

# EDUCATION

A SPECIAL ADVERTISING SECTION OF BALTIMORE SUN MEDIA • SUNDAY, OCTOBER 13, 2024



UMES's new school of pharmacy and health professions building opened in 2023 in order to bring various health care disciplines under one roof.

## Area universities expand footprint to accommodate new programs

### New facilities address students' needs

By Linda L. Esterson, Contributing Writer

As many colleges and universities look to expand and create new program offerings for students, they also need the space to accommodate additional faculty and academic spaces. Schools across the state are embarking on construction projects to revamp spaces and add new buildings as their programs expand.

The college of business at Coppin State University took occupancy last fall in a new, multi-story building that expands its capabilities and meeting spaces for its academic programs and community services. Previously, courses and program areas in the college of business occupied only the eighth floor in the Grace Jacobs Building on campus.

The modern structure, encompassing 62,000 square feet on West North Avenue, provides four floors of space dedicated primarily to providing hands-on, experiential learning and to engage students in every aspect of the col-

lege of business. Students pursue programs in accounting, data science management information systems, management, sports management and marketing through the college of business, which also operates under its mission of serving the community, according to Sadie Gregory, Ph.D., dean of the college of business at Coppin State University.

The ground floor houses the program's three pillars. The center for strategic entrepreneurship offers workshops, seminars and activities to support local businesses as well as students and community members who desire to become entrepreneurs. In addition, students participate in research projects and programs that connect them with industry partners and provide key experiences based on their areas of interest. For instance, while the college of business provides free income tax services for the community, a partnership program with Maryland CASH and the Internal Revenue Service trains students in tax coursework to prepare returns, under the guidance of a faculty member.

The partners in education office was created to collaborate with K-12 and community college programs to introduce students to entrepreneurship at an early age. The office supports enrollment growth and, with articulation agreements, provides an entryway for students directly into the business school.

The Charles Schwab Foundation Community Wealth Center aims to address the wealth gap through education with workshops, seminars and other informational programs to help students and community members understand and relate to financial topics like student loans, personal finances, credit ratings and more.

The three pillars, while separate entities, work in collaboration. "What's really good about these pillars is that they serve the community but they're also a learning lab for students," Gregory explains. "Everything we do engages students."

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Education publishes four times a year  
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**Above:** Graduates of University of Maryland's sports management program. See article on page 2.



Merritt Hall is home to the McDaniel College's Graduate and Professional Studies.

## New programs offer new opportunities

### Meeting the demands of both students and the region's workforce

By Carol Sorgen, Contributing Writer

Four years ago, McDaniel College foresaw the growing need for occupational therapists. This foresight has led the school to develop a new Master of Science in occupational therapy program that is projected to launch in summer 2026. The program has already received approval from the Maryland Higher Education Commission (MHEC) and is pursuing accreditation through the Accreditation Council for Occupational Therapy Education (ACOTE).

The development of this new program aligns with McDaniel's strategic plan to meet the workforce needs not only in Carroll County, but throughout the State of Maryland and nearby region," says Vicki Mazer, Ed.D., dean of graduate and professional studies, adding that

according to the Bureau of Labor Statistics, there is a 12% growth in the need for occupational therapists nationwide, and a 19% growth in need in Maryland.

McDaniel introduced a bachelor's degree in Health Sciences in 2020, which includes an occupational therapy specialization, and a new Bachelor of Science in nursing (BSN), which began this fall. The Master of Science in occupational therapy is just the second graduate program in health professions to be offered at McDaniel (joining the Master of Science in counseling-clinical mental health counseling).

The occupational therapy program will be campus-based for the first year with classes available to be completed in an online or hybrid format in the second year to allow for flexible scheduling during the required clinical fieldwork experience.

Cathy Felmlee Shanholtz, O.T.D., M.Ed., OTR/L, C.L.A., has been named the inaugural program direc-

tor. Felmlee Shanholtz notes that occupational therapists can be found in a variety of settings, from medical facilities to schools. "Occupational therapists can work with individuals of all ages who want to do more or improve their daily activities, from learning basic kindergarten skills to being able to function more independently.

Felmlee Shanholtz says, "I am excited to lead this inaugural program at McDaniel. I was particularly drawn to this position to build a new program that will meet current and future health care needs of the region and across the state."

