

Institutional Overview¹

HISTORY

Loyola College in Maryland, founded by the members of the Society of Jesus (the Jesuits), held its first classes on September 15, 1852, and was chartered by the State of Maryland on April 13, 1853. It is part of a world-wide family of educational institutions founded and run by the Jesuits, including forty-six high schools and twenty-eight colleges and universities in the United States. The institution maintains strong ties to the educational values and tradition of the Jesuits (G.3). This five hundred year old tradition stresses personal care, eloquence in speech and writing, leadership and service. It has remained vital, responsive to developments in educational theory and practice, and yet faithful to liberal education and spiritual values.

The maintenance of high educational standards requires constant development, and often in its 150 years Loyola College has made changes to respond to new conditions. In 1922, the college accommodated its increased enrollment by moving from its original premises on Calvert and Madison Streets to Loyola's present main campus at the Evergreen location.

In February, 1942, Loyola College first offered undergraduate courses in the evening in addition to the day courses. In 1949 through 1952, in response to expressed needs of teachers in the schools of Baltimore and nearby counties, the college organized programs within the Evening College leading to the degrees of Master of Education and Master of Arts in Education. Additional graduate degree programs were instituted during the ensuing years in Business Administration (1967), Psychology (1968), Speech Pathology (1971), Modern Studies (1973), Finance (1975), Pastoral Counseling (1976), and Engineering Science (1977). The undergraduate evening college was disbanded in 1971.

Loyola merged with Mount St. Agnes College, a women's college sponsored by the Religious Sisters of Mercy, and became co-educational at the undergraduate level in 1971. In May 1980, the college was reorganized into a College of Arts and Sciences and a School of Business and Management, each housing its respective undergraduate and graduate programs.

In the years between 1980 and today, Loyola has transitioned from a predominantly commuter school serving the greater Baltimore area, to a regional institution serving a broad geographic area. Today the Loyola College undergraduate division is primarily residential, drawing the majority of students from the Northeastern United States. About three-quarters of its full-time undergraduates live on campus and this past year approximately 80 percent of the freshman class was from out of state. It is a medium-sized, comprehensive university offering 20 undergraduate majors in the College of Arts and Sciences as well as the graduate programs listed above. Doctoral level programs are offered in Pastoral Counseling (Ph.D.) and in Psychology (Psy.D.) Graduate programs in

¹ This section adapted from the 1999 Loyola College Middle States Report

all comprise one-third of the FTE enrollment of the college, and are responsible for twenty-five percent of the tuition and fees revenue (G.6,7).

In 1996 the college drafted a strategic plan emphasizing the idea of the college as a learning community. The plan conceived Loyola College as a “classic Jesuit university” and sought strategies to move the college to “the next level” in terms of academic quality and reputation. This plan identified specific strategic initiatives — areas where institutional energy and resources would be directed and where special efforts would be made, while not losing sight of the incremental gains across the whole college. The strategic initiatives were: Enrollment Management, The Freshman Year, Faculty Development, Technology and the Library, Graduate Programs, Executive Education, Leadership and Service, Diversity, and Accountability. The plan, called *Magis* (G.92), was largely successful (G.93). A new five-year strategic plan is currently under development (G.94).

STUDENT CHARACTERISTICS

Loyola enrolls 3,307 full time undergraduates and 2,886 graduate students. Undergraduate and graduate students combined represent 45 states and 15 foreign countries. The full-time undergraduate population is 55 percent female and 45 percent male, and 77 percent of the undergraduates reside on campus.

Both the quantity and quality of applications from first time freshmen have increased steadily in recent years. In the fall of 1989, there were 4,468 applications for a class of 757. For fall 2000 Loyola received a record 6,536 applications and enrolled a class of 912 students. The incoming class had an overall high school grade point average of 3.4 (on a four-point scale) with more than a third of the students graduating in the top 10 percent of their high school class. The average combined Scholastic Aptitude Test score was 1215 — the highest ever for Loyola. The Class of 2004 represents 30 states (G.95).

