the college actively encourages its students to think of Goucher as a launching pad from which to embark on a range of projects, programs, and journeys that bring them into direct contact with the communities around them—starting right here in Maryland.

Community service is a tradition as old as the college itself. Through the student-founded Community Auxiliary for Service and service-learning opportunities for credit in many Goucher courses, students work with community organizations and schools to provide relief for the needy, aged, and ill, to mentor young people at risk, and to use their education to improve the world beyond Goucher's campus.

Goucher's Hughes Field Politics Center involves students directly in governmental and political affairs in the Baltimore-Washington D.C. region through events and programs that place students in high-quality internship positions in Maryland courts, the office of the State's attorney, the State legislature, and Baltimore City and county government offices. The college's main internship program—one of the oldest in the nation—

enables students to test and reinforce the theoretical knowledge they gain in class through substantive work in Maryland's business community.

Sending students out into the region is only part of the equation. Goucher sponsors and hosts an outstanding array of public lectures, performances, readings, and discussions of important current events and issues throughout every academic year. The college has also played a leading role in establishing the Baltimore Collegetown Network as a major presence in the area, helping to coordinate events, educational opportunities, and establishing a shuttle service connecting many of Baltimore's public and private colleges and universities—and the area's 100,000 college students.

Goucher College itself draws about 54 percent of its undergraduate student body and 80 percent of its graduate students from the State of Maryland. As students and as graduates, they play important roles in Maryland, enhancing the State's medical, scientific, and research fields, helping to alleviate its teacher shortages, energizing its businesses, and contributing in meaningful ways to its cultural and social climate.

Natali Fani came to the United States from her native Venezuela at the age of 17 to improve her English skills. Supported by both institutional financial aid and scholarships, Fani double-majored in political science and international and intercultural relations at Goucher—and jump-started an activist career that led to her current job as an advocacy specialist at CASA de Maryland, a community organization serving immigrants from around the world.

Initially a premedical student, Fani's involvement in political and social issues took off in an elective political science course and never slowed down. Her classmates elected her president of the Hispanic Organization for Learning and Awareness, and she landed an internship with the League of United Latin American Citizens. She began spending much of her time outside class working in the community, mentoring Latino high school students, and lobbying the State government for tuition and immigration relief for undocumented students who have lived a significant portion of their lives in the U.S.

Her work did not go unnoticed. During her senior year, she added to her impressive list of awards and scholarships a New Voices Fellowship from the Academy of Education, supporting her position at CASA de Maryland. She has also been named to Goucher's Board of Trustees as a Young Alumna Trustee.

Fani points out that financial assistance from Goucher not only made it possible for her to attend the college in the first place, but also supported her efforts to bring speakers and other experts to campus and to reach out to the community around Goucher through her activism.

Says Fani, "All of the things that I have done, in one way or another, have been through Goucher, either because I was inspired by one of the speakers who came in, or because Goucher gave me financial assistance, or because the professors said something in class that really got my attention."



Hood College



Hood College

401 Rosemont Avenue
Frederick, MD 21701
301-663-3131
www.hood.edu

Main Campus: Frederick County

Maryland counties served through satellite programs:
Montgomery

Headcount 2002: 1,693

Carnegie designation: Master's Colleges and Universities I

Providing university-quality instruction in a vibrant, coeducational, small-college environment, Hood College has a century-long history of offering numerous majors in the liberal arts tradition. Hood prepares individuals for the global challenges of the future by offering a wide variety of educational opportunities from academic majors, as well as professional and preprofessional programs.

Geographic, ethnic, and racial diversity enrich campus life while the Honor Code tradition fosters individual respect throughout the academic community. Noted for the beauty of its classical architecture, Hood is strategically located in the prime mid-Atlantic triangle of Frederick, Baltimore, and Washington, D.C. where internships and professional opportunities abound.

A century-long history of offering a
numerous of majors in the liberal
arts tradition



How Hood College Serves Maryland



Hood College prepares professionals to work in critical workforce shortage areas, such as teaching.

- Hood College's Professional Development School partnerships with schools in Frederick and Montgomery Counties offer opportunities for classroom teachers, interns, and college faculty to participate collaboratively in ongoing professional development activities.
- Graduate level courses offered on site at schools support teachers in meeting continuing education and certification needs.
- The Educational Leadership Certificate Program, offered on site in Montgomery County Public Schools, prepares and certifies future school administrators.
- A Resident Teacher Certification program, developed at the request of Frederick County Public Schools, prepares teachers to fill vacancies in critical shortage areas.

