

SCHOOL OF EDUCATION

IMPACT REPORT 2026



LOYOLA
UNIVERSITY CHICAGO

SCHOOL OF EDUCATION

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VISION

At the School of Education of Loyola University Chicago, future education leaders will have a transformational experience, one that prepares them to address social inequalities in both their local and global communities through the power of education and research.

MISSION

The School of Education at Loyola University Chicago, a Jesuit, Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance equity in education in service of social justice, engaged with Chicago, the nation, and the world. In pursuit of our vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice.



TO LEARN MORE,
visit us at [LUC.edu/education](https://luc.edu/education)



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Message from the Dean

EMBRACING LOYOLA University Chicago's overall mission—to seek God in all things and expand knowledge in the service of humanity through learning, justice, and faith—Loyola's School of Education champions professionalism and social justice in education.

For more than five decades, the School of Education has prepared its students to be capable, compassionate, and confident leaders. We prioritize experiential education, placing our students in classrooms immediately, where they can begin to understand how they can engage young students and apply pedagogical theories in real-world contexts. We position our students to be reflective practitioners and enthusiastic educators mindful of the whole student.

Beyond teacher preparation, however, our impact extends to interdisciplinary scholarship and collaborative partnerships with allies across the Loyola University ecosystem—the College of Arts and Sciences, the School of Law, and the Marcella Niehoff School of Nursing among them—as well as cultural institutions, community organizations, and local school districts, including Chicago Public Schools.

Our faculty capture major grants to pursue enterprising scholarly activities in areas such as school mental health, civic education, and incorporating technology into classrooms. Together with our partners, meanwhile, we continue developing innovative programming to energize modern education and uplift lives. We share our successes in leading publications and at professional conferences. Our impact swells with an ever-expanding roster of collaborators.



“**We position our students to be reflective practitioners and enthusiastic educators mindful of the whole student.**”

With an earnest spirit, we continue pushing ahead, seeking dynamic ways to elevate our work, enhance the experience of our students, and enliven learning environments. Last year, for instance, we debuted a Master of Education in Applied Behavioral Analysis (ABA), and a recent grant is propelling the launch of an undergraduate ABA program to address the accelerating need for professionals prepared to support neurodivergent individuals.

From increasing study abroad opportunities to broadening our students' aperture on learning to cultivating a culture of data-driven decision-making to fuel innovative programming, research, and community partnerships, our single-minded focus remains on positively impacting classrooms, empowering youth, and inspiring brighter futures.

Building on the School of Education's existing foundation and motivated by Loyola's social justice mission, we continue coming together as a community filled with ambition and purpose. With great thought and care, we will meet the needs of our students, the university, and the larger academic environment to feed young minds, strengthen communities, and serve others.

DAVID E. MCINTOSH, DEAN
SCHOOL OF EDUCATION,
LOYOLA UNIVERSITY CHICAGO

CHICAGO IS OUR CLASSROOM

50

SCHOOLS ACROSS CHICAGO SERVE AS A TRAINING GROUND FOR LOYOLA STUDENTS

100+

CULTURALLY DIVERSE NEIGHBORHOODS

1,951

CHICAGO PUBLIC SCHOOL STUDENTS WHO BENEFIT FROM SCHOOL OF EDUCATION PROGRAMMING AND PARTNERSHIPS



Nurturing educational leaders

LOYOLA UNIVERSITY CHICAGO'S School of Education prepares the next generation of educational leaders—committed classroom teachers, enterprising administrators, and visionary agents of change.

At Loyola, aspiring teachers and educational leaders receive a transformative education rooted in evidence-based practice and the Jesuit value of service to humanity. The School of Education carefully curates every course, every experiential learning opportunity to stir personal and professional development, to add skills and approaches to students' quiver, and to amplify the impact of teaching and learning. This intentionality positions Loyola-trained educators to be persons for others and proficient leaders invested in student growth and high-impact learning environments.



Education in the 21st century is extremely important because the nature of the challenges and problems that we deal with are multi-dimensional.

— ALI KUSHKI, EdD '22

Chicago as a classroom: Cultural Institutions in Teacher Education (CITE)

Through the School of Education's Cultural Institutions in Teacher Education (CITE) partnership, Loyola provides its teacher candidates lively experiential learning opportunities stretching their ideas of where, when, and how learning can take place. CITE includes partnerships with nine prominent Chicago cultural institutions.

In visits to these sites, during outreach activities, and through conversations with cultural institution staff, teacher candidates discover pedagogical philosophies and approaches sharpened outside the traditional classroom environment. It is an invitation to observe different instructional practices, which ignites experimentation, reflection, and innovation. Through these partnerships, Loyola students begin to see how hands-on experiences strengthen understanding, how collaboration heightens teaching and learning, and how community assets, including cultural institutions and their educational resources, can enhance the student experience.

The CITE partnership encourages Loyola students to more fully immerse themselves in their education, a global city, and diverse settings, which compels curiosity, expands their knowledge base, and intensifies their commitment to being thoughtful and creative educational leaders.



It's not always the people that are in roles within schools or with formal roles as educator or professor who can be the most powerful educators."

— LARA SMETANA, PROFESSOR, SCHOOL OF EDUCATION, LOYOLA UNIVERSITY CHICAGO

CITE Partners

► ADLER PLANETARIUM

The nation's first planetarium is an enthusiastic resource for inspiring the next generation of space explorers with its dynamic mix of interactive exhibits, youth STEAM programs, neighborhood skywatching events, and other outreach endeavors.