The number of students from Maryland continues to decline as the college draws increasingly from the broader Northeast region and beyond. In 1991, 279 freshmen were from Maryland, 374 from other Northeastern states, and 48 were from outside the Northeast region. In 2000, 181 freshmen were from Maryland, 678 were from other Northeastern states, and 51 were from outside the Northeast region (G.95).

A review of statistics and college characteristics indicates that Loyola College has demonstrated success in achieving increases in student diversity in some dimensions and an absence of progress in other areas. With this has come an expansion and refinement of the college's understanding of the importance and meaning of diversity at Loyola, but difficulty in committing the human energy and college resources to meet the expanded vision. In the mid-1990s the College Council approved a plan in which a target was set for increasing the number of African-American students to 5%. Targets were not set for other underrepresented minorities. The Admissions Department has successfully achieved the 5% African-American goal for the incoming classes of 1999 through 2002. Despite this achievement, the number of undergraduate students of color (for this report,

African-American, Asian, and Hispanic) on campus remains at about 8.5%. At the graduate level, these groups comprise 10.1% of the total student body (G.95).

PROGRAMS

At the undergraduate level, Loyola maintains a strong commitment to a 54 credit (18 course) core curriculum, which is a required part of every undergraduate program of studies, regardless of major. The core consists of 2 Philosophy, 2 Theology, 2 Language, 1 Writing, 2 Literature, 1 History, 2 Social Science, 2 Natural Science, 2 Humanities, 1 Mathematics, and 1 Fine Arts courses. There has been a proposal under discussion that would add a diversity requirement to the core, without increasing the total number of core credits required.

Majors are offered in 20 disciplines in the College of Arts and Sciences. There has been an increased emphasis on minors in recent years, and the development of several interdisciplinary minors. Programs in gender studies, Asian studies, Catholic studies, film studies, and service leadership have been approved by the Curriculum Committee and the Academic Senate, and have generated significant student interest (G.6).

At the graduate level, Master's degrees are offered in Business Administration, Education, Engineering Science, Finance, Modern Studies, Pastoral Counseling, Psychology, and Speech-Language Pathology/Audiology. The Doctor of Philosophy degree is awarded in Pastoral Counseling and the Doctor of Psychology has been offered since 1996. The college has approval from the Maryland Higher Education Commission to offer an Ed.D. in Private School Leadership (G.99), but the college administration has elected to focus on strengthening the existing programs in Education before moving forward with a doctorate in that department. Certificates of Advanced Study, which are offered to candidates who already have a Master's degree, are offered in several areas within the Education Department and elsewhere.

FACULTY CHARACTERISTICS

According to the fall 2000 Loyola College Fact Book (G.95) Loyola College has 246 full-time and 198 part-time faculty members. The ratio of full-time faculty to full-time undergraduates is 1:14. Minority representation on the faculty stands at 5% overall (5% of full-time and 4% of part-time faculty).

In its strategic planning efforts in 1989 and again in 1996, the college affirmed a goal of 80 percent full-time faculty coverage for undergraduate courses. Because of the nature of many graduate programs — part-time, practitioner-oriented — the 80 percent goal was not considered appropriate for graduate courses. The administration and faculty believed that the quality of undergraduate education was directly affected by the extent to which students and faculty interact, and that such interaction was more likely when students had full time faculty as teachers. Significant budgetary resources were committed to hiring new faculty, especially in the College of Arts and Sciences, and since 1991, the number

of full time faculty has increased from 213 to 246. Despite this increase, full time coverage in the College of Arts and Sciences remains short of the goal at 67% (G.95).

GOVERNANCE

The Loyola Conference and the Academic Senate are endowed with the formal authority to make policy recommendations to the College President and the Board of Trustees. The Executive Committee of the College Governance System is responsible for administering the processes and providing timely information to the college community.

