Finding the right road
"Win-win" scenarios in allied health

By E. Rose Scarff, Contributing Writer

The idea of the simulation clinic is not new. At the University of Texas Health Science Center in Houston, students and residents prepare for simulated cases using role players and medics to practice the skills they will need in a medical setting.

"When I was looking at schools with programs for dental hygienists," says Rosemary Layne, "I first year student in the dental hygiene program at Howard Community College, I was really impressed by the school’s dental site of the branch office, the small class size and the fact that the clinic would be offering free dental care to the community."

"For me, this program is extremely rigorous, with nearly 500 hours required in research projects, study, and research, the preparation of an associate’s degree, which must be completed before entry into the program. During their first semester, in addition to class work, the students start right in with clinical simulations with practice on a dummy," says Susan Selfe, RDH, MS, acting chair of the Dental Hygiene at HHC. "They then work on other cases before progressing to patients outside the clinic," she continues.

The dental hygiene Center not only has the simulation clinic, but also every day is digital and set up to be pedestrian. Students also learn to take dental radiographs, which are low-radiation, and save in real medical software. Besides practice on the simulation software, fellow students and clinic patients, and because of the small class size, they receive one-on-one coaching from their instructors. "During their last semester," says Selfe, "students will see off-site for a few weeks on a enhancement experience or a "do" instead."

"I feel that part of a dental hygiene program’s job is to help prepare students for the importance of oral health," says Layne, "and to teach proper home care. Although there had been a B.A. whose Allied Health, continued on page 2

Education publishes five times a year in February, April, June, September and November. To advertise, contact Lisa Wyer at 410-532-6418 or at baywyrer@comcast.com © 2014 The Baltimore Sun Media Group

Teaching law
Programs merge with health care, international law and philosophy

By Tsoo Young Lee, Contributing Writer

There are programs at three schools for graduate study in business, health care, international law and philosophy. The schools are University of Maryland, College Park; University of Texas at Austin; and University of Pennsylvania's Wharton School.

University of Maryland, College Park’s Justice and Legal Studies program was created to improve equity, justice and health care. The program’s curriculum covers areas of law, science and technology. The program director, associate professor, and program assistant professor, are Tonya Smith, Esq.

"We think the combination of community through law-forcing, rigorous coursework taught by on-site and law faculty, and a strong experiential field, provides a strong frame for the development of professional skills in the 21st century," Layne says.

"Student Orientation and Orientation触及" "empowerment and transformation. We encourage our students to be aware of not one more than one way to improve law and apply justice.""

Another way is empathy and understanding. There are field trips to community settings, including the Health Sciences Museum and the Eastern Pennsylvania Public Health. "These are not only encouraged to be students, but we also encourage them to respect the fundamental values of society," Layne says.

Upon completion of the program, Layne says, "students will have the tools and perspectives necessary for civic engagement and meaningful work. This is a requirement for students to think about the larger issues of social change and more importantly, how to respond responsibly for the community."

While one program looks issues from a broad perspective, another program gains its success from its specific focus, location and method. To meet the growing needs of health leaders to help navigate the shifting terrain of health care legislation, University of Maryland, Baltimore County has created a unique program that connects the intersection of social justice, health care policy and the public good.

Karen Rothrock, J.D., M.P.A. founder and director for Health and Social Change Institute, explains her program to students: "Our goal is to prepare a leadership at the national level for students who work for a health department or social change organization. The program is a hands-on experience for the students who work for organizations in the community, and whose goals are to improve the health of communities." The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University.

"Having the students in the community, they will have the experience of working on real projects," Rothrock says. "They will have the opportunity to work on community projects with the help of people who are involved in healthcare. They will be able to work on real projects that are meaningful to the community." The program is a collaborative effort between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University. The program is a collaboration between the University of Maryland, Baltimore County and Johns Hopkins University.

"When you are at the frontline, about to graduate from medical school, you can see the job is fun or not. Often, getting another degree or going to graduate school will help you to decide for the others, you are more qualified. On the other hand, you can see the need for more studying and want to return to school for a higher degree," says Tsoo Young Lee, University of Pennsylvania’s Wharton School.

"The students left school with a degree in English and a job. He was either too well-qualified or not qualified enough. Some of the entry-level positions he applied for only required a high school diploma and, after accepting a position, he was fired. Worse, there was no way to move up in the company ladder. After much reflection, Franko went back to school and became a Certified Public Accountant. He now works in a firm where he is happy and fulfilled."

"Ethan Miller got his degree in sociology and couldn’t find a job anywhere, even as a substitute teacher. Franko, she applied for positions in other areas and was finally offered a low-level job with company. After a few years, she took classes in coding and became a programmer. That led to her current contract work. But it took time to find something she enjoyed. Franko says she has to do something to help people. He has a degree in psychology and now works with people who have a drug problem. His job is to help them find a way to get clean. He helps them get the two degrees, the second of which was in counseling, he worked in some tea-
Planning and transportation
Maryland schools plan with partners to meet industry demands
By Casey Beyer, Contributing Writer

By careful planning and coordinating
with Maryland Transportation
Administration (MTA) officials,
Maryland’s Anne Arundel Community
College’s Towson campus is
repositioning itself to meet the
needs of the growing transportation
and its connection to job opportunities.

