

**WE REPRESENT
A NEW DIRECTION
IN EDUCATION.**



LOYOLA
UNIVERSITY MARYLAND
School of Education

**LOYOLA UNIVERSITY MARYLAND
SCHOOL OF EDUCATION**



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**WE REPRESENT
A NEW DIRECTION
IN EDUCATION.**

FORWARD.



**LOYOLA UNIVERSITY MARYLAND
SCHOOL OF EDUCATION**

**BETTER
FUTURE**



THE RE

We will not address the problems in American education by searching for the one best system. Nor will we adequately address them through “best practices” or new models of reform. The challenge requires envisioning a whole new kind of public education. One led by a new generation of educators equipped with the innovation, imagination, and ethical commitment needed to face the challenges of our time. We embody this bold new vision at Loyola. We use it to prepare the next generation of young people for the challenges of their time. This re-envisioning of education is vital for the continuous development and revolution of our democratic public life. We are preparing the teachers and educational leaders who will make it happen.



To be educated is not merely to be learned. Which is why we strive to develop educators with a greater sense of moral capacity and ethical agency. We develop leaders who practice discernment in their continuous questioning of the system, the status quo, and even "common sense" itself. We develop teacher leaders who see beyond preconceived notions, overturn conventional wisdom, and effect real, lasting, meaningful change in the world and in their students' lives. Because learning to teach is not enough, we teach to learn.




#2



(FREQUENTLY QUESTION ANSWERS)

**KNOW
THYSELF
TO
KNOW
OTHERS**



The richest and most valuable learning in life is always rooted in human relationships. At its essence, education is the ever-increasing capacity for full participation in a culture and a society. This means education is based in the human bonds of social relationships and the connections with cultures. Building those bonds of human connection requires mutual understanding, self-awareness, and the development of consciousness. Understanding who we are, who we are becoming, and why is the first step toward forging effective and meaningful relationships with students.



TO

BE

IS

TO



DO

Merely possessing information is not knowledge. And merely acquiring knowledge is not education. To become educated is to know how to attain information, apply it as knowledge, and discern the best uses of both. Too many educators are not educating, because they rely too heavily on the simple routine of teaching and testing. Education is about encouraging participation, in the classroom as well as in the broader cultural life and social lives of students. The world does not need more pupils who merely score high on tests. It needs engaged, active explorers, thinkers, and creators. It needs doers.





**WELCOME TO LOYOLA
UNIVERSITY MARYLAND'S
GRADUATE SCHOOL
OF EDUCATION.**

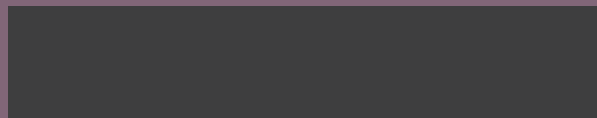
WE DO MORE THAN PREPARE TEACHERS.

We shape accomplished educators. Our primary aim is to produce ethical and agentive leaders. We are looking to develop change agents who share our convictions about, as well as our commitment to, bringing about social justice by improving education, particularly in areas where our system's shortcomings are most deeply felt and apparent.

Our commitment to education and social justice stems from a 450-year-old Jesuit tradition that values academic excellence, integrity, community, and discernment. We aim to educate whole persons in intellect, consciousness, and spirit so that they leave here with the knowledge, compassion, and moral compass to lead the way for others. In this case, it is leading the way toward improved education for all students, especially those who have historically suffered most from an inadequate system. Our mission is to create educators who can bring about fundamental change for a student, a school, or a system.

DEAN MURRELL

Leading us in our mission is Founding Dean Peter C. Murrell, Jr., Ph.D., a nationally known expert in urban education. Formerly the chair of education and associate professor at Northeastern University in Boston, Dean Murrell is dedicated to the advancement of achievement and development of city children and youth. He has instituted the Center for Innovation in Urban Education at Loyola University Maryland, based on his analytical framework of identity, race, and culture as described in his recent book, *Race, Culture, and Schooling: Identities of Achievement in Multicultural Urban Schools*. He is the author of four books and numerous articles and book chapters dedicated to the issues of the cultural contexts of learning achievement and collaborative teacher development in urban education. Dean Murrell believes this emphasis on reforming urban education will not only lead to an improved quality of life for all who live and work in America's cities, but its effects will be felt in all settings.



