



2026-2027 Academic Year

GRADUATE CATALOGUE



DEPARTMENT OF EDUCATION

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INTRODUCTION

HISTORY OF THE COLLEGE

Centenary College of Louisiana traces its origins to two earlier institutions – one public, one private. In 1825, the State of Louisiana founded the College of Louisiana in Jackson. In 1839, the Methodist conference of Mississippi and Louisiana established Centenary College to celebrate the one-hundredth anniversary of John Wesley's first organization of the Methodist Societies in England. This institution opened its doors in Clinton, Mississippi and in 1840 moved to Brandon Springs. In 1845, it purchased the College of Louisiana, and the merged entity moved to Jackson as Centenary College of Louisiana. In 1908, after accepting generous gifts of land from the Atkins family, the Louisiana Methodist Conference relocated the college to its present home in Shreveport.

From its beginning, Centenary has offered its student body, which included women after 1895, a comprehensive liberal education in the arts and sciences. On this foundation, the College has since developed a wide array of preprofessional and a limited number of graduate programs.

OUR MISSION

Centenary College prepares global citizens to live productive lives of vitality and purpose.

Although the primary mission of the College is undergraduate education, Centenary also has a long history of offering professionally-oriented programs in selected areas. Presently, Centenary College offers graduate degrees through the Department of Education and Frost School of Business. This catalogue describes the graduate programs offered through the Department of Education.

The Centenary Department of Education has developed and adopted a mission statement derived from the College's Mission Statement and incorporates the conceptual framework theme of the *Dedicated Educator*.

DEDICATED EDUCATOR CONCEPTUAL FRAMEWORK

The unifying concept on which Centenary College of Louisiana bases teacher preparation is the Dedicated Educator. The four pillars of content knowledge, pedagogy, inquiry, and community support this framework.



The main objective of the Department of Education is to prepare Dedicated Educators. A Dedicated Educator is one who commits to the personal and professional development and success of learners, colleagues, and self. Dedicated Educators exhibit the knowledge, skills, and dispositions embedded within the framework to effectively promote this development and success.

CONTENT KNOWLEDGE

Dedicated Educators know and understand the central concepts and structures of the academic discipline they teach. At Centenary, undergraduate teacher education candidates develop a high level of competency in the content areas they will teach through completion of a liberal arts core curriculum and subject-area coursework. Graduate students are expected to demonstrate this high level of competency upon admission into the teacher education program and to further develop pedagogical content knowledge through coursework in the Education Department. Dedicated Educators realize that their mastery of content must be so well refined that they can turn their attention and energy to the appropriate pedagogical approach to present the material to students.

PEDAGOGY

Dedicated Educators choose strategies of instruction based upon content, learning goals, and students' background knowledge and learning needs. At Centenary, candidates develop highly refined pedagogical skills including oral and written communication skills; technology skills; assessment methods; classroom management strategies; and the ability to select the appropriate strategies to use for different students from different cultures with different learning styles. Dedicated Educators realize the value of grounding practice in theory and utilize the most valid and reliable research available.

INQUIRY

Dedicated Educators engage in purposeful reflection, participate in professional development, collaborate with colleagues, and act to improve education. Centenary teacher education candidates examine ideas and experiences critically, work in diverse groups, connect with professional organizations, plan long term professional development goals, and develop leadership skills. Dedicated Educators continually reflect upon what they believe and what they do, engaging in professional inquiry and scholarship in leading their school classrooms and communities.

COMMUNITY

Dedicated Educators create productive learning communities by working with colleagues, parents and caregivers, and community organizations to support the learning and well-being of all students. At Centenary, teacher education candidates learn to build communities that respect individual differences through service learning, intercultural experiences, and field and clinical experiences. Dedicated Educators build community to ensure that all students and families receive equal consideration, respect, voice, opportunities, and participation. Further, Dedicated Educators create a school climate that empowers students and families.

PROFESSIONALISM

Dedicated Educators participate in professional development and collaboration to improve pedagogy and content knowledge and to help enhance the skills of others. They also engage in meaningful reflective practices and examine assessment data to help improve their effectiveness in the classroom. Dedicated Educators demonstrate professionalism in their interactions with educational stakeholders and maintain positive, supportive relationships to help promote student success. They communicate cordially and professionally with students, parents, and colleagues and seek to understand and respect the perspectives and lived experiences of others. Dedicated educators present themselves to others in a professional manner, and it is reflected in the way they dress, speak, write, and listen.

PROGRAM OVERVIEW

Masters of Art in Teaching

Centenary College offers three graduate programs that lead to initial teacher certification:

- 1) Master of Arts in Teaching (M.A.T.) Elementary Education
- 2) Master of Arts in Teaching (M.A.T.) Secondary Education
- 3) Master of Arts in Teaching (M.A.T.) K-12 Choral Music

Candidates enrolled in the elementary education programs complete the program with certification to teach grades 1–5; those enrolled in music complete the program with certification to teach grades K-12; those enrolled in the secondary education programs complete the program with certification to teach grades 6–12 in one of the following content areas: Biology, Business, Chemistry, English, French, General Science, German, Mathematics, Physics, Social Studies, or Spanish

Masters of Educational Leadership

The Masters of Educational Leadership is a hybrid 36 - credit hour program that provides advanced preparation for aspiring principals, supervisors, and district-level administrators, as well as those seeking leadership roles in community-based and nonprofit organizations.