#### Salisbury Offers New Engineering Physics Major

Launched just this semester, Salisbury University's (SU) new engineering physics major gives students the opportunity to fast track their ways into careers in

aerospace and nanotechnology as Salisbury University aims to meet the growing demand for licensed engineers.

"We're super excited to offer this major step forward in both our academic portfolio and our support of local economy," says Michael Scott, Ph.D., dean of SU's Richard A. Henson School of Science and Technology. "Unlike other engineering programs, SU will use a hands-on, student-centered approach that challenges but supports our students through faculty mentorship. The Henson School's high retention rates in physics are a tribute to the teaching talent and commitment of the physics faculty."

The major combines applied science and practical engineering and is designed for students interested in careers that apply physics to solve real-world problems and develop new technologies and applications. It also has the distinction of offering students the opportunity to finish the dual degree at Salisbury, instead of having to transfer to another partner university after two years.

SU students graduating with a degree in engineering physics will be specifically prepared to sit for the Fundamentals of Engineering (FE) exam, the first step in the process of becoming a licensed professional engineer.

"Maryland is a very technology-oriented state, and engineers are in high demand, particularly on the Delmarva Peninsula and the Lower Eastern Shore," says Scott, noting the need for civil engineers to work on roads, restoring beaches, sewer and water lines, to name just a few areas. Engineers are also needed in factories, consulting firms, and other venues. "This is a very flexible degree," says Scott.

#### Loyola Launches Accelerated Business Programs

Loyola University Maryland's Sellinger School of Business recently launched an accelerated master of accounting 3+1 program, the first of its kind in the region, which allows students to graduate with a bachelor's degree in three years and then complete their master of accounting their fourth year. Their 4+1 Program enables Loyola undergraduate students to earn both a bachelor's and a master's degree in five years.

"These accelerated programs help students fast-track into a career, which saves them both time and money," says Mary Ann Scully, M.B.A., dean of Loyola's Sellinger School of Business. "By combining their undergraduate studies with a master's degree

**New programs, new opportunities, continued on page 7**





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## Combining teaching and leadership

Opportunities in childhood education abound

By E. Rose Scarff, Contributing Writer

The University of Maryland, Baltimore County (UMBC) saw the need for a new generation of leadership in early childhood education in Maryland. Initially, they partnered with the University of Massachusetts, which already had a program in place. This helped UMBC develop curriculum for the yearlong fellowship in the Maryland Early Childhood Leadership Program (MECLP) based in the Shriver Center/Division of Professional Studies.

The fellows look at some of the barriers that currently exist in creating an early childcare and education system that educates all children and reaches all families. Throughout the fellowship, they are working toward a capstone project in their area of childhood education.

They learn theories of action and systemic change, and organizational change, as well as about the leadership needed to create those changes. “They will be looking at adaptive leadership, collective leadership, and really developing skills in researching and digging into that problem of practice to develop solutions based on their lived experience,” says Christina Lopez, M.Ed., director of the program.

Each cohort of fellows work in some sector

of the field of early childhood education, and they have a multitude of different perspectives. With diversity within the group, there is dialogue between those they may not have had access to previously. This is true whether they work in family childcare or center-based programs or private or public schools, or as teachers or supervisors. “Being able to share space with people and see the problem from different angles instead of blaming,” says Lopez, “we move away from the conversation about the problem, and we move toward solutions.”

A recent fellow, Candise Hill, a literacy coach with the Baltimore City Public Schools, shares that two things she gained from the program were working with others who are passionate about early childhood education and how vast this field is.

Because the program is for working adults, it is a hybrid offering. The cohort meets in person a few times during the year, but the coursework is online. As the program gains momentum, there are plans for more courses and opportunities.

At Goucher College, its Master of Arts in teaching program offers specialized training for current teachers, as well as provisional teachers and career changers seeking their teaching certification. The program offers nine areas

of specialization, including at risk and diverse learners, reading instruction, school improvement leadership, and athletic program leadership and administration.

The program has been growing for years, adding areas of expertise and is now fully online to meet the needs of students who are working full-time. Students seeking to gain licensure must do a practicum or seminar course in which they complete a special project in their field. “For example, in the school leadership program,” says Kristina Maxwell, director of the Master of Arts in teaching program, “they must apply for a project that allows them to get genuine experience working with a current school leader or administrator.” This ensures that they have real world experience for the license they are seeking.

