

EDUCATION

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Salisbury University launched a Bachelor of Fine Arts degree with a track in graphic design.

Creating curriculums in line with the times

Schools pivot and adjust to better prepare students

By Tracy M. Fitzgerald, Contributing Writer

Today's workforce is dynamic, diverse and constantly changing. Business leaders are on an ongoing hunt for new talent; they need people with experience and solid skill sets, but equally important, they need professionals who understand the complexities of today's world and how to work in it.

Colleges and universities are taking ownership when it comes to teaching them how.

Schools across Maryland are looking at academic programs and curriculums with a fresh eye and challenging themselves to answer the tough questions. What does a graduate of our program really need to know in order to go out into the world, work in their field and be successful in 2022 and beyond?

Here, we put the spotlight on a few who are committed to creating and advancing curriculums in line with the times.

UMBC's Master of Arts in Applied Sociology

UMBC launched its applied sociology program in the early 1980s, and since then, has been arming students with research methodologies and scientific strategies to solve real world problems. It challenges students to think about society and people from a global perspective. For example, when a man presents in a doctor's office and is diagnosed with heart disease, the job of that doctor is to activate a treatment plan to help that man get well and stay well, medically. The job of a sociologist, on the other hand, is to understand factors that may have contributed to that man's heart problems. What is his neighborhood like and what kinds of exposures may he have had? What kinds of life experiences may have increased his risk factors for developing heart disease? Did he have sufficient access to health care? What changes can take place to prevent other men from ending up in that same doctor's office?

"We look closely at real issues – things like poverty, racism and lack of access to health care

– and how they impact people's lives," says Dena Smith, Ph.D., associate professor of sociology and director of the graduate program in applied sociology at UMBC. "Our students learn about the realities of our world and how to develop solutions using scientific models and research. They develop very pointed skills and critical perspective."

UMBC offers a Master of Arts in applied sociology, along with a series of certificate programs, allowing students to pursue concentrated training in their current or intended career fields. Social Dimensions of Health and Applied Social Research Methods certificate programs were added most recently to train students to address current societal challenges in new ways.

"COVID has created a moment for us to think about realities of health care access and inequality, and where we have opportunities to conduct

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Teaching the teachers

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Above: UMBC students engage in experiential learning. See article on page 2.

Ask Margit

By Margit B. Weisgal, Contributing Writer
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Licenses, certifications and credentials

Sometimes even a college degree doesn't guarantee that ideal career or even the perfect job you imagined when you were 17 or 18 years old. Brendan Dornan, for example, graduated from a top art school and immediately started a graphic design business. "It was OK," says Dornan, "but I was never going to conquer the world. I had to figure out a way to earn a good living and this wasn't it."

That realization set Dornan on a path where today, thanks to his license as an optician, he has a job he enjoys and is on track to be part of the management team where he works.

"Certifications and licenses," says the U.S. Bureau of Labor Statistics (BLS: www.bls.gov), "are credentials that demonstrate a level of skill or knowledge needed to perform a specific type of job. Certifications are issued by a non-governmental body, but licenses are awarded by a government agency and convey a legal authority to work in an occupation."

With college enrollment of first-time students down by 16% in 2020, many people are reexamining the decision to enroll in a four-year program. Alternatives include community colleges where you can get an Associate of Arts (AA) or Associate of Sciences (AS) degree in two years and, at the same time, become certified in a specific area. Apprenticeship programs literally pay you to learn a profession. Or, you can attend a coding boot camp where students learn to code and develop a portfolio of projects to show employers. The options are endless.

Just know that college is not always an answer. A report from the Georgetown University Center on Education and the Workforce cited in a U.S. News article stated "27% of workers with an associate degree earn more than the median for workers with a bachelor's degree." It means you should take time to figure out what you really want to do and take the best road to get your there.

You should also consider the costs associated with a college degree. Student debt soared to over \$1.6 billion in 2020. It has become a national issue and students saddled with repaying this amount struggle, on the hook for years after they graduated. Picture yourself still making payments 15 or 20 years down the road.

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Addressing the nursing shortage

Developing programs that graduate qualified nurses into the workforce



Students can earn their BSN degree in as little as 15 months at Notre Dame of Maryland University.

By Emily Parks, Contributing Writer

The worldwide nursing shortage has been an issue prior to the pandemic. Due to managing a high volume of patients thanks to COVID-19 as well as historic workforce shortage, nurses are needed now more than ever.

According to the Maryland Hospital Association, Maryland hospitals face over 3,900 nurse vacancies, up 50% over last summer.

Maryland nursing schools are taking steps to graduate qualified nurses quickly by developing programs and initiatives that support students in obtaining their nursing license. Three area nursing schools are stepping up to address the nursing shortage and capitalize on interest in the nursing field.

A partnership between the University of Maryland School of Nursing (UMSON) and the University of Maryland Medical System (UMMS)

provides a path for UMSON's students from their senior practicum experience to a UMMS registered nurse position. The new Practicum to Practice Program, known as "P3," allows nursing students to select their senior practicum placement on a unit of which they are interested at a participating UMMS hospital. Upon graduation, the student begins employment on the practicum unit. Launched this spring, this program provides a seamless transition to the workforce and is a win for both the nurse and the hospital.

Celeste Seger, Ph.D., R.N., an assistant professor at UMSON who teaches within the P3 program, appreciates how the program meets the needs of the nursing student as well as the hospital's need for qualified nurses. "The P3 program allows us to place nurses in a unit where they have an interest, giving them a lot of say as to where they are placed," she explains. "Students need placements, and hospitals need nurses."

Maeve Howett, Ph.D., APRN, CPNP-PC,

C.N.E., a professor at UMSON who also teaches in the program, agrees. "The nursing students benefit knowing they have a job upon graduation," she says. "They've also been able to get acclimated to the unit and building teamwork with other nurses due to the time spent there during their senior practicum."

As of graduation this May, 56 nurses will have taken part in the P3 program and will be poised to enter the workforce. Lisa Rowen, DNSc, R.N., CENP, FAAN, chief nurse executive for UMMS, cites the partnership as an example of innovative teamwork between the two organizations to address the nursing shortage as well as the placement needs and satisfaction of its students.

"It's a win for the student as they can become engaged with the team where they will be working as a new nurse upon graduation," she says. "It's a win for the hospital to know how many nurses are coming in and engage with them early. The early engagement of the student into the team, feeling included and part of the fabric of the unit will go far in the retention of our nurses. And it's a win for patients as we create a more integrated method of teaching nursing students who become embedded early in our culture of compassion and excellent care."

According to the Bureau of Labor Statistics (BLS), employment of Licensed Practical Nurses (LPNs) is projected to grow by 11% from 2018 through 2028 – faster than the national average for all occupations. The Community College of Baltimore County is helping meet the demand with their Practical Nursing (LPN) program. The program is a 12-month, three semester, certificate program which upon completion graduates are eligible to take the National Council Licensure Examination (NCLEX-PN.) Each year, about 70 graduates complete the program and enter the nursing workforce.

According to Cheryl McNamara, D.N.P., R.N., director of the practical nursing program, students are drawn to the program as it is an efficient path to a nursing career. "Within a year, the student can earn their certificate to become an L.P.N. and increase their earning power," she explains. "For

Nursing shortage, continued on page 7

Building a stronger workforce

Schools create programs tailored to industry needs

By Linda L. Esterson, Contributing Writer

The pandemic wreaked havoc on many industries, and some, like health care and hospitality, garnered more headlines. The aviation industry, too, endured its share of heartache with business and recreational travel limited.