- A new certification program, Teaching the Struggling Reader, assists teachers in meeting the needs of all students.
- Hood offers a graduate course for mentoring beginning teachers, and faculty members work directly with new teachers to provide a coordinated mentor effort.

Hood College contributes to protecting Maryland's environment.

Hood College faculty members are involved in local and regional environmental projects:

- monitoring the effects of deer grazing on forest herbaceous vegetation in the Catoclin Mountains;
- studying the effects of invasive plants along roadsides in the Catoclin Mountains;
- working with the Chesapeake Bay Foundation and governmental agencies on a stream restoration project along a section of Carroll Creek;

- studying the urban ecology in Frederick's linear parks by monitoring bird populations and lichens, which are indicators of air pollution;
- working with students in Hood's Environmental Science and Policy program to draft a resource plan for the Monocacy Battlefield and to conduct a site evaluation for Tuscarora Park, a new county park north of Frederick;
- overseeing the Monocacy Basin Stream Monitoring Project, a community-based program in the Monocacy Watershed that involves local citizens as well as regional high schools;
- researching the effects of farm herbicides on soil organisms and the effects of heavy metals on aquatic invertebrates in the region; and
- researching methods for controlling the growth of harmful algal species with special emphasis on Chesapeake Bay forms.

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Sharia Barksdale

Sophomore Sharia Barksdale of Camp Springs, Maryland, appreciates the friendly and inviting atmosphere and the generous financial aid that allowed her to attend Hood College.

"The financial aid office worked diligently in helping to lower loans and find scholarships for me," Barksdale says. "Hood was also generous in the grants they allotted to me. I received decent aid packages from the other six schools I applied to, but Hood was the most cost effective."

Barksdale received partial funding through Project Excellence, a scholarship program for minority students in the Washington, D.C., metropolitan area which also assists students in getting an early start with the admissions and financial aid processes. Hood is an affiliate school of the program.

Active in campus life, Barksdale is fundraising chairperson of the Black Student Union, is president of Circle K, is a member of the Hood Dance Club, and works with the Hood College Annual Funds as a caller and a class agent. Barksdale was nominated

by a Hood faculty member to attend the annual MICUA-sponsored Maryland Independent Higher Education Day in Annapolis. Off campus, she is an associate member of the Frederick Jaycees.

Upon graduation from Hood, Barksdale, a double sociology and German major, plans to earn a doctoral degree in international relations from Georgetown University and to pursue a career as a foreign service officer or an ambassador with the United Nations or the U.S. Department of State.

Columbia Union College

7600 Flower Avenue
Takoma Park, MD 20912
301-891-4000
www.cuc.edu

Main Campus: Montgomery County

Headcount 2002: 1,162

Carnegie designation:

Baccalaureate Colleges—General

Founded in 1904, Columbia Union College (CUC) is a coeducational institution located in Montgomery County that offers associate and baccalaureate degrees in the liberal arts, sciences, and selected professional fields and a master of business administration. CUC's Adult Evening Program provides opportunity for working adults to obtain a baccalaureate degree in a variety of majors. This accelerated degree program is available at the home campus in Takoma Park, as well as at the Gaithersburg Center. Through the pursuit of academic excellence and commitment to service, the college seeks to produce graduates who bring competence and moral leadership to their communities.



Mapendo Safari comes to Columbia Union College from Albert Einstein High School in Montgomery County. Known as Karen to her friends, Safari is a political asylee from the Congo. Her mother came to the U.S. several years ago, leaving 10-year-old Mapendo and her siblings behind in Africa. When serious war broke out, Mrs. Safari was unable to contact her children to know their fate.

Safari, a sister, and her older brother fled their home on foot to reach the safety of their grandparents' village. They walked for days, following no map, just a stream of refugees pressing toward a

Positioned to help meet
the chronic need for nurses
throughout the State

Columbia
Union College

Mapendo Safari

mirage of relief. They had no food. They witnessed people dying and women giving birth along the side of the road. When they returned to their home, it was devastated. Nothing was left but the structure. The children proceeded to rebuild their lives, one day at a time. One of those days a phone call actually got through to their mother. After several years of silence, they were able to tell her that they were alive.