This program is designed for professionals who hold a bachelor's degree and have at least three years of experience in an educational setting.

Ideal candidates include:

- Licensed classroom teachers pursuing principal or supervisory certification
- Educators in private school or higher education settings seeking advanced leadership credentials
- Community and nonprofit professionals with an educational background who want to deepen their organizational leadership skills

ADMISSION REQUIREMENTS AND PROCESS

All correspondence concerning admission to either the Master of Arts in Teaching or the Master of Educational Leadership should be directed to:

DEPARTMENT OF EDUCATION
Centenary College of Louisiana
2911 Centenary Blvd.
Shreveport, LA 71104
education@centenary.edu

TO BE ADMITTED :

All documents submitted for admission become the property of Centenary College and cannot be returned to the applicants

1. Applicants should have a non-education bachelor's degree from a regionally-accredited traditional college or university. Online, distance learning, or degrees from non-traditional institutions will be assessed on a per applicant basis.
 - a. Applicants should have a career grade point average of 2.5 or better (4.0 system) for all work pursued, including graduate and undergraduate grades.
 - b. Applicants must be academically eligible to return to their previous institutions.
 - c. Please note that admission to the MAT program does not guarantee licensure. Individuals who have been convicted of any felony or of misdemeanor offenses involving sexual crimes, minor children, and/or illegal drugs are generally not eligible for teaching licensure in the state of Louisiana. If you have questions about your specific circumstances, please contact education@centenary.edu.
2. **For M.Ed.:**
 - a. Applicants must hold a Bachelor's degree in education or other content area with a cumulative grade point average of 2.5 or higher.
 - b. Have three years of documented acceptable experience in their educational related field. For

- public or school teachers, they must have a level 2 or 3 professional teaching certificate in the state of Louisiana. Private school teachers or higher education professionals must have three years of experience in their position.
- c. Must have a letter of recommendation/support from their principal/supervisor.
 3. The application packet should include:
 - a. A written Essay, of no more than 500 words, explaining your career progression to date, your significant career accomplishments, your professional strengths, and your professional goals.
 - b. A current Resume.
 - c. Immunization Records including the Meningococcal Vaccination.
 - d. A \$50 non-refundable Application Fee is required if application is received after the first deadline. DO NOT SEND CASH THROUGH THE MAIL. All checks or money orders should be made payable to Centenary College.
 4. Additional required application materials include:
 - a. One complete official transcript (sent from the institution directly to the Centenary Department of Education) from every institution previously attended, including undergraduate and graduate work. Transcripts from at least one of the previously attended institutions should show evidence of completion of a bachelor's degree.
 - b. **FOR MAT:** Passing Praxis scores as mandated by the State of Louisiana Department of Education (minimum passing score information can be found at <https://www.teachlouisiana.net/>):
 - i. Praxis II –Content Area. If you have questions about which Praxis test to take, please contact education@centenary.edu.
 - ii. 7000 Series – Praxis Test. This is for Elementary Education majors.
 - c. **FOR MAT:** Students may be conditionally enrolled without a passing Praxis score and may take up to 12 hours.
 5. Upon receipt of the above materials, applicants will be contacted to schedule an interview with faculty members of the Department of Education and references will be contacted.

ADMISSION DEADLINES FOR ALL DOCUMENTS

	MAT PROGRAM	M.ED. PROGRAM
Fall Term Admission	August 5	July 20
Spring Term Admission	December 23	December 21
Summer Term Admission	May 26	May 17

TRANSIENT STATUS

Candidates admitted to a graduate program at another institution and wishing to take a/some course(s) for transfer credit may be allowed to do so with the approval of the Director of Graduate Studies at the college in which he or she would normally enroll. A maximum of twelve (12) hours of transient credit will be allowed. Transcripts shall note that such credit is for transfer only. Specifically, the transient status person must provide ONE (1) official transcript from every institution attended.

TRANSFER CREDIT

Students may be able to transfer in up to 9 hours based on an evaluation and approval of the Department Chair on a case by case basis.

RE-ADMISSION/APPLICATION

Graduate candidates whose study is not continuous in the Centenary College Graduate Master of Arts in Teaching Program (five years have lapsed since last enrollment) must apply for re-admission to the program. The application for readmission is made to the Centenary College Department of Education. The application fee for re-admission is the same as for admission, \$50.

SPECIAL ADMISSION FOR UNDERGRADUATE STUDENTS/EDUCATION ASPIRE 4+1

Centenary's Education Aspire 4+1 program allows exceptional undergraduates in non-Education majors to begin coursework in the MAT program the while completing their undergraduate degree. Students must apply and be accepted to the program in the term in which they are earning their 104th credit hour (usually spring of junior year). Additional details about program requirements and application can be found at <https://www.centenary.edu/aspire>. Acceptance to the Aspire 4+1 program does not guarantee admission to the MAT program.

ESCADRILLE PROGRAM

Escadrille Louisiane (EL) is a partnership between the State of Louisiana Department of Culture, Recreation, and Tourism (DCRT) and the Office of Cultural Development (OCD), Council for the Development of French in Louisiana (CODOFIL), La Fondation Louisiane (LFL), the Republic of France, the Teaching Assistant Program in France (TAPIF), and Centenary College of Louisiana to train individuals with non-education bachelor's degrees to become French immersion teachers in Louisiana schools. The purpose of this program is to keep the French language active in Louisiana by offering French-speaking candidates the opportunity to live in France for two semesters after which they will work as a French immersion teacher in a Louisiana public or public charter school while they are completing their certification requirements. This will only be offered if a cohort of five is completed.