The Loyola Conference is charged with college-wide issues, such as planning, resource allocation, and administrative policy. The administrators, faculty, staff, and students who serve on the Loyola Conference monitor progress of the college toward its mission and goals, setting and approving budgets, policies, and programs with the objective of improving the educational effectiveness of the college.

The Academic Senate is charged with establishing and maintaining the academic excellence of Loyola College. The Academic Senate monitors academic conduct and approves programs, policies, and resource utilization with the objective of improving the educational effectiveness of the college.

The Executive Committee is charged with maintaining an open and efficient flow of policy-making processes. The Executive Committee facilitates the flow of issues and proposals from the college community to the college's governance bodies and committees, while also making information on the actions and operations of these Bodies available to the college community. It will oversee the maintenance of all Loyola Conference, Academic Senate, and committee documents and facilitate research on past actions of the college (G.98).

FACILITIES

Construction, renovation, and property acquisition have held center stage at Loyola in recent years. In 1994 the Knott Humanities Building was opened. The building consists of a completely refurbished Garrett mansion, which was built in the 1890s and was the original building on Evergreen, and a three story addition. It houses Admissions and Financial Aid, Development, College Relations and Publications, and the academic departments of Theology, Philosophy, English, Communication, and History. Space on the second floor of Beatty Hall was then redesigned for the Psychology Department, and the west side of the College Center was redesigned to provide space for Career Development and Placement and to give additional space to Fine Arts. The Health Center was completely renovated. There has also been tremendous growth and change in housing and dining facilities for undergraduates. Other renovation includes work on the east side of the College Center to provide a new bookstore and new dining facilities, offices for Athletics and Student Development, and additional programming space for campus activities.

On the academic quadrangle of the Main Campus (Evergreen), a new classroom building that houses the Sellinger School of Business and Management and an addition to the Donnelly Science building were completed in late fall 1999. These projects increased the number of available classrooms on the main campus, provided additional laboratory and office space for the Biology Department, and freed up space in Jenkins Hall for new Administrative offices. At present, renovations and upgrades to thirteen classrooms in Maryland Hall are underway and are expected to be completed for the fall, 2002 semester.

In 1968, a corporation was formed by the College of Notre Dame and Loyola College for the purpose of building and operating a library that would serve the two colleges. Land was deeded to the corporation by the colleges and a site at the center of the two campuses where the property of one college joined that of the other was selected for the building. The library opened on March 15, 1973 and was dedicated on May 12, 1973. In 1974 the library won a joint merit award of the American Institute of Architects, the American Library Association and the National Book Committee, and also a merit award of the Baltimore Chapter of the American Institute of Architects.

The Loyola/Notre Dame Library, opened in 1973, is a unique facility that provides information services and resources to support the educational programs and needs of both Loyola College and the College of Notre Dame of Maryland. The library contains approximately 425,000 volumes (including bound periodicals), over 2,000 periodical subscriptions in print format with many additional titles available electronically, and over 10,000 units of media in CD, VHS, and DVD formats. The library website (<http://www.loyola.edu/library>) is a gateway to a wide variety of information sources, including the library catalog and over 60 citation and full-text databases, all of which are available remotely. Among others, the Loyola/Notre Dame Library subscribes to the *ERIC* database through *Cambridge Scientific Abstracts*, with links to selected full-text journals as well as full-text *ERIC* documents through *EDRS E*Subscribe*. In addition, the library provides access to *PsycINFO* and *PsycARTICLES*, *Mental Measurements Yearbook*, *Dissertation Abstracts*, and the *Social Science Citation Index*. The library is open 110 hours per week with hours until 2am Sundays through Thursdays and Saturday hours until 8pm. The library provides reference service and research consultations to students and offers instruction, by request of faculty, in information and research skills.