► ART INSTITUTE OF CHICAGO

Featuring a collection of approximately 300,000 artworks and artifacts spanning different mediums, cultures, and historical periods, the Art Institute is one of the globe's foremost art museums. It regularly hosts gallery tours, special performances, and youth events to facilitate cultural and historical understanding.

► CHICAGO CHILDREN'S MUSEUM

Located at Navy Pier, the Chicago Children's Museum invites children to create, explore, and discover through play. The museum features vibrant exhibits and activities providing sensory experiences and engaging educational content focused on literacy, science, math, the arts, and health.

School of Education students take immersive tours of the Peggy Notebaert Nature Museum and the Shedd Aquarium as part of the Loyola CITE program. Faculty, staff, and graduate students from the School of Education attend an instructional session at the Art Institute.

► CHICAGO HISTORY MUSEUM

The Chicago History Museum cares for, showcases, and interprets millions of authentic pieces of Chicago and U.S. history. With interactive exhibits and an energetic look at key elements of Chicago history, the museum helps Chicago area youth connect the past to the present and gain a richer understanding of their city.

► FIELD MUSEUM

From massive dinosaur skeletons and rare jewels to Egyptian tombs and ancient Chinese artifacts, the Field Museum provides a mesmerizing environment to learn about natural history and cultures. It runs hands-on labs and youth programming to spur curiosity about science and interest in STEM fields.

► GRIFFIN MUSEUM OF SCIENCE AND INDUSTRY

One of the world's largest science museums, Griffin Museum of Science and Industry (MSI) awe-inspiring exhibitions bring science to life. Whether students step inside a real U-505 German U-boat or experience a massive tornado in Science Storms, Griffin MSI generates wonder and fascination for science.

► LINCOLN PARK ZOO

Lincoln Park Zoo is a recognized national leader in conservation, animal welfare, learning, and science. From its animals and gardens to its collaborative youth programming, the zoo propels discovery about nature and brings a wildlife experience to the heart of Chicago.

► PEGGY NOTEBAERT NATURE MUSEUM

Through education, research, exhibits, and public forums, the Peggy Notebaert Nature Museum fosters a positive relationship between people and nature. Its work includes K-12 science education programs, on-site workshops, teaching training, and curriculum support.

► SHEDD AQUARIUM

The Shedd is a renowned leader in the area of animal care, conservation research, and learning. Through lively exhibits and dedicated youth programming focused on conservation and science, the aquarium champions compassion, curiosity, and conservation for the aquatic animal world. 🐠



Loyola University Chicago School of Education alumnus Michael Cullinane teaches at Senn High School in Edgewater.



STUDY ABROAD | INTERNATIONAL PROGRAMS

When Rome is the classroom

AS HER SENIOR YEAR at Loyola University Chicago approached, Sophia Vanneste (BSEd '26) hungered for something different: an opportunity to escape the routines of college life and supercharge introspection about her future.

An elementary education major, Vanneste took advantage of one of the School of Education's hallmark programs: an intensive two-week summer course in Rome titled Philosophy of Education.

With the Italian city as her classroom, Vanneste and her cohort visited historic sites like the Colosseum and the Vatican, as well as lesser-explored venues like the Jewish Ghetto. In doing so, they examined the purpose of education and the role of teachers and learners. They immersed themselves in a foreign land, which sparked greater empathy for students from diverse backgrounds. And they penned their own personal philosophy of education, an intimate treatise defining their core beliefs, values, and goals about teaching.

Vanneste called her two weeks in Rome “a launching pad for inquiry and deep, intensive thinking.” It unlocked new perspectives. It launched creative plans for using physical spaces to stimulate learning. It cultivated richer relationships with peers and School of Education faculty.

“I learned exploration can really prompt new insights and different ways of thinking,” Vanneste says.

Study abroad programs help Loyola students—undergraduates like Vanneste as well as graduate students currently working in educational environments—shape their own teaching practices and leadership styles. Challenged to step out of themselves and their everyday lives while navigating unfamiliar physical and cultural terrain, these high-impact learning experiences awaken innovative ideas, stir personal and professional growth, encourage reflection, and cultivate a more earnest commitment to engaging with diverse populations. ■



When students study abroad, we believe it prompts more intentional reflection on the world we live in and our place in it, including the role we play in educating others. Students really began to ask themselves, What is a quality education and what does it mean to ensure all students can access it?”

— SIOBHAN CAFFERTY, SENIOR ASSOCIATE DEAN OF ACADEMIC AFFAIRS AND COORDINATOR OF INTERNATIONAL PROGRAMS, SCHOOL OF EDUCATION, LOYOLA UNIVERSITY CHICAGO



For more information on **study abroad** programs, visit us online.

Strength in numbers: Transformative Education Scholars Program

THE TRANSFORMATIVE Education Scholars Program (TESP) at Loyola University Chicago's School of Education is designed to strengthen the PK-22 educational landscape by expanding the professional competencies of current educators and leaders. In alignment with Loyola's Jesuit mission, the program seeks to address social inequalities and ensure all students receive high-quality support essential for academic success and well-being.