Although some of the specialties seem to cover the same ground, there is often a different focus. Special education programming centers around individuals with specific needs for either individualized education programs or other supports provided by a special educator. At risk and diverse learners focuses on individuals of diverse populations who may or may not need special education services now, but they are at risk for reaching that point.

Another popular specialty is athletic pro-

gram leadership and administration. It helps prepare individuals who are interested in becoming athletic leaders or coaches. Students learn about the impact they can have within the school system and outside it. They learn to address issues like diversity, self-esteem, and the psychological factors for youth and the support they need at different ages and stages in their development. Students do internships with coaches in the school system for hands on experience.

The focus of the program is to support individuals in many different roles within education, from ESOL teaching to school improvement leadership and leadership in technology. Goucher gives its students close attention with good support and backup during and after their time at Goucher.

Stevenson University has a new Masters of Arts in teaching early childhood education to meet the growing needs for teachers in this area in Maryland. The program was developed to be fully online to accommodate working adults, including conditionally certified teachers, recent graduates and career changers. Those who successfully complete the program will be eligible to teach preschool, pre-kindergarten, kindergarten and elementary school through grade three.

The program is offered in a series of eight-week courses starting in the fall. Students can finish the program in as little as 21 months, which includes their internship, or they can take longer, if that works best for them. Each cohort is given the opportunity to gather in person on campus at the beginning of the program. Students meet each other, learn about the course content and how it will work.

At Stevenson, an emphasis on personal attention is particularly important. Each student starts with an admissions counselor and then they move on to a success coach who stays with them the whole time they are there. “The success coaches are right there to support them, help them navigate bumps in the road, those kinds of things, and or celebrate wonderful things that are happening,” says Beth Kobett, Ed.D., dean of the school of education. Sometimes that might be getting a job teaching while still in the program.

The faculty in the program all have experience in their field and many are still practitioners. “One of the instructors this fall is a kindergarten teacher, and she has a master’s degree,” says Kobett. “She just did a wonderful program for social justice and equity and mathematics.” Students respond well to the coursework and the support they get from their instructors.

The Stevenson population has always been a diverse one, and that is one of its strengths. The students and faculty there have so much rich experience and that contributes to the online community as well. With the huge need for early childhood teachers, especially those who understand multiple viewpoints and diversity, this program will be key.



Students in the University of Maryland’s sports management program apply their skills to real-world challenges, gaining valuable industry knowledge.

### Helping students reintegrate to campus life after a long absence

Towson University is piloting an initiative that supports students who are returning to campus after experiencing significant disruptions to their studies. The reintegration program helps students readjust to campus life and continue their academic and professional goals.

“Students often feel overwhelmed when returning to campus after a long absence, and we don’t want that to be the reason students discontinue their studies,” explains Danielle Woody, Towson’s assistant dean and director of student accountability and restorative practices. She says creating personalized support networks can help students find a sense of belonging, which is especially important in the first week upon their return.

Reentry circles, one of the program’s signature components, brings together staff from various offices – including academic support, mental health services and other student affairs offices – to develop individualized support plans with returning students.

“We tailor support to meet each student’s needs, whether they require academic assistance, mental health resources or community building,” adds Jimmy Thren, assistant dean and director of student outreach and support.

By providing customized support to help students readjust to campus life, Towson is preparing its returning students for long-term success – both in school and in their future careers.

### Building pathways to the sports management industry

While Carroll and Towson focus on helping students navigate academic and personal challenges, the University of Maryland’s sports management program equips students with the practical experience and professional connections needed to succeed in the competitive sports industry.

Launched in 2023, this 12-credit program provides a well-rounded education, emphasizing experiential learning through athletic facility site visits, guest lectures and networking with top industry professionals. Leaders from organizations like the NBA, NFL, ESPN and Major League Baseball serve on the program’s advisory board and often sponsor capstone projects or offer internships for students.

Through these opportunities, students apply their skills to real-world challenges, gaining valuable industry knowledge while building their professional networks. “Collaborating directly with industry professionals helps students develop a deeper understanding of what it’s like to work in sports and prepares them for immediate employment after graduation,” explains Tori Shay, associate director of the program.