The College had offered graduate programs in engineering science and business north of the city at Hunt Valley, as well as at its facility in Columbia and on the main campus for many years. Early in 1998, the college purchased a 70,000 square foot warehouse and adjoining property from the Baltimore Gas & Electric Company, and renovated the building to a state-of-the-art executive classroom building, replacing the Hunt Valley facility. It now houses the Executive Programs for the Sellinger School, the Lattanze Center, the Montessori Education program, the School Counseling program, and a speech-language pathology clinic. It contains engineering science laboratories, a science education classroom, Montessori practice classrooms, counseling laboratories, technology-enhanced classrooms, and computer labs.

TECHNOLOGY

Loyola College has extensive computer facilities networked for voice, data and video through a comprehensive system that provides accessibility among classrooms, faculty and administrative offices, student residences, the library and sites off campus through the Verizon Distance Learning System. General purpose computer labs are located on the main campus in various academic buildings and residence halls as well as at the Loyola Graduate Center in Timonium and the Loyola Graduate Center in Columbia. Labs contain IBM PCs, Macintoshes, UNIX workstations and laser printers. Most labs, including those at the new Graduate Center in Timonium, are accessible 24 hours a day via card-key. A high-speed communications link connects the campus network to the Internet. The word processing facility provides additional support to the college. Telephone support includes installation, activation, billing, Phonemail and discounted long distance service. Educational television and instructional television also are provided through Technology Services. Support for these services is provided through the Technology Service Center. A complete description of the extensive technology services available at Loyola can be found in exhibit G.59.

FOREIGN STUDY

In 1988, Loyola began to develop foreign study opportunities for its students by entering into an agreement with the Katholieke Universiteit Lueven (KUL) in Lueven, Belgium. Students are housed in a dormitory facility (Nachbahr Huis) owned by the university but leased to Loyola, and are enrolled in KUL courses. Half the students living in Nachbahr Huis are European students. A Loyola faculty advisor lives on site, and a local program administrator is employed as well to coordinate the program. This program has proved to be very successful, attracting 30 to 35 Juniors each year for a full year program.

A one semester program, similar in design to the Leuven program, is offered at Annunciation University in Bangkok, Thailand. This program runs in the summer and fall, and includes extensive travel in the region. Other programs have been added in recent years. Students may study for a year at Newcastle-upon-Tyne in Newcastle, England, or for a semester at the University of Alcalá in Spain, or at the University of Monash in Melbourne, Australia. These programs differ from the Leuven and Bangkok programs in that they do not have a Loyola faculty member on site. The college has also set up several affiliations and exchange programs, thus considerably broadening student study abroad opportunities. The result of all these arrangements is that close to one-third of all Juniors are now spending time abroad.

JESUIT/CATHOLIC IDENTITY

Any examination of the characteristics of Loyola College leads immediately to the institution's central claim — that Loyola College is a Jesuit, Catholic institution of higher learning. This is embedded in the mission statement of the college and concern for the Jesuit character of the college has been an issue in every strategic plan the institution has adopted. The college has taken several steps in the past ten years toward fostering the

kind of discussions out of which a renewed sense of a shared mission is emerging. In an age valuing academic specialization, the mission calls for dedication to students — both undergraduate and graduate — as whole persons. For undergraduate education, this entails a challenge to faculty to teach not just the subject, but the student. For graduate education, it is a challenge to educate men and women not only to be professionally competent, but to be leaders in the application of excellent professional skills in promoting the common good.

The mission's call for an integral approach to the human being and to knowledge places demands on pedagogy and research. Jesuit schools are justifiably proud of the survival of their undergraduate core curricula, and point to the core as evidence of their distinctiveness. The core at a Jesuit institution, in addition to being strongly weighted toward humanistic studies, and in addition to integrating philosophy and theology, attempts to foster a genuinely cross-disciplinary search for truth. It must be taught by scholars and teachers who are themselves dedicated to the integration of knowledge across disciplines, who ask not just "what," but "why," and who challenge themselves and their students to explore relationships between head and heart, intellect and emotions, body and spirit, reason and faith.