TESP operates through strategic partnerships with schools, districts, universities, and educational agencies. These

entities form cohorts of 12-15 working professionals who enroll together in participating academic degree programs at Loyola. Eyeing accessibility, Loyola provides a 30 percent tuition discount to scholars.

Through these cohorts, Loyola increases the number of qualified educational professionals serving in schools and also cultivates a larger network of professionals dedicated to social justice and transformative practices within their local and global communities. ■

12-15 WORKING PROFESSIONALS ENROLL TOGETHER IN PARTICIPATING ACADEMIC DEGREE PROGRAMS

30% TUITION DISCOUNT TO TESP SCHOLARS PROVIDED BY LOYOLA



Loyola University Chicago School of Education students take an immersive tour of the Peggy Notebaert Nature Museum as part of the Loyola CITE (Cultural Institutions in Teacher Education) program.

TEACHING AND LEARNING

Driven by mission, built with purpose

TEACHER CANDIDATES from Loyola University Chicago's School of Education enter the professional world prepared to make a difference in classrooms and positively impact lives.

Powered by Loyola's Jesuit mission to serve humanity, the School of Education emphasizes intentional, authentic, and meaningful experiences to prepare the next generation of invested and innovative educational leaders. Nothing is left to chance. School leadership charts the path to graduation and into the professional ranks with purpose and thoughtfulness, to propel the success of Loyola students and those they will encounter.

Leaning heavily into experiential learning, School of Education courses feature a robust focus on applying evidence-based theories into real-world environments. This pushes Loyola students to become creative problem solvers who can cater to individual student needs and guide personal and academic growth.

► EXPERIENTIAL LEARNING

The School of Education places its teacher candidates in the classrooms of local schools in year one. The immediate immersion into classrooms enables students to learn in authentic settings, where they can link theory to practice, develop new perspectives, and understand how to thrive in diverse academic settings. Supported by Loyola instructors and experienced mentor educators, students become active members of their academic environment, from providing one-on-one academic support to designing lessons plans and assessments.

► VARIED CLASSROOM SETTINGS

Leveraging decades of partnerships with Chicago Public Schools, suburban school districts, and private school leadership entities like the Archdiocese of Chicago,

School of Education students spend time in various academic settings to gain familiarity with distinct educational contexts. Loyola students also interact with youth across the age spectrum, which engenders a richer understanding of where students have been and where they are going. Working in varied classroom settings broadens teacher candidates' perspectives on education and heightens their ability to serve learners.

The School of Education places its teacher candidates in the classrooms of local schools in year one.

► BEYOND THE TRADITIONAL CLASSROOM

In addition to placements in traditional school classrooms, Loyola students also spend time with community organizations and cultural institutions, such as the Art Institute of Chicago, the Griffin Museum of Science and Industry, and the Lincoln Park Zoo. Students discover how teaching and learning occur in non-traditional environments and are also challenged to think creatively about how they can collaborate with external partners to engage students and energize learning.

► ESL ENDORSEMENT

As classrooms across the country become more culturally and linguistically diverse, Loyola prepares its teachers for this reality by building an English as a Second Language (ESL) endorsement into its teacher preparation programs. In developing the necessary knowledge and skills to support

ESL learners, School of Education students are better prepared to teach in multicultural environments and promote student growth.

► MINORS AND ENDORSEMENTS

Loyola's teacher candidates can pursue minors aligned with their professional objectives in areas like education policy, special education, and leadership studies. They also have the opportunity to take additional courses and add endorsements such as bilingual education or reading instruction onto their Professional Educator License. The minors and endorsements allow students to pursue areas of personal interest and position themselves to be justice- and access-minded change agents in the educational system.

► STUDENT TEACHING ON RAMP

The student teaching experience for Loyola teacher candidates is a year-long internship with a gradual buildup to full classroom leadership. Teacher candidates begin the academic year at their assigned site twice each week, where they learn expectations, procedures, the classroom culture, and, most importantly, the students. In the spring term, teacher candidates are in the classroom five days a week, frequently leading all aspects of the day, from lesson plans to assessments. The year-long immersion affords Loyola students a more complete picture of the entire academic year, student growth, and how teachers can support learning fall to summer. 📖



For more information on **undergraduate** programs, visit us online.



GRADUATE PROGRAMS

Designed for leaders

WITH ITS DIVERSE array of graduate degrees as well as certificate and endorsement programs, Loyola University Chicago's School of Education offers both working professionals committed to their craft and aspiring teachers and educational changemakers the opportunity to expand their skills, bolster their careers, and invigorate learning environments.

Whether it's serving special needs learners, improving curriculum design, or strengthening research methods, the School of Education's graduate-degree programs promote collaboration and robust inquiry to build a more just world. Loyola builds leaders ready to tackle contemporary challenges in the educational arena, thoughtful practitioners possessing the knowledge to drive transformational changes in school systems, and professionals eager to elevate student achievement and inspire new realities.

► COUNSELING PSYCHOLOGY

Rooted in the Jesuit ideal of *cura personalis*—care for the whole person—and incorporating social justice principles, Loyola's graduate programs in counseling psychology embrace multifaceted experiences, histories, and values. Programs emphasize applied research and professional development training, helping students understand the importance of advocacy and innovative counseling approaches to address the serious mental health, educational, and career outcome disparities facing diverse populations.