Now reunited and living in the United States, Safari's family continues the struggle against misfortune. Graceful, beautiful, and extremely poised for one who has gone through so much, Safari attends CUC as a nursing major. With the assistance of the CUC Alumni Scholarship Fund, a Guaranteed Access Grant from the State of Maryland, and a Pell Grant, Safari is once again proving her inner strength to prevail over seemingly impossible adversity.



How Columbia Union College

Serves Maryland

Columbia Union College reaches out to its southern Montgomery County community through many service projects coordinated by student leaders, including tutoring in neighboring elementary schools, feeding the homeless, and sponsoring an annual campuswide service day involving the entire traditional student body in community projects. In honor of the College Centennial, CUC is launching "100 Acts of Service," a program offering students, staff, faculty, and alumni the opportunity to participate in 100 different service events during the two-year celebration.

The Edyth T. James Department of Nursing is the oldest accredited nursing program in the State of Maryland. With over 160 (a 53 percent increase in 2002-03) students, the department is positioned to help meet the chronic need for nurses throughout the State. In addition to the traditional four-year baccalaureate program, the department offers a 21-month bachelor of science completion program for registered nurses (RNs), a minor in health care administration, and a nursing program for RNs looking for professional development opportunities.

Two of the last three graduating nursing classes had a 100 percent pass-rate on the State nursing exam. In May 2003, the college graduated 18 students from the bachelor of science in nursing program.

The CUC Department of Education sponsors the Summer Teaching Institute providing opportunities for teachers to upgrade their skills and to work toward certification in specific subject areas. This institute attracts many teachers from surrounding areas and aids in improving their effectiveness in the classroom. Education graduates are perceived to be well-prepared and receive multiple offers for positions in local schools. The Department of Education also offers a summer Early Childhood Development Certificate Program for childcare workers, in addition to a regularly paced associate of science degree in the same field. The department has recently received funding to produce multimedia literacy resources to assist educators in teaching reading skills to elementary-age students.



Capitol College



Capitol College

11301 Springfield Road

Laurel, MD 20708

301-369-2800

www.capitol-college.edu

Main Campus: Prince George's County

Maryland counties served through satellite

programs: Anne Arundel, Baltimore City, Baltimore, Calvert, Caroline, Carroll, Cecil, Charles, Dorchester, Frederick, Harford, Howard, Kent, Montgomery, Prince George's, Queen Anne's, Saint Mary's, Somerset, Talbot, Washington, Wicomico

Headcount 2002: 835

Carnegie designation: Specialized Institutions—
Schools of engineering and technology

Capitol College focuses on engineering, computer sciences, information technologies, and business. The National Security Agency has certified Capitol as a Center of Academic Excellence in Information Assurance Education. The National Aeronautics and Space Administration (NASA) created the Space Operations Institute at Capitol to operate earth science satellites and educate students about space technology. A pioneer in online education, Capitol uses synchronous audio technology to facilitate live student and faculty interaction online. Capitol guarantees its undergraduates a job offer in their field of study, at a nationally competitive salary within 90 days of commencement.



Capitol guarantees its undergraduates a job offer in their field of study, at a nationally competitive salary within 90 days of commencement

How Capitol College Serves Maryland

Focuses on Critical Workforce Shortages

Capitol College is the only college in Maryland with a mission focused entirely on preparing graduates to work in engineering, computer sciences, information technologies, and business.

National Reputation for Excellence

The college is one of only two colleges in the nation to receive recognition from the National Security Agency as a Center of Academic Excellence in Information Assurance Education. Capitol created one of the nation's first graduate programs in network security.

Supports Economically Disadvantaged Students

Capitol College actively promotes access to engineering and technical education by sponsoring, hosting, or participating in these activities:

- First Generation College Bound—Founding member of board—host site for events;
- NASA Pre-Engineering Prep Program—Summer program for minority high school in junior and senior year;
- College for Teens—National Congress of Black Women, Inc. sponsored summer program; and
- Raising Hispanic Awareness—Summer program funded by PerkinElmer.

Works With Maryland State Department of Education (MSDE)

As active participant with MSDE in Project Lead The Way, Capitol College strives to increase interest in and readiness for engineering education.

