

Solutions
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Providing **Solutions** for Maryland
2008

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MICUA

18
Eighteen distinctive independent institutions

50,000
Serving 50,000 students
in every region of the state

1/4
Awarding one-fourth of all degrees conferred in Maryland

&
Creating communities of
scholars,
learners,
and doers

CHANGING
Launching careers

LIVES
Building character

SOLUTIONS

Maryland's Independent Colleges and Universities —A Vital Public Resource



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About MICUA



Tina Bjarekull, President

The Maryland Independent College and University Association (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State. Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

60 WEST STREET, SUITE 201
ANNAPOLIS, MD 21401
410-269-0306
WWW.MICUA.ORG

“Maryland’s distinctive and diverse independent institutions provide broad public benefits, while meeting the unique needs of individual students.”

MICUA

**Maryland Independent College
and University Association**

Fast Facts

Each year, MICUA member institutions...



- Serve 50,000 students
 - 25% of undergraduates are students of color
 - 90% increase in African-American enrollment from 1995 to 2005
- Enroll an economically diverse population
 - 80% of undergraduates receive financial assistance
 - 74% of the need-based grant aid is provided by the institution
- Confer 23% of all degrees awarded
 - 47% of master's degrees
 - 34% of doctoral degrees
- Produce 34% of new teacher candidates
- Award 44% of bachelor's degrees in nursing
- Maintain over 130 transfer agreements with Maryland's community colleges
- Expend \$1.5 billion in research grants
- Generate over \$6.5 billion in economic output
- Employ more than 35,000 workers
 - Pay \$2.1 billion in salaries and benefits
- Attract over 300,000 visitors to Maryland

Baltimore Hebrew University



Baltimore Hebrew University prepares teachers, principals, youth directors, camp directors, professors of Jewish studies, Jewish communal service professionals, and lay leadership.

Since its founding, Baltimore Hebrew University has evolved in response to the needs of the Baltimore community and the surrounding counties.

5800 PARK HEIGHTS AVENUE
BALTIMORE, MD 21215
410-578-6900
WWW.BHU.EDU

MAIN CAMPUS: Baltimore City

HEADCOUNT FALL 2006: 113

CARNEGIE DESIGNATION: Special Focus Institutions—Other special-focus 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) as well as a new certificate in nonprofit management from Johns Hopkins University. Graduate students in dual degree programs are eligible to participate in the Darrell D. Friedman Institute for Professional Development at the Weinberg Center (DFI).



At a Glance

Baltimore Hebrew University was founded as Baltimore Hebrew College and Teachers Training School in 1919 to promote Jewish scholarship and academic excellence. Over the years, the university has expanded in many ways.

The university teaches Jewish civilization against the wider background of world civilization. Since its founding, BHU has evolved in response to the needs of the Baltimore community, remaining committed to academic Jewish studies, to the study of Hebrew language and literary sources, and to creating opportunities for lifelong learning.

The mission of Baltimore Hebrew University is to preserve, generate, transmit, and apply knowledge of Judaism through the teaching of its culture and civilization in a universal context. BHU aims to promote the study

of Judaism and the Judaic humanities without sectarian or religious instruction. As a college of Jewish studies, BHU is well-positioned to bridge the academic study of Jewish language, literature, history, and culture with the development of a vibrant communal life for Jewish Americans, thus deepening Jewish identity and communal continuity. BHU is committed to the education and training of Jewish educators and other communal professionals, literate in Jewish culture and exemplifying excellence in their chosen fields.

WORTH NOTING: The rare books collection at the Joseph Meyerhoff Library is a microcosm of the larger library collection and contains items of special significance in an already specialized library. The collection contains rare items dating from the 15th to 20th century.



**David S. Ariel,
Acting President**

BALTIMORE HEBREW UNIVERSITY

Solutions for Maryland

As one of the five historic colleges of Jewish studies, Baltimore Hebrew University prepares teachers, principals, youth directors, camp directors, professors of Jewish studies, federation executives, and lay leaders who serve the needs of the community.

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, master's programs in public policy with the University of Maryland, Baltimore County and Johns Hopkins University. Many of the graduates of these programs, both local students and those from out-of-State, have remained in Maryland, contributing to the maintenance of the broader Maryland community as well as local Jewish institutions.

BHU, through its master of arts in Jewish education program (one of fewer than ten in the United States), prepares both teachers and administrators for careers in Jewish education. Students teach in Baltimore area schools while they are in training and many stay in Maryland, continuing to enrich the community.

The university provides outstanding lifelong learning programs and fosters the active service of faculty members and students on the professional staffs, faculties, and volunteer boards of many community institutions.

The Joseph Meyerhoff Library of Baltimore Hebrew University is the largest independent Judaic library in the Southern United States and helps facilitate the university's mission. The general collection has over 70,000 volumes in a wide variety of disciplines in Jewish studies and other related areas that support the course work of the institution and the research interests of the faculty, students, and scholars throughout the region. The library is also a rich resource of information for the general public.



Baltimore International College



Hospitality is the largest industry in the world. It is one of only a handful of industries expected to continue to grow for the next 20 years.

17 COMMERCE STREET
BALTIMORE, MD 21202
410-752-4710
WWW.BIC.EDU

MAIN CAMPUS: Baltimore City

ANNUAL HEADCOUNT 2006-2007: 608

CARNEGIE DESIGNATION: Special Focus Institutions—Other special-focus institutions

Baltimore International College (BIC) is the region's leading institution for culinary arts and hospitality management degrees. Founded in 1972, BIC is a regionally accredited, independent college offering specialized bachelor's and associate degrees and certificates through its School of Culinary Arts and School of Hospitality Business and Management. The college's programs are taught by industry-experienced chefs and professors from around the world and incorporate a blend of theory and academics with hands-on experience. The college's Baltimore, Maryland, campus is located just two blocks from the famous Inner Harbor and within easy walking distance of many of the city's major attractions.

Baltimore International College serves a wide range of students, including many non-traditional career changers. Many students are the first in their families to attend college.



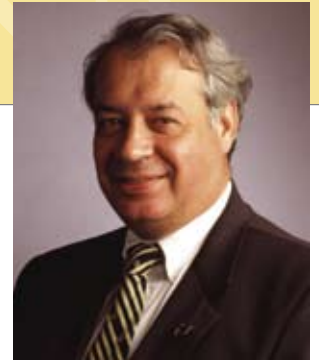
At a Glance

In today's tight job market, college has to be a stepping stone for students starting their careers, a place that provides the opportunity to learn and fine-tune skills, to make lasting contacts in the business world, and to form a professional work ethic.

Divided into the complementary schools of Culinary Arts and Hospitality Business and Management, Baltimore International College prepares students for all the ins and outs of hospitality business. The instructors are seasoned professionals in their fields who stay on the cutting edge of technique and style. The students maintain an air of professionalism at all times, whether at their externships in the industry or in class, where they wear culinary and business uniforms.

BIC provides its students a true college education, including a unique 30% liberal arts component for all degree offerings. BIC graduates aren't just great at their jobs, they're also well-rounded individuals with interests in writing, history, and other subjects.

WORTH NOTING: These are just a few of the existing jobs held by Baltimore International College alumni: Executive Chef at The Center Club, Executive Chef at the Smithsonian Museum of the American Indian, Executive Chef at Walt Disney World, Executive Chef at the Ritz Carlton Pentagon City, and Personal Chef for Governor Robert Ehrlich.



**Roger Chylinski,
President**

BALTIMORE INTERNATIONAL COLLEGE

Solutions for Maryland

Baltimore International College's School of Culinary Arts and School of Hospitality Business and Management prepare students with the technical skills and business tools needed to succeed in today's hospitality industry and provides Baltimore's and Maryland's tourism industry with qualified chefs and managers.

Students who excel in their classes may be eligible for the college's honors program. This program is five weeks in length and taught at the college's Ireland campus, which is located in County Cavan and is home to educational facilities, student housing, the Park Hotel, the Virginia golf course, herb and pleasure gardens, and 15 miles of walking paths situated on Lough Ramor. Culinary students work in the hotel's award-winning kitchen to further enhance their skills and practical knowledge, while hospitality management students have the opportunity to learn the day-to-day operations of the hotel.