**Tailored for success, continued on page 7**

## Tailored for success

Colleges offer student-centric initiatives designed to help students launch successful careers

By Kate Lawless, Contributing Writer

As industries rapidly evolve, higher education is adapting to meet the growing demand for career specialization and real-world skills. In Maryland, postsecondary institutions are rising to this challenge, offering programs designed to equip students with the knowledge, experience and professional connections they need to succeed in today’s competitive workforce.

Colleges like Carroll Community College, Towson University and the University of Maryland are launching innovative initiatives that emphasize career readiness and tailored support. These programs demonstrate that student success now demands more than academic achievement, requiring practical training, personalized guidance and real-world applications to help students transition smoothly from classroom to workplace.

### Supporting bilingual professionals in health care

Carroll Community College equips English language learners for in-demand careers as registered behavior technicians (RBTs) through a program that combines technical training with

free customized language support.

As autism diagnoses rise, more RBTs are needed to support individuals with behavioral challenges. These professionals implement interventions designed to improve communication, social skills and problem-solving abilities. Bilingual RBTs are especially in demand, as families who speak a language other than English often face longer wait times for these essential services.

Carroll’s 40-hour RBT training certificate program, paired with its new supplemental English language course, directly addresses this need, bridging the gap for students who may have language barriers but are eager to enter a rewarding field. Because the program is funded through grant programs, it is entirely free to participants.

The core RBT training is taught through live, online evening class sessions by board certified behavior analysts. The English for RBT Training course, designed for English language learners, focuses on RBT-specific terminology and workplace skills. It meets on alternating days with the RBT training course and follows the curriculum closely to reinforce material and introduce new vocabulary and concepts before the next class. With expertise

in both language instruction and autism education, the course instructor also participates in the RBT training sessions to stay informed and provide support based on the specific needs of English language learners.

Doxael Yidika, a native French speaker, went through the program this past spring, when the language class was offered for the first time. “Starting a new career was challenging, especially with the language barrier,” Yidika explains. “Fortunately, Carroll Community College’s ESL supplement provided a much-needed opportunity to review and better understand the RBT material.” Yidika is now certified and employed as an RBT.

Susan Leibman, director of adult education and literacy services at Carroll, says bilingual course completers have excellent job prospects. “The eight students who enrolled in the supplemental language course this spring all passed the final certification exam, and at least five of them have found jobs,” she adds.

By offering specialized language support along with the core RBT training, Carroll has adapted its programming to meet not only the demands of the job market but also the unique needs of students in order to prepare them for successful careers.





UMBC students can sample a variety of dishes that celebrate different cultural heritages.



Salisbury students can enjoy local art while dining.



Food lockers help CCBC tackle food insecurity.

## Food for thought

Dining halls celebrate cultural diversity and tackle food insecurity

By Gregory J. Alexander, Contributing Writer

While Vunnathi Ankem, a junior at University of Maryland, Baltimore County majoring in psychology, acknowledges that, yes, pizza and cereal – two longtime staple items of college dining halls – are available at UMBC, there is much more sophisticated and interesting culinary offerings available to her and her fellow students.

“There is such a variety of cuisines available. UMBC has so many international students, so you can find sushi, Indian food, vegetarian and vegan offerings, and Halal and Kosher entrees. They do a great job of keeping up with students’ tastes and trends,” says Ankem. Ankem is a resident assistant in the Shriver Living Learning Community and says that UMBC routinely engages with students to gain feedback.

“Also, they work with us to promote Retriever Essentials, which tackles food insecurity at

UMBC to make sure that incoming freshmen are aware of the resources that are available,” she says.

“Food is so much more than just grabbing a meal in between classes. It’s an important part of connecting and making new friends. My friends and I get together all the time over a meal. Everyone has certain dietary restrictions, but UMBC does a great job of accommodating those, too,” says Ankem, who adds that the cooking classes at UMBC are also a great way to get together with friends.

Ankem says that – especially for international students – having diverse culinary options is comforting.

“People enjoy familiarity. I know I miss my mom’s cooking, but UMBC provides a slice of home in the dining halls.”

Michael Clemons, executive director of UMBC auxiliary services in the division of administration and finance, says that in order to deliver quality food, engaging regularly with

students and staff at UMBC is important.