We are in a present age where talk of
transportation is at an all-time high.
The world is changing, and in order to
continue to survive and thrive in this
cage, we must continually update our
thinking about transportation and its connection to life as we now know it.

Maryland’s Anne Arundel Community
College’s Towson campus is repositioning itself to meet the needs of the growing transportation
industry with the help of the Maryland Transportation Administration.

The AACC program provides an associate/ of applied science degree in the transportation field.

According to AACC’s partnership with Towson University’s?

The MTA gives the students the hands-on experience and exposure to
the real world. They get to see what it’s like and what type of
opportunities are out there for them.

Lakitis, the MTA’s program coordinator, states that additional
opportunities exist for those interested in this field.

The MTA program offers active learning environments that enable
teaching to take place. These environments
are designed to prepare students for
the transportation industry.

For example, says Thomas Mitchell, associate dean of the
School of Business and Public Affairs,
the MTA-Designed Transportation Program offers students
exams to continue to challenge them for
the transportation industry.

In conclusion, Heather Sorvalis, executive director of the
University of Baltimore, states that

The MTA program offers an opportunity for
students and professionals to explore
opportunities in the transportation industry.

Another fascinating field is the study of
anthropology, with the aging population growing every year, the need for
skills in health-related fields increases.

One of the major changes in our health
services and care is the increased
demand for geriatric nurses. As the
country ages, the need for nurses who can
work with the elderly increases.

Betts, is an expert on the
effect of urban design on
communities. His area of
expertise is in understanding
is an expert in urban design
and planning. His research focuses on
the role of urban design in
the creation of livable communities.

Another interesting aspect is the
workforce development program.

The program offers an opportunity for
students to explore opportunities in
the transportation industry.

A special note to the
students who are interested in
the transportation industry:

One of the most important aspects of
urban design is the creation of
livable communities. This
focuses on understanding
how urban design affects
the quality of life for
residents of a community.

In conclusion, Heather Sorvalis, executive
director of the University of Baltimore,
states that

The MTA program offers an opportunity for
students and professionals to explore
opportunities in the transportation industry.

Another fascinating field is the study of
anthropology, with the aging population growing every year, the need for
skills in health-related fields increases.

One of the major changes in our health
services and care is the increased
demand for geriatric nurses. As the
country ages, the need for nurses who can
work with the elderly increases.

Betts, is an expert on the
effect of urban design on
communities. His area of
expertise is in understanding
is an expert in urban design
and planning. His research focuses on
the role of urban design in
the creation of livable communities.

Another interesting aspect is the
workforce development program.

The program offers an opportunity for
students to explore opportunities in
the transportation industry.

A special note to the
students who are interested in
the transportation industry:

One of the most important aspects of
urban design is the creation of
livable communities. This
focuses on understanding
how urban design affects
the quality of life for
residents of a community.

In conclusion, Heather Sorvalis, executive
director of the University of Baltimore,
states that

The MTA program offers an opportunity for
students and professionals to explore
opportunities in the transportation industry.

Another fascinating field is the study of
anthropology, with the aging population growing every year, the need for
skills in health-related fields increases.

One of the major changes in our health
services and care is the increased
demand for geriatric nurses. As the
country ages, the need for nurses who can
work with the elderly increases.

Betts, is an expert on the
effect of urban design on
communities. His area of
expertise is in understanding
is an expert in urban design
and planning. His research focuses on
the role of urban design in
the creation of livable communities.

Another interesting aspect is the
workforce development program.

The program offers an opportunity for
students to explore opportunities in
the transportation industry.

A special note to the
students who are interested in
the transportation industry:

One of the most important aspects of
urban design is the creation of
livable communities. This
focuses on understanding
how urban design affects
the quality of life for
residents of a community.

In conclusion, Heather Sorvalis, executive
director of the University of Baltimore,
states that

The MTA program offers an opportunity for
students and professionals to explore
opportunities in the transportation industry.

Another fascinating field is the study of
anthropology, with the aging population growing every year, the need for
skills in health-related fields increases.

One of the major changes in our health
services and care is the increased
demand for geriatric nurses. As the
country ages, the need for nurses who can
work with the elderly increases.

Betts, is an expert on the
effect of urban design on
communities. His area of
expertise is in understanding
is an expert in urban design
and planning. His research focuses on
the role of urban design in
the creation of livable communities.

Another interesting aspect is the
workforce development program.

The program offers an opportunity for
students to explore opportunities in
the transportation industry.