Upon graduation from Baltimore International College, many graduates go on to work as executive chefs, pastry chefs, and caterers, while others start their own businesses or manage hotels, inns, and restaurants in Maryland.

Demographically, Baltimore International College serves a wide range of students, including many non-traditional career changers. Also, many students are the first in their families to attend college. The college aids students with a variety of financial aid options, awarding more than \$2 million in loans, grants, and scholarships in fiscal year 2005.

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



Capitol College



Capitol is preparing a new generation of engineers who are as talented in business and information technology skills as they are in designing and problem solving—a necessity as the nature of the profession evolves and broadens.

Capitol College guarantees its qualified bachelor's degree graduates placement in a high-technology or information technology job with a competitive salary within 90 days of graduation.

11301 SPRINGFIELD ROAD
LAUREL, MD 20708
301-369-2800
WWW.CAPITOL-COLLEGE.EDU

MAIN CAMPUS: Prince George's County

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND

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

HEADCOUNT FALL 2006: 780

CARNEGIE DESIGNATION: Special Focus Institutions—Other technology-related schools

Capitol College is the only independent college in Maryland dedicated to engineering, computer sciences, information technologies, and business. Founded in 1927, Capitol College is a regionally accredited institution offering associate, bachelor's, and master's degrees, as well as professional development training and certificates. The college's 52-acre campus is located in Laurel, Maryland, a suburban setting midway between Washington, D.C., and Baltimore. Full-time undergraduate students are eligible for a five-year tuition lock and a job guarantee. All graduate-level degrees are available online, supported by software that delivers live, real-time lectures.



At a Glance

Capitol College blends academic excellence with practical learning experiences that prepare students for a range of challenging and competitive careers. Capitol College remains committed to its mission through collaborations with business and government agencies, such as the NASA-supported Space Operations Institute and the National Security Agency.

WORTH NOTING: Capitol College is one of the few institutions to offer a bachelor's degree in network security. It's also one of a select number of colleges that has been designated a Center of Academic Excellence in Information Assurance Education by the National Security Agency.



**Michael T. Wood,
President**

CAPITOL COLLEGE

Solutions for Maryland

The pay is good and the work is plentiful, but young adults are looking the other way when it comes to careers in engineering. That's a serious problem for a State that takes pride as a technological force in the global economy.

Capitol College is collaborating with government agencies, private industries, and nonprofit organizations to meet the demands of Maryland businesses. As a partner with several groups, Capitol is reaching out to young students, introducing them to engineering career possibilities so they will eventually join the profession.

Many young students, especially women and minorities, shy away from engineering because of the perceived difficulty of a math- and science-heavy curriculum. Capitol and NASA Goddard Space Flight Center began in 1992 their six-week-long NASA Pre-Engineering Program for minority high school students. High school graduates get accustomed to college life and take courses that prepare them for the rigors of their first year as an engineering student. And with the support of Perkin Elmer Fluid Sciences, Capitol began introducing Hispanic high school students to the profession during a one-week-long session, Raising Hispanic Awareness of Engineering. Teenagers in grades 9-11 have come to Capitol to build rockets, meet engineers, and visit workplaces—all to get a taste of what engineering is about.

Through its affiliation with the FIRST robotics competition, Capitol has hosted the regional kick-off to the event, bringing dozens of high school robot-building teams on campus to prepare for the competition. Designing and building robots lets students work hands-on with engineers and the tools engineers use.

Capitol, like many organizations, knows the core of the problem runs deeper. Students need the basic math and engineering founda-

tions as early as possible to prepare for the advanced-level courses required during the first year as a college student. As a partner with Project Lead the Way, Capitol is supporting efforts to integrate engineering concepts into middle- and high-school curricula. Capitol College professors are training high school teachers in areas such as digital electronics so they can then teach their own students.

Once students decide to become engineers, the next step is helping them develop not just their technical aptitude, but also skills in communication, leadership, and interpersonal relations. The engineers of today must be competent as complete professionals. Capitol is preparing a new generation of engineers who are as talented in business and information technology skills as they are in designing and problem solving—a necessity as the nature of the profession evolves and broadens.



College of Notre Dame of Maryland



*As Maryland's women's
college, College of Notre
Dame of Maryland
educates women as leaders
to bring about positive
change in society.*

4701 NORTH CHARLES STREET
BALTIMORE, MD 21210
410-435-0100
WWW.NDM.EDU

MAIN CAMPUS: Baltimore City

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND

COUNTIES: Anne Arundel, Baltimore, Calvert, Carroll,
Cecil, Frederick, Harford, Howard, Montgomery, Prince
George's, St. Mary's, Washington

HEADCOUNT FALL 2006: 3,259

CARNEGIE DESIGNATION: Master's Colleges and Universities
(larger programs)

College of Notre Dame of Maryland is the first Catholic women's college in the United States to award the four-year bachelor's degree. Located in the North Charles Street college corridor in Baltimore, Notre Dame was founded as a liberal arts college by the School Sisters of Notre Dame 110 years ago. Today, the college serves approximately 3,300 students and is one of the largest private providers of teacher education in Maryland. The undergraduate Women's College experience is distinguished by experiential learning, an international perspective, and a focus on service. In addition to a Weekend College for women and men, Notre Dame offers an Accelerated College in business and nursing and a Graduate Studies program. In fall 2004, the college launched its first doctoral program—in education—in instructional leadership for changing populations.

Students with an annual family income below \$25,000 constitute approximately 15% of the student body, and more than half of these students are students of color. These students persist to graduation in four years at a rate comparable with—and sometimes better than—the entire student body.



At a Glance

College of Notre Dame of Maryland educates a diverse population at the undergraduate and graduate levels. The Women's College serves traditional-age college students while Weekend College, Accelerated College, and Graduate Studies are offered to women and men studying part-time.

Founded in 1873 by the School Sisters of Notre Dame, the college's fundamental dedication to women endures today, even as the mission has expanded to serve non-traditional students, both female and male.

Notre Dame's mission is to educate women as leaders and to provide distinctive undergraduate and graduate programs that challenge women and men to strive for intellectual and professional excellence, build inclusive communities, engage in service to others, and promote social responsibility.

WORTH NOTING: College of Notre Dame students come from a broad range of backgrounds, and about a third of the student body is made up of students of color. In recent surveys, students reported that they perceive a commitment to academic excellence as well as a strong commitment to racial harmony on campus.



Mary Pat Seurkamp,
President

COLLEGE OF NOTRE DAME OF MARYLAND

Solutions for Maryland

College of Notre Dame was founded more than a century ago to educate women, then considered a remarkable and revolutionary concept. School Sisters of Notre Dame, acting upon core values to serve girls and women, founded the college at a time when higher education was not readily available to women nor valued for women.

Today, the college is known for its role in helping to meet critical Maryland workforce needs—in nursing and in education—and in reaching out to students of color and low-income students.

After just two years, Accelerated College nursing has more than 400 students, made up of 22 cohorts from 11 hospitals as geographically diverse as Anne Arundel Medical Center to Frederick Memorial Hospital to Upper Chesapeake Health Systems. The program was launched in response to the needs of RNs and hospital administrators. A group of students takes one course at a time, year-round, in order to complete all requirements for the Bachelor of Science in Nursing in two-and-a-half years. Notre Dame also brings the program into the workplace, offering courses at a convenient time and location.

On the education front, College of Notre Dame is one of the largest private providers of teaching prepara-

tion in the state, according to the Maryland State Department of Education, and has developed a Ph.D. program to prepare teachers to work effectively with changing populations.

As another means of addressing workforce needs, College of Notre Dame has been successful in educating students of color and low-income students. The College of Notre Dame environment focuses on each student individually and couples challenge with support, a combination that is effective with all students. Strong personal relationships are the core of all college initiatives.