“We have a student dining advisory committee that provides great feedback; they can really shape decisions on areas such as menus and operating hours. Students also give us feedback online, whether it’s positive or negative. Our dining services team also attends campus events to get hear how we are doing and work with student groups such as the Hindu Student Council to help create an authentic meal for holidays such as Diwali,” says Clemons, who adds that focus groups with students and staff also ensure that UMBC is delivering what students want.

“Our students have high expectations, so we are constantly tailoring menus by adding items such as boba tea, ramen, Udon noodles, brick-oven pizza, Indian cuisine, and fresh baked breads. We are also sensitive to dietary needs, whether they be medical or religious. We want students to feel comfortable here with a sense of belonging, and food plays an important role,” says Clemons.

Food also plays an important role in academic success – it’s a known fact that students who are hungry do not perform as well as those who are well nourished. With this in mind, the Community College of Baltimore County has recently expanded its services to combat food insecurity via the installation of food lockers that can be accessed any time of day or night.

“More than 60% of community college students face food insecurity, as many of them come from some of the most vulnerable parts of the population,” says Dell Hagan-Rhodes, director of student engagement at CCBC. “Most are receiving Pell Grants, and many come from low-income backgrounds. You cannot excel if you are worrying about where your next meal is coming from, and we want our students to focus solely on their academic performance.”

Hagan-Rhodes notes that while CCBC has

**Food for thought, continued on page 7**

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## Accommodate new programs, from page 1



The college of business at Coppin State University took occupancy last fall in a new, multi-story building.

The building provides a variety of areas that serve as learning laboratories for students, with ample opportunities for instruction, networking and support. The classrooms throughout the building are non-traditional, with the opportunity for faculty members to innovatively reconfigure the space to include breakout and focus areas to meet the needs of the class. There is a board room for meetings and presentations, equipped with a separate observation room, and other intentioned spaces like breakout rooms for small groups and spaces for privacy and confidential consultation. Larger, open areas, including an outdoor atrium and courtyard, host receptions and meetings for large groups.

In addition, the center for career excellence assists students with finding internships and job placements, as well as areas of professional development like resume building, interviewing skills, dressing for success and networking.

In August, Harford Community College opened its Owl's Nest in the student center, providing a break from studying and a place to spend time between classes.

"The student center is a space that's designed to make students feel comfortable and help them to have a space where they can come and decompress, eat some food, and interact

with other people, and get that co-curricular educational experience where they're learning about themselves as well as about their content in their classes," says Chandler Sagal, student leadership and program specialist at Harford Community College.

As a two-year college without residential facilities, students would leave between classes or just pass time without much socialization. Leadership wanted the Owl's Nest to be a popular place for students to congregate, and after adding nine recreational games, they found the effort quite successful. What used to host on average five to 10 students, now sees a population of up to 75 at a time.

"We got a multisport simulator that includes a golf simulator. We got a digital pinball machine with over 30 games. We got an arcade machine with over 4,500 games, mini basketball hoops, an air hockey table, ping pong, shuffleboard, a pool table and the foosball table," Sagal adds.

High top tables spread around the center enable students to eat food from the Globe Café, located next door and watch games being played. They also enjoy music that is piped into the center throughout the day.

"Part of it is understanding the co-curricular experience and how facilities can be reimagined and reinvented to make students feel

more connected, make them feel a part of the community," Sagal adds. "We're a community college and the sense of belonging is huge here, and this gives them an opportunity to...enjoy their time on campus and step away from their studies for a little bit to relax."

At the University of Maryland Eastern Shore (UMES), a new school of pharmacy and health professions building opened in 2023, the first phase of a project that aims to bring physical therapy, physician assistant, kinesiology, rehabilitation, pharmacy and pharmaceutical sciences programs to one area of campus.

The first phase, specifically designed for pharmacy and pharmaceutical sciences, currently provides operational space for the other programs. The second phase, which will house the other programs including the future veterinary medicine program, has not yet begun construction.

"The pharmacy program started in 2010 and was split across six buildings across campus," notes Sean Vasaitis, Ph.D., dean of the University of Maryland Eastern Shore school of pharmacy and health professions. "It's necessary to have all of the functions in one space to be efficient and to meet accreditation standards."

The new space allows for collaboration amongst the different programs. "The other part of this is that we want to have more interprofessional activities and education with the other health professions programs, ideally moving towards a place where we can have a lot of exchange between the students in different areas," Vasaitis explains. "They can learn from each other; they can study together; and really find a living space for all of our health professions."