A special note to the
students who are interested in
the transportation industry:

One of the most important aspects of
urban design is the creation of
livable communities. This
focuses on understanding
how urban design affects
the quality of life for
residents of a community.

In conclusion, Heather Sorvalis, executive
director of the University of Baltimore,
states that

The MTA program offers an opportunity for
students and professionals to explore
opportunities in the transportation industry.

Another fascinating field is the study of
anthropology, with the aging population growing every year, the need for
skills in health-related fields increases.

One of the major changes in our health
services and care is the increased
demand for geriatric nurses. As the
country ages, the need for nurses who can
work with the elderly increases.

Betts, is an expert on the
effect of urban design on
communities. His area of
expertise is in understanding
is an expert in urban design
and planning. His research focuses on
the role of urban design in
the creation of livable communities.

Another interesting aspect is the
workforce development program.

The program offers an opportunity for
students to explore opportunities in
the transportation industry.

A special note to the
students who are interested in
the transportation industry:

One of the most important aspects of
urban design is the creation of
livable communities. This
focuses on understanding
how urban design affects
the quality of life for
residents of a community.

In conclusion, Heather Sorvalis, executive
director of the University of Baltimore,
states that

The MTA program offers an opportunity for
students and professionals to explore
opportunities in the transportation industry.

Another fascinating field is the study of
anthropology, with the aging population growing every year, the need for
skills in health-related fields increases.

One of the major changes in our health
services and care is the increased
demand for geriatric nurses. As the
country ages, the need for nurses who can
work with the elderly increases.

Betts, is an expert on the
effect of urban design on
communities. His area of
expertise is in understanding
is an expert in urban design
and planning. His research focuses on
the role of urban design in
the creation of livable communities.

Another interesting aspect is the
workforce development program.

The program offers an opportunity for
students to explore opportunities in
the transportation industry.

A special note to the
students who are interested in
the transportation industry:

One of the most important aspects of
urban design is the creation of
livable communities. This
focuses on understanding
how urban design affects
the quality of life for
residents of a community.

In conclusion, Heather Sorvalis, executive
director of the University of Baltimore,
states that

The MTA program offers an opportunity for
students and professionals to explore
opportunities in the transportation industry.
A third health care may be the fastest growing and one of the most stable job fields to go into, but that does not mean getting a job is one of those sectors will be a given. An applicant needs to be able to show that they have the right qualifications and experience for the job.

To the few years the program has been in development, we have seen success and are accelerating the connection of coursework to employment,” says Mindy Werner, director, English language service and basic-skills at Baltimore City Community College, speaking of the Healthcare Career Training program. Developed in conjunction with the Workforce Development and Community Education Services Healthcare, the program provides training for multi-skilled medical technicians, nursing assistants, pharmacy technicians, patient care technicians and other entry-level jobs in the health care fields.

“Many of our students may have been out of school for some time,” says Werner, “so we are dealing with the individual as a whole, retooling life issues, offering training and academic coaching as needed.” Students must be committed to the program, which can last from six to nine months, depending on the focus. The program costs are fully funded for students who qualify. “We emphasize that this is the first step on a career path,” says Werner, “and community training will be needed if they plan to advance in healthcare.”

One innovative aspect of the program is recording. It is given class time to a master who is teaching the skills needed. For example, for a pharmacy technician in the pharmacy department, they may be learning with difficulty in the mid-point of the course. The program offers, “The ‘Why is this helpful’,” says Thane Hopkins, inaugural graduate of the program on a mid-level medical technician path which includes modules in medical terminology, EMT, medical assistant and computer programming. The program is fast paced, and with the co-teaching available, you get one-on-one help where they are having difficulty.”

While one of the expectations at the end of the program, the student needs to be proactive in their career advancement as well. “The coordination of the training program, gives them information about where to apply,” says Hopkins, “but you have to go out and get the job.” Job boards and online resources are in development to assist with the job search.

At Mount St. Mary’s University, freshmen are required to create a resume on their very first day. “They will build on this throughout their college career,” says Clare Tappano, director of the Career Center at the Mount. “In their sophomore year they are encouraged to join clubs and build leadership skills. As seniors they learn interview skills by Skype or phone or in person. By their senior year they should know where they are going and how to apply for a position or for graduate school.”

The process is set up to help students discover their “calling” at vocational and where they can be successful. “Many students already know that they want to go into health care fields,” says Tappano, “but may not be aware of all the different roles available in health care.” While taking biology or chemistry they may find that the hard sciences are not for them, and perhaps going into human resources or social work within the health care setting would be a better fit. Or they may do well biology or chemistry that they go on to research work in biochemistry as an example.

“Our role in the Career Center is to help them figure out the skills they have or need to round out the career for them,” says Tappano. The Career offers workshops and one-on-one counseling to the students. There is the opportunity to learn everything from how to shake hands to how to handle social media. “We are there to help and support them at any time,” she continues.