Escadrille Louisiane candidates will complete all of the required classes for the M.A.T. in elementary education. Up to 24 of these hours may be taught via remote learning by Centenary faculty while candidates are in France and during their Residency. Candidates who meet the requirements for admission into the M.A.T. program and who are fluent in the French language may apply to this program, details of the application process are available at the Education Department website.

DISTANCE EDUCATION STUDENT PRIVACY POLICY

Centenary College of Louisiana is committed to protecting the privacy of all students, including those enrolled in all distance learning programs. As a condition of retaining its regional accreditation, Centenary College is required to have a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses and programs. This policy can be found on the College's website in the Academic Policies handbook.

DEPARTMENT OF PUBLIC SAFETY ANNUAL SECURITY REPORT

The Annual Fire and Security Report is available at www.centenary.edu/directories/offices-services-directory/public-safety/security-fire-reports/. This report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by Centenary College; and on public property within, or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus security, such as policies concerning sexual assault, and other matters. It also includes fire safety information and statistics from the past three years.

DEGREE PROGRAMS

MASTER OF ARTS IN TEACHING (M.A.T.) ELEMENTARY

In order to obtain the M.A.T. in Elementary Education degree, the candidate must complete: a) thirty-six (36) to thirty-nine (39) hours of graduate credit as listed below, and b) certification requirements as listed below.

- A. Thirty-six (36) to thirty-nine (39) semester hours as follows:
 - EDUC 511 Methods and Materials of Teaching Elementary Language Arts and Social Studies
 - EDUC 512 STEM Methods
 - EDUC 513 Dyslexia and Elementary Literacy
 - EDUC 514 Foundations of Literacy
 - EDUC 517 Elementary Literacy through Content Area Instruction
 - EDUC 530 Curriculum
 - EDUC 535 Instructional Methods for Diverse Learners
 - EDUC 545 Strategies for Student Engagement
 - EDUC 550 Instructional Planning, Assessment, and Reflection
 - EDUC 561 Understanding the K-12 Learner
 - EDUC 580 Elementary Residency I (3 hours)
 - EDUC 590 Elementary Residency II: Student Teaching (6 hours) OR
 - EDUC 591 Elementary Residency II: Internship (3 hours)
- B. Completion of all certification requirements as follows:
 - 1. Successfully complete the PRAXIS II Principles of Learning and Teaching K-6 examination with a passing score. **Passing Scores must be received prior to registering for Residency.**
 - 2. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below "C" and no more than one "C").

MASTER OF ARTS IN TEACHING (M.A.T.) SECONDARY

In order to obtain the M.A.T. in Secondary Education degree, the candidate must complete: a) thirty-six (36) to thirty-nine (39) hours of graduate credit as listed below, and b) certification requirements as listed below.

- A. Thirty-six (36) to thirty-nine (39) semester hours as follows:
 - EDUC 527 Dyslexia and Secondary Content Area Literacy
 - EDUC 529 Secondary Methods
 - EDUC 530 Curriculum
 - EDUC 531 Curriculum Innovations
 - EDUC 535 Instructional Methods for Diverse Learners
 - EDUC 539 Advanced Content Area Methods
 - EDUC 545 Strategies for Student Engagement
 - EDUC 550 Instructional Planning, Assessment, and Reflection
 - EDUC 556 Action Research for Educators
 - EDUC 561 Understanding the K-12 Learner
 - EDUC 583 Secondary Residency I (3 hours)
 - EDUC 593 Secondary Residency II: Student Teaching (6 hours)
 - or EDUC 594 Secondary Residency II: Internship (3 hours)

- B. Completion of all certification requirements as follows:
 1. Successfully complete the PRAXIS II Principles of Learning and Teaching 7-12 examination with a passing score as set by Louisiana Department of Education. **Passing Scores must be received prior to registering for Residency II.**
 2. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below “C” and no more than one “C”).

MASTER OF ARTS IN TEACHING (M.A.T.) K-12 CHORAL MUSIC

In order to obtain the M.A.T. in Music K-12 degree, the candidate must complete: a) thirty-six (36) to thirty-nine (39) hours of graduate credit as listed below, and b) certification requirements as listed below.

- A. Thirty-six (36) to thirty-nine (39) semester hours as follows:
 - EDUC 527 Dyslexia and Secondary Content Area Literacy
 - EDUC 530 Curriculum
 - EDUC 531 Curriculum Innovations
 - MUS 532 K-12 Choral Music Methods
 - EDUC 535 Instructional Methods for Diverse Learners
 - EDUC 539 Advanced Content Area Methods
 - EDUC 545 Strategies for Student Engagement
 - EDUC 550 Instructional Planning, Assessment, and Reflection
 - EDUC 556 Action Research for Educators
 - EDUC 561 Understanding the K-12 Learner
 - EDUC 586 K-12 Residency I (3 hours)
 - EDUC 596 K-12 Residency II: Student Teaching (6 hours) OR
 - EDUC 597 K-12 Residency II: Internship (3 hours)
- B. Completion of all certification requirements as follows:
 1. Successfully complete the PRAXIS II Principles of Learning and Teaching K-6 examination with a passing score or Principles of Learning and Teaching 7-12 examination with a passing score as set by the Louisiana Department of Education. **Passing Scores must be received prior to registering for Residency II.**
 2. Maintenance of the state-required minimum grade point average (must maintain 3.0 in the graduate program with no grades below “C” and no more than one “C”).