The self study prepared for Loyola's most recent review by the Middle States Association of Colleges and Schools suggested the following regarding the need for a renewal of focus on Loyola's Jesuit Mission. "We need to look hard at our core curriculum and ask whether it really is a true core in conception and in practice. Does it embody and encourage an authentically Jesuit pedagogy, focused on the student, concerned with the student's development in mind, body, and spirit, and dedicated to motivating that student 'to lead and serve in a diverse world?' At the graduate level, we need to ask whether or not our programs are educating business leaders, educators, counselors, and researchers whose work in their professions and in the community carries the stamp of a Jesuit education."

Jesuit pedagogy is, in its essence, "student-centered" and focused on the student as a "whole person." The last strategic plan acknowledged that one of the great challenges facing Loyola is the integration of student-life and academic work. Recent initiatives for improving the experience of students — including especially the freshman year Alpha program (G.100), with its linking of the functions of professor and academic advisor, its inclusion of an explicitly Ignatian component, and its attempt to provide alternative ways for students to socialize without abusing alcohol — are encouraging. The new dean of Freshmen has as an important part of her charge the integration of academics and student life.

Overview of the Education Department

HISTORY

The Education Program began in 1946 as one of five majors leading to the Bachelor of Science in Social Studies (B.S.S.S.) in the new Evening School and Adult Education

Division. This was the first unit of the college to admit both men and women to its programs. In the fall of 1949, through the efforts of Father John E. Wise, S.J., the Evening School and Adult Education Division became the Graduate Education and Evening School of Loyola College and offered its first graduate degree program, a Masters of Arts in Education. Specializations were available in: History and Philosophy of Education; Administration, Supervision and Methods; and Educational Psychology and Guidance. The purpose of graduate study in education, as stated in the 1949-50 catalog, was "first, further training of teachers, counselors and administrators in public and private schools; second, the preparation for further research and study in education fields" (p. 32, 1949-50 *Graduate Education and Evening School Catalog*). In the 1951-52 academic year, in response to the expressed needs of teachers in the schools of the Baltimore Metropolitan Area, a new graduate degree was offered — the Master of Education, with a variety of concentrations. In 1971 Loyola extended some of its programs in education to Columbia, Maryland. Centers were also established in Bel Air, Maryland, in 1976, Anne Arundel County in 1978, and on the Eastern Shore of Maryland in 1990. In 1999, Loyola opened a graduate center in Timonium, Maryland.

Teacher preparation programs at the undergraduate level were offered through the evening college until that unit was disbanded in 1971. Education then became a department reporting to the College of Arts and Sciences Dean, offering a major in elementary education, a 5-year dual certification program in elementary and special education, and a minor in several fields of secondary education.

STUDENT CHARACTERISTICS

The 177 undergraduate elementary education majors currently enrolled had an average combined SAT score of 1170 and an average high school GPA of 3.4. They are 95% female and 5% male; 94% are white, and 4% are of various minority backgrounds, primarily African American (G.105). Undergraduates come primarily from the Northeastern United States, with 4% from the greater Baltimore area (Baltimore City and County).

Graduate students in the department achieve an average GPA of 3.15 in their undergraduate programs. Individual programs sometimes admit candidates whose performance at the undergraduate level falls below the published cutoff of 3.0 (2.75 for provisional acceptance). Such admissions are based on careful examination of life experience factors that suggest that the undergraduate performance of the individual may not be a good predictor of academic potential at the applicant's current stage of life.

Graduate students are 84% female and 16% male; 85% are white, and 9% are of various minority backgrounds, primarily African American. Almost all of the graduate population is from the greater Baltimore area, with the exception of students in the full-time Montessori program who come from all over the United States and from many other countries.