The building comprises 120,000 square feet on three floors, with cutting edge research laboratories with top-of-the-line equipment, a vivarium, intensive care unit (ICU) and birthing simulation rooms, mock community and hospital pharmacy rooms, and clinical examination rooms. There are classrooms, a large auditorium, a computer lab and problem-based learning rooms throughout the building for small group work.

"It's a much-needed improvement for the environment here and being that the simulation equipment is very cutting edge, I rarely see equipment of this caliber available for students," Vasaitis says. "It'll be a very big help for student learning."

UMES, Vasaitis notes, is the only HBCU (historically black colleges and universities) in the country to offer an accelerated three-year pharmacy program. It is considered an access school, offering programs for first-generation

students with additional support.

"We're here to help people to change their lives," Vasaitis says. "Having modern facilities is very important to us because it allows us to give people that are coming from disadvantaged areas the best chances to move forward and to really make more out of their lives. We have great programs. We want them to continue to be great."

## Tailored for success, from page 2



Experiential learning is a key in UMD's sports management program.

Maryland student Vinay Kumar is completing an internship with Maryland Athletics this semester. "I've gained valuable exposure to the daily operations of a sports medicine department and developed skills in evaluating, treating and rehabilitating student-athletes," he says. "These experiences will be highly transferable to future opportunities in the field."

Through its hands-on learning and professional connections, the sports management program reflects the University of Maryland's commitment to preparing students for lasting career success in a competitive industry.

## Preparing students for thriving careers

By focusing on career readiness and tailored solutions, programs at Carroll Community College, Towson University and the University of Maryland are equipping students with the knowledge and skills they need to succeed. This shift signals a broader trend toward more responsive, adaptable and student-centered learning models across the state. These initiatives are not only helping students today but also shaping the future of education in Maryland, positioning the state's colleges as leaders in preparing students for evolving workforce demands.

## Mentoring trend, from previous page

"International Education Week is taking place from November 18-22," says Ewhe. "We are hoping to host a food festival, which celebrates the many cultures represented on campus, as well as a culture show, which brings together our graduate and undergraduate populations."

This year's 54 ISO members will get hands-on experience with event planning and execution as well as communication to the Notre Dame community. Mueller says, "We normally market the organization through peer-to-peer interaction at the beginning of the semester. Now that the school is co-ed, we have another avenue for recruitment. The program really took off last year and it can only get better. The group creates a welcoming community for every culture and background."

At University of Maryland's college of agricultural and natural resources (AGNR), peer mentors are paid student employees who help undergraduate students navigate the various majors, requirements and potential career paths – just showing them the ropes. Heather Buchanan, program manager for student services at the AGNR, says, "The students in these majors are the ones who get things done. They are well-versed and engaged students."

The college offers seven undergraduate degree-granting departments/units with nine majors and 32 concentration options. There is also a non-degree certificate unit with nine 2-year certificate options. Who wouldn't need a mentor to guide them through that?

Those who have mastered the options are the peer mentors. Each of the units has at least one peer mentor representative. To become a peer mentor, the student must have completed 24-30 credits, which equates to sophomore year. Students are required to maintain a 3.0 grade point average, but Buchanan says most have a 3.5 or better GPA. "They are actively involved in their major and know how to manage their time."

Both the mentor and mentee benefit from the activities. According to Buchanan, "The freshman student gets the upperclassman know-how, and the sophomore or junior has a student to emulate."

Buchanan says one of the challenges the group encounters is actually getting students to use the resources. She estimates that about 25 to 30% of the student population take advantage of the peer mentors. "We reach out to 100 percent of the incoming freshman and transfer students, and the mentors visit the freshman classes every semester." Students will now be seeing the program on social media, because the college has created a marketing plan for that platform.

If Gen Z has anything to do with it, all of these innovative mentoring programs will continue to flourish.

## Food for thought, from page 5

long had food pantries, the new student lockers allow students to anonymously access food and other essentials when it's convenient for them, which is especially beneficial for students taking evening classes.

"Also, the anonymous nature of the food lockers helps erase the stigma or shame that some students may feel by asking for help. People arrive at life with different privileges and circumstances, and we want to stress that you are no less valuable of a person just because you are hungry," she says.