MASTER OF EDUCATIONAL LEADERSHIP

In order to obtain the M.Ed degree, the candidate must complete a) thirty-six hours of graduate credit as listed below, and b) maintain a minimum cumulative grade point average of 3.0.

- A. Thirty-six (36) semester hours as follows:
 - EDUC 600: Foundations, Issues, and Trends in Educational Leadership
 - EDUC 603: Philosophies and Theories of Educational Leadership
 - EDUC 613: Organizational Leadership and Supervision
 - EDUC 623: Instructional Leadership and Supervision
 - EDUC 633: Financial Administration and Budgeting
 - EDUC 643: Educational Law
 - EDUC 653: Curriculum I: Instructional Strategies and Engaged Learning
 - EDUC 663: Curriculum II: Curriculum Innovations and Technology
 - EDUC 673: Measurements and Assessment
 - EDUC 683: Research Methods
 - EDUC 693: Personnel and Human Resources in Education
 - EDUC 701, 702, 703: Administrative Internship | 1-3 (3 credits total required)
- credit hours

ACADEMIC REGULATIONS

Note: All policies of Centenary College apply to both undergraduate and graduate students unless specifically noted in this catalogue. The Centenary Catalogue is available online at www.centenary.edu/catalogue and the Centenary Student Handbook is available online at www.centenary.edu/about/policies-procedures/student-handbook/.

ACADEMIC HONESTY

Honesty, trustworthiness and respect for others are core values held by the Centenary College community. As members of this community, candidates enrolled in graduate coursework at Centenary shall neither commit nor tolerate cheating, plagiarism, or other forms of academic dishonesty. While it is the responsibility of faculty to explain what constitutes academic dishonesty within the particular requirements of their courses, academic dishonesty is generally defined as the representation of another's work as one's own, a violation of testing conditions, or complicity in such acts.

Centenary College follows the following procedure for all cases in which a candidate enrolled in graduate coursework is suspected of academic dishonesty:

1. The instructor, observing or becoming aware of an apparent incident of academic dishonesty, informs the candidate of the infraction as expeditiously as possible. The instructor may take whatever academic punitive action he/she may deem appropriate, up to and including a grade of "F" in the course and removal from the classroom.
2. The instructor must inform the chair and/or dean of the department/school by letter of the infraction and the instructor-imposed penalty. The chair/dean determines whether additional academic punitive action is appropriate.
3. Via certified mail (with a copy sent by regular mail), the chair/dean must inform the candidate of the actions taken, and of the candidate's right to appeal the decision to the Graduate Council. Proof of mailing will be sufficient to prove notice in the event that the recipient refuses to sign for or accept the letter.
4. Should the candidate wish to appeal, he or she must make a written appeal within one week of this notification by delivering a written appeal to the chair/dean. The chair/dean will then forward the appeal to the chair of the Graduate Council.
5. If the accused candidate appeals the instructor's action, the Graduate Council takes testimony from the instructor, the candidate, and all appropriate witnesses including those designated by the candidate.
6. In the event of a finding of guilt, the ruling is final; however, the Graduate Council may modify the penalty.
7. Should the candidate be found innocent, the instructor must re-evaluate the work in question and not penalize the candidate for the alleged violation.

ACADEMIC ADVISING

The chair and faculty of the Department of Education advise students in planning their academic programs.

AUDITING COURSES

Candidates auditing courses will not receive credit nor will they be permitted to take a credit examina on work audited. The tuition for auditing courses is the same as for enrolling in courses.

CHECKPOINTS

Candidates are required to pass through three evaluation checkpoints on their way to completion of their degree. The details of each checkpoint can be found in the Education Department Resources Canvas page, but broadly, they are:

- Checkpoint #1: Admission to the MAT program (completion of all admission documentation)
- Checkpoint #2: Admission to residency (completion of minimum amount of coursework with minimum GPA, Praxis PLT, Application to Graduate, Dispositional Assessment, Reflection)
- Checkpoint #3: Exit from residency (minimum GPA, completion of licensure paperwork, Professional Growth Plan)

COURSE LOAD

Enrollment in at least six (6) hours of graduate coursework constitutes full-time enrollment; however a graduate candidate may enroll in a maximum of twelve semester (12) hours in a regular semester. During the two summer sessions, a candidate may enroll in a maximum of twelve (12) hours, but will be limited to pursuit of only six (6) hours per session.

Exceptions:

- A candidate who is employed full-time during the regular school year may pursue no more than six (6) hours per semester during full-time employment without permission of the Department Chair.
- Admitted candidates using ACT scores in lieu of the Praxis I who have composite ACT scores of 22-25 and/or an undergraduate grade point average of less than 3.0 will be limited to taking one class per term until they have established a reliable record of performance in the MAT program as determined by the Department Chair in consultation with the faculty.
- Candidates cannot be admitted to the program without passing Praxis II scores. However, under some circumstances, candidates may enroll in limited MAT coursework (one course per term for a maximum of two terms) while working to successfully complete this requirement of admission. If you have questions about whether this might apply to you, please contact education@centenary.edu.