PROGRAMS

Today the Education Department is one of 20 academic departments in the College of Arts and Sciences (CAS) and one of five CAS departments offering graduate degrees. The chart on pages 12 and 13 of this report lists all of the programs offered by the department at the undergraduate, post-baccalaureate, and graduate levels. Course requirements for each program are listed in the undergraduate and graduate catalogues (G6, 7) and on advising sheets for each program (G.101).

Initial teacher preparation is available through approved programs at both the undergraduate and post-baccalaureate levels. Loyola undergraduates can major in Elementary Education in a program that includes extensive coursework in English, Mathematics, Science, and Social Studies taken in other CAS departments and a full Education core that includes fieldwork every semester beginning in freshman year, foundational courses, four courses in reading as required by Maryland law, special education, content-specific methods, and an extensive internship that typically takes place in a Professional Development School.

Undergraduate students who major in Biology, Chemistry, Physics, English, Mathematics, History, Political Science, Sociology, Psychology, Economics, French, German, Spanish, Music, or Art can participate in an approved initial teacher preparation program via a minor in secondary education. In addition to their major courses, these students complete courses in educational psychology, special education, two courses in reading as required by Maryland law, general and content methods, field experience and an extensive internship in a Professional Development School.

Post-baccalaureate students can complete approved initial preparation programs in all of the areas listed above as well as in elementary and secondary special education. A program in Early Childhood Special Education, which had been offered for many years to meet Maryland requirements for certification through credit count, is being prepared for submission to the state for approval as of this writing. Post-baccalaureate students in elementary and secondary programs can enroll in an additional sequence of coursework to obtain an M.Ed. in Curriculum and Instruction in addition to eligibility for certification via their state-approved initial preparation program.

Advanced preparation is available at the graduate level through programs in Administration and Supervision, School Counseling, Curriculum and Instruction, Educational Technology, Montessori Education, Reading, and Special Education.

Characteristics of individual programs are described in detail in the sections of this report that address NCATE standards 1 and 3. Program review documents prepared for the specialty organizations are available as exhibits G.24 through G.44.

FACULTY CHARACTERISTICS

The Professional Education faculty in the Education Department for Academic Year 2001-2002 consists of 12 tenure-track faculty, 4 Full-time faculty (visiting, core or faculty/administrators), 9 Clinical faculty, 5 Part-time faculty (including half-time appointments) and 3 Administrators. The department employs qualified adjunct faculty as needed to serve as instructors for courses that can not be covered by full-time faculty. There are 5 active searches for new tenure-track faculty underway that are expected to be filled for the 2002-2003 academic year (5.2). The section of this report that responds to NCATE Standard 5 deals with the Education faculty in depth.

GOVERNANCE²

The Education Department reports to the Dean of the College of Arts and Sciences. The department is organized into the following eight academic programs: Administration and Supervision, Curriculum and Instruction, Educational Technology, Montessori, Reading, School Counseling, Special Education, Teacher Education. Each academic program has a program coordinator, who reports to the department chair, as well as regular, clinical, and/or adjunct faculty members who teach classes or supervise interns in the program. In addition to the academic programs, the department also houses the Institute for Child Care Education and the Graduate Studies Office.

The department chair is a teaching faculty member and the primary administrator of the department, elected by the regular faculty and approved by the dean for a renewable three year term, as outlined in the Loyola College Faculty Handbook (G.4). Unlike other Arts and Sciences Departments, the Education Department has a history of maintaining the chair for multiple terms. The previous chair served for eighteen years and the current chair was hired to serve in that capacity. The chair is responsible for overseeing all administrative functions and all aspects of the academic functioning of the department in collaboration with the program coordinators.

Program coordinators are regular faculty members of the Education Department, recommended by the chair in consultation with the faculty and appointed by the dean for a three year renewable term. Coordinator duties include, but are not limited to, curriculum development, enrollment management, admissions, recruitment and hiring of adjunct faculty, scheduling, and service on the Committee of Coordinators.