In its Global Fleet and MRO Market Forecast for 2022-2032, the Aeronautical Repair Station Association acknowledges COVID's impact on the industry. The report cites an expected workforce shortfall, particularly for pilots and aviation mechanics, that expanded as enrollment in training programs waned and baby boomers opted for retirement during the pandemic. The Aviation Technician Education Council's 2021 Pipeline Report & Aviation Maintenance School Directory cites that 63% of the current workforce is over age 50 and less than 7% are under age 30.

However, even with the drop in consumer travel, the demand continued for aviation mechanics as a result of an increase in online shopping and the need for private travel.

"There's no better time to become an aircraft technician," says Steven D. Sabold, vice president of operations for the Pittsburgh Institute of Aeronautics (PIA), which holds classes on four campus including Hagerstown, Maryland. "The demand was really on a very high precipice pre-COVID, and while COVID created a little bit of a reprieve, it actually in the long run made the shortage even worse."

In existence since 1929, PIA trains aviation mechanics through its aviation maintenance technology program to prepare for the Federal Aviation Administration's Airframe and Powerplant Certification. Students complete coursework in aerospace math, aerospace physics, blueprint reading and drawing, metallurgy (working with the metal components), working with composite materials, hydraulics and pneumatics (air compression).

The fully in-person program runs for 16 consecutive months in four semesters in Hagerstown; the Pittsburgh campus includes an associate's degree and continues for 21 months. PIA has received accolades including landing No. 1 on Forbes' top two-year trade schools list in 2018.

Graduates fill roles at commercial airlines like Piedmont and Spirit Airlines, but also with delivery companies like FedEx and UPS or for private corporations with individual aircraft or even the state police, military and medical transportation companies and sports teams and leagues. Aircraft manufacturing leaders like Boeing, GE Aviation, Rolls Royce, Pratt and Whitney and others also tap FIA graduates. A recent job fare netted a total of 28 job offers for the 18 students who finish this spring, and not all of the participating companies were in aviation. Many companies are enhancing job offers to include sign-on bonuses, reduced health insurance premiums, additional vacation and higher retirement plan matches.



Clayton Myers enrolled in Loyola's master's program in data science and is now director of admission operations at Loyola.

"What's in such demand is the transferrable skills of our students," says Roxanne Ober, PIA's director of admissions and outreach. "In addressing workforce needs, aviation is huge. It plays a role in our daily life."

Also playing a key role in daily life in all fields is data. It's involved in marketing, purchasing, determining a customer base, and predicting and evaluating trends, whether in retail operations, medical outcomes and even efficiency of COVID vaccines. Most of the decisions made in business, government and virtually every industry are the result of interpretations based on data science.

"Data science came from a combination of statistics and computer science in business, with companies realizing they had all of this data and they need to know what to do with it," explains Megan Olsen, Ph.D, associate professor and chair of the department of computer science at Loyola University Maryland. "It's the gathering and analyzing of data to answer some type of problem or question."

Naturally, data science is an industry experiencing great growth. According to the U.S. Bureau of Labor Statistics, employment in mathematical science occupations will grow nearly 28% from 2016 to 2026, and data scientist is one of the occupations that falls in this category.

Loyola University Maryland's master's degree in data science launched in spring 2017 to prepare students for advanced positions in the field. Today, the program continues to receive accolades – Fortune named Loyola's program sixth best online master's degree in data science for 2022 and Intelligent.com named the program among the top 50 for 2021.

The program, offered partially online, offers two specializations – technical and business analytics. The technical specialization focuses on data preparation and machine learning, which involves instructing computer systems to make predictions with data. With this specialization, graduates become data scientists, focusing on machine learning, data visualization, data mining and other aspects of analyzing data. The business analytics specialization, meanwhile, shares many of the same core courses but focuses more on the tools and software utilized instead of the machine learning and programming.

The program is available for enrollment on a full-time or part-time basis and could be completed in less than two years with summer coursework included. Most students, Olsen says, work full time and complete the program to advance to higher level data scientist and analyst positions.

"So many of the decisions being made in the world

right now are being made from looking at data," Olsen says. "We need people who know how to look at data correctly and ethically so that we make the right decisions."

A new master of science degree program at Coppin State University aims to equip students with the skills needed to further research and innovation related to the use of polymers in the manufacturing industry.

The masters in polymer and material sciences, a program first offered last fall, gives students a general understanding of design, synthesis, characterization and function leading to an in-depth knowledge of the structure-property relationships in a large number of materials classified as biomaterials, bioplastics, blended fuels, non-materials, biomarkers and soft polymers.

According to Mintesinot Jiru, Ph.D., professor and chair of the department of natural sciences at Coppin State University, the program was developed to enable partnerships and research collaborations with industry leaders and to provide a future workforce well-versed in the use of polymers in manufacturing. According to the Maryland Department of Labor, Licensing and Regulation, workforce needs in the polymer manufacturing industry will exceed 6,000 by the year 2024.

Jiru notes that polymers comprise much of the items used on a daily basis, in a variety of industries including medicine, sports, garments and textiles, government and automobiles. Plastic grocery bags are one example of polymer use in society today. Winter coats that are thinner and lighter are another. Contact lenses are made of polymers.

"We are a polymer-based economy nowadays," he says. "The workforce demand in this area is so huge, that's why we feel that we are in the right space to address the demand."

Currently, Coppin State University is partnered with Materic, a Baltimore company known for its production of nanofiber and nanowire technologies. Together, the company and Coppin faculty and students are working to develop pressure responsive fibers for use in smart garments. Materic has created a scholarship program for its employees to enroll in Coppin's master's program. Coppin leaders hope to also contract with other leading local manufacturers like Under Armour and Lockheed Martin.

The master's program, available for full or part-time enrollment, comprises 36 credits in advanced coursework related to polymer nanoparticles, computational chemistry, thermodynamics and polymer chemistry. Students also enroll in elective courses and complete a research project they defend in the final semester. As the program is hands-on with lectures and laboratory components, students participate entirely in-person. Those enrolled are working professionals; to accommodate them, all classes and labs are held during evening hours.

"The bigger picture of this is in terms of addressing the global economy because our lives have changed with polymers and biopolymers," Jiru explains. "They have transformed our lives."

Business partnerships

Real-world connections for students are key



UMBC leverages its business partnerships to help students land real-world job opportunities.

By E. Rose Scarff, Contributing Writer

To plan curriculums that provide students with the education and experience they need for success, universities and businesses form advisory and teaching connections to keep learning current.

At the University of Maryland, Baltimore County (UMBC), Universities at Shady Grove, both graduate and undergraduate offerings in biotech and life sciences are offered. UMBC builds relationships with companies throughout the region. These external advisors help them with sharpening their curriculum, so they focus on what is relevant in the industry now.

"We have adjunct professors from leading biotech firms in the area as well as guest lecturers from biotech firms to the National Institutes of Health (NIH) on regulatory side," says Annica Wayman, Ph.D., associate dean for Shady Grove Affairs, college of natural and mathematical sciences. "This gives students an opportunity to be exposed to places where they might like to intern or seek employment after graduation."

Adjunct faculty and guest lecturers are able to give applied examples of what is taught in class. Whether it is how instruments work in practice in an instrumentation class or how Homeland

Security works with pandemics, students are exposed to real world challenges. The legal and ethical issues involved in biotech fields are also introduced.

A May 2021 Bachelor of Science graduate in translational life science technology (biotechnology, TLST), Loic Stephane Djoumessi Sao is enthusiastic about her experience at UMBC, Shady Grove. She transferred there after two years at Montgomery College and cites the value of the talks given by leaders from companies such as GeneDX, AstraZeneca and American Gene Technologies (AGT). "I was able to intern at AGT and received an offer for full-time employment," says Sao. "The TLST program delivered on the promise to provide laboratory skills necessary for each student to go out there and be very competitive in the industry."