“URBAN”

“Urban” is a charged word in our society, and among many it conjures images of crime, poverty, and civic decay. Here we know the meaning of “urban” in its fullest and richest sense: connoting cities as international neighborhoods, as cultural centers where a richly diverse population of people lives, works, and develops. Because of this diversity, urban environments hold the greatest potential for connecting us as humans. The rich, diverse mix of peoples, cultures, traditions, and knowledge provides the most fertile soil for the mind and the spirit to learn, grow, and expand our potential as a species. We need these cultural centers to flourish if we as a society are to flourish. And we believe the key to achieving this goal is education.

Urban education in America poses many challenges for educating all its citizens. Our current educational system renders invisible both barriers and opportunities for school attainment, buried in the social and cultural contexts of its diverse students, putting students of color at a grave disadvantage, and creating a so-called “disparity in achievement.” The long tradition of this injustice has also created fractured communities, making it difficult to promote development of young people. Here, we are focused on addressing these challenges and other problems on behalf of children and families to improve urban education overall.

WHY ARE WE SO FOCUSED ON TRANSFORMING URBAN EDUCATION?



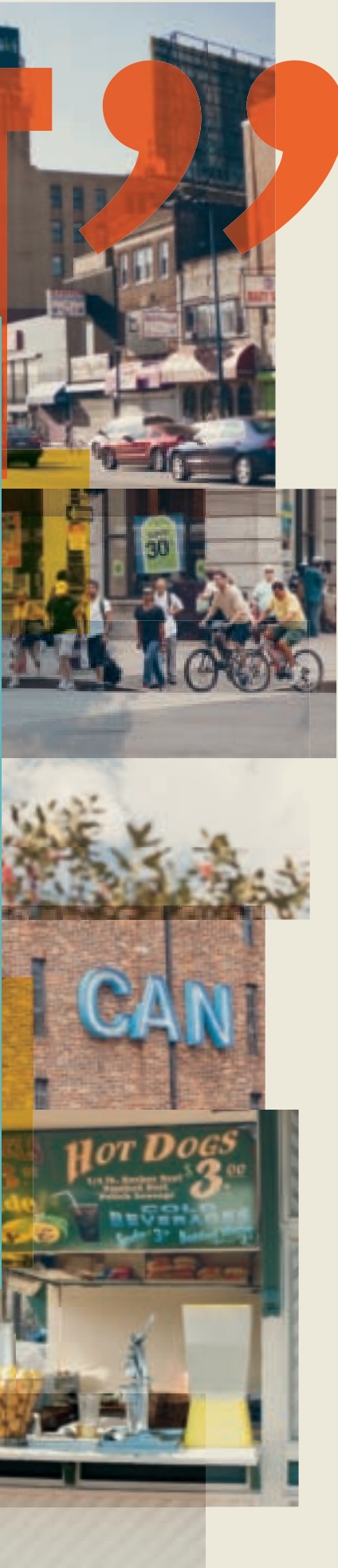
BALTIMORE,



For one, we, as a university, are part of an urban environment, benefiting from the cultural vitality that Baltimore City offers—vibrant life and a world of experiences that include rich communities, museums, galleries, restaurants, theaters, and discourse. As an active participant in our community, we are vested in its ability to flourish and thrive.

Second, whether or not you plan on teaching in an urban environment when you leave Loyola, our focus on addressing the challenges of urban education and the many field-based learning experiences you'll receive will make you that much better of an educator, regardless of the environment. Our beliefs on how to educate all students as effectively as possible hold true to all environments—from cities to small towns to rural areas.

Also, the knowledge you will gain and the growth you will undergo will prove valuable far beyond the classroom or your profession. Learning among the complexity and diversity of the city will enrich you as a person.



3 **UNIQUE
CENTERS**

+ **1** **COMMON
GOAL**

INNOVATE.