► EDUCATIONAL LEADERSHIP

Designed for administrators and supervisors committed to becoming transformative, social justice-oriented leaders in educational systems, Loyola's educational leadership programs focus on meeting contemporary challenges in education and supporting the academic, social, and spiritual growth of students. Program alumni inhabit roles at the highest levels of the Illinois State Board of Education and throughout Illinois school districts.

► HIGHER EDUCATION

With rigorous curricula grounded in social justice and critical thinking, Loyola's higher education programs prepare a new generation of executive-level leaders at higher education institutions in the U.S. and abroad. The program challenges its students to think deeply about the roles and responsibilities of post-secondary education, including issues of access and equity, as well as the values necessary to serve students and communities.

► RESEARCH METHODOLOGY

In educational settings, data is a powerful tool informing action, policy, and advocacy. And yet, numbers alone do not create impactful solutions. Loyola's interdisciplinary-minded research methodology program uses a mixed-methods approach, blending quantitative and qualitative approaches to help educational leaders drive meaningful change that positively impacts classrooms and communities.

► SCHOOL PSYCHOLOGY

Loyola's school psychology programs ready future school psychologists to provide high-quality, effective academic, behavioral, and mental health support to youth in PK-12 environments. Loyola students learn to conduct research, collaborate with various stakeholder groups, and engage in evidence-based practices through a social justice lens, which helps them create more equitable school-based experiences supporting student health and growth.

► GRADUATE: TEACHING AND LEARNING

Loyola's teaching and learning programs provide graduate students a more thorough and comprehensive understanding of pedagogy, curriculum design, assessment, classroom management, and other critical skills necessary to enliven classrooms and bolster student success. It creates leaders with the requisite knowledge to impact learners, make consequential change in education-related settings, and advance in their professional careers. 📚



Being a social justice educator is a special calling. Our service must be universal, inclusive, diverse, and with a preferential option for advocacy for those who are at risk of being left behind."

— SLANEY PALMER, MEd '17

U.S. NEWS WORLD & REPORT, 2026

TOP 3

BEST GRADUATE EDUCATION PROGRAMS IN CHICAGO

TOP 100

BEST GRADUATE EDUCATION PROGRAMS NATIONALLY



For more information on **graduate** programs, visit us online.

Meeting the moment: Loyola's new MEd in Applied Behavior Analysis

ADDRESSING A RISING national need for educators capable of supporting neurodivergent individuals, including people with autism spectrum disorder, Loyola's School of Education launched its Master of Education in Applied Behavior Analysis degree program in 2025.

Online and asynchronous, Loyola's ABA graduate program engenders a deeper understanding of how people learn and behave. Throughout the program, ABA students, many of whom plan to take the Board-Certified Behavior Analyst certification exam, build skills in behavior assessment, intervention planning, consultation, supervision, data analysis, and ethical decision-making. They are also prepared to be collaborative professionals in an educational niche that involves working alongside behavior specialists, psychologists, clinicians, and others in diverse settings, including schools, clinics, hospitals, and community settings. In learning evidence-based strategies to support positive behavior change, ABA students can help neurodivergent individuals increase their independence as well as their presence in their respective communities.

"What you learn in Loyola's (ABA) program prepares you to use behavioral science to make meaningful change in diverse contexts, from education and health care to business and community programs," says Samantha Riggelman, School of Education associate professor and ABA graduate program chair.



Scholarship with purpose

Scholars' work, which lands in established publications and shines at professional conferences, is impacting classrooms and school communities



To view our **faculty directory**, visit us online.

THROUGH SCHOLARLY activities, School of Education researchers address some of contemporary education's most pressing issues, dismantle social inequalities, and help create approaches and environments for learners to thrive.

Faculty, who frequently involve Loyola University Chicago undergraduate and graduate students in the discovery, development, and dissemination of research, are in schools collecting data and pushing the boundaries of professional practice with innovative pedagogical ideas and initiatives designed to care for the whole person. Loyola scholars' work, which lands in established publications and shines at professional conferences, is impacting classrooms and school communities, transforming efforts in areas like STEM education, teaching and learning in multicultural classrooms, student mental health, and civic education. 📖



Katherine S. Cho *Assistant Professor and Chair of Higher Education*

SINCE ARRIVING AT LOYOLA'S SCHOOL OF EDUCATION in 2022, Cho has proven to be a prolific and impactful researcher. Over her first three years on campus, she has published 10 peer-reviewed articles and three book chapters.

Informed by her experiences as a higher education administrator, student affairs professional, and staffer at an educational nonprofit, Cho's research investigates the institutional dynamics of higher education. She examines how colleges and universities serve as sites of transformation toward social justice as well as sites of harm and violence, addressing topics such as campus activism, institutionalized racism, labor, retention efforts, and academic socialization. With a particular interest in illuminating the experiences of marginalized groups, she consistently questions how colleges can rehumanize education and best serve students, staff, and faculty.



Pam Fenning *Professor of School Psychology*

FUELED BY A DEEP COMMITMENT to advancing equity-focused research in school psychology, Fenning's research explores alternatives to suspension, discipline policies, and the racial disproportionality in exclusionary discipline. Her long scholarly career includes publishing papers in leading journals addressing topics such as school reentry practices among youth impacted by juvenile justice, practices to support the behavioral and mental health needs of military children, and professional development efforts with administrators to promote statewide discipline reform.