“We want the students to feel confident about where they are going. To find their voice and presence. We want them to also know it’s OK to say it’s not for us.”

And when students skill they can collaborate with everyone in the Center by coming in, doing the group and sharing their good news, whether it is an internship or a job or acceptance into graduate school. That makes it a win-win for students and connections alike.

The Rowan SUCCESS Center within the University of Maryland School of Nursing is the portal for success in pursuing a nursing degree and finding a job. “We have to guide our students through the nursing program, from undergraduate through the nursing major,” says Tiffany Murphy, assistant director, at the Student Success Center. “We begin with an academic focus, but are there with help with internships, workshops and job fair.”

Students can come for one-on-one counseling to learn how to research their academic goals. “We offer writing support to students to master that aspect of their studies,” Murphy says. Also available and very popular are the post-grad study sessions and private nursing editing offered for a wide range of courses from entry-level nursing courses through clinical courses. There are workshops on everything from “Brown Study Strategies” to the “Basics of Medication Dosage Calculations.”

From their first semester on, our student nurses get their CNA (Certified Nursing Assistant) so they can get jobs,” says Murphy. “This experience not only helps in their coursework, but will help build their resume. If a student wants one-on-one help with their studies or with the job search process, the Center is open to help them. They can schedule an appointment online or just walk in.”

In November we hold a workshop on how to prepare for an interview,” says Murphy. “To be honest we hold our career fair.” At the career fair students can meet prospective employers in person. Now this year an online job board where an employer can post a position and students and alumni can check postings and apply. “We encourage students to begin applying a semester before they graduate and to prepare ahead,” says Murphy. “These are good words of wisdom for any student looking for employment upon graduation.”

Opportunities for success Helping students land jobs in healthcare By E. Rose Scarf, Contributing Writer

Jobs and training in healthcare

The allied health care fields are some of the fastest growing and stable job fields, according to the Bureau of Labor Statistics. (BLS). Health care fields encompass everything from entry-level fields needing little training such as some health aides, to fields in medicine which require advanced degrees. The annual median range from $25,000 for untrained workers, to more than $100,000 for doctors and specialists. Most of the top allied health care jobs cited by the BLS require at least an associate’s degree and many require a master’s degree.

Baltimore City Community College offers training for entry-level jobs as multi-skilled medical technicians, certified nursing assistants, pharmacy technicians, patient care technicians, dietary aides, CNC technicians or medical billing professionals.

Mount St. Mary’s University offers the undergraduate training necessary for many advanced degrees. They have partnered with the University of Maryland School of Nursing so that students can earn two undergraduate degrees at the same time in biology from the Mount and in nursing from the University of Maryland.

The University of Maryland School of Nursing offers a bachelor’s degree in nursing with your bachelor’s certificate offered in environmental health, global health, medical imaging, teaching in nursing and health professions, evidence-based practice in nursing and nursing information. They also offer a master’s degree in nursing, a nursing PhD in research and scholarship, as well as a nursing practice doctorate (NP).

More information is available at:


• Baltimore City Community College: www.bccc.edu

• Mount St. Mary’s University: www.maryville.edu

• University of Maryland School of Nursing: www.sonschool.umaryland.edu

Financial disclosure: I receive a multi-skilled medical technician professor at the Baltimore City Community College.

Graduate school degrees available

If you’re an incoming graduate student, we’ll automatically consider you for merit scholarships; if you qualify, you could receive up to $3,000 per year.

UB’s Grad Program and Professional Scholarship Opportunities Include:

Accounting  •  Applied Psychology  •  Health Systems Management Interaction Design and Information Architecture  •  Nonprofit Management and Social Entrepreneurship
Maryland schools get down to business
tailored programs add to students’ marketability

By Nancy Menefee Jackson
Contributing Writer

Stevenson university students know what’s in style — and why

The bachelor of science in fashion merchandising major at Stevenson University gives students a broad business foundation and specific knowledge that is unique to the fashion industry. “We are an industry, not just marketing programs or design programs,” says assistant professor Holly Lentz-Schiller. “Students do industry trends, colors and how to style looks in classes that include Visual Merchandising, Fashion Retailing and Fashion Product Merchandising. But the 310 students in the program are not looking for a star turn on ‘Project Runway’ — they’re preparing for jobs in retail management, product development, visual merchandising and marketing, or as assistant buyers, fashion coordinators, research analysts and fashion editors. Students know what makes sense — ‘shopgable’ and about ‘sold selling’ — they also study consumer behavior.”

“They know about the product and the business part of our industry,” Lentz-Schiller says, noting that there is strong demand for stakeholders: “It’s big business, and they need good analyst.” It’s global — it’s not limited to what’s happening in the United States.”

A core of business classes — including accounting, management, economics, marketing, and business law core courses — prepare students, along with the more specialized courses, for being employed in the fashion industry. Students must complete an internship, and they’re interested in internships such as with Nordstrom, T.J. Maxx, or even Wal-Mart. Students identify trends and put together looks for one of Boston’s core spring trends and the department store partners with the program for an internship opportunity.