Collaborates with Maryland's Public Higher Education Institutions

- Maintains articulation agreements with all community colleges and participates in the ARTSYS system to facilitate transfer;
- Serves as a board member of Maryland Online;
- Participates in the Maryland Digital Library; and
- Developed a partnership with Prince George's Community College in the NASA-funded Space Operations Institute.

Diverse Study Body

African Americans represent 37 percent of the undergraduate student headcount.

Supports Maryland Businesses

- Capitol College delivers customized training for industries such as Northrop Grumman and the National Security Agency.
- The college provides specific training for certification in these critical fields: A+/Network+ Computer Architecture and Networking, Cisco Certified Network Associate, CheckPoint Certified Security Administration, and CheckPoint Certified Security Expert.
- Capitol created the Space Operations Institute with NASA to operate four satellites with Corporate partner Honeywell.



The scholarship program at Capitol College has been a major assistance throughout Cristina Amaya's college career and has given her the opportunity to continue her education by permitting her full attention toward her studies. Says Amaya, "I am grateful for the financial assistance provided by Capitol College and my sponsors."

She is employed in the Office of Financial Aid. Being a tutor and being involved with the faculty of Laurel High School and First Generation College Bound has helped in the development of her human relations skills, reports Amaya. She believes that this is preparing her for the work-force environment, which requires a lot of human interaction. This is necessary for her because she is aware that in her field of study she will have to face and learn to deal with a variety of situations and people.

Ner Israel Rabbinical College*

400 Mt. Wilson Lane
Baltimore, MD 21208
410-484-7200

Main campus: Baltimore County

Headcount 2002: 577

Carnegie designation: Specialized Institutions-Theological seminaries and other specialized faith-related institutions

Ner Israel was founded in 1933 for the purpose of training rabbis, educators, and educated laymen well versed in the Talmud and the traditions of Judaism. It devotes its curricular program to the teaching of Talmudic Law, offering students rabbinical degrees including a baccalaureate, master's, doctorate, Rabbinical Ordination, and a teacher's diploma. Ner Israel is accredited by the State of Maryland and the Association of Advanced Rabbinical and Talmudic Schools to grant a baccalaureate, master's, and doctorate in Talmudic Law. In addition, the Israel Henry Beren High School Division is located on the 90-acre college campus in Baltimore County.

Ner Israel *receives no direct State aid
Rabbinical College

Ner Israel has achieved international recognition for the quality of its training.

How Ner Israel Rabbinical College Serves Maryland

Ira Goodman, a 22 year old resident of Baltimore, is a graduate of the Baltimore County Public Schools System and a graduate of Pikesville Senior High. For the most part, Ner Israel students are graduates of Jewish Day Schools, an educational experience that prepares them for a rabbinical college curriculum. Goodman's path to Ner Israel was quite different. In the 11th grade, Goodman went on a trip to Poland and Israel, which sparked an interest in the cultural aspects of his heritage. A local rabbi, an alumnus of Ner Israel, started an after-school extra curricular Jewish Cultural Club at Pikesville that Goodman began attending. During his senior year, Goodman also began attending a Sunday night Judaic learning class, taught by this rabbi for public school students, which was held at Ner Israel. While attending these sessions, Goodman became friends with many Ner Israel students and began spending as much time at Ner Israel as he did at Pikesville High. He lived only a five-minute walk from the college. After graduation, Goodman was one of two graduates from Pikesville who went to Israel to study. He spent two years at a religious school for students with weak backgrounds in Judaic studies that prepared them for a regular higher educational institution. Goodman returned to Baltimore and subsequently enrolled at Ner Israel, receiving a significant institutional scholarship. Goodman married in June 2003 and is now a serious graduate student pursuing a comprehensive program leading to rabbinical ordination at Ner Israel.

Ner Israel has achieved international recognition for the quality of its training. The diverse student body from throughout the world ensures meaningful and dynamic interaction. Alumni occupy rabbinic, teaching, and lay leadership positions throughout the world. In Maryland, alumni serve as pulpit rabbis of 20 synagogues, 18 in the Baltimore metropolitan area. Graduates also serve as rabbis, educators, and administrators in Rabbinical Colleges, and Hebrew Day Schools in Maryland and communities throughout the United States and abroad. They also occupy high level positions in State and local governments, and in universities and other institutions of higher education.