The education department has three standing committees and it creates *ad hoc* other committees as needed. The three standing committees are the Committee of Coordinators, the Appeals Committee, and the Faculty Review Committee. The Committee of Coordinators is comprised of all program coordinators and the department chair. Its purpose is the effective administration and management of the department to the benefit of the department's programs. The chair of the department serves as chair of the committee. The Appeals Committee is comprised of the department chair, a floating

² This section is adapted from the 12/6/01 draft of the Education Department Policy Manual (G.5).

member who is the coordinator of the program to which the appeal is being made, and a regular faculty member appointed by the chair. The purpose of this committee is to hear appeals from students who have been academically dismissed. Additionally, this committee may be activated by the chair, in conjunction with the coordinator, at the request of an applicant whose admission has been denied. The Faculty Evaluation Committee is made up of the chair and the tenured departmental faculty. All clinical faculty and untenured regular faculty participate annually in a performance review conducted by this committee. When appropriate, this committee consults with the program coordinator of the program of which the faculty is a member.

Academic policy in the Education Department is established by the regular faculty in consultation with the chair. Issues considered to be matters of academic policy include, but are not limited to, admissions criteria, requirements for academic programs, and faculty development. Administrative policy in the Education Department is established by the chair, in consultation with all members of the regular and clinical faculty. Curriculum revisions are initiated by program faculty and reviewed by the Committee of Program Coordinators. Curriculum decisions that impact faculty and/or students outside of the program must be approved by the Committee of Program Coordinators and the chair, in consultation with the affected faculty members.

FACILITIES

The Education Department is housed in office space on the first floor of Beatty Hall on the college's main campus, with offices for the Counseling and Montessori Education programs located at the Loyola Graduate Center in Timonium, Maryland. All full-time faculty have individual offices equipped with networked computers and telephones. Staff share one of several open office areas or have individual offices. A computer lab with 22 networked Macintosh computers, scanners, and projection equipment is also located on the first floor of Beatty Hall and is used primarily by Education Department faculty and students. Classes are held in college classrooms on the main campus, at the Timonium and Columbia Graduate Centers, in classroom space in Millersville in Anne Arundel County, Maryland, and at several schools in the greater Baltimore area. The majority of classrooms are equipped with extensive instructional technology equipment and are linked to the campus-wide network. A hands-on science lab for the Education Department is available at the Timonium Center, as are camera-equipped counseling rooms, and two practice teaching rooms that are fully equipped with Montessori materials for use by the Primary and Secondary Montessori Education program.

TECHNOLOGY

The Education Department shares the extensive technology resources of the college that are described in exhibit G.59. Resources unique to Education include a ground penetrating radar system for use of elementary and earth science students in courses and field experiences, a collection of K-12 software packages for use in the Beatty Hall computer laboratory, graphing calculators for mathematics students and handheld computer-based data collection devices for students in science courses.

MARYLAND REDESIGN OF TEACHER EDUCATION

All initial teacher preparation programs in the Department must comply with the expectations set forth in the four components of the Maryland *Redesign of Teacher Education* in order to obtain state approval (G.102). Component One of the *Redesign* requires strong academic preparation measured by qualifying PRAXIS scores, alignment with Maryland K-16 content standards, strong preparation in mathematics and science, and an academic major in the certification area for secondary candidates. Component Two requires internships of at least 100 days over two consecutive semesters in Professional Development Schools that have diverse student populations and are based on the Maryland Professional Development School standards. Component Three requires rubric-based performance assessment against state or national standards, formative and summative performance feedback to candidates, and an assessment system that is used for continuous program improvement. Component Four requires programs to document linkages with current Maryland P-12 School Reform initiatives and assessments. Loyola's compliance with these components is noted in the appropriate sections throughout this report.