In 2025, Fenning, a licensed clinical psychologist who has worked at Loyola for nearly three decades, was named editor of the American Psychological Association's Division 16 *School Psychology* journal. As editor, she has pledged to advance research, policy, and practice in equity, diversity, and inclusion through rigorous research in psychology and education.



Seungho Moon *Professor of Curriculum Studies*

MOON'S SCHOLARLY WORK champions arts-based inquiry and imagination in education, promoting equity, belonging, and academic excellence in schools, organizations, and communities. A member of Loyola's School of Education faculty since 2015, Moon has published three academic books, two of which earned awards from the Society of Professors of Education, and penned more than three dozen articles examining topics such as teaching equity with arts, local epistemologies, and partnership research for peer-reviewed journals. In collaboration with the Art Institute of Chicago, Moon also leads workshops in arts-based inquiry as a pedagogy.

Recognizing his devoted work toward the mitigation of social injustice, Loyola's Office of Faculty Affairs named Moon the recipient of the 2025 Pedro Arrupe, S.J., Faculty Award for Diversity Leadership Award.



Guofang Wan *Professor and Chair of Teaching and Learning*

WAN'S RESEARCH explores pressing contemporary issues such as teacher education, diversity in education, and AI literacy in education. Her prize-winning scholarly career includes the Margaret B. Lindsey Award for Distinguished Research in Teacher Education from the American Association of Colleges for Teacher Education and the Fourth Annual Media Literacy Award from the National Council of Teachers of English, which recognized her imaginative application of media analysis and media composition in English studies. She also serves as book series editor for the Chinese American Educational Research and Development Association.

In 2025, Wan served as a Fulbright Distinguished Scholar in Brazil, where she studied the South American nation's education system and the educational philosophies underpinning its teaching practices. She also led talks and workshops focused on the impact of generative AI in education as well as the importance of aligning instructional practices with students' learning styles, prior knowledge, home culture, and interests.



COMMUNITY ENGAGEMENT

Shared spaces, shared success

IN THE IGNATIANT TRADITION, Loyola’s School of Education prioritizes community engagement. By connecting with schools, primary-care learning centers, community organizations, cultural institutions, and other neighbors, School of Education faculty, staff, and students gain a richer understanding of the world around them—the realities of local environments, the lives of youth, and quality-of-life barriers.

Such community engagement fuels empathy. It enables Loyola students, staff, and faculty to identify needs. It spawns innovative solutions to improve access and advance learning. It stirs collaboration, inviting Loyola and its neighbors to be colearners and coteachers in shared spaces. And it spurs a genuine commitment to service and uplifting communities.

Through community engagement, the School of Education becomes a catalyst for change, unlocking knowledge, fostering optimism, and driving results.

Living Loyola’s mission at Sullivan High School

Inspired by Loyola University Chicago’s social justice mission—to seek God in all things and expand knowledge in the service of humanity through learning, justice, and faith—Loyola’s School of Education has worked to become an active ally of Sullivan High, one of Chicago’s most diverse public high schools.

Over the last decade, the School of Education has spearheaded numerous efforts to positively impact students at the 600-student high school in Rogers Park. By closing gaps in the public education system with its community-minded, social justice-oriented ethos, Loyola

supports the growth of Sullivan students and delivers added resources to an in-need community.

For example, School of Education clinical faculty member Ambareen Nasir worked with Sullivan staff to revamp the school’s English language curriculum. Nasir steered the infusion of social-emotional supports into the curriculum to better serve the high number of students arriving at Sullivan from various global backgrounds.

Each semester, meanwhile, about a half dozen School of Education students provide academic support to Sullivan students across the content spectrum, from math to science to writing. Leveraging partnerships with campus partners, the School of Education also regularly facilitates the placement of interns at Sullivan from Loyola’s School of Social Work—as many as six interns each semester—as well as students from the Marcella Neihoff School of Nursing, the Quinlan School of Business, and the School of Communication who provide additional services and programming.

In 2018, School of Education leadership successfully secured funds to install a full-time resource coordinator at Sullivan. From academic tutoring to a summer Chicago discovery project to clubs covering the fine arts, cooking, and sports, the Loyola-employed staff member leads programming for about 200 Sullivan students each year. The work of community resource coordinators has helped sustain after-school spaces for Sullivan students to pursue their academic goals, explore hobbies, practice social-emotional skills, and develop friendships. 📍



At the School of Education, we have people with expertise in issues relevant to public education, a motivated group of socially conscious university students, and resources and partners we can call upon to strengthen the community.”

— MITCH HENDRICKSON, DIRECTOR OF SCHOOL AND COMMUNITY PARTNERSHIPS, SCHOOL OF EDUCATION, LOYOLA UNIVERSITY CHICAGO

Opposite: Students at Sullivan explore their passions and build community through after-school clubs in fine arts, cooking, and sports. With the help of a Loyola-employed resource coordinator, the program serves about 200 students each year and supports academic growth, social-emotional skills, and friendships.

Photos by Nick Wilson

COMMUNITY PARTNERSHIPS

A network for good

THROUGH COMMUNITY PARTNERSHIPS, the School of Education puts Loyola University Chicago's social justice-oriented mission to serve humanity into practice.