When you walk through our campus, you may be surprised at the types of conversations you'll overhear. Informed, provocative, passionate discourse on a variety of educational topics. Conversations you will not hear on other campuses. Why? Because Loyola's School of Education has developed into a full-fledged hub of innovative learning techniques and powerful theory thanks to its three prestigious learning centers: the Center for Innovation in Urban Education (CIUE), the

Center for Montessori Education, and the Kodály Center for Music Education. Each one is dedicated to pushing thought forward in unique ways that stand outside of the norm, whether it is in urban education, music education, or child development. And each center has earned a well-respected reputation, attracting the brightest minds from a variety of disciplines to one campus to share and advance knowledge.

#1

THE CENTER FOR INNOVATION IN URBAN EDUCATION

is an example of Loyola being the change it wants to see in the world. It is a new and innovative way for us, as a school, to address the unique challenges of urban education beyond preparing better educators. The five institutes within this center—Literacy, Language and Culture, Engaged Educational Leadership, Urban Outreach, International Education, and Black Achievement—bring together not just educators, but all community organizations such as health care providers, local businesses, and faith-based and human service organizations to confront the many challenges facing urban youth and improve their overall educational experience. If systemic change is needed, we must bring the system together to achieve it.

#2

THE CENTER FOR MONTESSORI EDUCATION

believes children instinctively reach out to experience and understand the world. By recognizing and respecting the natural development unique to every child while guiding each one to learn, the Montessori classroom allows for this exploration to take place. At Loyola University Maryland you will discover the oldest Association Montessori Internationale (AMI)-accredited training center in North America, as well as the only institution in the country to offer the combined master's degree program with complete AMI specialty training in Montessori Education. You will also find top minds and leaders of this approach teaching your classes in intimate, hands-on settings.

#3

THE KODÁLY CENTER FOR MUSIC EDUCATION

presents a unique curriculum that combines the principles of visionary Hungarian pedagogue Zoltán Kodály with today's latest music learning theory. In the 1920s, feeling that the course of music instruction was dampening musicianship, Zoltán Kodály encouraged his colleagues and students to travel throughout Europe in search of the best models for teaching music. Their findings formed the basis of what is now known as the Kodály Method, an innovative method based on singing that develops in students the skills to understand what is heard, then transfer that learning to reading, writing, improvisation, composition, and overall musical artistry. This approach leads to students gaining a deeper, richer, fuller understanding of music. And, where other institutions offer only certification in Kodály Music Education, we are one of the few places in the world where you can earn a Master of Education degree in Kodály music education.

PROGRAMS

PROGRAMS



CURRICULUM AND INSTRUCTION

Loyola's graduate program in Curriculum and Instruction is an innovative, inquiry-based program with a focus on social justice in the classroom.

Rooted in the Jesuit traditions of service and community engagement, the Curriculum and Instruction program is designed to expose students to critical perspectives on reform in K-12 education. With a strong focus on questions of equity and social justice, Loyola's program prepares future educational leaders who will be at the forefront of meaningful debate and change. Thus, students leave the Curriculum and Instruction program with a deepened sense of the big picture far beyond their own classroom walls. The interdisciplinary curriculum includes courses about educational theory, history, and philosophy, as well as courses that focus on race, class, and gender studies. We encourage new perspectives on the causes of and solutions to problems such as achievement gaps, sub-par academic performance, and unsafe schools, through independent research and a capstone seminar.

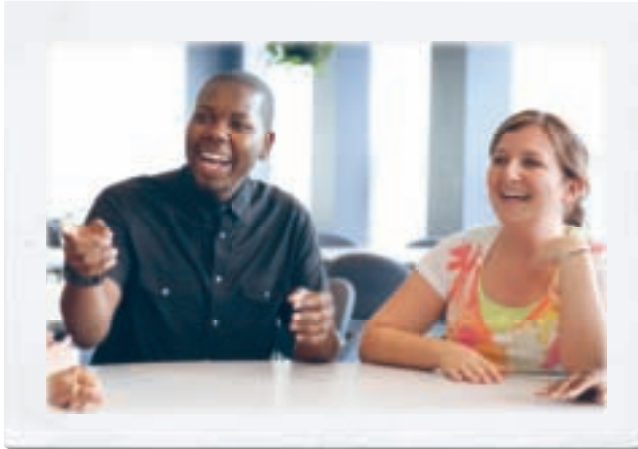
Students move from theory to practice by bringing in real-world examples and examining, with their peers,

how to transform practice and policies. Thus, collaboration is paramount. This format encourages students who share similar educational goals to network with colleagues from other school systems and form nurturing bonds. Beyond the core curriculum, students can choose from five areas of specialization: Educational Leadership, Literacy Education, Educational Technology, Special Education, or Liberal Studies. Students can also create their own specialized program based on their specific interests. After successful completion of a thesis during the capstone seminar, students receive an M.A. degree.