Loyola College in Maryland — Education Department Programs

Program	Award Level	Program Level	No. of Hours	No. of Students	Reviewing Agency	Status of Review	
						Submitted	Current Status
UNDERGRADUATE							
Elementary Education (K-6;Middle) - Major	BA	I	136	178	ACEI	Y	Approved, Conditional
Secondary Education - Minor				4			
• Art (N-12)	BA	I	120	0	MSDE	N	In Preparation
• Biology (7-12)	BS	I	120	5	NSTA	Y	1 st Critique
• Business Education (7-12)	BBA	I	120	2	MSDE	N	In Preparation
• Chemistry (7-12)	BS	I	120	1	NSTA	Y	1 st Critique
• English (7-12)	BA	I	120	17	NCTE	Y	2 nd Critique
• French (7-12)	BA	I	120	0	MSDE	N	In Preparation
• German (7-12)	BA	I	120	0	MSDE	N	In Preparation
• Mathematics (7-12)	BS	I	120	9	NCTM	Y	Approved
• Music (N-12)	BA	I	120	2	MSDE	N	In Preparation
• Physics (7-12)	BS	I	120	0	NSTA	Y	1 st Critique
• Social Studies (7-12)	BA	I	120	18	NCSS	Y	2 nd Critique
• Spanish (7-12)	BA	I	120	2	MSDE	N	In Preparation
Special Education - Minor	N/A	N/A	21	53	N/A	N/A	N/A
POST-BACCALAUREATE							
Elementary Education (K-6;Middle)	TC	I	38	26	ACEI	Y	Approved, Conditional
Secondary Education							
▪ Art (N-12)	TC	I	35	0	MSDE	N	In Preparation
▪ Biology (7-12)	TC	I	35	5	NSTA	Y	1 st Critique
▪ Business Education (7-12)	TC	I	35	12	MSDE	N	In Preparation
▪ Chemistry (7-12)	TC	I	35	1	NSTA	Y	1 st Critique
▪ Earth Science (7-12)	TC	I	35	0	N/A	N/A	Inactive
▪ English (7-12)	TC	I	35	9	NCTE	Y	2 nd Critique
▪ French, German, Spanish (7-12)	TC	I	35	4	MSDE	N	In Preparation
▪ Mathematics (7-12)	TC	I	35	24	NCTM	Y	Approved
▪ Music (N-12)	TC	I	35	0	MSDE	N	In Preparation

Program	Award Level	Program Level	No. of Hours	No. of Students	Reviewing Agency	Status of Review	Current Status
POST-BACCALAUREATE (cont'd)							
▪ Physics (7-12)	TC	I	35	0	NSTA	Y	1 st Critique
▪ Social Studies (7-12)	TC	I	35	16	NCSS	Y	2 nd Critique
MASTER OF EDUCATION							
Administration & Supervision	MEd	A	42	125	LCSS	Y	Rejoinder
School Counseling	MEd	A	48	202	CACREP	Y	Fully accredited
Reading Specialist	MEd	A	39	136	IRA	Y	Rejoinder Report
Curriculum & Instruction	MEd	A	39	235	N/A	N/A	N/A
Foundations of Education	MEd	A	33	0	N/A	N/A	N/A
Educational Technology	MEd	A	36	39	N/A	N/A	N/A
Montessori Education	MEd	A	36	216	AMI	N/A	Approved
Reading Teacher	MEd	A	33	88	N/A	N/A	N/A
Special Education (Generic 1 - 8)	MEd	I/A	39	53	CEC	Y	Approved
Special Education (Generic 6 - 12)	MEd	I/A	39	34	CEC	Y	Approved
Special Education (0 - 5 years)	MEd	I/A	36	24	MSDE	N	In Preparation
POST MASTERS							
Cert. of Adv Study in Education	CAS	A	30	22	N/A	N/A	N/A
Cert. of Adv Study in School Management	CAS	A	18	15	N/A	N/A	N/A
Cert. of Adv Study in Counseling	CAS	A	30	17	N/A	N/A	N/A
Cert. of Adv Study in Montessori Education	CAS	A	30	3	N/A	N/A	N/A

Source: Records Office, 11/14/01