In the undergraduate program, students of color constitute more than one-third of the student body. In the Women's College, students with an annual family income below \$25,000 make up approximately 15% of the student body. Students of color account for more than half of this group of low-income students. These students from low-income families persist to graduation in four years at a rate comparable with—and sometimes better than—the entire student body. Similarly, their grade point averages compare to those of all students.



Columbia Union College



U.S. News and World Report
has rated CUC as one of the
most diverse institutions in
the nation, with students of
color making up 68% of total
enrollment.

*A small private college with
a distinctive emphasis on
service, Columbia Union
College students are
discovering new and exciting
ways in which to transform
their world.*

MAIN CAMPUS: Montgomery County

HEADCOUNT FALL 2006: 1,091

CARNEGIE DESIGNATION: Baccalaureate Colleges-Diverse Fields

Founded in 1904 in Takoma Park, Columbia Union College (CUC) is the only four-year college based in Montgomery County. CUC is a coeducational institution offering associate and bachelor's degrees in more than 50 majors in the liberal arts, sciences, and selected professional fields. CUC's School of Graduate and Professional Studies provides opportunities

for working adults to earn a master of business administration or obtain a bachelor's degree in a variety of majors. This accelerated degree program is available at the home campus in Takoma Park, as well as the Gaithersburg Center. Through the pursuit of academic excellence and commitment to service, Columbia Union College seeks to produce graduates who seize the opportunities for learning in the nation's capital in order to become moral leaders in communities throughout the world.

7600 FLOWER AVENUE
TAKOMA PARK, MD 20912
301-891-4000
WWW.CUC.EDU



At a Glance

Columbia Union College is a small private college near the nation's capital with Christian roots, whose motto is "The Gateway to Service." The college was established in 1904 by the Seventh-day Adventist Church and is recognized for its progressive and cosmopolitan learning environment. Today, while the majority of their students come from Maryland, the college welcomes students from 40 states and 47 countries.

WORTH NOTING: For the last three years, the college's Students in Free Enterprise team has been regional champions, with projects focusing on community service and local business development.



**Gaspar Colón,
Interim President**

COLUMBIA UNION COLLEGE

Solutions for Maryland

Columbia Union College reaches out to Maryland in many ways, such as nursing and teacher preparation programs. The entire undergraduate student body is also actively involved in community service projects, feeding the homeless and participating in an annual Service Day that works with dozens of essential community entities and projects. In addition, CUC serves a diverse student population, including many students who speak English as a foreign language.

The Edyth T. James Department of Nursing is the oldest accredited nursing program in the State of Maryland. With more than 215 students, the department is positioned to help meet the demanding requests for nurses throughout the State.

Early in 2005, the college was asked by Montgomery County Public Schools to develop an Elementary/Special Education dual certification program. The curriculum is designed to provide students completing the program with both Elementary Education certification and Special Education certification, a vital development given the current trend toward mainstreaming special-needs students, and for other elementary schools that cannot afford to hire teachers whose only specialty is Special Education.

Located in an area of the State that has a very high percentage of immigrants, the college also plays a unique role in serving immigrant students. *U.S. News and World Report* has rated CUC as one of the most diverse institutions in the nation, with students of color making up 68% of total enrollment.

ONE STUDENT'S FOCUS ON SOLUTIONS

Francis Tucker is one example of the diverse student body at CUC. He and his family fled Sierra Leone at the start of the country's civil war in 1997. After contracting malaria in a refugee camp, the family sought medical treatment for Francis in Guinea. Application to the United States government for asylum was approved in 2004.

This remarkable young man overcame many obstacles, completed an American high school program in nine months, and chose a small private college in Maryland. Tucker enrolled in Columbia Union College's Capital Summer Session, CUC's annual tuition-free peek at college life. With scholarship assistance from CUC, Tucker was able to fulfill his dream by enrolling for the fall semester. For Tucker, this means studying to become a nurse, and later a doctor, so that he can help his family on two continents get the kind of health care he was unable to obtain in Sierra Leone.

Francis Tucker is a quintessential example of a core tenet of Columbia Union College's stated vision: development of talent through an ethos of excellence. At the beginning of this semester, an overwhelming majority among his peers voted Francis Tucker as freshmen class president for the 2005-2006 academic year.



Goucher College



Students at Goucher have teamed up with the Megaphone Project to produce a documentary film on a local parole office—a project that took on an added dimension this year through the service-learning component of a Goucher English course.

Goucher College gives students a sweeping view of the world, through a broad-based arts and sciences curriculum and a groundbreaking approach to study abroad.

MAIN CAMPUS: Baltimore County

HEADCOUNT FALL 2006: 2,310

CARNEGIE DESIGNATION: Baccalaureate Colleges—Arts & Sciences

Goucher College is an independent, coeducational institution dedicated to the interdisciplinary traditions of the liberal arts and a broad international perspective on

education. The first college in the nation to pair required study abroad with a special travel stipend for every undergraduate, Goucher believes in complementing its strong majors and rigorous curriculum with abundant opportunities for hands-on experience in the world. Through internships, community service, and study abroad—as well as a first-rate arts and sciences academic program—Goucher teaches its students to engage the world as true global citizens.

1021 DULANEY VALLEY ROAD
BALTIMORE, MD 21204
410-337-6000
WWW.GOUCHER.EDU



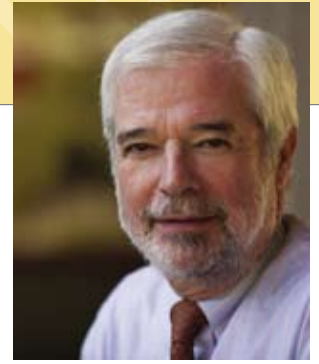
At a Glance

Through its broad-based arts and sciences curriculum and its ground breaking approach to study abroad, Goucher gives its students a big view of the world. Goucher offers a wide range of study-abroad programs, including an innovative menu of discipline-based three-week intensive courses abroad along with traditional semester and academic-year offerings. In addition, many students also complete internships and service-learning projects that further enhance their classroom learning.

The curriculum at Goucher emphasizes international and intercultural awareness throughout, and students are

encouraged to explore their academic interests from a variety of perspectives beyond their major disciplines. Students graduate with a strong sense of direction and self-confidence, ready to engage the world—and succeed—as true global citizens.

WORTH NOTING: *Newsweek* named Goucher “Most Happy” of its “Hot Schools of 2004.” Goucher is featured prominently in Loren Pope’s influential book, *Colleges That Change Lives*.



**Sanford J. Ungar,
President**

GOUCHER COLLEGE

Solutions for Maryland

As Goucher College considered ways of achieving its long-held goal of reconnecting with the Baltimore neighborhood where it was initially located, it developed a novel idea: Why not establish an outpost for the college’s strong service-learning programs there and use it as a means of giving back to the community where Goucher got its start? Better still, why not use this facility to strengthen its partnerships with other community organizations working in the area?

In March 2005, the college joined Community Law in Action, Wide Angle Community Media, and the Megaphone Project in officially opening the Old Goucher Neighborhood Collaborative in northern Baltimore City. Supported by a grant from the Abell Foundation, the OGNC has provided Goucher with a central location from which to extend the reach of its community-service programs into the heart of Baltimore. And in bringing all four organizations together under one roof, it has enabled them to greatly expand their joint efforts to serve the residents of the area.

Less than a year after the groups began moving into the OGNC headquarters, they have posted impressive results. Goucher students founded ArtBeat, an art advocacy program designed to encourage city high school students to explore issues both personal and political through photography, poetry, murals, and other art forms. Students have also teamed up with the Megaphone Project to produce a documentary film on a local parole office—a project that took on an added dimension this year through the service-learning component of a Goucher English

course, in which students tutored parolees in literacy skills. Still other students are working on a partnership between the OGNC and Dallas Nicholas Elementary School to set up a community center that will provide after-school activities for kids, computer training for adults, and other programs.