Classes are offered at Loyola's graduate centers in Columbia or Timonium in the fall, spring, and summer, making the program highly flexible and accessible.

For more specific information on course curricula and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the Curriculum and Instruction program director at 410.617.5094.





EDUCATIONAL LEADERSHIP

Loyola's graduate program in Educational Leadership is a unique blend of theory and practical application geared toward individuals with an inner passion for leading and facilitating student achievement and teacher performance.

Focused on the National Standards for Educational Leadership and the Maryland Instructional Leadership Framework, Loyola's program is ideal for successful teachers who want to make a difference on a larger scale. With small class sizes, a dynamic instructional staff, and a curriculum that is comprehensive and innovative, this program fuses theoretical principles with a pragmatic, real-world understanding of urban education.

Teachers and aspiring leaders from all educational sectors and levels of experience are encouraged to apply to the program and can choose between the M.Ed. and the M.A. in Educational Leadership. Additionally, Loyola offers two 18-credit post-master's certification programs in either Administration and Supervision or Advanced Study in Education. Participation in either track provides eligibility for certification as an Administrator I (Assistant in Administration, Supervisor in Instruction, or Supervisor in Central Administration). Students seeking Administrator II (Principal) certification are required to successfully complete the School Leaders Licensure Assessment exam.

For more specific information on course curricula and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the Education Leadership program director at 410.617.5094.

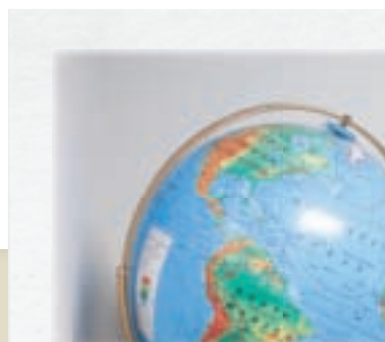
EDUCATIONAL TECHNOLOGY

Loyola's Educational Technology graduate program is designed to help our students become technological leaders at the school and district level by emphasizing a conscientious approach to technology.

The program focuses on the practical application of technological theory, whether planning for technology, implementing technology in the curriculum, or administering a technology program. As a result, our students learn powerful ideas that go beyond the current technology fad. While personal and professional enrichment is a primary goal of the Educational Technology program, Loyola places equal emphasis on how to best serve the schools and school systems. The program ends with an Educational Technology individualized internship where graduate students apply their knowledge to help improve their own school or district. By offering a comprehensive course of study that blends practical applications with ethical, philosophical, and theoretical perspectives, Loyola is growing the ranks of qualified technology leaders to support schools in and around Maryland.

Our unique M.A. and M.Ed. programs are nationally recognized by the International Society for Technology in Education, and graduates have gone on to become academic technology coordinators, technology committee chairs, computer teachers, and even National Security Association employees.

For more specific information on course curricula and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the Education Technology program director at 410.617.5094.



THE AMERICAN KODÁLY INSTITUTE

Loyola's American Kodály Institute provides a rigorous teacher training program that enables music educators to realize their peak potential in personal musicianship and pedagogical skills.

The Kodály Institute's 21st century application of the principles of Hungarian pedagogue Zoltán Kodály integrates cutting-edge music learning theory with a uniquely nurturing environment that produces artists, musicians, and educators of the highest caliber. The program applies the latest music education research with the goal of music literacy for all. Kodály-trained teachers research and select songs and singing games to support the vocal music demographics of their student population so that each school's Kodály-based music program is a custom fit.