The faculty is composed of world-renowned scholars who are recognized for their scholarship and ability to guide and teach future leaders. There is a major emphasis on teaching communal responsibility and imbuing students with a sense of obligation to anticipate communal needs and making a positive contribution. Members of the faculty often serve as a community resource on Jewish religious laws and customs.

Faculty and staff are actively involved in communal issues of both global concern and local impact. Ner Israel takes pride in

its over 20 year effort of providing a home for Jewish Iranian refugee students who have become community leaders and teachers in Maryland and elsewhere. Similar efforts have focused on students from the former Soviet Union.

Many students dedicate their summer vacation to special teaching and outreach programs. Teams of Ner Israel students, under the leadership of graduate students, have participated in programs throughout North America. A group of students and faculty are involved in a special summer Jewish Boy Scout camp. Students participate in various fund raising efforts for needy individuals, and charitable and educational institutions at the local level and elsewhere. They also visit local nursing homes at holiday periods to offer comfort to the residents.

Articulation Agreements

Ner Israel has articulation agreements with The Johns Hopkins University, Towson University, University of Baltimore, and University of Maryland Baltimore County for credit toward degrees. The college's students are accepted into many outstanding graduate schools in fields such as law, medicine, dentistry, business, and psychology.



How Villa Julie College Serves Maryland

As a career-focused liberal arts college, Villa Julie College (VJC) provides significant benefits to local employers. **Exceptional career preparation has enabled 97 percent of those VJC students seeking employment over the last five years to obtain jobs or proceed to graduate school within six months of graduation.** Many of those stay in Maryland thanks to the solid relationships the school has built over the years with the local business community through internships and co-ops. The practical knowledge Villa Julie students receive through these experiences while still in school makes them attractive candidates once they enter the workforce. The college has long-standing programs in nursing, sciences, business, technology, and education and continues to explore innovative disciplines within them such as nurse paralegal and early childhood leadership. In addition to preparing traditional college students for their first jobs, Villa Julie also created the Baltimore area's first accelerated programs, allowing working adults to complete a degree or earn a second degree. These innovative programs feature creative scheduling and an exciting learning environment to meet the varied needs of students also juggling work and family lives. By focusing on developing the newest additions to the workforce and creating innovative programs for those looking to improve their professional positions, Villa Julie College offers a multitude of benefits to Maryland.



John Bosley

John Bosley was the first person in his family to go to college. His parents—an Irish immigrant and a local dairy farmer—worked hard to make enough to send John and his brother to parochial school. But just as he finished middle school, they lost the family farm. Because of their belief in the value of education, Bosley's parents sacrificed to send him to a private high school. He began working to help with the financial burden. Once he graduated from high school and was accepted into Villa Julie College, he knew his family could no longer help financially. He continued to work, moved out on his own and applied for every available loan. Through Villa Julie's Career Services Office, he landed a job with the Community Bank of Northern Virginia at its Columbia branch. While the job could have created an undue burden on the college experience, Bosley was able to pay his way through college and gain valuable work experience and skills. In 2003, he graduated with a degree in business information systems and plans to return to Villa Julie to pursue an accounting degree. Bosley told the college's Board of Trustees that without the help of Villa Julie College and its financial aid programs, his dream of a college education never would have become a reality.

Baltimore Hebrew University



Baltimore Hebrew University

5800 Park Heights Avenue
Baltimore, MD 21215
410-578-6900
www.bhu.edu

Main Campus: Baltimore City

Headcount 2002: 160

Carnegie designation: Specialized institutions—Other specialized institutions

Baltimore Hebrew University (BHU) is a nondenominational, co-educational university offering baccalaureate, master's, and doctoral degrees in the Judaic humanities as well as preparation for careers in Jewish professional leadership. Through the master of arts in Jewish education (MAJE) in teaching or administration, or the master of arts in Jewish communal service, students prepare to serve the community. There are dual degree master's programs with the University of Maryland School of Social Work and in public policy with Johns Hopkins University and University of Maryland Baltimore County (UMBC). A dual master's degree in education with Goucher College (master of arts in teaching and MAJE) is also available. Graduate students in dual degree programs are eligible to participate in the Darrell Friedman Institute.



Tzahi M. Posner



How Baltimore Hebrew University Serves Maryland

BHU, through its master of arts in Jewish education program (one of fewer than 10 in the United States), trains both teachers and administrators for careers in Jewish education. Students teach in Baltimore area schools while they are in training and many stay on in Maryland, continuing to enrich the community. There is currently a major shortage of educators, administrators, and curriculum writers for Jewish supplementary and day schools.