Nicole Talbot, who was interested in the fashion industry, was studying international business and marketing at American University when she decided to transfer to Stevenson because of the diverse programs of both worlds,” she says. “I think the program is very well rounded. I think part of the reason it’s so successful is the professors, they’re really interested in your success.”

The new frontier: CYBERSECURITY

With new threats to computer networks popping up every day, a smart, skilled workforce is in demand. CBCC’s Information Systems Security (CYBERSECURITY) program provides state-of-the-market courses and laboratory facilities to train the next generation of cybersecurity technicians and professionals. CCBC is designated as a National Center of Academic Excellence by the Department of Homeland Security and the NSA.

AUTOMOTIVE TECHNOLOGY: Not your father’s engine

CCBC’s partnerships with Ford, GM and Toyota give students manufacturer-specific training and experience in automotive service repair techniques. Automotive technology and certified degree program graduates enter and advance in the job market at top speed.

S

Shay’s the limit with AVIATION

An ever-increasing volume of air traffic requires a well-trained workforce to manage it. CBCC’s degree and certificate programs in Aviation Studies, Flight Management, and Flight Training prepare students for careers in this exciting, high-technology industry.

GET STARTED TODAY. Visit www.cbccmd.edu/avi to view degree and certificate options in Cybersecurity, Automotive, Aviation and more.

Summer sessions start June 1 and 15, and July 13 and 20. Register today! Call 410.386.CBBC.

IN TUNE WITH TODAY’S JOB MARKET

Pursue a degree with job market potential and explore new career options with financial stability at CBCC.
Breaking down barriers between staff and patient
Programs prepare students to provide effective, evidence-based care

By Nancy Manefield Jackson
Contributing Writer

Mount St. Mary’s University

At the bachelor’s level, human services work-
ers may arrange programs or clinic visits, or provide clinical support, such as intake interviews, homeless services or the liaison of the social worker or psychologist.

“While the people they help may vary from risk-youths to those having substance abuse to disabled patients, there is an increasing demand in their services.”

Cheryl Draggo, Ph.D., associate professor and director of human services at Mount St. Mary’s University, the university has just began an accelerated program for non-tradi-
tional students as at Frederick campus. Graduated students who are already in the workforce, the cohort program offers classes once a night from 6 p.m. to 10 p.m., covering in eight to nine week projects that would normally be covered in 15 weeks.

Students who come in with 60 credits or an associate’s degree can earn your around and com-
plete their bachelor’s degree in human sciences in three years while working full time and attending to family commitments.

The intense program is multidisciplinary, draw-
ing from psychology, education, sociology and business courses, along with cure courses such as Foundations of Sociology and Introduction to Human Services. “Many who teach in the pro-
gram are practicing professionals who can teach the practical skills we need to work with at-risk youth or people with disabilities,” Wolfe says.

The program also emphasizes competitive skills, including giving students tools to avoid compas-
sion fatigue.

Students undertake a major research project and two seminars, which give them an opportu-
unity to take what they’ve learned in the classroom and apply it to an exercise of practical or life crises, such as Cindy Kozlowski, assistant director of the National Recreation Parks of Lady of Lourdes at Mount St. Mary’s, will graduate this spring.

She pursued an internship of a skilled nursing and center will do another in a different setting this summer. While she plans to continue in her current job, she says, “It’s a human’s services classroom on what a day is like.” She also says volume but “f I’ll be much more informed doing that. The

knowledge in the classes gives a better view of where people are coming from and how to help them.

Graduates of the program can look for employ-
ment in nonprofit hospitals, alcohol and drug clinics, nursing homes, residential treatment pro-
grams and in social work.

The bachelor’s in human services is also an

excellent stop toward a master’s of social work or a doctoral degree in counseling.

Stevenson University

Anima might be a meddling pet, but when it comes to health care, disparities and barriers keep immigrants and other cultural groups from fully accessing health care, especially when it’s delivered by practitioners with no knowledge of their culture.

Stevenson University was the only pro-
to participate in the Listening Project as part of its Nursing Programs Culture – Health and Disparities program. Nursing students undertake the project as an introduction to clinical nursing – sharing the first semester of their junior year.

Catherine Grievez, R.N., M.S.N., C.L.N.C., C.N.E., explains that nurses must be able to under-
stand what culture is, the role of being associated with a certain cultural group, and the barriers to care, as well as research basics.

“We need to be graduating culturally com-
potent nurses,” she says. Grievez developed the project with faculty members Rebecca Dicker and is aided by faculty member Karen Carpenter and librarians Sue Bennett and Marie Trudel. The ethnics nurses make contact with about 15 groups and assigned a culture, a part culture has included African-American, Hispanics, the LGBTQ com-
munity, the deaf community, the female commu-
vity, veterans, those suffering from mental illness, and the cultures of countries centering on Santa MM., India, Jamaica, the Philippines, Nepal and Egypt.