Nourishing relationships with local school districts, community organizations, civic institutions, and others, the School of Education directly applies its expertise and values-driven ethos to assist partners and address pressing needs. Such partnerships help Loyola provide holistic support to students and families, boosting neighborhood health and well-being. It ensures connections to the community, which informs research, outreach initiatives, and curriculum in School of Education programs. In forming a network of partners and allies, Loyola becomes an active agent advancing community progress and educational justice.



Equity doesn't just stop at the research that we're reading in the classroom, but it's how we interact with our students, it's how we bring ourselves to the table, and how we create change."

— ISABELLA SCHAPS, MED '23

School of Education students gain hands-on teaching experience in a kindergarten classroom at Swift Elementary in Edgewater.



The power of community partnership

OVER THE LAST DECADE, Loyola University School Partners (USP), an initiative led by Loyola School of Education in partnership with Chicago Public Schools, has created lively programming designed to empower students and build healthier communities at nine local public schools.

Steered by full-time, in-house resource coordinators, USP programming has included academic tutoring, social and cultural enrichment opportunities such as dance and music, health and wellness services, social-emotional supports, and family and community engagement activities for students and parents in the evening hours. As many as 3,000 students have participated in USP programming during an academic year.

There have been bigger, nontraditional projects, too, such as launching a school-based clinic at Gale Community Academy in Rogers Park and running virtual programs for students to ensure connectivity and community amid the COVID-19 pandemic.

"We don't go to our partner schools with any asks like a research agenda or a pet project," says Mitch Hendrickson, director of school and community partnerships at Loyola's School of Education. "We meet with stakeholders across a given school's community to learn what they need us to be and then deliver on those needs."

With its focus on holistic student development, USP embodies the Ignatian spiritual principle of *cura personalis*—care for the whole person—and fosters supportive school environments responsive to student and family needs.

"Whether it be curriculum, volunteers for programming, or efforts to improve teaching and learning, we want to support our partner schools and elevate their impact for students, families, and the community," Hendrickson says.

USP operates much like a non profit organization from a university setting. It secures grants from external agencies and then leverages those resources to address school needs. It has also created a network of community partners, such as Metropolitan Family Services and Just Harvest, to collaborate on programming and amplify its impact. 📍



Loyola students volunteer at McCutcheon Elementary School in Uptown, assisting with after-school activities as part of a partnership with the Loyola School of Education.



This work brings so much joy and builds such community. It's great to see kids discover new talents and watch a greater sense of belonging and investment in the school take hold."

— ANNIE MCHUGH, COMMUNITY RESOURCE COORDINATOR, DEWITT CLINTON ELEMENTARY SCHOOL, LOYOLA UNIVERSITY SCHOOL PARTNERS

LOYOLA UNIVERSITY SCHOOL PARTNERS

3,000

STUDENTS HAVE PARTICIPATED IN USP PROGRAMMING DURING AN ACADEMIC YEAR

GREELEY CENTER

Supporting vibrant Catholic schools

HOUSED WITHIN Loyola's School of Education, the Andrew M. Greeley Center for Catholic Education serves as a trusted resource for Catholic schools across the United States. The Center honors the life of award-winning author Reverend Andrew M. Greeley, who often referred to himself as a bridge builder eager to connect scholarship to the work of the Church.

In that spirit, the Greeley Center links theory, research, and practice to Catholic school identity and mission. Through various initiatives, including leadership development, curriculum planning, and consulting, the Center helps schools create inclusive learning environments and high-performing schools. It empowers leaders and teachers to fulfill their spiritual and educational missions, ensuring Catholic schools remain vibrant and sustainable for future generations.

► **CONNECTED CLASSROOMS PODCAST**

With the Greeley Center's Connected Classrooms podcast series, Greeley Endowed Chair and Clinical Assistant Professor Kaitlin Reichart teams with expert guests to explore different

educational topics, research, and instructional strategies. The podcast's first season focused on math instruction, covering topics such as pacing, the "My Favorite No" warmup routine, think alouds, and checking for understanding. In season two, Reichart and her guests focused on student engagement, discussing concepts such as storification, the 1-2-4 All strategy, and cooperative learning. And in season three, Reichart focused on lessons gleaned in the field, examining concepts such as executive functioning, universal design for learning, and classroom sessions for the Christmas season.

► **MUSTARD SEED ON THE ROAD**

Through its Mustard Seed philosophy, the Greeley Center promotes strategies to serve all students within the Catholic school setting. Initially a conference designed for Catholic school teachers and administrators looking to build more inclusive Catholic school environments, the Mustard Seed has evolved to work more closely with schools, organizations, and dioceses to increase accessibility and extend its impact. The Greeley

Center can be found in Catholic schools across the country presenting site-based professional learning, sponsoring conferences, and providing teacher and leadership coaching.

► **LU CHOICE**

Loyola University Chicago Opportunities in Catholic Education (LU ChOICE) Program is a Greeley Center program designed to create a pipeline of well-trained, mission-focused educators interested in elevating K-12 Catholic education. In the unique program for individuals pursuing their master's in elementary or secondary education, students complete their field experiences in Chicago-area Catholic schools. Students also participate in a spiritual formation program grounded in the Jesuit tradition, which encourages them to simultaneously enrich their mind and their soul. 📖

Opposite, left to right: Kaitlin Reichart, Andrew M. Greeley Endowed Chair; Michelle Lia, codirector; Debbie Sullivan, codirector; Jennifer Reyes, administrative coordinator, and Lee Hubbell, director of LU ChOICE and JVC Magis.