DROPS AND WITHDRAWALS

Failure to attend classes does not constitute an official “drop” from the class. The candidate must notify the Registrar’s Office to initiate “dropping” a class. Please see the Financial Information section of this catalogue for fee penalties for dropping classes.

If a candidate wishes to drop all classes in which he/she is enrolled, the candidate must withdraw from the institution. Failure to attend classes does not constitute an official withdrawal from the institution. The candidate must notify the Registrar’s Office to initiate withdrawal. Official withdrawal occurs on the date the candidate receives the approval of the Provost and Dean of the College for the withdrawal. Please see the Financial Information section of this catalogue for fee penalties for withdrawal.

FIELD EXPERIENCE HOURS

The Department of Education requires all Master of Arts in Teaching candidates to complete 80 hours practice teaching experience in classrooms prior to Residency. These experiences focus on child or adolescent development or psychology, the diverse learner, classroom management/organization, assessment, instructional design, and instructional strategies. Field experience hours are embedded in appropriate pedagogical courses and included in course syllabi.

GRADE APPEAL POLICY

1. It is the policy of Centenary College that graduate candidates are responsible for fulfilling prescribed course objectives, completing stated course assignments, and adhering to stated academic standards for each course in which they are enrolled. If an instructor has evaluated a graduate candidate in a professionally accepted manner, an academic appeal is not warranted. Also, it is an inappropriate recourse for questions of professional competence or

academic freedoms. Only charges of arbitrariness, capriciousness, and prejudice are subject to academic appeal.

2. Based on these principles, issues eligible for appeal involve computational errors, application of course rules, adherence to syllabi, consistency and communication of evaluation standards, and expressed bias.
3. Graduate candidates who believe that their final grade reflects an arbitrary or capricious academic evaluation or reflects discrimination based on race, color, religion, age, sex, sexual orientation, or disability may employ the following procedures to seek modification of such an evaluation:
 - a. If a graduate candidate receives a final grade in a course which he/she believes is unfair, the candidate should first contact the faculty member involved prior to the end of the drop/add period of the next academic term.
 - b. If the candidate complaint is not resolved, the candidate may appeal his/her grade to the department chair. It is the candidate's responsibility to provide a written statement of the specific grievance with all relevant documentation (syllabus, guidelines for papers, presentations, etc.) attached.
 - c. If the department chair is unable to resolve the grade appeal to the satisfaction of the candidate and the faculty member involved, or the faculty member involved is the department chair, then a written appeal prepared by the candidate with all relevant documentation may be made to the Provost and Dean of the College. The Provost and Dean of the College will make the final decision in terms of resolution of the appeal.
 - d. All parties to the grade appeal process are to maintain strict confidentiality until the matter is resolved.

GRADING SYSTEM

Grades are assigned at the end of each semester. The grading system includes the letter grades of "A," "B," "C," "D," "F" and "I." Professors have the academic freedom to use their own reasonable grading scales. A candidate will not be granted graduate credit for any course in which a grade lower than a "C" is received.

An "I" is assigned for incomplete work, and is used only when an emergency prevents the candidate from completing the final examination or other concluding work of the course at the scheduled time. This temporary grade must be removed during the next regular semester by the date listed in the academic calendar in this catalogue or it is automatically converted to a permanent "F".

GRADUATION REQUIREMENTS

To receive a graduate degree from Centenary College, a candidate must have:

1. Completed all required coursework as stated in this catalog.
2. Achieved a grade point average of at least 3.0 on all work pursued for graduate credit.
3. Received no more than one "C" in all work pursued for graduate credit.
4. Received no grade lower than a "C" on any course pursued for graduate credit.
5. Passed all required PRAXIS tests for the area of certification pursued.
6. Successfully completed all Residency requirements.

INTENTION TO GRADUATE

Approximately one year before candidates intend to graduate, candidates must apply for graduation online through the Office of the Registrar website.

LEAVE OF ABSENCE

Candidates in good standing in the graduate program may elect to take a 2 semester leave of absence, that is to not enroll in coursework for two semesters. Candidates must complete and submit a "Leave of Absence" form available in the Department of Education.

PROBATIONARY STATUS AND DISMISSAL

A candidate who receives a grade of “C” in any graduate course pursued in the graduate program, regardless of whether the candidate is degree-seeking or non-degree-seeking, will be placed on probation. A second “C” will result in dismissal from the graduate program, and the candidate will not be allowed to pursue any further graduate work in the Centenary College Department of Education.

A candidate whose semester grade point average or cumulative grade point average falls below 3.0, whether the candidate is degree-seeking or non-degree-seeking, will be placed on probation; if the candidate fails to raise the grade point average to at least a 3.0 in the following semester, the candidate will be dismissed from the graduate program, and will not be allowed to pursue any further graduate work in the Centenary College Department of Education.

A candidate who receives a grade of lower than “C” in any one course pursued in the graduate program will be dismissed from the program, and will not be allowed to pursue any further graduate work at Centenary College.

REPEATING COURSES

A graduate candidate may repeat a course in which a grade of “C” was earned. The original “C” will remain on the transcript, will count as one of the two “C”s that may remove the candidate from the program, and will be used when calculating the grade point average. The new grade earned when the course is retaken will also be used when calculating the grade point average. A student may not retake a course in which an “A” or “B” was earned.