In the graduate program, many of the students are already working full-time but are required to do a capstone project, which they can tie into their work if applicable. Rotating topics are offered in the graduate school, although taking a class in project management is encouraged for those who want to advance in their field.

At the University of Maryland (UMD) a new fermentation science major will be offered beginning in the fall of 2022. Fermentation science

covers beverages, such as wine, beer, distilled spirits and kombucha, and dairy foods such as cheese and yogurt. It also includes vegetable foods such as kimchi, tempeh and miso, as well as biotechnology industries in fields such as biofuels and pharmaceuticals. The major was developed because of a need expressed by area companies in the fermentation industry.

"The industry is growing quickly in the region and there is projected growth," says Frank J. Coale, Ph.D., assistant dean for strategic initiatives, college of agriculture and natural resources at UMD. "Industry leaders need skilled and educated workers."

UMD put it all together with a formal survey to the industry to find out what course work and experiences graduates should have to be successful. "It was crystal clear that they should have a solid science background," says Coale. "Companies would be able to train in the individual requirements of a particular industry, but they need workers who understand the science involved."

The course work is heavy on solid STEM subjects for the first two years. In the third or fourth years, students learn food microbiology, brewing and distilling, advanced food techniques and about taste and odors.

All the fermentation science in-lab experience is similar to what students would experience in the real world only on a smaller scale. Each student is required to do an internship, and there is a huge demand for these students to supply a trained workforce.

There has been a lot of interest from students, whether for their own interest or as a career. With the solid science background, they will get, graduates will not be confined to the fermentation industry if they find that it is not really the career path they want. They can go on to pursue many other biological fields if their interest lies elsewhere.

At Loyola University Maryland's Selinger School of Business, a team of executives in residence teach and mentor in each department of the school in both graduate and undergraduate divisions. "The executives in residence are full-time faculty," says Dave Luvison, D.B.A., executive in residence, management and organizations in the Selinger School, whose specialty is inter-organizational collaboration and strategic alliances. "Each executive teaches a full course load and has service responsibilities such as outreach to the business community."

All executives in residence have had work in the real world experience in their field, which enhances their teaching. "Some keep current with business in the community by consulting," says Luvison, "or through their connections with professional associations." The executives also work to create internship and work opportunities for students, which can be accessed through the career center.

The Selinger School board members are also from the business community. This crossflow of information is essential to the school and the students. The board members also share their insights on the work they do and how they provide service to the community.

Currently the board has been doing a video series on different topics which are now available as podcasts. Many of the board members for the Selinger School have also identified opportunities for students and help mentor students.

The executive in residence format creates a unique opportunity to help students plan their career path, since these professors can speak from experience. Some majors are easier to map than others, such as accounting, for example, which has specific requirements and tests to pass to become a C.P.A. But a management major and others are a little more nebulous in their trajectory, but the guidance is still there.

Whatever the major, the main goal of the program is to help students to reach their potential and get started on or advance their careers after graduation. The Selinger School continues to update and improve their methods to help their students and the business community.

SPECIAL SUPPLEMENT



Students from SU's geography and geosciences department discuss a drone used for research with Andrea Presotto, Ph.D., assistant professor of geography.

STEM education that prepares students for tomorrow

Explore science and technology at Salisbury University

Salisbury University's Richard A. Henson School of Science and Technology prepares students for the future. It provides a student-centered environment for exploring science, technology, mathematics and related disciplines.

"If you are thinking about majoring in a STEM field, SU and the Henson School is the right choice," says Michael Scott, Ph.D., dean. "We have a small school feel, but we have big school resources – and that's critical for teaching and learning in science."

Undergraduates choose from seven majors, over 35 specialized tracks, and 13 minors offered through six Henson departments (biology, chemistry, computer science, geography and geosciences, mathematical sciences, and physics). In the past two years, the school has continued to innovate its curriculum to best serve students, launching new programs in data science and integrated science, and many new tracks.

"Data science is unique in that students can explore various subject areas across the sciences," says Mark Muller, Ph.D., Henson School associate dean, noting tracks including bioinformatics, chemometrics and geoanalytics. "The program provides students the skills

needed to fulfill rising data scientist demands."

Integrated science encourages students to develop programs in two or more STEM disciplines or create their own STEM major. This gives them individual and flexible majors best suited to their interests or career goals.

Just recently, SU's geography and geosciences department announced a new minor in marine science that emphasizes fieldwork and lab activities exploring the Eastern Shore's island barriers and river systems.

"SU is fortunate to have access to marine wildlife and miles of coastlines in our backyard," says Brent Zaprowski, Ph.D., geology professor.

New biology tracks allow students to explore areas including biomedical science, biotechnology and environmental biology. Specialized physics tracks include astronomy, coastal engineering and microelectronics. Urban and regional planning has tracks in environmental and land use planning.

As part of SU's Clarke Honors College, the Henson Honors Program in Science and Mathematics provides students with enriched courses and undergraduate research experiences. Henson students present at SU's Student Research Conference and at regional and

national events. Previously, SU was named by The Chronicle of Higher Education as No. 1 among the nation's public colleges for enrolling and graduating women in computer science.

"Our talented faculty have made teaching science their life's work," Scott says. "Whether it's working on cures for diabetes or cancer, or protecting elephants from extinction, our faculty have a real passion for cutting-edge research and teaching."

The Henson School also offers three graduate programs leading to Master of Science degrees in applied biology, GIS management and mathematics education.

Applied biology collaborates with such organizations as the National Oceanic and Atmospheric Administration, National Aeronautics and Space Administration and U.S. Fish and Wildlife Service, as well as Maryland Coastal Bays and the Maryland Department of Natural Resources.

The mathematics education program is for in-demand teachers of mathematics at middle and high school levels. (Several undergraduate majors also offer secondary education tracks for teaching.)

The nationally ranked GIS management program is offered fully online and recently received an American

Association of Geographers Program Excellence Award. It can be completed in 13 months full-time or two years part-time and is specifically designed for the advancement of GIS professionals.

SU's Henson School offers a combination of being small enough to know peers and professors, but large enough to have programs, courses and resources for students to be successful, Scott says.

"Our student support services are second-to-none," he adds. "We are committed to your success in science and mathematics as soon as you arrive on campus. And our alumni network is thousands strong, giving you a hand up when you graduate."

According to Scott, more than 90 percent of Henson majors are employed full-time or in graduate school within one year of graduation. Faculty also provide special advising for students interested in entering health professions.

"Majoring in a STEM field at SU is a proven pathway to lifelong success," he says.

For more information, follow SU's Henson School on Facebook or visit salisbury.edu/henson.

Creating a better tomorrow

A tomorrow maker isn't afraid to face challenges head on. They ask questions to keep our world moving boldly forward. They take yesterday's experiences and today's opportunities to shape the future for better, for all.

Our students are tomorrow makers – and Salisbury University is committed to a brighter tomorrow for Maryland and beyond.

Make Tomorrow Yours

Go to salisbury.edu/visit



Salisbury University is an equal educational and employment opportunity institution.





Loyola's new Rizzo Career Center is an engaging and welcoming place for students.

Preparing for success in the workplace

Landing a job after graduation a focus on campuses

By Carol Sorgen, Contributing Writer

McDaniel College is not only committed to its students' academic journey, but also to giving them the skills and confidence they will need to meet challenges and opportunities once they leave "The Hill," as the campus is affectionately known.

To that end, the school has established the McDaniel Commitment. "This is our guarantee that students will be on a path to success from the moment they set foot on campus," says Erin Benevento, associate dean for student development, mentorship and networking. Through the Commitment, students have access to a team of mentors who help them develop an individually tailored and personalized experience.