Loyola is one of a handful of institutions worldwide that goes beyond Kodály certification and offers a Master of Education degree in Kodály music education. The program coursework is designed for working music educators and can be completed over the course of four consecutive summers, culminating in the development of an extensive, practical, and usable portfolio in lieu of a master's thesis.

For more specific information on course curricula and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the director of Kodály Studies at 410.617.2391.

LITERACY EDUCATION (READING SPECIALIST)

Loyola's graduate program in Literacy Education prepares educators to teach children to read, write, listen, speak, and view in order to further their education, and is founded on principles of research, theory, and practice.

Our program calls on sociocultural and theoretical perspectives in literacy to enhance teachers' understanding of the reading-writing-learning connections that allow students from diverse backgrounds to become confident, successful learners. True to Loyola's Jesuit roots, we focus on literacy as a social justice issue and a right for all children in public and private schools, with the knowledge that literacy is the focus of all educational endeavors. Our orientation toward literacy focuses on the many "ways" that people read and write in their lives, with specific attention to the cultural and social practices or activities that shape people's interaction with texts and contexts.



Graduate students can choose between an M.Ed. with a certification as a Reading Specialist and an M.Ed. in Literacy Education. These programs are aligned with the national standards for the preparation of reading professionals, as established by the International Reading Association and National Council for Accreditation of Teacher Education. The Reading Specialist program is based on a reflexive practitioner model that includes two capstone courses in action research and a supervised practicum, where candidates conduct full diagnostic assessments, prepare individualized instruction programs, work with students, evaluate the effects of the instruction, and write complete case studies for each student.

For more specific information on course curricula and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the director of Literacy Programs at 410.617.5310.



MASTER OF ARTS IN TEACHING (MAT)

The MAT program offers a course of study that provides initial teacher certification and is designed to prepare exceptionally qualified teachers who are responsive to the needs of diverse learners.

Offered for both full- and part-time enrollment, the MAT program offers a rich integration of coursework, internship experience, and individualized attention to help students become educators committed to the development of all children. The program is grounded in the guiding tenets of Loyola's School of Education; competence, conscience, and compassion, and is influenced by the Jesuit educational philosophy, which emphasizes academic excellence, reflective practice, and social justice in education.

MAT candidates can choose to concentrate in either Elementary (Grades 1-6) or Secondary (Grades 7-12; in English, mathematics, social studies, Spanish, biology, chemistry, earth/space science, and physics) education. Two field experiences are incorporated into the program of study, along with a supervised internship in a Baltimore area school. Students who are already teaching in their certification area complete their field experiences and internship in their schools. With certification reciprocity across the U.S., Loyola's MAT program has been approved by the National Council for Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE).

For more specific information on course curricula and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the assistant director of Teacher Education at 410.617.5376.

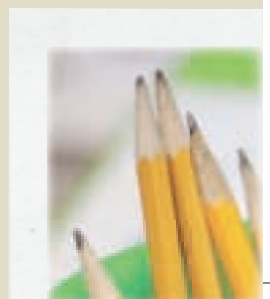
THE CENTER FOR MONTESSORI EDUCATION

Montessori education focuses on all aspects of human development—intellectual, social, emotional, physical, and spiritual—and is an ideal program for students who are passionate about making a difference in the lives of children and families.

By recognizing and respecting the natural development unique to every child, the Montessori classroom allows for this exploration to take place. At Loyola University Maryland you will discover the oldest Association Montessori Internationale (AMI)-accredited training center in North America, as well as the only institution in the country to offer graduate degree programs combined with complete AMI specialty training in Montessori education. At Loyola, we help guide adults as they prepare for the work and responsibility of helping each child develop the fullness of his or her potential. In line with the Jesuit philosophy, Loyola's Center for Montessori Education emphasizes the importance of community and cultural context in student learning. Accordingly, graduate students gain experience in Montessori classrooms and later receive student teaching placements in the field. There is a great need for highly qualified Montessori teachers worldwide, and many Loyola graduates work to provide Montessori education in underserved areas.