The groups first undertake an exhaustive study
of the culture, and then they develop questions and interview a number of that culture. “Students have said that it’s favorite part of their course,” Grievez notes. Students were surprised to learn that one reason Hispanics don’t seek health care is because they feel practitioners treat them as if they’re stupid because of the language barrier. “My challenges to them was what are your recommendations? How do we break these barriers?”

Marino Cleary, a nursing student, found herself assigned to study Asian Indians.

“We took a study of the literature to find what kind of health risks are prevalent in the populations and what are the levels of education,” she says. That led her to study the food and the food-related illnesses, including diabetes, experienced by that population. They even went to an Indian buffet to sample the food.

She was surprised to find that gender differ-
ces did not play a role. Indian women were highly educated and educated and paid as much as much. Because of the education levels, Indian patients tend to have a better understanding of health care. “Going into it I realised I shouldn’t make a list of assumptions,” she says. “Health professionals need to focus on the diagnosis, but where they go up, they can... all relate to have a person will take care of themselves.”

The long-term goal, Grievez, is “stu-
ents who can really listen and adapt care to meet the socio, cultural and mental needs of patients.”

University of Maryland, Baltimore County

At the Psychology Training, Research and
Health, continued on page 8

Research skills matter

After graduation, today’s healthcare stu-
dents are likely to be involved in research, so it’s important to evaluate the latest research.

“They may be in their place of employment to do some basic research, do a survey of tuyên,” says Dan Wolfe, Ph.D., associate professor and director of human services at Mount St. Mary’s University. They need to have a basic understanding of the components of research. As the undergradu-
ate level, students aren’t going to be professional researchers but they need to be able to collect

“Interpretations need to be evidence-based,” Wolfe says. Rebecca Schadt, Ph.D., a clinical assist-
ant professor at University of Maryland, Baltimore County, and director of the UMBC Psychology Training Center, says that thea-
gone want to help. That is do you know you’re helping?” The nature of empirical inquiry is a balancing act. “We are human, they say, they know their brands, it’s important that they set up research that reduces biases.

In the physical behavior, how do you set evidence-based practice. But as far as the best evidence for 

“Going into it I realised I shouldn’t make a list of assumptions,” said he. Health professionals need to focus on the diagnosis, but where they go up, they can... all relate to have a person will take care of themselves.”

The long-term goal, Grievez, is “stu-
ents who can really listen and adapt care to meet the socio, cultural and mental needs of patients.”

University of Maryland, Baltimore County

At the Psychology Training, Research and
Health, continued on page 8

M.FEARLESS IDEA 2015

TOMORROW’S ARTS LEADERS

Behind great arts performances are great arts administrators. But amid so much technological and cultural change, they need more education and support. I’m helping to raise the curtain on this need, and leading the way in filling it.

MICHAEL KAISER / CHAIRMAN / DEVOS INSTITUTE OF ARTS MANAGEMENT / FORMER PRESIDENT / KENNEDY CENTER FOR THE PERFORMING ARTS

LEAD: left to right: Stephen Anderson, president and CEO of the Morgan State University; Lenny White, CEO of SAMHSA, and LyleCTX, a consultant for the National Endowment for the Arts; and Bruce Blackman, CEO of the New York City Ballet.

FROM RESEARCH TO DEVELOPMENT TO LAUNCH, UMD IS DEDICATED TO THE POWER OF FEARLESS IDEAS. LEARN MORE ABOUT OUR FEARLESS IDEAS ON AND...
Technology accessibility expands area
Use area technology to further education

By Linda L. Estes, Contributing Writer

According to the Chronicle of Higher Education, technology accessibility is one of the most technologically advanced institutions is driven by how technology helps to engage students in learning process. For instance, technology that students across 16 Higher Colleges of Technology (HCT) have been successfully sophisti-
cated education environment that encour-
ages learning, problem solving, and critical
and long-term learning skills, necessary to success in the real-world.

Technology is actually driving higher ed-
uate college to a different level. The American
Association of Community Colleges cam-
paigns to help educators in the field of tech-
rone in today’s multiple-generation post.
Community colleges and four-year universi-
s have pulled all stops to ensure that these
are well-equipped to support students in
in-advancing, high-tech world.

Much of that training and opportunity for
students to participate in professional develop-
ment and team learning. Here’s a look at what a
how it is done.

Howard Community College’s
Engineering, Technology and Science
Building—which opens in summer, 2017—will be
the most technologically advanced of all
Arundel Community College faculty
and students have been working hard to
below, including buildings and other
College’s Virtual Writing Center features online
research, engineering, and other academic
Colbert collaborating and other advanced
The Center offers the
community college’s face-to-face writing center locations
in a conscious, voice-based approach.