"From the very beginning, and at other key points throughout the students' journey here, the McDaniel Commitment will help keep them on track toward their goals," says Benevento.

The multi-pronged Commitment not only introduces students to the campus and its myriad

activities, but also to the surrounding community. As students progress in their McDaniel experience, they develop a plan for their educational experience, take advantage of opportunities such as internships and study abroad, and ultimately, with the one-on-one guidance of their faculty mentors and advisors, focus on the practical knowledge and career skills that will prepare them to succeed in a professional environment.

Benevento explains that during students' junior or senior year, they complete a one-credit course entitled My Career, which is designed to guide them through the steps they'll need to take for professional success.

"In My Career, students plan for life beyond college, guided by purposeful coursework and with one-on-one coaching," Benevento says. The students learn to write their best resumes, maximize online networking, and meet with alumni and other professionals as they prepare for their next steps after graduation.

McDaniel also offers students access to resources and skills-building through its Center for Experience and Opportunity (CEO). "This

one-on-one coaching helps students develop goals, engage in immersive experiences, and stand out when applying for jobs and post-graduate studies, as well as fellowships and scholarships," says Benevento.

An active network of alumni and community members are also involved with the students, offering everything from advice to networking opportunities to internships. "We're very focused on relationship-building," says Benevento.

Benjamin Yingling, who graduated from McDaniel in 2007, is one of the many alumni who not only credits the college with preparing him for his role as president of Crawford Yingling Insurance in Westminster, but also gives back to the school by hiring student interns. "As a political science major, I learned how to speak in front of a group, which has strengthened my confidence both then and now," says Yingling.

Yingling adds that it's exciting to have young talent "right in our backyard."

"It means a lot to me to be able to help grow this talent and see these students go on to have successful careers of their own," he says.

Colleges contribute to workforce success

Since 2007, the Association of American Colleges and Universities (AAC&U) has published a series of employer surveys on higher education. Their most recent survey, published in April 2021, was titled How College Contributes to Workforce Success: Employer Views on What Matters Most, and presented findings from a survey of 496 executives and hiring managers.

The following are some of the key findings of the survey:

- Employers value higher education and think a college education can prepare future employees to think for themselves, problem-solve, adapt to different situations, and have the technical knowledge necessary for the workplace.
- Nearly half of employers surveyed said they are "much more likely" to consider hiring candidates who have had an internship or apprenticeship.
- ePortfolios can help college students communicate the skills they developed and the experiences they had during their time in college.
- The skills that employers thought are most critical for success are the ability to work effectively in teams, critical thinking, the ability to analyze and interpret data, and the application of knowledge and skills in real-world settings.

New Career Center at Loyola Offers Engaging Space

Loyola University Maryland's Rizzo Career Center recently moved to the new Miguel B. Fernandez Family Center for Innovation and Collaborative Learning, the most important large-scale academic renovation on Loyola's Evergreen campus in 10 years.

In addition to the Career Center, within the 35,000-square-foot Fernandez Center, are active learning classrooms, an interdisciplinary hub featuring open and transparent spaces that can be reconfigured for different teaching styles, the Forbes Idea Lab, and the Academic Loft, a collaborative space for faculty and students to engage in interactive, innovative, and interdisciplinary learning. A cafe and expanded outdoor spaces provide additional opportunities for students, faculty, and staff to both collaborate and socialize.

Preparing for success, continued on page 7



A leader in STEM education since 1927

Take the next step in your career.





CCBC recently updated its criminal justice curriculum to better align with industry current practices.

Customized programs bring change for good

Curriculum tailor-made to fit societal needs

By Elizabeth Levy Malis, Contributing Writer

What if you could enroll for a degree, or certificate, tailor-made to help remedy societal ills? Today, that's reality at some Baltimore area higher learning institutions.

Cases in point: three local programs, at separate schools, address criminal justice, intercultural communication, and climate finance and risk management. The programs attract traditional students and working professionals.

CCBC Focus on Social Justice: The CSI-Effect

Education sees increasing interest in criminal justice studies. One reason: crime storylines star front and center in popular media.

"I really do attribute it to the CSI-effect," says Community College of Baltimore County (CCBC)'s Melissa McDermott Lane, professor and criminal justice studies department chair, school of business, technology and law. "Turn on the TV; you'll see a volume of police shows," both real and fictionalized. It's a reflection as well as fuel for interest in the field.

CCBC offers a certificate as well as an Associate of Applied Science degree in criminal

justice studies. Recently, it updated curriculum to better align with industry current practices. Now electives include courses on community policing, civil rights, restorative justice, interpersonal communication and mental health. In Fall 2022, for degree students, "Social justice in the urban community" becomes a requirement rather than an elective; it remains an elective for the certificate program.

CCBC belongs to a joint initiative called Community Policing Partnership. Others in this cross-organizational effort include Baltimore County Police Department, Baltimore County Police Academy, Baltimore County Public Schools and Office of County Executive. The goal: to build pathways for public safety-focused careers in Baltimore County and ensure a next generation of law enforcement that reflects the diversity in Baltimore County.

"We offer a 21st century education to fill 21st century jobs, which includes a criminal justice program that addresses modern day issues," says CCBC President Sandra Kurtinitis.

CCBC's social justice studies appeals to college students straight out of high school, older adults returning to school, and numerous police and correctional academies. "It's a broad array," says Lane.

While working professionals may veer toward the certificate program, "students who will become future professionals enroll in the degree program," says Lane, who notes her graduates find themselves quite marketable. "They find work in the police department, as corrections officers, probation officers, private investigators, in forensics, or they can pursue further study in criminology."

This education includes a hard look at mistakes of the past. "We look at examples of social injustice based on gender, race, class. We try to understand the industry's mistakes, so we can get better," says Lane. "My hope is just by students being exposed to these issues, that they become better professionals. Here, they learn resources from which to pull, move forward, be more proactive, and look at remedies."

Global Influences at UMBC

It's an international village in a slice of campus at University of Maryland Baltimore County (UMBC). There, students and faculty hail from across the globe for its M.A. program in intercultural communication, offered by the department of modern languages, linguistics and intercultural communication. Launched in 1985, as a response

Student crosses cultures

Fulbright scholar Maria Morte Costea relocated from Spain to Baltimore to enroll in the two-year M.A. in intercultural communication at UMBC. She's multilingual – speaking Spanish, French, English and Arabic. She studied journalism and international relations before entering graduate school here. Previously, she worked as an on-air reporter for a Spanish TV channel, and in France for the government of Spain.

Before moving to Charm City, she didn't know a thing about Baltimore. "In Europe, you hear about New York, Miami, D.C.," she admits. "But I love Baltimore. It's a great community – despite things I heard like 'Baltimore is dangerous.'" Yet dire comments didn't deter her. Undaunted, Morte Costea went into West Baltimore to make a documentary, created with help of Professor Bill Shewbridge and Associate Professor Nicole King, Ph.D., and the Baltimore Traces Project.

"I like that the M.A. program is broad and open, allowing me to explore my interests," she says. "Each student can personalize this degree for their needs." So far, her favorite class is filmmaking. "Before [UMBC], I did just on-air reporting. Here, I got to work behind the scenes," says Morte Costea, whose documentary explores how African Americans get displaced by development for gentrification in Baltimore City's Poppleton neighborhood through a process known as eminent domain, where the state takes private property for public use. "I did not know this kind of thing is done in the U.S.A.," she says. "I was learning about it for the first time."

Morte Costea documented conflict caused by a massive development plan for the long-time residents who own the land wanted for development. One family she filmed had lived in Poppleton four generations and did not want to move out — despite that today the neighborhood is burdened with high vacancy and blight. Ripe for development.