We offer two degree programs to choose from: a Master of Education in Montessori Education and a Certificate for Advanced Study in Education (CASE). Upon completion of these programs, graduates receive both a diploma from the AMI and a graduate degree from Loyola University Maryland. Students can choose to concentrate their degree in either primary (ages 3 - 6) or elementary (ages 6 - 12) Montessori education. These concentrations allow students the opportunity to acquire an understanding of a child's stages of development and the different conditions and strategies necessary to support development at each stage. Multi-summer formatted programs are offered periodically for students who hold permanent positions during the school year.

For more specific information on course curricula and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the program assistant for the Center for Montessori Education at 410.617.7765.





SCHOOL COUNSELING

Loyola's graduate program in School Counseling prepares students to design and implement a comprehensive, developmental school counseling program that will make a positive difference in the lives of students, grades pre-K-12.

By applying a Jesuit approach to our training philosophy, the School Counseling program places a firm belief in every child's abilities and focuses on helping every child achieve his or her potential by advocating social justice and the potential for change. Graduates must complete two placements in local schools as part of their program, and as a result they have a reputation in the marketplace as well-trained and highly capable counselors.

Students can choose among an M.A., M.Ed., and a Certificate of Advanced Study in Education. The M.Ed. program, which includes six credits of electives in lieu of a thesis, is approved by both the Council for Accreditation of Counseling and Related Education Programs (CACREP) and the Maryland State Department of Education (MSDE). CACREP designation ensures that students have met all national requirements for taking the NCE examination of the National Board for the Certification of Counselors (NBCC) and sets professional standards for school counselors at the highest level. Additionally, graduates are eligible for state certification upon successful completion of the program.

For more specific information on course curricula and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the School Counseling program director at 410.617.5094.



SPECIAL EDUCATION

Loyola's graduate programs in Special Education are nationally recognized certification and master's degree programs that can meet the professional development needs of new career entrants as well as advanced career professionals.

Emphasizing the Jesuit dedication to *cura personalis*, or "care of the whole person," Loyola's Special Education programs promote a deep respect for, and understanding of, the unique needs of every child. In the same vein, Loyola programs are designed to be flexible to support the individual needs of adult graduate students, typically working professionals with multiple commitments.

Built on the latest research and with input from local school administrators, Loyola's programs emphasize proven strategies and specialized methods, legal issues, service delivery models, and advanced professional skills necessary to provide high-quality services to children and adolescents with special needs. Program faculty are actively engaged in research and other partnerships within local schools, providing for coursework that is relevant, applicable, and demonstrated to make a difference in children's lives.

Graduate students can choose from three M.Ed. concentrations: Early Childhood Special Education (birth to age 8), Elementary and Middle School Special Education (grades 1-8), or Secondary Special Education (grades 6-12). Additionally, Loyola offers a 30-credit post-graduate program that leads to a Certificate of Advanced Study in Education (CASE) for students who have already completed a master's degree in Special Education. Applicants who have not yet completed the required program prerequisite skills may be accepted into the program but will need to take the appropriate courses (or complete the appropriate experiences) before beginning program coursework.

Loyola's Special Education programs have been approved by the National Council for Accreditation of Teacher Education (NCATE), the Council for Exceptional Children (CEC), and the Maryland State Department of Education (MSDE), and can be used to obtain teacher certification credentials, which have reciprocity across the United States.

For more specific information on program requirements, course curricula, and admission criteria, please visit loyola.edu/schoolofeducation/programs/graduate, or contact the Special Education program director at 410.617.2079.



WHAT INSPIRES INSPIRATION?

Preparing a new generation of educators with the innovation, imagination, and ethical commitment needed to bring about systemic change in public education requires a unique faculty of dedicated, accomplished professionals to lead the way. The professors you encounter here are deeply passionate and committed individuals who embody the spirit of our mission in all they do. Read through their collective answers to get an idea of what inspires such inspiring people:



WHAT BOOKS ARE YOU READING?

The Blank Slate by David Pinker
Living Buddha Living Christ by Thich Nhat Hahn
Ship Fever by Andrea Barrett
The Feast of Love by Charles Baxter
Saturday by Ian McEwan
Outliers by Malcolm Gladwell
Divisadero by Michael Ondaatje
The End of Education by Neil Postman
The Tipping Point by Malcolm Gladwell
The Design of Everyday Things by Donald Norman
Blink by Malcolm Gladwell
A Thousand Splendid Suns by Khaled Hosseini
Day of Battle by Rick Atkinson
The Diary of Anne Frank
Man's Search for Meaning by Viktor Frankl
A Wrinkle in Time by Madeleine L'Engle
Natural History of the Senses by Diane Ackerman
Three Cups of Tea by Greg Mortenson



WHAT IS YOUR FAVORITE PART OF TEACHING?