The Old Goucher Neighborhood Collaborative is just one of many programs through which Goucher students learn to use their education as an instrument of positive change in the world outside the campus gates. But it is a particularly high-profile illustration of Goucher’s continuing dedication to developing creative new ways of expanding and strengthening its connections with the communities around it—and offering real solutions to the challenges they face.



Hood College



Hood College students and their professors are collaborating with other researchers from around the State to monitor and improve water quality in critical Maryland waterways, watersheds, ponds, and reservoirs.

Hood College starts in the classroom, but doesn't end there. It carries over into other arenas of life and learning.

MAIN CAMPUS: Frederick County

HEADCOUNT FALL 2006: 2,248

CARNEGIE DESIGNATION: Master's Colleges and Universities (medium programs)

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.

401 ROSEMONT AVENUE
FREDERICK, MD 21701
301-663-3131
WWW.HOOD.EDU



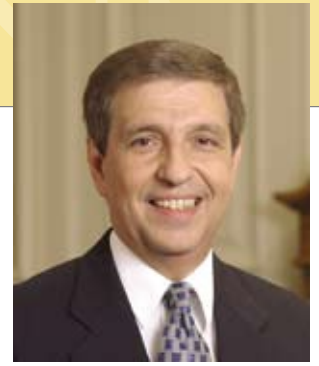
At a Glance

Hood traces its history to 1893, when the Potomac Synod of the Reformed Church of the United States — now the United Church of Christ — established the Woman's College of Frederick. In 1897, the College acquired a 28-acre tract of farm land on the northwestern edge of the city, made possible by a gift from Margaret Scholl Hood. In recognition of Mrs. Hood's generosity, the Board of Trustees voted in 1912 to change the name of the college.

More recently, in October 2002 the Board of Trustees voted to allow men to reside on campus, making the college fully coeducational. Commuting male students had been a part of Hood's undergraduate and graduate populations since 1971.

Today, Hood College prepares its students to excel in meeting the personal, professional, and global challenges of the future. It is committed to the thoughtful integration of the liberal arts and technology, to the exploration of values and the cultivation of community, and to equipping students for lives of responsibility and leadership.

WORTH NOTING: *The U.S. News & World Report* college guide gives high marks to Hood for quality and affordability, calling it a great college at a great price. *The Princeton Review* named Hood one of the best colleges in the Mid-Atlantic.



Ronald J. Volpe,
President

HOOD COLLEGE

Solutions for Maryland

Hood College students and their professors are collaborating with other researchers from around the State to monitor and improve water quality in critical Maryland waterways, watersheds, ponds, and reservoirs.

Along with two colleagues, Drew Ferrier, professor of biology and director of Hood's environmental biology program, received a grant from the National Oceanic and Atmospheric Administration (NOAA) to train Maryland high school teachers in the collection and interpretation of water quality samples from local streams.

The goal of the grant is to work with high school teachers to incorporate water quality monitoring into the secondary school curriculum, as well as to provide local, State, or federal water quality groups with monitoring data in order to protect and improve the water quality within the Monocacy Basin, which feeds into the Chesapeake Bay.

"The grant for the Monocacy is improving education by providing students with a project-based learning experience," Ferrier says. "It augments educational opportunities that

public schools have to offer and potentially points out problem areas regarding water quality in the region."

In another environmental project, a team of Hood researchers and scientists from the University of Maryland and the Morgan State University Estuarine Research Center recently completed research and published an article on the effectiveness of a certain plant to reduce pollutants in Maryland's ponds and reservoirs.

The article stemmed from Hood graduate student Bryan Butler's thesis research completed in the late 1990s, which showed that rotting barley straw inhibited the growth of certain algae, but not others.

Ferrier plans to continue studies on the Monocacy, which has been an ongoing project since 1997. And as for his algae control study, Ferrier and his colleagues are still testing data. "Our next step is to determine whether the control of algal growth that we observed in the laboratory can be reproduced under field conditions," Ferrier says.



The Johns Hopkins University



The Johns Hopkins Urban Health Institute works to marshal expertise from across Johns Hopkins together with outside resources to improve the health and well-being of residents of Baltimore and to provide evidence-based interventions to solve urban health problems nationwide.

America's premier research university, Johns Hopkins was founded for the express purpose of expanding knowledge and putting that knowledge to work for the good of humanity.

3400 NORTH CHARLES STREET
BALTIMORE, MD 21218
410-516-8000
WWW.JHU.EDU

MAIN CAMPUS: Baltimore City

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND

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

HEADCOUNT FALL 2006: 19,708

CARNEGIE DESIGNATION: Research Universities (very high research activity)

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 NASA's HUT and FUSE observatories, its NEAR spacecraft was the first to land on an asteroid, and its MESSENGER probe is on its way now to Mercury.

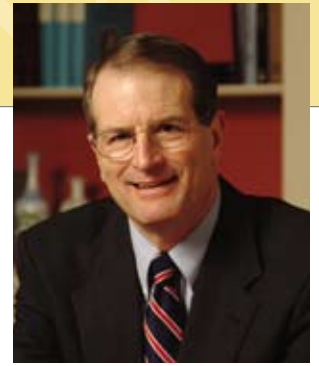


At a Glance

The Johns Hopkins University was founded as America's first research university. Today, Johns Hopkins includes nine academic and research divisions, and numerous centers, institutes, and affiliated entities.

WORTH NOTING: Johns Hopkins institutions have earned an international reputation for excellence in education,

research, and health care. For the 25th year in a row, Johns Hopkins University topped the nation in terms of scientific and medical research, attracting \$1.24 billion in research grants, according to the National Science Foundation.



William R. Brody,
President

THE JOHNS HOPKINS UNIVERSITY

Solutions for Maryland

The Johns Hopkins School of Medicine opened in 1893, becoming the first to fully integrate medical research, teaching, and patient care facilities, and the first to admit women on equal terms with men. Today, it ranks among the top two medical schools in the United States in national surveys and is tops in research funding from NIH. Its biomedical engineering program (offered jointly with the Whiting School of Engineering) also ranks among the best.

Basic and clinical research at the school is producing promising results for diagnosis and treatment of cancers, heart and pulmonary disease, emotional and neurological disorders, and many other medical problems.

In addition to the School of Medicine, other Johns Hopkins academic and research institutions are committed to solving complex medical problems. The Bloomberg School of Public Health, the oldest and largest school of public health in the world, is dedicated to protecting health and saving lives. The School of Nursing offers a range of undergraduate, graduate, doctoral, and postdoctoral academic programs, helping to solve the State's critical nursing shortage. The Johns Hopkins Urban Health Institute works to marshal expertise from across Johns Hopkins together with outside resources to improve the health and well-being of residents of Baltimore and to provide evidence-based interventions to solve urban health problems nationwide. And the Phoebe R. Berman Bioethics Institute brings the moral dimensions of health policy, medical care, and the biological behavioral and social sciences to the forefront of scholarship and practice.

Johns Hopkins not only serves as a world-class center for medical training and research, but also is active in a number

of other vital arenas. The university is working to prepare a new generation of standout teachers for Maryland, and helping to overhaul underperforming schools and to provide tutoring and enrichment programs for pupils who desperately need them. In addition, Johns Hopkins' part-time graduate programs—developed with government and business leaders across the State—are critical to Maryland's workforce development, especially in such knowledge-based fields as education, health care, engineering, and biotechnology. Other Johns Hopkins initiatives contribute directly to the State's bottom line, generating billions of dollars in economic activity and promoting economic development from the Atlantic to the Appalachians.

Often thought of as a national or even global institution, the university remains focused on its home State. It now has outposts in nearly every corner of Maryland. A prime example: the Johns Hopkins Montgomery County campus. Located in the I-270 high-tech corridor, the campus helps employers fill the demand for highly skilled workers.



Loyola College in Maryland



The Loyola Clinical Centers provide the Baltimore area's first holistic approach to the evaluation and treatment of a range of psychological, educational, language, and pastoral needs.

As the second largest private university in Maryland, Loyola College in Maryland has over 26,000 alumni residing in Maryland.