Her documentary shows residents saying they "are not against development, just against development with displacement." She documents people who assert "it's another example of wholesale movement of African Americans out of neighborhoods." Some see it as akin to what the White man did to Native Americans.

This M.A. in intercultural communication "focuses on 'other cultures' – not just other countries," says Shewbridge. "Intercultural does not mean just foreign lands. Going into West Baltimore can be an intercultural experience. Maria not only learned about her subject matter but learned the culture."

Her documentary is being shown at The Charles Theater as part of the Poppleton Filmfest.

to economic, political, social and cultural complexities of modern times, this degree offers a dual focus: combining intercultural communication with knowledge of another language.

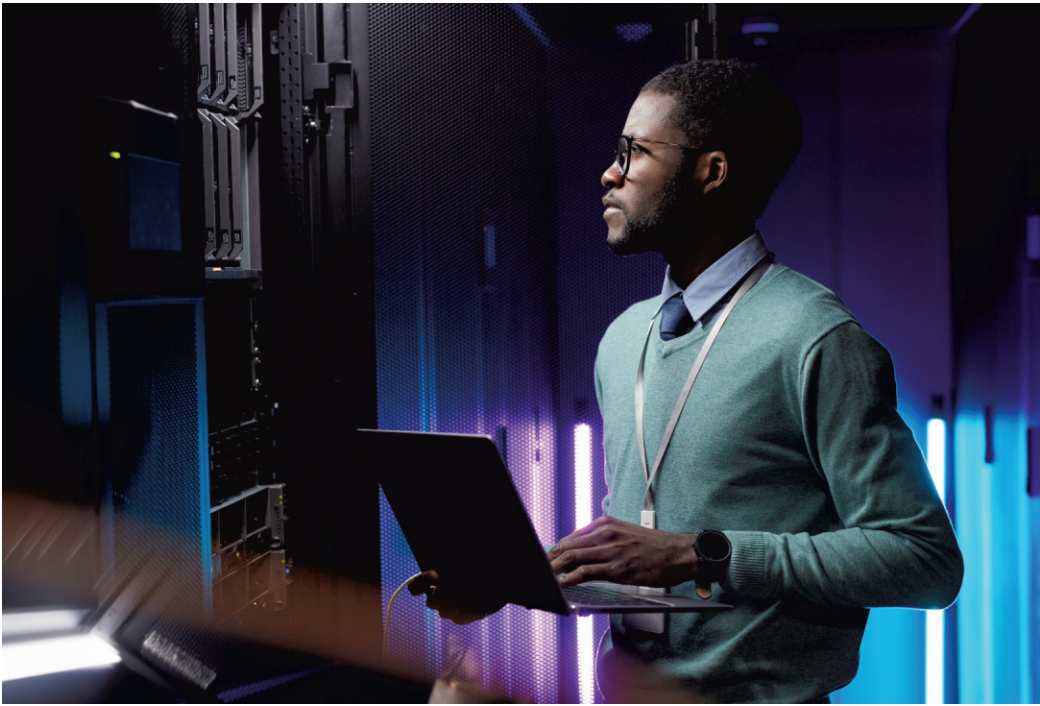
Customized programs, continued on page 7

Capitol Technology University Graduates are a Step Ahead of the Competition

In a technology-driven world, cyber careers are in high demand and marketable skills are vital to the success of jobseekers in these fields. At Capitol Technology University, cyber programs are at the forefront of their curriculum as a leading STEM university for the Washington, D.C. metropolitan area. Graduates learn from faculty who are global industry experts in their field and know what employers are looking for in a candidate. These educators use their years of experience to transform students into the leaders and innovators needed in today's job setting. By keeping class cohorts small for individualized attention, and featuring state-of-the-art virtual learning delivery, students are guaranteed to achieve their educational goals.

Pursuing these goals by earning a master's degree can open doors to more career options, higher earning potential, promotions, job security and marketability. Capitol Tech encourages students to "invest in us, and we'll invest in you," noting that they have one of the best return-on-investments (ROIs) in the country by providing students with a superior education at a fraction of the cost. In fact, 82% of Capitol Tech students receive a job offer, or choose to enroll in graduate school, within 90 days of graduation.

Capitol Tech now offers 19 master's degree programs in the fields of cyber and information security, computer science, artificial intelligence and data science, management of technology, engineering, and intelligence and security studies. These programs are available online, with 8-week and 16-week accelerated courses, developed with the working professional in mind. Capitol Tech aims to give students the flexibility, resources, and options they need to take the next step in their education.



Students who choose Capitol Tech can count on getting a quality education from an award-winning institution. Capitol Tech has earned recognition from some of the most prestigious organizations and cyber authorities. In 2021, SC Media recognized Capitol Tech as a **finalist for Best Cybersecurity Higher Education Program**, in addition to awarding their Vice President of Academic Affairs as **Outstanding Educator of the Year**. The National Security Agency and Department of Defense have designated Capitol Technology University as a **National Center of Academic Excellence in Cyber Defense**, in that it promotes standards of excellence within its cyber programs. Master's Program Guide, a resource for prospective college students, recognizes the school as #1 in the nation for their online master's degree program. Capitol Tech is also accredited by the Middle States Commission on Higher Education (MSCHE), with many of its programs accredited through the State of Maryland Higher Education Commission (MHEC).

SPECIAL SUPPLEMENT



UMGC's online RN to BSN program was recently ranked by U.S. News & World Report as being in the top third of nursing programs in the country.

RN to BSN program prepares nurses for leadership roles

University of Maryland Global Campus

“Research shows that the higher level of education a nurse has, the better the patient outcomes,” says Mary Schroeder, D.N.P., R.N., FNP-BC, program director of the RN to Bachelor of Science in Nursing program at University of Maryland Global Campus. In response to the National Academy of Science Institute of Medicine’s recommendation that 80% of nurses in the United States attain a bachelor’s degree by the year 2020, UMGC launched an online RN to BSN program in 2013.

Schroeder says that UMGC’s online program aims to broaden students’ perspective within the nursing profession. “We want them to better understand the ‘why’ to what they are doing by exploring the theories behind what they do each day as a nurse,” she says. Schroeder adds that UMGC’s nursing faculty are scholar practitioners, those who are focused on practical applications of scholarly knowledge.

Schroeder says that UMGC’s student body in the RN to BSN program is diverse – some students are recent graduates of an associate nursing program, while others are nurses who have been working in the field for as long as 40 years. “Health care changes constantly ... patients are more complex with a wide range

of health issues,” Schroeder says. Hence, it’s important for nurses to keep up to date with the changing health care environment ,which are addressed in UMGC’s program.

“Working with patients from diverse backgrounds and addressing health disparities in our community are an important part of the program. Nurses are the largest segment of the health care workforce, so organizations such as the National Academies of Sciences, Engineering, and Medicine are looking to nurses to take the lead in addressing health disparities,” Schroeder says.

Students in UMGC’s online RN to BSN program – which was recently ranked by U.S. News & World Report as being in the top third of nursing programs in the country – take a variety of classes to better equip them for leadership positions in their field. Skills obtained include the ability to evaluate and apply research to promote evidence-based nursing practices; apply management and leadership concepts in various settings to promote health; analyze data and processes; and critical problem-solving. Students also gain hands-on experience by developing and implementing a community health promotion plan.

“In their clinical training in community health, we aim to not repeat any skills the nurses

may already have but for them to gain new knowledge. By collaborating with public health care providers, students learn how to address health care needs for a certain population and ensure we are meeting the needs of the community. For many of them, it’s their first experience in community health,” Schroeder says.