Since 1970, BHU has maintained a dual master's degree program with the University of Maryland School of Social Work and, since the early 1990s, with UMBC's and Johns Hopkins' programs in public policy. Many of the graduates of these programs have remained in Maryland contributing to the maintenance of a caring community.

In the spring of 1995 Tzahi Posner graduated from the University of Delaware with the hope of pursuing a career in the field of Jewish education. He knew that to advance in the field beyond entry level, it would be imperative to receive a graduate education. However, after being saddled with tens of thousands of dollars of loans from his undergraduate studies and with the prospect of a career in education that, while fulfilling, would never pay large sums of money, he was hesitant to undertake more loans.

His best option seemed to be traveling overseas to study at The Hebrew University of Jerusalem, in large part because the average cost of a postsecondary education in Israel is a fraction of the cost in the U.S. However, his hope was to return to my hometown of Baltimore, where he could study at Baltimore Hebrew University (BHU), a school with an excellent program in the field of Jewish education.

A major factor in swaying his decision to return to Baltimore and study at BHU was the generous fellowship offer that he received. The fellowship made the cost of his studies within his means and allowed him to receive a high-quality graduate education. Returning to Baltimore also enabled him to work at a local school and to begin establishing his roots both personally and professionally.

Seven years later he accepted a position working for his alma mater—as the recruiter for the university. Says Posner, “Besides being in a job I enjoy, I am pleased to be able to give back to the university and the community in a productive manner by applying the skills and knowledge that I received as a student at BHU.”

“Returning to Baltimore also enabled me to work at a local school and to begin establishing my roots both personally and professionally.”



Baltimore International College



Baltimore International College

17 Commerce Street
Baltimore, MD 21202-3230
410-752-4710

www.bic.edu

Main Campus: Baltimore City

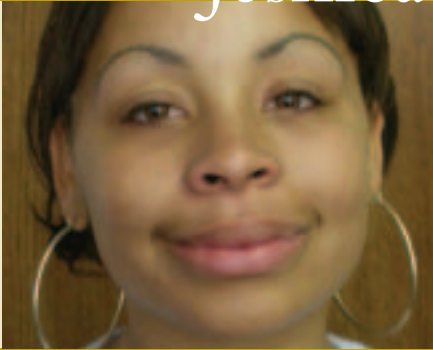
Headcount 2002: 800

Carnegie designation: Associate's Colleges

Founded in 1972, Baltimore International College (BIC) offers degrees in the culinary arts and hospitality management to suit all tastes. Students enjoy small, hands-on classes with instructors who are professionals in the field of hospitality. Students participate in BIC's Honors Program at the college's Ireland campus. They also perform "externships" at local restaurants and hotels. The Baltimore campus is located blocks from a variety of restaurants, theaters, and museums, making it the perfect place to work, study, and play. Many students go on to work as executive chefs and caterers, and others become entrepreneurs or manage hotels and fine restaurants.

Students perform "externships" at local restaurants and hotels

Jeshica Carrington



“No matter what you face in life, no matter what you go through, you have to remember that you can do it if you put your mind to it”

Jeshica Carrington always enjoyed cooking, but it wasn't until her mother passed away in 1999 that she realized she wanted to make it her life's work. A single mother herself, she took over the kitchen chores, teaching herself to make dishes both tasty and beautiful for her extended family.

“I like the artistic side of it,” said Carrington, of Baltimore. “I like making a dish look good. I like to put the plates together and make them really colorful, really appetizing.”

A self-described military brat, Carrington traveled extensively throughout Europe as a child, nurturing her appreciation for the culinary arts of other countries. Today, she is pursuing a bachelor's degree in hospitality management at Baltimore International College. She also holds down a full-time job, and finds herself very busy with work, college, and the care of her young son.

She hopes someday to open a multicultural eatery of her own—and to name it Lisee's in honor of her late mother. Carrington knows it will be a lot of work, but she stays positive and studies hard.

“No matter what you face in life, no matter what you go through, you have to remember that you can do it if you put your mind to it,” she says. “I've been through some hard situations, but I try to stay positive no matter what.”