MAIN CAMPUS: Baltimore City

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND

COUNTIES: Baltimore, Howard

HEADCOUNT FALL 2006: 6,035

CARNEGIE DESIGNATION: Master's Colleges and Universities (larger programs)

Loyola College in Maryland is a highly selective regional and residential university with a national reputation for

excellence in liberal arts education at the undergraduate level and professional programs at the graduate level.

A Jesuit Catholic university committed to the ideals of liberal education and the holistic development of each individual, Loyola was established in 1852 and is the first Jesuit college in the United States to bear the name of St. Ignatius Loyola, founder of the Society of Jesus, a religious order known worldwide for scholarly excellence and pragmatic involvement in the world.

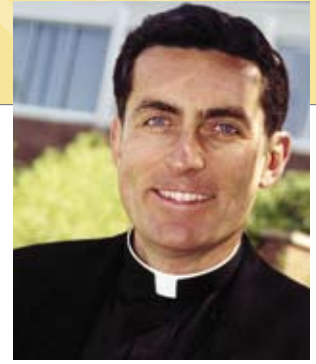
4501 NORTH CHARLES STREET
BALTIMORE, MD 21210-2699
410-617-2000
WWW.LOYOLA.EDU



At a Glance

Loyola College comprises two major academic divisions: a College of Arts and Sciences and The Joseph A. Sellinger, S.J. School of Business and Management. All students must complete core studies in the liberal arts, a foundation which is complemented by an active program of volunteer community service involving over two-thirds of undergraduate students each year. Loyola thus seeks to cultivate the impetus to learn, lead, and serve in a diverse and changing world, a central focus of the institutional mission.

WORTH NOTING: Loyola is nationally recognized for the innovative use of computer technology: student organizations such as the Institute of Management Accountants have repeatedly won national awards based on outstanding program activities. Loyola students have achieved the third-highest CPA exam pass rate in the nation.



**Rev. Brian Linnane,
President**

LOYOLA COLLEGE IN MARYLAND

Solutions for Maryland

More than 25 years ago, Loyola College in Maryland established a small speech-language pathology clinic in one of its residence halls. The clinic allowed students in the College's well-regarded speech-language pathology program to develop clinical skills while providing a much-needed service to the community. Over time, as families understood more and more about physical, educational, and developmental disabilities, the program grew, attracting more students and reaching a larger group of clients. Similar programs in psychology and educational assessment launched as well.

In 2003, in response to growing interest in these programs from both clients and students, Loyola opened a new facility, The Clinical Centers, in Baltimore City's Belvedere Square neighborhood. There, graduate student clinicians continue to deliver traditional therapies and innovative treatments while under the supervision of licensed or board-certified professionals in their fields. The Clinical Centers represent the Baltimore metropolitan area's first comprehensive approach to the physical, intellectual, and spiritual well-being of the community. The centers serve individuals from ten months old up to late adulthood in programs focusing on speech-language pathology, audiology, educational assessment, and psychological evaluation. They also provide treatments tailored to each client's needs that could involve individual, couple, or family therapy.

Services at the Loyola College Clinical Centers are designed to be as affordable as they are comprehen-

sive. Subsidized by the college's operating budget and fundraising initiatives, the centers can continue to serve clients regardless of those clients' ability to pay—fees for services are frequently discounted based on a client's income or number of dependents.

In addition to the services the Clinical Centers provide to their clients, the facility and Loyola College have demonstrated their support for the success and development of the overall neighborhood. Once blighted with crime and poverty, Belvedere Square is experiencing a renaissance. The Loyola College Clinical Centers were among the first institutions to believe in this revitalization and have become a very active partner in the neighborhood's recovery, co-sponsoring a series of outdoor concerts that draw visitors from throughout the city to this now-thriving neighborhood.

Jesuit institutions like Loyola College adhere to the philosophy that education should enrich a student's mind, body, and spirit. As a result, the college's course of study requires students to not only pursue academic excellence, but to engage in activities that prepare them to lead and serve others. At the Loyola College Clinical Centers, students gain the knowledge and experience necessary to meet the needs of their clients while contributing to the advancement of knowledge in their fields.



Maryland Institute College of Art



Every aspect of MICA's curriculum and campus is directed towards providing the education and experiences needed by the artists and designers who will shape culture and lead their fields as the 21st century unfolds.

1300 MOUNT ROYAL AVENUE
BALTIMORE, MD 21217
410-669-9200
WWW.MICA.EDU

MAIN CAMPUS: Baltimore City

HEADCOUNT FALL 2006: 2,200

CARNEGIE DESIGNATION: Special Focus Institutions—Schools of art, music, and design

Maryland Institute College of Art, founded in 1826, is consistently ranked among the top tier of visual arts colleges in the nation and enrolls undergraduate and graduate students from 48 states and 47 foreign countries. MICA offers programs of study leading to the bachelor of fine arts and master of fine arts degrees, as well as post-baccalaureate certificate programs and a full slate of credit and noncredit courses for adults, college-bound students, and children. MICA is recognized as an important cultural resource for the Baltimore/Washington, D.C. region, sponsoring many public and community-outreach programs, including more than 100 exhibitions by students, faculty, and nationally and internationally known artists annually, as well as artists' residencies, film series, lectures, readings, and performances. The College is also a leader nationally in the field of community arts, offering community-based programs for children, youth, adults, and elders through its Community Arts Partnerships program, Community Arts Corps, and MA in Community Arts—the only program of its kind nationally training visual artists to work in this emerging field. These community-based programs have a significant impact on lives and communities throughout the Baltimore region.

According to the Bureau of Labor Statistics, more Americans today work in arts, entertainment, and design than as lawyers, accountants, and auditors—and in Maryland whole industries have grown up around the availability of talented artists and designers graduated by MICA.



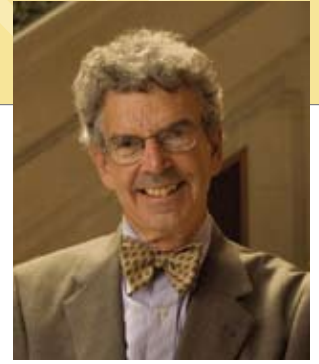
At a Glance

Maryland Institute College of Art is a world-class educational institution offering comprehensive programs in visual art and design.

According to the Bureau of Labor Statistics, more Americans today work in arts, entertainment, and design than as lawyers, accountants, and auditors. The demand for what artists and designers produce is constantly expanding—and in Maryland whole industries (graphic design, advertising, and computer game design) have grown up around the availability of talented artists and designers graduated by MICA. The College's innovative programs attract students from

around the world, many of whom choose to stay and work in Maryland, and faculty who are international leaders in such fields as graphic design and digital arts, as well as traditional fine arts fields such as painting and sculpture.

WORTH NOTING: MICA is the oldest independent, degree-granting art college in the nation and is consistently ranked as one of the nation's top colleges for study in the visual arts. MICA's community arts programs are nationally acclaimed and the Institute is the first in the nation to launch a master's in Community Arts to focus on community and cultural development.



Fred Lazarus IV, President

MARYLAND INSTITUTE COLLEGE OF ART

Solutions for Maryland

Throughout the 19th century, the Maryland Institute was one of only two institutions in Baltimore that offered regular exhibitions open to the public—predating the city's museums by nearly a century. Today, MICA is a leading force behind many of the institutions that are shaping Baltimore as a magnet for the coveted "creative class" identified by Richard Florida as a key component in the success of urban communities.

MICA plays a leading role in a number of cultural initiatives that enrich the city and State communities. The college was a force behind the founding of Maryland Art Place and Artscape, and the development of the Station North Arts & Entertainment District. In addition, MICA provided the resources that made possible the development of the Greater Baltimore Cultural Alliance, which brings together Baltimore's diverse cultural institutions to build audiences for cultural events and activities. The college also entered into partnerships with other major arts institutions to mount exhibitions and city-wide offerings, such as the spring 2005 regional Tour de Clay. MICA offered the largest number of exhibitions presented by any single arts institution in that important cultural tourism initiative. Finally, MICA offers nearly 100 exhibitions each year, and dozens of public programs—most open to the public and free of charge.