Nurses in UMGC’s program also gain valuable knowledge in leadership and management in the health care setting. “This is very important for today’s nurses, for instance cost containment is extremely important in any health care setting, so being aware of budgeting, and management of resources is an important skill,” adds Schroeder, who adds that hospital budgets have been especially hit hard over the past two years due to the influx of patients during the Covid-19 pandemic. “We also focus on the importance of research and how nurses can implement evidence-based practice into their nursing profession,” Schroeder says. UMGC’s curriculum was designed with input from employers, industry experts and scholars to ensure that graduates are prepared to meet today’s workforce needs in nursing. Graduates are well equipped for roles in leadership, public health and clinical research, while others may opt to continue their studies and obtain their master’s degree in nursing or a doctorate in

nursing practice degree.

“I see our program as a gateway degree for our students who may want to move forward in their career in leadership roles, clinical research or more advanced practice roles in nursing,” says Schroeder, who credits much of the success of UMGC’s program to the faculty. “Our students are working nurses, who are working an incredible number of hours, while also pursuing their bachelor’s degree, so we have a very empathetic faculty who are very understanding of what our students are going through during this very trying time,” she says.

Schroeder adds that UMGC has a nursing club, along with several other opportunities for students to have their voices heard. “Our students have many different backgrounds and experiences, so bringing those experiences to the table is very helpful for all of our students,” she says.

For more information on health care related programs at University of Maryland Global Campus, visit umgc.edu/healthcare-science

ACCELERATE YOUR HEALTHCARE CAREER

with an Online Degree or Certificate from UMGC

University of Maryland Global Campus (UMGC), can help you take your career further. Get ahead with an online RN-to-BSN*, Health Informatics Administration degree, Healthcare Administration degree, or a graduate certificate in Global Health Management. We offer:

- Up to 90 transfer credits, which includes your active unencumbered RN license and prior coursework, toward your BSN
- Online courses
- No-cost digital resources replacing most textbooks
- Personalized advising & support tools
- Scholarships & other financial resources for eligible students



The baccalaureate degree in nursing at UMGC is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).



*This degree is only open to students with an associate's degree in nursing or a diploma from a registered nursing education program that is recognized by the appropriate State Board of Nursing. Students must reside and have an active unencumbered nursing license in an approved state at the time of admission and throughout completion of the program. For a list of approved states, visit umgc.edu/nursing.

Classes enrolling now.
UMGC.EDU



Creating curriculums, from page 1

research, analyze data and do more with what we learn,” says Smith.

University of Baltimore's Bachelor of Arts in Human Services Administration

Human services administration is about helping people with special needs. Traditionally, those working in the field have concentrated on supporting the disabled, the homeless, the mentally ill, and those who have suffered from abuse. The number of people across the U.S. in need of these services has grown tremendously over the past two years, as are result of the pandemic and the many ways it impacted people’s lives. The need for trained professionals, capable of guiding people through personal challenges, is significant. And the University of Baltimore’s Bachelor of Arts program in human services administration is answering the call.

“Our program is designed to help students solve community problems,” said Tiffaney Parkman, Ph.D., director of the undergraduate human services administration program at University of Baltimore. “Our courses teach them to look at what is happening in the world with a scientific eye and challenge them to think about new approaches that can inspire positive change.”

Among those course concentrations are case management, program development, grant proposal writing, research methods and program evaluation strategies. Students also are required to complete a 100-hour internship experience, with focus on implementation of a meaningful community impact project. In summer 2021, one group of students launched an on-campus COVID vaccination clinic, making it convenient for anyone on campus who wished to be vaccinated, to do so.

“We encourage students to pursue a project that aligns with their interests and what they hope to do in their careers,” says Parkman. “It becomes a great learning experience, and naturally creates networking opportunities, too.”

Parkman emphasizes that learning during the pandemic has given students an extra dose of reality, when it comes to understanding and even experiencing real world problems.

“COVID has complicated things for students, and they have had to continue learning while they themselves were dealing with traumatic situations and environments,” she says. “I think it’s made people realize how important it is to have empathy for others and to be flexible and open-minded; myself included.”

Nursing shortage, from page 1

those who enter the program as a nursing assistant earning the certificate allows them to double their earnings. This one-year program can be more economical for students versus a two- or four-year program.”

Notre Dame of Maryland University’s accelerated second-degree Bachelor of Science in nursing program helps usher students with their bachelor’s degree into the nursing field. The program offers an online option where the didactic learning takes place online at the learner’s pace. All clinical work is completed in person. Students can earn their Bachelor of Science in nursing (BSN) in as little as 15 months. The program graduates about 40 nurses per cohort.

According to Kathy Wisser, Ph.D., R.N., C.N.E., dean of the school of nursing, students enter the program because they want more authentic relationships with patients or were exposed to nursing while helping a family member through a serious illness and became attracted to a nursing career. Some students come from a non-health care background such as accounting and want to make a change in their lives.

“Some students come to us as they find their current career is not fulfilling or have hit the pinnacle of promotions in their position,” she says. “The nursing profession is one of the most trusted of health care professions, which attracts people who want to be a part of someone’s life. Very few professions allow the opportunity to get to know someone on an intimate level through care in a short period of time.”

Paige Clark of Baltimore was drawn to the program as she had been a phlebotomist at a laboratory and felt ready to go back to school either to become a nurse or a physician assistant. She appreciated the program was rolling admissions so that she wouldn’t have to wait until the fall to begin her education.

She came into the program with a Bachelor of Science in psychology and felt the accelerated BSN program helped round out her education. “I could really focus on my nursing education and felt very supported by the teaching staff,” she says. “I learned so much from the staff about their nursing careers which provided great connections in Maryland hospitals through this program. This program has provided so many opportunities for my nursing career.”

Salisbury University's Bachelor of Fine Arts, Graphic Design Track

They say, “technology makes the world go round,” and that sentiment was underscored greatly during the world’s experience with COVID. The need for digital applications and communications tools exploded, and it was during that time that Salisbury University launched its new Bachelor of Fine Arts degree with a track in graphic design, through its offerings at The Universities of Shady Grove in Montgomery County. Offered through Salisbury’s Charles R. and Martha N. Fulton School of Liberal Arts, the program merges traditional and digital art approaches, giving students the creative skills to work for the largest corporations as well as the smallest businesses – all of which require design services.

“We want our students to open their views of what art can be,” says Edgar Reyes, M.R.A., graphic design lecturer and site coordinator. “The need for creative services is constantly changing, and we shape classes so that learning experience can be flexible and adaptable, in line with those changes.”

The first cohort of students formed in fall 2021. Graphic design, web design, illustration and photography courses are the focus during the first year of study. In year number two, experiential learning will become a top priority, with community-based learning and internship experiences paving the way for aspiring designers to tackle real world assignments.

“Designers are needed in the corporate world, and in virtually every industry,” says Reyes. “Experiential learning opportunities make it possible for each student to figure out where they want to be. In addition to working on real projects and collaborating as part of a team, students get to build a portfolio that showcases their skills.”

Salisbury University’s Bachelor of Fine Arts degree with graphic design track is one of approximately 80-degree programs offered at the Universities at Shady Grove. Courses are held in the biomedical science and engineering building, packed with innovative technology and state-of-the-art labs to optimize the learning environment for all students.

“The space itself is a tremendous resource for creative people,” said Reyes. “It demonstrates a significant commitment to students and is a beautiful place to learn.”

Career paths

The Practicum to Practice Program (P3) is a partnership between the University of Maryland School of Nursing (UMSON) and the University of Maryland Medical System that offers UMSON students an opportunity to select their senior practicum placement and first job as a nurse.