RESIDENCY HANDBOOK

When candidates begin their year-long Residency course sequence, schedules, performance assessment expectations, and necessary forms are provided by the Residency Director and governed by the current year’s Residency Handbook, available by emailing the department chair at education@centenary.edu.

TIME LIMIT FOR COMPLETION OF DEGREES

Candidates who begin coursework in summer term and take at least 2 courses/term should expect to complete the program in two years (summer year 1-spring year 2, including summer terms). Candidates who begin coursework in fall or spring terms should plan for a 3-year completion, although if an accelerated schedule is possible, it will be offered. Candidates who do not make satisfactory progress towards degree completion may be placed on a correction action plan. See policy.

UNSATISFACTORY/UNACCEPTABLE PERFORMANCE

Unsatisfactory or unacceptable performance may be determined at any time with documentation including, but not limited to the following: 1) Academic dishonesty, 2) Student Teaching/Internship evaluations by any and all parties involved, 3) Interviews, 4) Lesson Plans, 5) Observations, 6) Classroom management, 7) Attitude, 8) Commitment to the profession, and 9) Cooperation. If unsatisfactory performance is determined, the Department of Education may take any one of the following actions, dependent upon the point in the program at which the determination is made, and upon our level of confidence that the candidate will benefit from the action:

1. Write the candidate a “Letter of Concern” addressing the issue
2. Develop a “Professional Growth Plan” prior to or during student teaching or internship
3. Postpone participation in Residency
4. Require participation in student teaching with no option to participate in internship
5. Removal from Residency
6. Dismissal from the program

FINANCIAL INFORMATION

APPLICATION FEE

A one-time non-refundable application fee of \$50 will be assessed each candidate applying for graduate admission to Centenary College of Louisiana. The candidate is responsible for consulting and following the Academic Calendar, which includes dates of the registration periods. The calendar is available online.

AUDITING FEE

Subject to availability of classes, any graduate candidate may be admitted to regular classes for audit by meeting admissions requirements, receiving the approval of the Chairperson, and paying an audit fee, equal to the fee for enrolling in that class.

GEAUX TEACH

The state offers a scholarship to students working towards teaching certification, called the “Geaux Teach” Scholarship. If awarded, it covers most of the tuition towards one course. To apply, visit <https://mylosfa.la.gov/paying-for-college/scholarships-grants/louisiana-geaux-teach-program/>

FINANCIAL ASSISTANCE

Information concerning availability of loan funds may be obtained from the Director of Financial Aid:

Centenary Office of Financial Aid
Hamilton Hall, Room 132
Monday-Friday, 8:00 a.m. - 4:30 p.m.
E-mail: finaid@centenary.edu
Phone: 800.234.4448 or 318.869.5137

GRADUATION FEE

The only fees the candidate must pay for graduation are those for the rental of the academic gown, cap, and hood, which may be obtained at the Centenary Bookstore:

Centenary Bookstore
Student Union Building (SUB)
www.centenary.edu/shop
Phone: 318.869.5278

RESIDENCY INTERNSHIP/STUDENT TEACHING FEE: \$500 per semester

PENALTY FOR ACADEMIC DISMISSAL

Candidates who are separated from the College as a result of academic dismissal forfeit all refund rights.

PENALTY FOR DISCIPLINARY ACTION

Candidates who are separated from the College as the result of disciplinary action forfeit all refund rights.

PENALTY FOR DROPPING COURSES

Non-attendance in class does not constitute a drop. There will be no tuition or fees refunded for dropping courses after the 7th day of term.

PENALTY FOR FAILURE TO MEET FINANCIAL OBLIGATIONS

All transcripts will be withheld until all fees and financial obligations to the college are met.

TEXTBOOKS

All textbooks used in graduate classes are on sale through the Centenary Bookstore.

TRANSCRIPTS

Candidates who have earned graduate credit may obtain certified copies of transcripts through BannerWeb or from the Registrar's office if the candidate is in good standing with all departments of the College.

TUITION

1. M.A.T. Tuition is \$1000 for each three credit-hour course and M.Ed. tuition is \$361 per credit hour for the 2026-2027 academic year. Tuition will not increase for the duration of a student's MAT or M.Ed. tenure, subject to the following rules:
 - a. MAT or M.Ed. tuition rates will be set and not increase based on when students are formally admitted into the MAT or M.Ed. programs, subject to the rules described here.
 - b. Students must maintain consecutive enrollment to maintain their tuition rate.
 - i. Exception: Students may sit out of the program a maximum of one term to maintain tuition rate. Students who sit out a second term will be subject to the tuition rate of the academic year in which they return.
 - c. Students will pay the Internship/Residency fee in effect at the time they take their Residency course.
 - d. Tuition and fee increases are effective July 1.
2. Undergraduate students who have been accepted into the Education Aspire 4+1 program may take a maximum of six credit hours of graduate work in addition to their undergraduate courses.
 - a. Aspire 4+1 students will pay the regular undergraduate costs for full- or part-time undergraduate coursework based on their total enrolled hours (undergraduate and MAT) during fall and spring terms.
 - b. Summer terms are not covered by undergraduate tuition.
3. Centenary College of Louisiana alumni are provided the following tuition discounts when they are formally admitted to the MAT program:
 - a. 10% tuition discount for any returning alumni
 - b. 20% tuition discount for direct entry into the MAT program for current students
4. Arrangements may be made through the Business Office for time payments. For this service, a fee of \$50 is assessed by the Business Office:
Centenary Business Office
First floor of Hamilton Hall
Monday-Friday, 8:00 a.m. - 4:00 p.m.
Phone: 318.869.5125