How Baltimore International College Serves Maryland

Baltimore International College is the perfect choice for students who want to start a successful career in hospitality. Divided into the Schools of Culinary Arts and Hospitality Management, BIC prepares students for the ins and outs of the hospitality business and **provides the growing Baltimore tourism industry with qualified chefs and managers.**

The college offers baccalaureate and associate's degrees, as well as certificates and continuing education options. Even with its career emphasis, BIC gives its students a true college education with a unique 30 percent liberal arts component for all degree offerings. Besides improving their skills and resumes, students can participate in BIC's Honors Program at the Park Hotel in Virginia, County Cavan, Ireland. For many students, this is their first experience abroad.

Students also perform “externships” at local restaurants and hotels. That's one reason why BIC graduates make such smooth transitions into the working world. In fact, **98 percent of BIC graduates find work within four months after graduation.** Many go on to work as executive chefs, pastry chefs, and caterers, and others start their own businesses, or manage hotels and restaurants around Maryland. These are the movers and shakers who boost the State's economy.

Demographically, BIC serves a wide range of students, including many nontraditional, career changers and Baltimore residents, many of whom are the first in their families to attend college. BIC aids students with a variety of financial aid options, awarding an average of \$16,125 in federal and institutional loans, grants, and scholarships—more than \$2 million total—in fiscal year 2003.

Students who attend Baltimore International College leave with much more than a degree. They graduate with the real-life skills and experiences that will take them wherever they want to go in life.





Maureen Rogers, started Sojourner-Douglass College (SDC), the only private Black institution in Maryland, in the winter of 2000 following a near-death auto accident. She had to be carried to class by a friend. After three years of study and an internship at the Department of Juvenile Services where she learned investigative techniques and case management, her heart swelled with pride as she walked onto the stage as the valedictorian to a standing ovation and received her degree.

“When I started school I couldn’t walk,” she told the audience, “and today I’m proof of what can be done and I feel like jumping for joy.”



Sojourner-Douglass College

200 North Central Avenue
Baltimore, MD 21202;
500 North Caroline Street
Baltimore, MD 21205
410-276-0306
www.sdc.edu

Main campus: Baltimore City

Maryland counties served through satellite programs: Anne Arundel, Baltimore City, Prince George’s, Wicomico, Dorchester

Headcount 2002: 1,138

Carnegie designation: Specialized Institutions–Other specialized institutions

Sojourner-Douglass College offers the baccalaureate and master’s degrees in the applied arts and sciences. Its distinguishing characteristics include evening and Saturday classes that allow working adults to participate in a full-time or part-time program of study, a trimester system that gives students the option to complete a degree in three years or less, up to 42 credits derived from documented life learning experiences, a Project Demonstrating Competence requiring participation in an independent project related to the student’s major, and a child drop-in center on campus staffed to supervise children of students attending classes.

Sojourner-Douglass College

Maureen Rogers

She says, "My experience at Sojourner-Douglass College has enhanced my confidence, my skills, and my knowledge to the point that I feel like a new person."

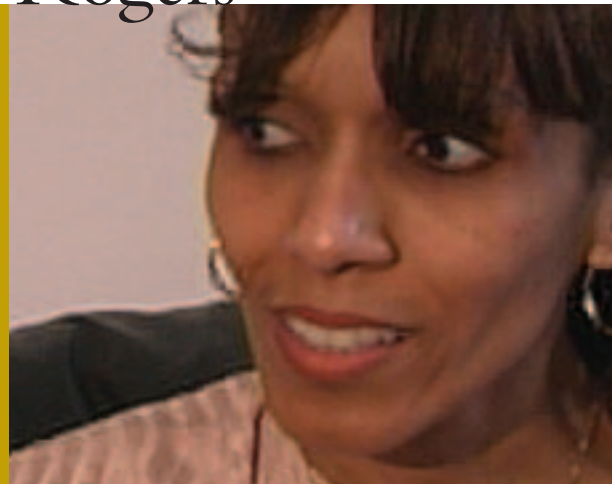
Today, instead of watching from the sidelines, Rogers has absorbed the lessons of her professors on self-determination and self-empowerment and has taken her skills back into the community.

Her future is now filled with the possibilities of what was once just a dream.

"I will complete my education in criminal justice and become a lawyer, and help individuals who ordinarily wouldn't have anyone to assist them," she states confidently.

She says she will ultimately practice family law, and none of it would have been possible without the financial support of SDC.