The college also provides leadership in art education and community development through art. MICA's Center for Art Education, a nationally recognized center of leadership in the preparation of arts educators, graduates art teachers who take on leadership roles

throughout the State. The center also offers graduate programs that are important professional development opportunities for experienced art educators. MA in Art Education students from MICA regularly present and publish the results of their in-classroom research at national conferences and in respected national journals.

The college's community-based art programs, including its nationally lauded Community Arts Partnerships (CAP) program, provide meaningful art experiences for elementary, middle, and high school students in Baltimore. Growing out of the success of CAP, MICA launched a MA in Community Arts program, the first of its kind in the nation to focus on community arts and cultural development. MICA was one of only 19 programs nationwide selected to receive an AmeriCorps State Competitive Grant, administered by the Corporation for National and Community Service, which supports MA in Community Arts students during their academic-year service as artist-in-residence with a community-based organization in the Baltimore area.



McDaniel College



McDaniel College graduates serve Maryland as accountants and artists, professors and pediatricians, environmentalists and economists, lobbyists and lawyers, ministers and mathematicians.

McDaniel students take their place in the global community, understanding their responsibilities to aid individuals and to contribute to the larger society.

MAIN CAMPUS: Carroll County

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND

COUNTIES: Anne Arundel, Calvert, Cecil, Charles, Dorchester, Frederick, Harford, Howard, Kent, Montgomery, Prince George's, St. Mary's, Talbot, Washington

HEADCOUNT FALL 2006: 3,671

CARNEGIE DESIGNATION: Master's Colleges and Universities (larger programs)

One of the oldest private colleges in Maryland, McDaniel is ranked among selective national liberal arts colleges. Its students become involved, connected, and confident. First-year seminars, a January mini-mester of uncommon courses, and options for self-designated 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.

2 COLLEGE HILL
WESTMINSTER, MD 21157
410-848-7000
WWW.MCDANIEL.EDU



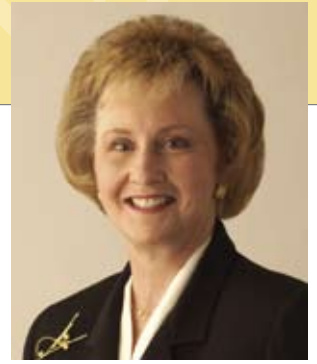
At a Glance

Shortly after the Civil War, Westminster teacher Fayette R. Buell began to realize his dream of founding a private college, buying a tract of land atop a hill overlooking the town. Financing was slow, but he received generous support from two of the community's leaders: J. T. Ward, the Methodist minister who would become the college's first president, and John Smith, resident of nearby Wakefield Valley and president of the then-thriving Western Maryland Railroad, who would become the first president of the College's board of trustees.

From its beginnings, McDaniel College offered entrance to all students without regard to race, religion, color, gender, or national or ethnic origin. It became the first coeducational college south of the Mason-Dixon Line,

and one of the first coeducational colleges in the nation. In 2002, the Board of Trustees changed the name of the college from Western Maryland College to McDaniel College. Western Maryland's namesake railroad had long since merged with another railroad, thereby losing its name. The current name honors William Roberts McDaniel and his 65-year association with the College as student, professor, administrator, trustee, parent, and grandparent.

WORTH NOTING: Loren Pope includes McDaniel as one of the 40 liberal arts colleges in his influential book, *Colleges That Change Lives*. In addition, McDaniel is recognized as one of the selective national Liberal Arts Colleges by the Carnegie Foundation for the Advancement of Teaching.



**Joan Develin Coley,
President**

MCDANIEL COLLEGE

Solutions for Maryland

McDaniel provides a liberal arts education for both undergraduate and graduate students, mostly Marylanders: well over 70% come from the "Old Line State." Students pursue the goal of lifetime learning across a broad, flexible, and innovative curriculum with courses in the humanities, natural sciences, mathematics, and the behavioral sciences. With over 60 fields of study and extensive internship programs available, students are well prepared for the global economy that awaits them.

McDaniel College graduates serve Maryland as accountants and artists, professors and pediatricians, environmentalists and economists, lobbyists and lawyers, ministers and mathematicians. Alumni hold managerial positions with nine of the ten largest private sector employers and 12 of the 15 largest public companies in the Baltimore metro region.

McDaniel also teaches Maryland's teachers. The College is proud of its 120-year commitment to and tradition of teacher preparation. The McDaniel Education Department boasts 16 full-time professors including Maryland's 1997 Professor of the Year, Dr. Francis M. Fennell. At McDaniel, potential teachers major in an academic discipline and minor in education. The College offers an initial teaching certification in 13 areas and also provides post-baccalaureate certification programs in 19 areas. Of these, four lead to advanced certification: administrator,

guidance counselor, school library media specialist, and reading specialist. Graduates have demonstrated teaching excellence in Maryland's classrooms and leadership capabilities in Maryland schools and school systems serving as principals and superintendents.

On the graduate level, the McDaniel Master of Science degree program in deaf education has prepared outstanding teachers of deaf students in Maryland and around the world. Presently 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.

A unique McDaniel College program is the Master's Degree in Human Services Management in Special Education. In partnership with TARGET Community and Educational Services, Incorporated, the primary purpose of this program is to prepare middle to upper level managers for community-based human service programs. Enrolled students provide direct services and support for individuals with developmental disabilities who reside in Alternate Living Units operated by TARGET. The vision of the TARGET and McDaniel collaborative effort is to provide the field of developmental disabilities with trained, educated personnel and a model of direct service worthy of statewide advocacy and emulation.



Mount St. Mary's University



Recognizing its commitment to better serve Maryland, the Mount has developed new academic programs in environmental studies and in preparing teachers for students with autism.

One of Maryland's oldest colleges is now its newest university.

16300 OLD EMMITSBURG ROAD
EMMITSBURG, MD 21727
800-448-4347
WWW.MSMARY.EDU

MAIN CAMPUS: Frederick County

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND

COUNTIES: Frederick, Carroll, Washington

HEADCOUNT FALL 2006: 2,186

CARNEGIE DESIGNATION: Master's Colleges and Universities (medium programs)

Mount St. Mary's University is a distinctive Catholic academic community that will celebrate its bicentennial in 2008. As home to the National Shrine Grotto of Lourdes and a nationally prominent seminary, the Mount offers a historic campus with a sense of the past and a vision for the future.

With a nationally recognized core curriculum, the Mount's academic program offers depth, substance, and success. From conducting professional level research in the sciences, to a robust honors program, students acquire solid intellectual backgrounds and hands-on

experience that launches them into the world. Mount students also achieve excellence in the highly competitive NCAA Division I athletic program.

Shaped by its Catholic mission, the Mount teaches students the importance of social justice, service to others, and a core system of values. Students are encouraged to question and to search for truth and meaning.



At a Glance

Father John DuBois, the founder of Mount St. Mary's, came to America in 1791 to escape the French Revolution. He settled in Richmond, Virginia, where he tutored Patrick Henry's children and learned English. Bishop John Carroll of Baltimore, the first American bishop, sent him to Frederick, Maryland, 20 miles south of Emmitsburg. Father DuBois soon opened a small school for children in the area.

The first official charter for the college was obtained from the state of Maryland in 1830. Today, the 1,400-acre campus is still infused with the pioneering spirit and sense of adventure of Father John DuBois.

WORTH NOTING: Mount St. Mary's was named in a recent edition of *The Templeton Guide: Colleges that Encourage Character Development*. Year after year, the Mount continues to earn top ranking in *U.S. News'* annual summary, and consistently places among the top tier in the Northern Universities-Masters category.



**Thomas H. Powell,
President**

MOUNT ST. MARY'S UNIVERSITY

Solutions for Maryland

Mount St. Mary's University is committed to shaping Maryland's future through the education of its youngest citizens, especially those with special needs. The university has a dual certificate program in elementary and special education, a program that serves both the undergraduate and graduate populations. Students leave the Mount prepared to teach children in both inclusive classrooms and resource environments.