VEHICLE REGISTRATION/PARKING TICKETS

All candidates who intend to park on campus are required to obtain a parking permit. It is not necessary to have more than one permit; the decal you will receive can be moved to a different vehicle if necessary. In your registration request, please provide information on the vehicle that will be your primary vehicle during the year. If this vehicle changes at some point during the year, please e-mail the Department of Public Safety at dps@centenary.edu with the updated information. Please read all information regarding campus parking and then register your vehicle through the Department of Public Safety website. If you need assistance, contact the Centenary College Department of Public Safety at 869.5164 and follow their instructions. **The cost for a full year is \$60.** The decal is good for one year, expiring on the 15th of August. Any tickets received are the responsibility of the registrant and must be paid at the Business Office.

WITHDRAWAL AND REFUND POLICY

Official withdrawal occurs on the date the candidate receives approval from the Provost and Dean of the College; all refunds are based on that date, regardless of the date of last attendance. Withdrawal forms are available in the Registrar's Office.

Fall and spring semester tuition and refundable fees are refunded in full, if the candidate withdraws on or before the seventh day of classes after registration. A service fee of \$25 will be charged for withdrawal, even if the candidate does not attend class. After the fifth day, the following policy applies:

1. All fees are charged.
2. Between the eighth day of the term and the third Friday after classes begin, three-fourths of the tuition is refunded.
3. Between the third Friday and the fourth Friday after classes begin, one-half of the tuition is refunded.
4. After the fourth Friday after classes begin, no refunds are given.
5. No refunds are given for the three-week summer courses after the first three days of classes.

COURSE DESCRIPTIONS

EDUCATION

- 511: METHODS AND MATERIALS OF TEACHING ELEMENTARY LANGUAGE ARTS AND SOCIAL STUDIES.....3
Certification course for elementary candidates. This course is an integrated study of materials, methods, problems of teaching and learning, and assessment of elementary school language arts and social studies. The special needs of exceptional children and children from cultures other than the dominant one as they learn concepts about language arts and social studies will be addressed. This course will include field experience hours. Candidates will be required to observe language arts and social studies lessons in an elementary school setting, and to reflect upon those observations in terms of adherence to effective methods of teaching language arts and social studies. They will also be required to prepare and implement language arts/social studies lessons revolving around a themed unit that integrates the six language arts with social studies and that contains a technology and an assessment component, and adaptations and accommodations for diverse learners. The teaching of these themed units will occur in increments to allow candidates to reflect upon their teaching and receive feedback from the instructor.
- 512: STEM METHODS.....3
Certification course for elementary candidates. This course is designed as a study of innovations, trends, research, and implementation related to elementary school math and science instruction. Candidates will be required to employ the learned strategies in the classroom. Upon completion of this course, the candidate will have:
- 1) developed an understanding of the elementary school math and science curricula, 2) demonstrated appropriate instructional strategies in the areas of math and science, 3) critiqued and evaluated available technological resources for teaching math and science, 4) incorporated assessment into math and science instruction using evidence from a variety of assessment formats and contexts for determining effectiveness of instruction, and 5) reviewed current research related to curricula and instruction in elementary school math and science. A final project based on current mathematics and science curriculum and instruction will be completed. The special needs of exceptional children and children from cultures other than the dominant one as they learn concepts about math and science will be addressed.

This course will include field experience hours. Math lessons, science lessons, and integrated math and science lessons, including the use of technology, and with accommodations for learners with special needs, will be prepared and implemented by the candidate, and either observed and evaluated by the professor in person, or video-taped for later viewing, reflection, and evaluation. Lesson plans will be submitted and feedback provided. It will be expected that suggested changes are reflected in the revised plan and implementation of the lesson. Candidates will reflect upon their own teaching, and instructors will provide feedback with the expectation that each subsequent lesson will be more effective than the previous one.

513: DYSLEXIA AND ELEMENTARY LITERACY.....3

This graduate level course provides an overview of the history, epidemiology, and clinical indicators of dyslexia; an overview of evidence-based instruction for individuals with dyslexia; and an introduction to the process of becoming a professional dyslexia practitioner. Emphasis is also placed on equity, accommodations, and Science of Reading-based literacy strategies to support elementary students with dyslexia. This certification course for graduate elementary teacher candidates is designed in compliance with Louisiana Act 607 and statute R.S. 17: 7.2(A)(7) requirements for teacher and dyslexia education.