The State University of New York’s
National Transportation Center, part of the
School of Engineering and Applied Sciences,
research on natural and human
"The National Transportation Center is a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
The National Transportation Center is a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
"The National Transportation Center, a
Preparing teachers for the future
Maryland Colleges train teachers to thrive in urban settings

By Michelle Murray, Contributing Writer

Maryland universities and colleges are finding innovative approaches to prepare student teachers to tackle future challenges in the classroom, uniting students who plan to work in urban school districts or use technology in the classroom.

Loyola University Maryland is one of only five schools in the country to have a student teaching program. The school’s mission is to prepare future urban teachers to overcome the challenges of urban high school results and stay committed to teaching professionals.

Loyola’s UNITE chapter was founded in the spring of 2013 by students内外 jointly founded after School of Education faculty and students started the national organization and decided to graduate alongside the students’ needs. A year later, the group won Loyola’s Club of the Year. The group has over 50 members who participate in weekly meetings, workshops, community service activities and professional development. Loyola’s chapter is the first in the East Coast UNITE chapter, the first private school chapter and the first heart chapter.

Belal, a UNITE co-founder and graduate student in the School of Education says, UNITE helps her overcome her obstacles as the student where she first did field work in Baltimore City Public Schools. “At Loyola, we do a lot of our field experience in Baltimore City Public Schools, which for me was a completely new experience for me. As I was encountering urban school, the idea of my “My whole life I’ve known that this was my calling, but there was an uncomfortable aspect when I started my field experience. I wanted to understand the dynamics of race, poverty, prejudice and power and how that interacted in the classroom. I needed to get a chance to see that I could be a better human for my student, UNITE allows for the opportunity to be that better human.”

UNITE provides professional development in the form of lectures, workshops and speakers to help modern teachers navigate the current educational environment. It also provides community engagement opportunities for the teachers so you can stay connected to the community you are teaching and foster a new and unique experience. Belal, UNITE also creates opportunities for future educators who have a particular passion like workshops, professional development and support group.

Belal says the support she received from UNITE was critical. “UNITE not only supported her, but gave her the foundation to be the teacher she is today. There is no way I would have said I would never teach in Baltimore, but today I can’t picture myself anywhere else. Every day in the classroom is a story and I learn something every day from them, I know that is what I am supposed to do with my life.”

Peter C. Murrell Jr., Ph.D. professor of urban education at Loyola University who has served as the faculty advisor for Loyola’s UNITE-chapter says the local chapter of the organization is comprised of young, committed, dedicated and energetic young teachers who are interested in promoting public urban education. These young people understand and are interested in learning more about the conditions of life of families and children and understand our cities’ neighborhoods.

Integrating technology in the classroom
Both Notre Dame of Maryland University and Stevenson University offer opportunities in educating student teachers as to how to integrate technology in the classroom.

Stevenson University places a particular emphasis on the use of technology in the classroom, especially for students looking to teach grades four through eighth. This course, required for all education majors, was added to the education major program to prepare for using technology in the classrooms.

Teaching, continued on page 8

National UNITE organization inspires local students

Loyola University Maryland, founded in 2007 at Loyola University of Illinois, is a national nonprofit organization founded and led by urban teachers that focus on preparing future urban teachers to overcome the challenges facing urban schools and stay committed to teaching. The organization’s five current university chapters include Loyola, Illinois State University, Indiana University, University of Illinois, and Purdue University.

Loyola UNITE chapter covers co-founder Anne Belal and Genea Stanger decided to create a local chapter of UNITE when they were elementary education majors. One of their professors, Dr. Robert Simmons, heard about UNITE Chicago at a conference he attended and asked them to do research on the organization’s need. “Genea and I felt so blessed to have found the perfect way to take the needs of our population. We needed to get ourselves and our peers to the point of getting comfortable with the uncomfortable, in which we can navigate challenging experiences because we are a white teacher in a predominantly African American classroom there is a recognition to have it and that is something to build around.”

Last Feb. 21, Loyola UNITE members flew to Chicago to take part in the 5th annual Project 45, an institutional-wide meeting of the national organization, where they followed literacy rates in Chicago public schools from third grade to high school graduation. Based on their experience at the Project 45 event, many of our students saw opportunities to go above and beyond the norm of the national organization, as Loyola UNITE advisor Peter Murrell, Jr., Ph.D., professor of urban education at Loyola University.

SU also ranked among the nation’s best values by Kiplinger’s Personal Money, Forbes and others, and has twice been honored for efficient technology and operations by U.S. News & World Report Business.

What are students saying about SU in The Princeton Review’s Best 379 Colleges? The professors here are down-to-earth, friendly, and just passionate about what they are teaching.

You learn lessons that you will be able to take far beyond the classroom.

Credit: UNITE at Loyola University Maryland’sunch (left) of education students are required to have a career advisor who ensures their success.