Key university objectives for the 2005-2006 academic year include enhancing the education program to add a specific concentration on the education of students with autism and to hire new faculty in special education. In spring 2005, the Mount debuted a new special topics education course on diversity in education. Seven seniors worked 45 hours with autism students at Rock Creek Elementary in Frederick and with students at Carroll Manor in Adamstown. These elementary education and dual certification majors were able to explore teaching as a vocation, something the Mount hopes to instill in all its education students.

Three students also completed one service learning credit by volunteering 30 hours at Thurmont Middle School with special needs children. Colleen McCarthy, class of 2007, particularly appreciated the experience. "I was able to see how much teachers really do behind the scenes," said McCarthy. "Service learning also enabled me to interact with students on a one-on-one basis."

The university responded to the needs of the English language learner in Maryland public schools by developing a Master of Education with a concentration in reading. The program is designed with an emphasis on teaching the English language learner and leads to advanced certification as a reading specialist, K-12, from the Maryland State Department of Education.

While a relatively new offering, the Mount's elementary education major with dual certification in special education has proved very successful—for students and teachers alike. More than 90% of program graduates currently teach within the state of Maryland.



St. John's College



Students at St. John's College tutor local elementary and secondary students once a week. An overarching goal of this program is to encourage the children to aim for college.

St. John's College is known for its distinctive "great books" curriculum, spanning over 2000 years of intellectual history.

MAIN CAMPUS: Anne Arundel County

HEADCOUNT FALL 2006: 597

CARNEGIE DESIGNATION: Baccalaureate Colleges—Arts & Sciences

St. John's College is an independent, coeducational four-year liberal arts college known for a distinctive curriculum centered on the seminal works of Western civilization. The college has two campuses: one in Annapolis, Maryland, and another in Santa Fe, New Mexico. St. John's traces its origins to King William School, established in 1696 in Annapolis to educate young men to take their place as leaders in the New World. The college was chartered by the State of Maryland in 1784 and opened in 1786. The New Program was adopted in 1937. Undergraduates take part in a rigorous, all-required curriculum based on reading and discussing original texts. The academic program involves four years of seminar, three years of laboratory science, four years of mathematics, four years of language, and one year of music. The college's Graduate Institute offers a Master of Arts in Liberal Arts.

60 COLLEGE AVENUE
ANNAPOLIS, MD 21401
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ANNAPOLIS, MD 21404
410-263-2371
WWW.STJOHNSCOLLEGE.EDU



At a Glance

St. John's College believes that the way to a liberal education lies through a direct and sustained engagement with the books in which the greatest minds of our civilization have expressed themselves. To that end, the college offers a four-year non-elective program in which the students read, discuss, and write about the seminal works that have shaped the world in which we live.

The college offers small discussion classes, books that are classics, oral examinations at the end of each

semester, a single interdisciplinary program of studies for everyone, and teachers who are called tutors rather than professors—one for every eight students.

WORTH NOTING: A recent report of a joint accreditation team from the Middle States Commission on Higher Education and the American Academy of Liberal Education concluded "St. John's College (SJC) deserves its reputation as one of the best and most distinctive institutions in the United States, indeed the world."



Christopher B. Nelson,
President

ST. JOHN'S COLLEGE

Solutions for Maryland

St. John's College has always been an active partner in its community. Through a student-led initiative called Project Politaë, a dedicated group of St. John's undergraduate and graduate students commit to public service projects in the Annapolis area that range from working for a day with a Habitat for Humanity team to committing to a year-long tutoring project.

The on-campus tutoring program provides assistance to low-income families with children in need of tutors. St. John's students have partnered with the Annapolis Boys and Girls Club for a program called "Kids on Campus." The majority of Project Politaë tutors meet with local students once a week for about 90 minutes to work on homework and to serve as mentors. Most of the children need help with specific subjects and with general study skills, but an overarching goal of the program is to encourage the children to aim for college.

Another way the college benefits its greater community is through educational and cultural events that are open to the public. The Mitchell Gallery offers four museum-quality art exhibitions each year; all of its educational programs—geared to both adults and children—are free. Last year 10,000 visitors came to the gallery, and 40 tours were offered to school-age groups.

College lectures and concerts are open to the greater community, and special events such as the college's Great Issues forum bring internationally known figures to campus. More than 500 members of the community came out in October 2004 to hear Supreme Court Justice Sandra Day O'Connor speak about the high court, and to take part in seminars on *Marbury v. Madison*, a landmark case. Numerous continuing education courses, from drawing and pottery to an Executive Seminar for business leaders, are offered through the college's Community Programs office.

The Graduate Institute of St. John's College, which offers a Master of Arts in Liberal Arts, seeks to offer Maryland teachers the opportunity for continuing education. The college's National Educator's Grant, which pays up to one-third of tuition for the program, is available to teachers and administrators seeking an advanced degree. With evening and summer classes, the program is convenient for working teachers.



Sojourner-Douglass College



MAIN CAMPUS: Baltimore City

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND COUNTIES:

Anne Arundel, Prince George's, Wicomico, Dorchester

ANNUAL HEADCOUNT 2006-2007: 1,541

CARNEGIE DESIGNATION: Baccalaureate Colleges—

Diverse Fields

Sojourner-Douglass College offers bachelor's and master's degrees in the applied arts and sciences. Distinguishing characteristics include evening and Saturday classes that allow working adults to participate in a full- 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.

At Sojourner-Douglass College, we know that adult learners have special needs.

Whether the concern is money, time, or child care, we have solutions for success.

Not only is Sojourner-Douglass College meeting the educational needs of the adult market segment, it also serves the population who could have the greatest impact on the success of future generations. The most accurate predictor of minority college persistence is having at least one college-educated parent in the household.

200 NORTH CENTRAL AVENUE
BALTIMORE, MD 21202;
500 NORTH CAROLINE STREET
BALTIMORE, MD 21205
410-276-0306
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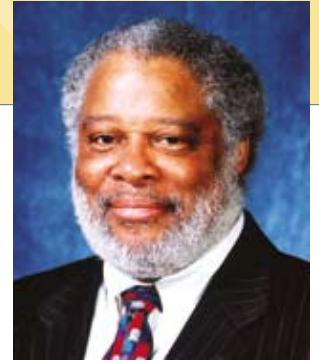
At a Glance

Sojourner-Douglass College offers alternative study approaches for mature students who otherwise may be constrained by jobs, family, or community commitments. From a child-care program to a weekend and evening class schedule, the college demonstrates its dedication to providing working adult learners with the support system they need to thrive in a college program. Students are supported in real-world ways, and study options are designed for maximum flexibility in meeting individual needs.

At Sojourner-Douglass College, faculty and administrators believe that mature students learn

better when teaching and learning methods recognize the student's individual learning abilities and styles. The college honors the legacies of African-American abolitionists Sojourner Truth and Frederick Douglass by helping working adults to increase their capacities for self-development and self-expression.

WORTH NOTING: Sojourner-Douglass College aims to empower its surrounding communities by educating young people for positions of influence and leadership within them. It is the only predominantly black, independent college in Maryland, and offers degrees in human development and the applied social sciences.



Charles W. Simmons,
President

SOJOURNER-DOUGLAS COLLEGE

Solutions for 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% female; 80% have children; and 70% 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 provide solutions for the State, as well as the individual. The Transportation Institute Partnership is a 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. The Workforce Transportation and Referral Center is 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. The Workforce Development Coalition—a collection of practitioners involved with helping individuals transition from welfare to unemployment—meets regularly to share experiences, best practices, and models for success.



Villa Julie College



In order to help solve the nursing crisis in Maryland, Villa Julie aims to offer classes where nurses live using the best technology available.