- Eligibility:
 - o Must be a UMSON entry-into-practice student in their final semester of study in spring 2022
 - o Must maintain a cumulative GPA of 2.75 or greater (Note that minimum cumulative GPA requirements for UMSON graduation remain unchanged.)
- Participating hospitals include:
 - o University of Maryland Medical Center
 - o University of Maryland Baltimore Washington Medical Center
 - o University of Maryland St. Joseph Medical Center

Criteria for consideration for admission into the Practical Nursing Certificate Program at the Community College of Baltimore County include:

- High School Diploma or GED
- Successful completion of prerequisite courses with a C or better
- GPA of 2.0 or greater for all past CCBC courses
- Competency in math, reading, and English
- Completion of the Test of Essential Academic Skills (TEAS)

In three stages of learning, the Notre Dame of Maryland University’s Accelerated 2nd Degree Bachelor of Science in Nursing program equips students with the nursing knowledge, skills and experience needed to enter the profession:

- Nursing theory coursework offered online, and on-campus focused on key nursing concepts
- Nursing skills and simulation labs, where you’ll put nursing theory into practice
- Clinical rotations, where you’ll get real-world experience under instructor supervision

Ask Margit, from page 1

But not all colleges are created equal. Community colleges, which offer both two- and four-year programs, have coursework that can ensure a profession immediately after graduation. Baltimore City Community College offers certificates in addiction counseling, coding specialist, practical nursing and paramedic. Or choose computer-aided draft and design (CAD), cybersecurity or lab animal science. It also offers degrees that lead to specific jobs, such as dental hygienist, emergency medical services, respiratory care and surgical technologist.

Community College of Baltimore County “has more than 275 associate degree and certificate programs to choose from – the most of any college in the region,” according to its website. You could become a paralegal, get a computed tomography certificate or one in magnetic resonance imaging. What about being a medical assistant? Or occupational therapy?

You can also, as mentioned above, become an optician. Check out Optician.edu (www.opticianedu.org/maryland) for places that offer courses. Or become a cosmetologist, hairdresser or barber. Visit www.labor.maryland.gov for education and apprenticeship details along with how to apply for a license.

One area that has perennial openings is information technology and computer-related services, many of which pay over \$50,000 a year. PC Magazine (www.pcmag.com) says “The IT landscape is constantly evolving, which means it’s never the wrong time to get certified in new tech skills.” It went on to say, “50% of hiring managers said recruiting has been a major challenge. Part of the problem is finding candidates to fill highly skilled, specialized roles; the same study showed that 80% of North American IT departments had skills gaps.”

A story in Moby Geek (https://mobygeek.com) quoted Tim Cook, CEO of Apple, saying, “It should be compulsory for kids in the U.S. to learn coding before their high school graduation.” Apple, Google, Bank of America, IBM and Hilton are corporations that do not ask for

a college diploma for some positions.

If this is something that interests you, check out Amazon Web Services (AWS), which says you can “Access 500+ Free Digital Courses Built by AWS Experts.” Google is another education powerhouse as is Cisco where you can attain certifications in a variety of skills employers value.

But is it only IT and computing? Of course not. An article in U.S. News, using U.S. Bureau of Labor statistics, listed dozens of A.A. and A.S. degrees that lead to jobs earning over \$50,000 a year. Occupational and respiratory specialists earn \$60,000 a year according to the BLS. Maybe you’d like to be an air traffic controller. You only need an A.A. degree, but you’ll also have to take courses through the Federal Aviation Administration. On the plus side, you can make over \$130,000 annually.

It all comes down to giving your future considerably more thought than someone telling you to go to college. A majority of my contemporaries are not using the degree they got when we were in college, including me. Despite all the advertising and promotion, a college degree is not the norm. As of 2019, around 32% of Americans over 25 and older completed an undergraduate degree.

Consider these words from Tim Cook when he addressed an audience at the University of Glasgow and take them to heart. “My advice to all of you is, don’t work for money – it will wear out fast, or you’ll never make enough, and you will never be happy, one or the other. You have to find the intersection of doing something you’re passionate about and at the same time something that is in the service of other people.”

The time you invest in thinking about where you go after high school will pay huge dividends. And Cook is right when he recommends you find something you’re passionate about. Do something you thoroughly enjoy or, at least, most of it. No job will be perfect but waking up each day, looking forward to what you will do, is the best way to live your life.

Preparing for success, from page 4



The Career Center itself features an open-concept model that provides a versatile, welcoming space for students, faculty, and visitors.

Eileen Simonson Hiebler, director of partnerships and recruiting, explains that walking into the Career Center is similar to walking into an Apple store. Students check in on an iPad, self-select their appointment type, and are greeted by a student worker and/or advisor who is available to answer any questions and provide a welcoming experience.

The Career Center has no doors, all furniture is mobile for flexible seating and workspace options, and large screens promote events. According to Hiebler, who is also a Loyola alumna and the parent of a current student, the state-of-the-art building has been designed to help students innovate, learn, collaborate, and propel their careers forward.

With its new location, the Rizzo Career Center has expanded its footprint to a two-level space which includes a Career Center Lounge for events and four times the number of rooms for employers to interview Loyola students conveniently in the heart of campus. With the larger space, the Career Center has also doubled the size of its student career ambassador team, enabling an expanded drop-in schedule, with students being able to come in with no appointment between Noon and 3 p.m.

The new addition was several years in the planning and opened in August 2021. “There is such joy in the new space with its natural daylight, collaborative nature, and flexible, open space,” says Hiebler. “It has become a focal point of the campus.”

University of Maryland Initiates Business Leadership Fellows Program

When Victor Mullins, Ph.D., came to the University of Maryland in 2012, he brought with him a philosophy that business schools in general

were not truly preparing students for the business world of today and of the future. “Times have been changing and business schools realize that they have to create new outcomes,” says Mullins, associate dean for undergraduate programs and diversity officer for the Robert H. Smith School of Business. “We need to ignite our students’ passion and help them find their ‘authentic why’ ... in short, why are they even coming to business school?”

To that end, this spring the school of business is initiating The Smith Business Leadership Fellows Program, which will comprise 120 students, selected on the basis not only of their academic transcripts but also of their diversity of thought, perspective, race and gender. “We are going to prepare these students for the future of the workplace by examining how they can marry the nature of business – the how – with their individual passion – the why,” says Mullins.

Mullins explains that the coursework for the program will push beyond the general principles of the core business school curriculum and address the challenges facing businesses today. So, in addition to such established courses as accounting and introduction to business values, fellows will also take a new class in “Business, Society, and You,” which will help them discover what makes them thrive and how they can add value to the workplace.

Students will also be introduced to industry leaders and at the end of their freshman year will participate in a project-based experience such as an internship, study abroad or research.

“While many business schools have upper-level honors programs, the new fellows program allows us to give students these opportunities earlier in their academic career,” says Mullins.

Customized programs, from page 5

“Language is more than just the transfer of information,” says Irina Golubeva, Ph.D., associate professor and director of the graduate program. “Instead of merely talk words, we speak and interact with a larger, deeper understanding of a culture’s core values. It’s not enough to just speak words of a language. Language is part of our identity,” says Golubeva, who speaks four languages. She received the Pedagogy and Teaching Award and the title “UMBC Innovation Fellow,” in 2020.

All core classes get taught in English. Tracks and specializations include French, German, Spanish, intercultural filmmaking and intercultural training. Digital storytelling, study of trans-languaging practices, intercultural pragmatics, and ethnography round out curriculum.

Students come from diverse cultural backgrounds, making participation in the program itself a significant intercultural experience. This degree attracts foreign language students, heritage language speakers, teachers, returning Peace Corps volunteers, university and non-profit employees, among others.