Education is transformative because it opens so many doors."

— COLLEEN WHITTINGHAM, CLINICAL ASSISTANT, PROFESSOR IN TEACHING AND LEARNING, SCHOOL OF EDUCATION, LOYOLA UNIVERSITY CHICAGO



For more information about the **Greeley Center**, visit us online.



STUDENT PROFILES

Ready to lead

AT LOYOLA'S SCHOOL OF EDUCATION, students develop the skills and confidence to thrive in the educational world as teachers, administrators, advocates, and catalysts for change.

Undergraduate and graduate students alike gain the knowledge to support student learning and growth as well as the skills to collaborate with various stakeholders, improve outcomes, and transform educational systems. As a result, they are well positioned to drive student success through innovation, ambition, and a justice-oriented mindset. They are ready to inspire youth to imagine new realities by injecting creativity and curiosity into learning environments. And they are prepared to be persons for others eager to carry Loyola's mission of service to humanity into the professional world. ■

92%

PASS RATE ON ILLINOIS STATE BOARD OF EDUCATION LICENSURE EXAMS

97%

EMPLOYED OR CONTINUING EDUCATION AT GRADUATION*

*2023 & 2024 undergraduate and graduate student data provided by the Office of Institutional Research and Analysis



Betsy Leong (EdD '25)

Loyola's Curriculum, Cultures, and Communities (3Cs) EdD program played a pivotal role in helping Betsy Leong sharpen her work as senior educator with the Griffin Museum of Science and Industry's Science Leadership Initiative. The Loyola doctoral program provided Leong a sturdy foundation in history, policy, and research, enabling her to advocate for systemic change and support teachers navigating a complex and rapidly evolving educational landscape.

Leong credits her dissertation chair, Lara Smetana, and her supportive cohort for providing her the necessary encouragement to persist. Now a confident leader, Leong uses her Loyola-forged expertise to drive whole-school transformations and forge a positive impact on learners.

"I would not have been fully equipped to do the sort of transformational work we are striving to create without the 3Cs," Leong says.



Reflection informs my actions, prompting me to pause and think critically about my place in the world and the impact I have on others."

— ALICIA OLADIPO, MEd '25



Alicia Oladipo (MEd '25)

For Alicia Oladipo, the higher education program's emphasis on reflection and service learning sparked a personal and professional transformation.

"Reflection informs my actions, prompting me to pause and think critically about my place in the world and the impact I have on others," says Oladipo, assistant director for Loyola University Chicago's Graduate and Professional Enrollment Management.

The Loyola program's focus on community-based service, meanwhile, helped Oladipo bridge the gap between theory and real-world impact. Oladipo credits engagement with local communities for deepening her sense of empathy and sharpening her ability to advocate for others.

"I've become more attuned to perspectives different from my own and make a conscious effort to understand others' lived experiences," says Oladipo, a recipient of the School of Education's Transformative Research Excellence Award.



Aliko Siao (MEd/EdS '25)

Coming from the Philippines, Aliko Siao witnessed firsthand how social and economic disparities could limit educational opportunities. It sparked a passion for social justice and steered her to Loyola's school psychology program.

At Loyola, Siao found more than a lively academic program: She found a mission. Through coursework and hands-on experiences, Siao discovered education's ability to promote equity and empowerment. It shaped her belief that ethical leadership in education involves advocating for academic excellence and ensuring every student receives the support they need to thrive.

Equipped with empathy, clinical tools, and a mission-driven mindset, Siao marched into her postgraduate life prepared to be a "person for others" in educational settings.

"When children receive the right support early on, it can change the entire trajectory of their lives," she says.



When children receive the right support early on, it can change the entire trajectory of their lives."

— ALIKI SIAO, MEd/EdS '25



Jake Bartilad (BSEd '25)

Drawn to the School of Education's field-based curriculum, Jake Bartilad gained firsthand experience at multiple public schools, which enabled him to connect academic theories and classroom realities. Loyola's core emphasis on equity and social justice, meanwhile, fundamentally shifted Bartilad's worldview, teaching him to analyze educational systems through a critical, advocacy-driven lens.

At Loyola, Bartilad says he certainly learned how to teach. Even more, though, he learned how to lead. He sharpened practices to foster inclusive spaces imparting knowledge, instilling confidence, and celebrating diversity.

"It's super important to be the advocate for the voiceless or those who don't have the resources," he says. "All students bring in their different identities and different lived experiences, and that should be something that is celebrated in the classroom."



Katie Emery (BSEd '25)

The opportunity to gain immediate experience in school settings drew Katie Emery to Loyola's Teaching, Learning, and Leading with Schools and Communities (TLLSC) program. From her first semester at Loyola onward, Emery was in classrooms discovering the realities of being a teacher in today's diverse classrooms.

While Emery specialized in secondary education and mathematics, she also earned an English as a Second Language (ESL) endorsement, a credential embedded in Loyola's teacher preparation program. In working with English language learners in local school settings, Emery's pedagogical perspectives evolved, especially as she learned about mathematics education in other global contexts. Her desire to support English language learners, an often underserved group in American education, grew as well.