Loyola University Maryland is a private teaching/learning institution with a large urban student body. Its students are exposed to a broad range of educational experiences and are encouraged to pursue opportunities that will enhance their professional development.

SU is located in the heart of the city. The city is home to a variety of industries and businesses, including technology companies, financial institutions, and creative agencies.

The city has a vibrant arts scene, with multiple museums, theaters, and galleries. It is also home to a variety of sporting events and cultural festivals.

SU offers a wide range of academic programs across multiple disciplines, including the arts, sciences, business, and engineering.

SU is committed to providing a supportive and inclusive environment for all students. The university offers a variety of resources and programs to support student success, including academic advising, career services, and diversity and inclusion initiatives.

Students from the U.S. and abroad choose SU to help advance their professional careers and enrich their personal lives.

To find the program that is right for you and learn more about this Maryland University of National Distinction, visit www.salisbury.edu or

www.salisbury.edu

President • Salisbury University

Janet Dudley-Eshbach, Ph.D.
President • Salisbury University

National UNITE organization inspires local students

Loyola University Maryland, founded in 2007 at Loyola University of Illinois, is a national nonprofit organization founded and led by urban teachers that focus on preparing future urban teachers to overcome the challenges facing urban schools and stay committed to teaching. The organization’s five current university chapters include Loyola, Illinois State University, Indiana University, University of Illinois, and Purdue University.

Loyola UNITE chapter co-founder Anne Belal and Genea Stanger decided to create a local chapter of UNITE when they were elementary education majors. One of their professors, Dr. Robert Simmons, heard about UNITE Chicago at a conference he attended and asked them to do research on the organization’s need. “Genea and I felt so blessed to have found the perfect way to take the needs of our population. We needed to get ourselves and our peers to the point of getting comfortable with the uncomfortable, in which we can navigate challenging experiences because we are a white teacher in a predominantly African American classroom there is a recognition to have it and that is something to build around.”

Last Feb. 21, Loyola UNITE members flew to Chicago to take part in the 5th annual Project 45, an institutional-wide meeting of the national organization, where they followed literacy rates in Chicago public schools from third grade to high school graduation. Based on their experience at the Project 45 event, many of our students saw opportunities to go above and beyond the norm of the national organization, as Loyola UNITE advisor Peter Murrell, Jr., Ph.D., professor of urban education at Loyola University.

SU also ranked among the nation’s best values by Kiplinger’s Personal Money, Forbes and others, and has twice been honored for efficient technology and operations by U.S. News & World Report Business.
Planning, from page 2

Agnosia from the Oregon Institute of Neurology in 1979, leading the School of Architecture and Planning to become the first planning program at a HBCC to receive this recognition.

Chen, Amy, Alex, PhD, and assistant professor Shih-Yu Chen, PhD, are actively involved in teaching and research among various communities in other regions and planning programs housed within the SBAP.

Morgin’s focus on education and health have contributed to the school’s desire to train under-represented graduates in professional positions and

and regional planning fields. In addition, Morgin specifically works to expand the program by promoting excellence, to be an advocate for pro-
r

Gail Mays is well known for her vision in determinants of the health and behavior of the program’s students, who are often from underrepresented groups. She has worked to address the needs of these students and has made significant contributions to the field of health education and promotion. She has received numerous awards and recognition for her work, including the American Public Health Association’s Distinguished Service Award, the American College of Health Education’s Distinguished Service Award, and the American Association for Health Education’s Distinguished Service Award. She has also served as a consultant to several organizations and institutions, including the World Health Organization, the Centers for Disease Control and Prevention, and the National Institutes of Health. Gail Mays is considered a leader in the field of health education and promotion and has contributed significantly to the advancement of the field.
Teaching from page 1

To apply the best practices of the curriculum, there are plenty of service opportunities for students to work with local and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good. Teaching is the best way to work with students and non-local students for the public good.
Communicate better. Effective communicators are highly sought in today’s workplace in every for-profit and not-for-profit organization. How do you achieve the valuable skills and credentials needed to advance your career and add value to your organization?

Stevenson University now offers an online Master’s Degree in Communication Studies that helps you turn communication theory into practice. Applying to this flexible program is easy—applicants should have earned a bachelor’s degree from an accredited university; neither GMATs nor GREs are required. Details on the interesting coursework and application process are available at stevenson.edu/gps.

Who will benefit from this course of study? Those engaged in public and media relations, advertising, marketing or market research, web content, publications, social media, event planning, and more will find the enhanced communication studies program an exciting key to their future success. Unlock the key to your communications career. Learn more at stevenson.edu or 443-352-4399.

Learn more about Stevenson’s new Communication Studies Master’s Degree at a special Information Session, May 6, 6-8 p.m. and Saturday Information Session, May 16, 9 a.m.-noon, Rockland Banquet Hall, Owings Mills Campus

For more information or to register call 443-352-4399 or visit stevenson.edu.
Events are free. Advance registration is suggested.