Dell-Hagan explains that access to the food lockers is easy. Students fill out a form that asks what types of items that they need – snacks, breakfast items, basic items to make a meal at home, personal hygiene or school supplies. After their request is fulfilled, students receive a locker location and unique access code, and they have

one week to pick their items up. Students who take classes online can also request gift cards.

Last year, 700 students requested food lockers on CCBC's Essex, Dundalk and Catonsville campuses, and Hagan-Rhodes says that the school aims to expand the program to its Owings Mills campus soon.

It's no surprise that the Commons dining hall at Salisbury University is one of the busiest buildings on campus. In fact, according to George Oakley, Salisbury University's dining services director, over 4,000 students visit the Commons each day, providing a captive audience to deliver more than just great food.

Starting last fall, Salisbury partnered with the Art League of Ocean City to bring the exhibit "Stigma Highlighted: Portraits of Recovery" to the university's Commons dining hall. The display featured paintings of 12 residents of the

Delmarva Peninsula recovering from addiction, painted by local artists, with QR codes linked to videos of the subjects telling their own stories of addiction and recovery.

"The director of the Art League reached out to us, and since the Commons is a high traffic area, it made sense to have the exhibit there. As a liberal arts school, we are dedicated to promoting the arts and exposing our students to the arts in various ways," Oakley says. He adds that the exhibit on addiction and recovery received a lot of buzz on campus.

This academic year, the partnership continued with a display of artwork by Salisbury alumni that originally hung at the Art League's gallery in nearby Worcester County.

"It's a great opportunity to enjoy local art, especially for those students who are not majoring in the arts," Oakley says.

## New programs, new opportunities, from page 1



Salisbury University's new engineering physics major gives students the opportunity to fast track their ways into careers in aerospace and nanotechnology.

from the Sellinger School of Business, they can gain a competitive edge in the job market and save time and money while they do it. Plus, earning a master's degree from Sellinger can open doors to higher-level positions, a larger professional network and increased earning potential."

Scully explains that another motivation for the development of the program was to give liberal arts students the opportunity to pursue an undergraduate degree of their choosing but also complement it with a business degree, which can be a great pathway to a diverse career. "We're really focusing on making a college education as accessible and practical as possible."

"When the students start the graduate program, they have a leg up," adds Patricia Tarrant, M.B.A., assistant dean of graduate programs. Students have the opportunity to meet with business leaders, do company site visits, receive career coaching and more. "When they leave Loyola, they're ready for the business world," says Tarrant.

Anna O'Neill graduated Summa Cum Laude from her undergraduate program in 2021 and will earn her master's in accounting in spring or fall of 2025.

"The 3+1 program attracted me mainly because of its ability to fast track me toward achieving my professional and personal goals," says O'Neill. "Although I do greatly value education and the opportunity it provides, I did not want to be in school for five years straight while trying to start my career. Instead, the 3+1 program allowed me to obtain my undergraduate degree in three years and start working full time at a firm while doing my master's program virtually. Another attraction was the accounting department staff at Loyola, as they supported and pushed me to be successful as I could."

O'Neill goes on to say that the highlights of the program have been the opportunity to mold her college plan into what best fitted her needs and desires, starting her career earlier and saving a year's worth of tuition.

O'Neill's immediate short-term goal is to become a Certified Public Accountant and to fully immerse herself into the accounting industry to make strong professional connections. "My long-term career goal is to be on the boards of non-profit organizations within my community so that I provide them with my

knowledge and expertise on financial matters."

Tarah Sipos received her undergraduate degree in 2021 and her master's in 2022. She's currently a senior associate with a national public accounting firm.

"Going into college, my objective was to major in a field that had job security and opportunity for growth," says Sipos. "After doing my research and speaking with Dr. Krahel (JP Krahel, Ph.D., accounting department chair), I knew accounting would be the right fit for me. Since working full-time, that still holds true."

Sipos said that she chose the program because she was eager to get out into the "real world." "I was ready to experience working in accounting. I am the type of person that learns by doing, so being able to complete 150 credits to be CPA-eligible in four years was at the top of my priorities."

Sipos plans to grow into leadership roles within her company and to be able to make a lasting impact on the Baltimore community through community service initiatives. "I look forward to continue to support the many nonprofit organizations in the Baltimore area," she says.