MAIN CAMPUS: Baltimore County

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND

COUNTIES: Anne Arundel, Calvert, Carroll, Charles, Harford, Howard, Prince George's, St. Mary's, Talbot

HEADCOUNT FALL 2006: 3,123

CARNEGIE DESIGNATION: Baccalaureate Colleges—Diverse Fields

Villa Julie is a fully accredited four-year coeducational college offering master's and bachelor's degrees. Villa Julie provides a distinctive, career-focused, and personalized environment for traditional undergraduates. In addition, the college offers a School of Graduate and Professional Studies for adult students, featuring accelerated options for working students looking to complete a degree or obtain a second degree. The cornerstone of the college's mission is an educational experience to engage students in their personal, social, and intellectual growth by identifying and supporting career planning while encompassing liberal arts, sciences, and technology.

The success of the career-focused programs is evident in the success of the graduates: during the last five years, on average 97% of Villa Julie graduates earned jobs or went on to further their education within six months of graduation.

1525 GREENSPRING VALLEY ROAD
STEVENSON, MD 21156
410-486-7000
WWW.VJC.EDU



At a Glance

Villa Julie College is based in Stevenson and Owings Mills, but the education it offers extends beyond the campus, as students gain valuable experience in the working world by participating in internships, paid cooperative education (co-op) programs, community service events, and study abroad programs. The goal throughout is to provide an education that grooms all students for employment or graduate study.

Through a process called Career Architecturesm, each student, in collaboration with faculty and staff, develops an individual career strategic plan to serve for a lifetime. As early as the freshman year, students begin to identify their interests, skills, and abilities, and to define their personal and professional values—all important elements of choosing a career direction.

There is nothing more marketable to employers than hands-on experience in the field. The success of the career-focused programs is evident in the success of the graduates: during the last five years, on average 97% of Villa Julie graduates earned jobs or went on to further their education within six months of graduation.

WORTH NOTING: Villa Julie has again moved up in the rankings of *U.S. News & World Report* to be named as 14th among Comprehensive Colleges—Bachelor's for the Northern Region. The college has also been rated a "Best Buy" by the magazine in comparison of price to academic quality.



**Kevin J. Manning,
President**

VILLA JULIE COLLEGE

Solutions for Maryland

As part of its commitment to preparing students to make a positive contribution to the community, Villa Julie College continues to expand its efforts aimed at solving the nursing crisis in Maryland.

The Villa Julie College Nursing Distance Education Program enables registered nurses throughout Maryland to earn a bachelor's degree through partnerships with Maryland's community colleges. Started in 2004, the program uses a hybrid model, combining full-motion video technology, with face-to-face and on-line instruction.

Villa Julie has a tradition of offering its RN to BSN program at off-site locations, but the Distance Education Program gives nurses in rural communities an opportunity to earn a bachelor's degree in nursing. In order to help solve the nursing crisis in Maryland, Villa Julie aims to offer classes where nurses live using the best technology available. Students in some areas across Maryland typically must travel 100 miles or more to pursue baccalaureate nursing education.

In August 2004, Villa Julie opened the Verizon Center for Excellence in Teaching and Learning through a partnership with Verizon. The project converted a lecture hall into two distance-learning classrooms. Later that year, Sen. Barbara Mikulski visited

Villa Julie to announce \$248,000 in congressionally-directed grant funds to help expand the distance learning initiative. The money will help support upgraded technology and additional staff to support students.

Villa Julie has articulation agreements with seven area community colleges and plans to sign additional agreements in the future. Classes are currently taught at Anne Arundel Community College, Carroll Community College, Chesapeake College, the College of Southern Maryland, Harford Community College, Howard Community College, and Prince George's Community College.

In addition to a traditional bachelor of science in nursing, the college offers an accelerated evening and weekend degree program for adults wanting to pursue a career in nursing. Villa Julie's nursing division was started in 1991 and has graduated almost 800 nurses.



Washington College



Students are using the college's GIS equipment to map the Chesapeake Bay region and document its significance as a heritage area.

Founded in 1782 under the patronage of George Washington, and still committed to educating independent thinkers.

MAIN CAMPUS: Kent County

ACADEMIC PROGRAMS PROVIDED IN THE FOLLOWING MARYLAND

COUNTIES: Anne Arundel, Baltimore, Cecil, Frederick, Montgomery, Prince George's, Queen Anne's, St. Mary's, Wicomico

HEADCOUNT FALL 2006: 1,381

CARNEGIE DESIGNATION: Baccalaureate Colleges—Arts & Sciences

Washington College was founded under the patronage of George Washington as the first college chartered in the new nation. Within a liberal arts setting, students benefit from an intensely personalized education that offers opportunities for independent and collaborative research, internships, creative projects, and study abroad. Its setting in the Chesapeake Bay watershed facilitates studies in history, anthropology, 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 rewards the promise of leadership with merit scholarships, and the George Washington Book Prize, a \$50,000 annual prize recognizing outstanding works contributing to a greater understanding of the life of George Washington and/or the nation's founding era.

300 WASHINGTON AVENUE
CHESTERTOWN, MARYLAND 21620
410-778-2800
WWW.WASHCOLL.EDU



At a Glance

Washington College is the tenth-oldest college in the country and the first college chartered in the new nation. Today the college offers 27 undergraduate programs in the humanities and sciences and graduate programs in history, psychology, and English.

Located on the Chester River, which feeds into the Chesapeake Bay, Washington College provides an outdoor classroom for students interested in history, anthropology, biology, chemistry, and environmental studies. This location also provides opportunities for the college's athletic programs, which include a varsity rowing team, a sailing team ranked 17th in the nation, and recent NCAA national champions in men's tennis and men's lacrosse.

From its birth, Washington College was distinct among its peers in its secular mission to educate young, responsible citizens of the new democracy who could lead government, start businesses, and promote peace, prosperity, and knowledge. Two hundred years later, the college curriculum remains focused on the duties of citizenship, placing special emphasis on leadership training and service programs as central pieces of its educational experience.

WORTH NOTING: Washington College has been recognized by *The Princeton Review* as one of The Best Mid-Atlantic Colleges and by *Washington Post* education columnist Jay Matthews as one of the "Hidden Gems" in higher education.



Baird Tipson, President

WASHINGTON COLLEGE

Solutions for Maryland

Much of Maryland's history is tucked away in its small towns and villages. Some is obscured beneath acres of farmland, or is buried several feet below street level within the early foundations of 18th- and 19th-century structures. And some is submerged underwater, beneath layers of silt in the Chesapeake Bay.

From its distinctive vantage point in colonial Chestertown, along the shores of the Chester River, Washington College is training today's generation of students in the work of field archaeology, from surveying and mapping to excavation and artifact analysis. These investigations are contributing to a greater understanding of past cultures of Maryland's Eastern Shore—Native American, colonial, post-colonial, and African-American—and enriching our appreciation for the evolution of Maryland history.

Last summer, participants in the college's Field School in Archaeology conducted excavations at the Charles Sumner Post No. 25, Maryland's oldest standing lodge of the Grand Army of the Republic. Established in Chestertown by black veterans of the Civil War, the lodge was a focal point for the local African-American community. Archaeologists are hoping their investigations will reveal insights into African-American culture in post-Civil War America.

Among the most compelling projects for students is the search for Tockwogh, an Indian village described by Captain John Smith on his 1608 voyage exploration up the Chesapeake Bay. The first European to visit Maryland's Eastern Shore, Smith encountered Native Americans whose ancestors left the archaeological remnants of their habitation of the region dating from 15,000 to 6,500 BC. And in a cooperative project with archaeologists from the Maryland Historical Trust, Washington College students are conducting underwater exploration, using remote sensing to probe Chesapeake shorelines for evidence of Native American sites, as well as shipwrecks, colonial settlements, and submerged wharf outlines. In partnership with a local preservation group, students are using the college's GIS equipment to map the Chesapeake Bay region and document its significance as a heritage area.

"The Chester is rich with potential sites," says Professor John Seidel, associate professor of anthropology and environment studies, and Washington College's resident relic hunter. "Indian settlements, colonial-era wharves used by plantations, steamboat landings used for passengers and freight, colonial shipyards—it's a potential goldmine for maritime archaeology and history."



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