Thanks to Sojourner-Douglass College, Rogers says, "This is my season, and now I am going to reach back and help others prosper."



How Sojourner-Douglass College Serves Maryland

Sojourner-Douglass College works toward the goals of community self-reliance and community development. The college does so through a learning model that instills in students a capacity for self-development and self-expression and facilitates their engagement in effective social action as members of the world community. The focus of the college is to provide a higher education for previously educationally "by-passed" persons.

The college's predominantly African American student body, with an average age of 37, is 85 percent female; 80 percent have children; and 70 percent are heads of household. Not only is the college meeting the educational needs of the fastest growing market segment, it also serves the population who could have the greatest impact on the success of future generations. Studies conducted at the University of California at Los Angeles over a seven-year period indicate that the most accurate predictor of minority college persistence is having at least one college-educated parent in the household. Because Sojourner-Douglass primarily targets the parents of potential college-bound minority students, it is far more likely that their children will attend and finish college. The positive impact that college-educated parents have on the retention and ultimate educational success of their children suggests a multiplier

effect in the education of young learners. This reality challenges the community and the college to maintain and strengthen its leadership role in providing quality, postsecondary education to an adult population.

Sojourner-Douglass' Workforce Development Programs also serve the State

- Transportation Institute Partnership—an entrepreneurial training program in partnership with the Department of Human Resources and Maryland Transit Administration, designed to provide job training and entrepreneurial opportunities for the unemployed or underemployed persons who desire a career in the transportation industry;
- Workforce Transportation and Referral Center—a transportation brokerage designed to improve mobility for the Baltimore region's workforce and coordinate reliable and affordable transportation for job seekers, job developers, staffing agencies, employees, employers, and the general public;
- Workforce Development Coalition—a collection of practitioners involved with helping individuals transition from welfare to employment, which meets regularly to share experiences, best practices, and models for success.

The focus of the college is to provide a higher education for previously educationally "by-passed" persons

FOUR FACTS

About Maryland's Independent Colleges and Universities

1

STUDENTS SERVED?

The at-risk student populations at independent institutions are comparable to that of public four-year institutions.

2

PUBLIC RESOURCES?

Most states provide public funds, directly or indirectly, to independent colleges and universities.

3

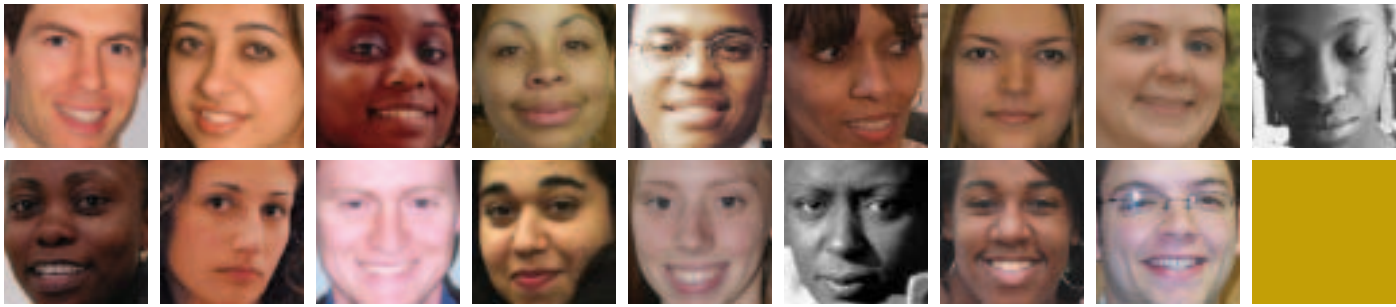
VOTER OPINION?

Almost two-thirds of Maryland voters support the current system of grants to independent colleges and universities.

4

FISCAL NEED?

A cut in State aid to the independent institutions diminishes student access and hurts the State's economic vitality.



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Member Institutions

Baltimore Hebrew University
Baltimore International College
Capitol College
College of Notre Dame of Maryland
Columbia Union College
Goucher College
Hood College
The Johns Hopkins University
Loyola College in Maryland
Maryland Institute College of Art
McDaniel College
Mount St. Mary's College
Ner Israel Rabbinical College*
Sojourner-Douglass College
St. John's College
St. Mary's Seminary and University*
Villa Julie College
Washington College

**Receives no direct State aid.*



Maryland Independent College and University Association