Additionally, UMBC offers a B.A./M.A.

accelerated program, which saves time and tuition. Here, students earn credit for their master’s degree while completing their undergraduate studies. “This is an excellent opportunity, and we are glad to see that more and more of our B.A. students enroll to our accelerated program,” says Golubeva.

This degree remains relevant now more than ever. “Many employers around the world view intercultural skills as essential. More than two thirds of companies and organizations are in frequent contact with colleagues, partners and customers from outside their own countries,” says Golubeva. “Without question, a globalized world made up of increasingly diverse cities and communities, like Baltimore, requires graduates with intercultural competence.”

UMD infuses climate change into business

Hurricanes, wildfires, floods – oh my!

Climate change intensifies. Forecasters predict it influences everything. No industry is immune. It impacts how business makes decisions. Financial systems, especially, remain vulnerable to climate change.

Enter the creation of The Climate Finance and Risk Academy, a new University of Maryland (UMD) certificate program for professionals, which gets underway at the end of 2022. Yet, a sort of “sneak peek” program, called “Fundamentals of Climate Finance and Risk Management,” begins in June. It’s all a collaboration between two UMD schools: the Robert H. Smith School of Business and the College of Computer, Mathematical and Natural Science.

“In my 13 years with Smith, I have not heard of a partnership relationship across schools like this,” says Clifford Rossi, professor-of-the-practice and executive-in-residence, department of finance. “I like to think of ourselves as building a bridge between science and finance.”

He admits a divide exists. “We all talk different languages: the scientific, climate-change experts compared to the business, money guys. Climate scientists say we need the financial folk if we are going to make a breakthrough to change.

“We need the money people working with science people,” says Rossi, an expert on risk, who spent 25 years working in banking and gov-

ernment before entering academia.

The offerings appeal to professionals across industries. Using state-of-art research, including current and historical trends in global and regional climate change, they learn to anticipate and develop contingencies for climate-related disruptions. It’s designed to help “decision makers make well-informed business decisions that factor in climate components,” says Rossi, who encourages people in government and industry to enroll.

“We target those on the frontlines; management-level up to board-level individuals. Federal officials, too. There’s value in this program. It’s a very applied program. It will give executive and government officials a short, targeted amount of information to take home to use to make better decisions around climate change,” says Rossi.

Now may be the ideal time to launch the new certificate. “This generation, more than any other I have ever seen, increasingly is having an interest in climate change,” he says.

Lessons well learned

Teaching the teachers skills for the current education market

By Lisa Baldino, Contributing Writer

How does that English teacher engage learners with the language? What makes that science teacher so effective in the school's STEM program? What skills are necessary for effective online instruction?

Local universities are answering the need for prepared educators in the workforce with valuable programs where today's schools need them.

UMBC TESOL Program Ranks High

UMBC has created a graduate program that corners the market for teachers in a burgeoning field: English as a second language (ESL) and English as a Foreign Language (EFL). The school's TESOL program (Teaching English to Speakers of Other Languages) prepares students for teaching these subjects and gives them a strong foundation to be marketable for jobs in the school system or private or government organizations. The program is ranked third nationwide by Best College magazine, and it is among the top 10 in Intelligence magazine's ranking of English language master's programs.

The TESOL program is flexible and individualized, according to Francis M. Hult, professor and program director. "Students can complete a master's degree online, in person or a mixture of the two," Hult says. The program offers courses in linguistics, language acquisition, TESOL methodology, assessment, intercultural communications and curriculum development.

While open to anyone who wants to teach English, TESOL has a collaborative cohort program with Maryland public schools, including Montgomery County, Baltimore County and Baltimore City, offering a discounted rate to staff who pursue the TESOL degree. UMBC offers both a master's degree and a certificate. Hult indicates that there is a shortage of English language teachers, but no shortage of learners – approximately 100,000 in the Maryland public school system alone. UMBC is encouraging current teachers, as well as students majoring in education, to explore the TESOL program.

"A TESOL degree is one degree that opens many doors," says Mary Tabaa, clinical instructor and P-12/online curriculum at UMBC. "We help students to be successful while still being dedicated to jobs, family and other commitments." Tabaa and Hult work along with other professionals in the education department to prepare students for careers in a wide variety of settings, including public schools, adult education, colleges and internationally teaching English as a second language.

Hult's team hopes to continue to grow the TESOL program in Maryland by getting more



Adobe stock

distribution within the school systems. The group will continue to recruit student teachers through in-service teachers, career changers and people over age 60, who, Hult says, "can study tuition-free through the UMBC Golden ID program."

"We're proud of our ability to make a positive difference to the education population," Hult continues. "It's gratifying when a teacher comes back and tells you they applied a skill they learned in TESOL."

Loyola University Focuses on Diversity in STEM Educators

Diversity among teachers in all areas of education, but particularly in STEM education, is a goal for Loyola University's school of education. According to interim Dean Afra Hursi, Ph.D., 80% of elementary and secondary teachers are white. "There are benefits of color in the classroom," says Hursi. "Having teachers of color benefits everyone. It represents the opportunity to have contact with an entirely new population ... it's great for education to close the equity gap."

Through a federal grant, the university is collaborating with Baltimore County to give teachers of color early exposure to classrooms.

"The program gives teachers a chance to get in front of the class. What attracts teachers to their career in STEM education?" Hursi asks. "They had a teacher who helped them. That is the reason they joined and why they'll be retained," he explains.

He notes that the pandemic made the school's pursuit of classroom time much more challenging. "Students were unable to get in the pipeline, and we saw that students were divided between the haves and have nots. We need to close that equity gap. We must recognize the assets the students bring to the classroom and dismantle the procedures in the classroom that limit their ability to thrive."

He describes how leaders are developed: good teachers, rich curriculum and access to the body of knowledge of STEM. He says all of this needs to be considered within a system that harbors racism and offers only limited access to resources. These students end up carrying a financial and debt load. "We must continue the disruption of racism in the classroom. We want them to finish their degrees with a minimum of debt."

To that end, Loyola is partnering with the government for \$1.9 million in scholarships. Hursi says Loyola's goal in this and other pro-

grams is to help create more opportunities for the education community – both students and teachers.

Towson University Advances Skills for Online Teaching

Towson University launched a new graduate program in online instruction as part of its curriculum in the Department of Educational Technology and Literacy. Educators can complete the program as part of a master's degree in instructional technology or as a stand-alone certificate. University officials developed the program in response to a growing demand for quality remote and hybrid learning programs, according to Liyan Song, department director.

The program development began long before the Covid-19 pandemic, but it was forced into action by the isolation requirements during the pandemic and the necessity to quickly change to online platforms, Song says. "It's not a simple conversion from face-to-face classrooms to the online platform."

Master's program student Aubrey Zugibe has a love of technology, and this program embraces that passion. "I have always been really good at figuring out technology and feel passionately about integrating technological literacy into my own classrooms – both in person and in my e-school class." Zugibe appreciates that the program allows the experience of viewing technology education from the perspective of both the educator and the student. "I learn strategies on how to deliver authentic learning experiences from a distance or blended format while being a student in this type of scenario," Zugibe says.

Song sees a bright future for online educational programs. "The need for and the arising trend of online instruction will stay with K-12 education and corporate training. Taking it a step further into innovative approaches with online activity design could help develop more engaging and effective learning experiences. This is where our online learning and teaching certificate program can help the teachers in schools and training development specialists in business and industry. The students in this certificate program learn both the cutting-edge technologies and the state-of-the-art online learning design techniques to develop personalized and interactive online activities for the target learners."

The program was designed to allow students to earn the certificate in as little as one year. It models the Quality Matters rubric, which is considered the gold standard of online instruction. All of the courses prepare students to use high-quality curriculum, and experience faculty mentors who are specialized scholars.

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