Bolstered by dedicated faculty mentorship and a supportive, close-knit cohort throughout her undergraduate career at Loyola, Emery says she developed the cultural competence and practical confidence necessary to succeed as a modern-day educator.



RECOGNIZING EXCELLENCE

Celebrating changemakers

EACH YEAR, the School of Education honors leaders and pacesetters, innovators and educators, scholars and stewards of social justice. From alumni events to award ceremonies to commencement, we celebrate the achievements and milestones of our students, alumni, and partners who serve students, transform lives, and advocate for more just and inclusive educational environments.

► **WOZNIAK LECTURE SERIES**

Established in 2009, the Wozniak Lecture Series spotlights a topic of significance in the ever-changing world of education. The series, which honors John Wozniak, founding dean of Loyola's School of Education, has featured expert speakers discussing issues such as school reform, racial inequality, and gender in education.

In 2025, the Wozniak Lecture Series welcomed Steven Isoye, chair of the Illinois State Board of Education, as well as Michael Lubelfeld (EdD '05) and Nick Polyak (EdD '07), two public school superintendents and coauthors of *Leading for Tomorrow's Schools Today*. The trio discussed the contemporary educational climate and shared practical strategies for educational leaders to navigate change, foster innovation, and build school cultures supporting both educators and students.

► **DISTINGUISHED ALUMNI AWARDS**

The Loyola School of Education's annual Distinguished Alumni Awards celebration honors dedicated alumni who have made profound impacts in their fields and embody the Jesuit ideal of being a person for others. School administrators, classroom teachers, school

counselors, researchers, policymakers, educational psychologists, and others, past Distinguished Alumni Award winners represent Loyola's mission in action. They are advancing educational practices and combatting social inequalities locally, nationally, and globally. Their dedication to service, equity, and leadership highlights the transformative power of education to shape communities and uplift others.

► **COMMENCEMENT**

The School of Education's annual commencement event celebrates the hard work, dedication, and perseverance of graduates. Reminding students they have been entrusted with a profound calling to serve others, commencement encourages the school's newest graduates to enter their professional lives with a genuine desire to build more equitable educational systems and communities.

On May 7, 2025, Amber Hewitt (PhD '13), chief equity officer for the Government of the District of Columbia, delivered an inspired address to the Class of '25. Hewitt challenged the School of Education's newest alumni to "shape a more just and sustainable world."

"Trust your ability to push through life's twists and turns as you begin your own journey," Hewitt said. "And don't let others—or even yourself—put you in a box. Let your professional goals reflect your purpose."

► **ALUMNI EXCELLENCE CELEBRATION**

Kicking off Loyola University Chicago's annual Alumni Weekend, the Alumni Excellence Celebration is a university-wide



You're going to leave Loyola looking at leadership through a social justice lens. It helped me think even more critically about our role as leaders and our responsibility when it comes to leading in an ethical way."

— LEVIIS HANEY, EdD '11

event recognizing action-oriented, values-driven Loyola graduates who embrace the Jesuit call to be "people for others." At the 2025 edition of the Alumni Excellence Celebration, Loyola honored School of Education alum Michael Boyle (MEd '86, PhD '92) with the Heart of Loyola Award for his extraordinary commitment to Jesuit education.

Boyle, who earned his master's in education and PhD in school psychology from Loyola, serves as executive director of the Herrmann Center for Innovative Catholic Education at Saint Louis University, where he guides initiatives in research, professional development, and systemic school improvement. Boyle's expertise in inclusion, school leadership, and innovative strategies to strengthen faith-based schools has shaped national best practices in Catholic education. ■

Investing in impact

THROUGH THE GRACIOUS SUPPORT of donors, including Loyola alumni and friends, the School of Education offers an assortment of need and merit-based scholarships for undergraduate and graduate students, both new enrollees and continuing Ramblers. Scholarships ease the financial burden on Loyola students and provide a valuable jolt of confidence as future teachers and educational leaders march toward their degree. Buoyed by this support, scholarship recipients can devote themselves more fully to their studies and being a change agent in the educational arena. ■



Braeden Manogura
*Ratner Endowment for
Future Teachers Scholarship*

Early on, Braeden Manogura admits his enthusiasm for school lagged. As his academic journey progressed, however, a few influential teachers reframed Manogura's feelings about education. Slowly, he began to see school as a stabilizing force in his life, one delivering consistent structure and mentorship.

After initially attending a private college in Minnesota, Manogura transferred to Loyola in 2025 to pursue a degree in elementary education.

"I want to be the person that I needed, the kind of educator and mentor who helps students recognize their own potential and take ownership over their stories and lived experiences," says Manogura, who is also interested in advocacy and leadership opportunities creating more equitable educational systems and community asset-based change.

At Loyola, Manogura received the School of Education's Ratner Endowment for Future Teachers Scholarship. Honoring Audrey Ratner's (BSEd '78) life-



I want to be the person that I needed, the kind of educator and mentor who helps students recognize their own potential and take ownership over their stories and lived experiences."

— BRAEDEN MANOGURA

long commitment to education, the Ratner scholarship is earmarked for Loyola students enrolled in teaching and learning programs. Manogura says the Ratner award eased his anxiety about funding his Loyola studies and has allowed him to be fully invested in his education.

"Knowing others believe in my potential and my ability to make the most of this opportunity has pushed me to believe in myself on a deeper level," says Manogura.



SCHOOL OF EDUCATION

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