Being inspired by the amazing projects my students create for the classroom and hoping my children have teachers like that.

Knowing that the work I do has the capability to change lives and improve education for some underserved children in schools.

Engaging students to see their worlds in new ways through questioning that which they might otherwise take for granted.

The give and take of class discussions.

Ethics; it's how we choose to live our lives. Getting that across to students who think an Ethics class is going to be boring is always interesting — and fun.

The fact that it continues to creatively engage me.

Helping students expand their own capacity.

Knowing I am educating professionals who will help students for years.

Hearing about how counselors make a difference in the lives of children.

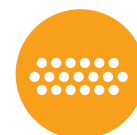
Seeing the "light bulb go on" as a student makes a discovery.

The concept of teacher as scientist — the important interplay of research and practice.



WHO ARE YOUR HEROES?

Gandhi
 Teddy Roosevelt
 Abraham Lincoln
 Martin Luther King, Jr.
 Rev. Greg Boyle*
 Dorothy Day
 Paulo Freire*
 Anne Frank



WHO ARE YOUR FAVORITE AUTHORS?

Michael Chabon
 Khaled Hosseini
 Mario Puzo
 William Faulkner
 David McCullough
 Leon Uris
 George Will
 Margaret Atwood
 Alice Munro
 Michael Ondaatje
 Tennessee Williams
 G.K. Chesterton
 Shakespeare



WHAT IS YOUR MOTTO?

Be surprised by beauty each day.
 Do what you can with what you've got.
Love conquers all things.
 To teach is to touch a human forever.

*Google for more information



**IT IS OUR GOAL TO NOT LET ANYTHING STAND
IN THE WAY OF A GOOD EDUCATOR LOOKING TO
IMPROVE OUR SOCIETY. ESPECIALLY TUITION.**

Which is why our office of financial aid administers several types of financial assistance for graduate students from federal, state, institutional, and private sources.

Subsidized and unsubsidized loans are available through both the federal government and private lenders. Also, many assistantships are available through our academic and administrative departments, greatly reducing costs. Additionally, individual departments offer a limited

number of merit-based and need-based grants to assist students with their education expenses. Call 410-617-2576 or 1-800-221-9107 or e-mail financialaid@loyola.edu to learn more about these opportunities.

Our tuition cost is inclusive. For the most up-to-date numbers on tuition and costs, please visit loyola.edu/campusresources/financialaid/graduate/charges.

APPLY YOUR HEART MIND SPIRIT APPLY YOURSELF

For information about application procedures and requirements please visit loyola.edu/graduate or contact the office of graduate admission at 410-617-5020, 1-800-221-9107, ext. 5020, or e-mail graduate@loyola.edu.

For more specific information on program requirements, course curricula, and admission criteria, please visit Loyola.edu/schoolofeducation/programs/graduate, or contact:

Curriculum & Instruction	410.617.5094
Educational Leadership	410.617.5094
Education Technology	410.617.5094
Kodály Studies	410.617.2391
Literacy Programs	410.617.5310
Teacher Education	410.617.5376
Montessori Education	410.617.7765
School Counseling	410.617.5094
Special Education	410.617.2079



LOCATION

THREE CAMPUSES

In Timonium, in the northern Baltimore suburbs;
in Columbia, just 20 minutes from the D.C. suburbs;
and on the Evergreen campus located in a
beautiful residential section of Baltimore.
Some cohorts offer site classes.

ABOUT LOYOLA UNIVERSITY MARYLAND

Founded in 1852, Loyola University Maryland is a Jesuit Catholic university whose mission is to inspire students to learn, lead, and serve in a diverse and changing world. It is committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. The University was named for St. Ignatius Loyola, the founder of the Jesuit order of Catholic priests, and is one of four colleges in the United States to bear the name "Loyola."