514: FOUNDATIONS OF LITERACY.....3

This course for graduate-level teacher candidates is based on the Science of reading and focuses on the process of becoming an effective elementary school literacy teacher. Instruction introduces teacher candidates to the foundations of literacy through the lens of the Science of Reading, structured literacy, and the linguistic systems that underlie reading and spelling development. Candidates study phonology, phonetics, the alphabetic principle, orthography, syllable structure, morphology, syntax, and semantics, with attention to how each domain connects to the foundational literacy skills of phonological awareness, phonics, fluency, vocabulary, and comprehension. They also examine how English sounds are produced and organized, how those sounds are represented in print, how words are constructed from meaningful parts, and how sentence structure and meaning shape comprehension. They also examine scientific research regarding dyslexia and learn how to differentiate instruction for students with dyslexia, English learners (EL), and students with grade-level and advanced literacy skills. Emphasis is placed on evidence-based instruction for individuals with dyslexia including remediation of weaknesses, fortification of strengths, and common accommodations for struggling readers. Emphasis is also placed on how effective teachers link instruction and assessment through data analysis and on methods to implement effective literacy instruction using high-quality instructional literacy materials (HQIM). Field experience hours are required for candidates to observe and reflect on elementary teachers teaching literacy-based lessons, including instruction in phonological and phonemic awareness, phonics, and spelling.

517: ELEMENTARY LITERACY THROUGH CONTENT AREA INSTRUCTION.....3

This course emphasizes the application of appropriate principles, methods, materials, and guidelines for teaching reading in elementary content areas. It is designed to prepare graduate elementary education candidates to be knowledgeable and proficient in utilizing techniques that will assist all students in reading and writing with understanding and clarity. Candidates receive instruction in the use of high-quality instructional materials (HQIM) to promote literacy skill development in reading, writing, speaking, and listening skills in the content area classroom and explore criteria for the selection of classic, contemporary, and culturally diverse literature for children and adolescents. Special emphasis is focused on strategies content area teachers can use to support dyslexic students and English Learners based on the Science of Reading and the Five Essential Elements of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), and writing. Candidates will also discuss the history and impact of dyslexia on learning, the epidemiology, clinical presentation, early clinical indicators, and common, persistent

classroom presentation of dyslexia along with strategies to strengthen literacy instruction for all students in the elementary content area classroom. Additionally, they consider evidence-based instruction for individuals with dyslexia, including remediation of weaknesses, fortification of strengths, and common accommodations to help mediate between the two.

Candidates will participate in field-based experiences in their area(s) of certification and reflect on those experiences. Upon completion of this course, successful candidates will be familiar with theory and strategies to support reading in content areas including, but not limited to: 1) instructional approaches that successful content area teachers use to help students develop literacy skills; 2) policies, standards, technology tools, and culturally supportive teaching and learning techniques; 3) strategies and tools used to integrate vocabulary, writing, and evidence-based instructional routines into content area instruction; 4) methods used to identify and support dyslexic learners; 5) strategies to support English Learners; and 6) the importance of the Five Essential Elements of Reading and the Science of Reading in relation to literacy understanding and instruction.

527: DYSLEXIA AND SECONDARY CONTENT AREA LITERACY3

This course for graduate secondary and K-12 teacher candidates provides an overview of the history, epidemiology, and clinical indicators of dyslexia; an overview of evidence-based instruction for individuals with dyslexia; and an introduction to the process of becoming a professional dyslexia practitioner. Emphasis is also placed on recognition of dyslexia indicators and support of literacy instruction in the secondary content area classroom based on the Science of Reading. This course is designed in compliance with Louisiana Act 607 and statute R.S. 17: 7.2(A)(7) requirements for teacher and dyslexia education and prepares teacher candidates to be knowledgeable and proficient in implementing techniques to infuse literacy support strategies to assist all students (dyslexic and non-dyslexic) in reading and writing with understanding and clarity. Emphasis is also placed on the Five Essential Elements of Reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and connections between reading and writing. The course will also address issues of equity, social/emotional concerns, and legal support for dyslexic students and requires 20 hours of field-based experience in secondary content classrooms.

529: SECONDARY METHODS3

Certification course for secondary candidates. This course is a study of materials, methods, and problems of teaching and learning in secondary education. Each candidate, depending upon his/her own discipline will have an individualized schedule of investigative writings on teaching methods and available technology. Upon completion of this course, the successful candidate will be able to: 1) describe the typical secondary school in existence in America today, including the roles of students, parents, teachers, and administrators, 2) effectively plan and teach a two-week unit of instruction in the candidate's area of certification and in a local secondary school, 3) develop a plan for organizing the learning environment that includes management and discipline of students, individualized instruction for all students, and the effective use of cooperative learning strategies, 4) promote learning and thinking through the incorporation of the elements of effective instruction into lesson plans and teaching strategies, 5) design a plan for the assessment of student learning and measurement of student progress, 6) understand the legal issues affecting teachers in the secondary classroom and on the school grounds, and 7) create a plan for further professional development. The primary means of assessment will be of the written two-week unit of instruction and its implementation. Observations of the candidate's teaching will be conducted with extensive and detailed feedback provided by the instructor.

This course will include field experience hours. Each candidate will have the opportunity to teach an extensive two-week long unit, with expectations that improvement will occur over the two-week period. Each candidate will also spend approximately 14 hours in a secondary education class or their discipline.

- 530: CURRICULUM3
Certification course for all candidates. This course is a study of school curriculum theories and design, highlighting recent curriculum development. The course teaches candidates in all certification areas to guide the entire curriculum process in order to make curriculum decisions based on theory, facts, and logic, with particular attention to the candidate's area of certification.
- At the conclusion of this course, the successful candidate will: 1) have demonstrated a basic knowledge of the prevailing theories and philosophies of curriculum development and improvement, 2) have demonstrated an understanding of the process of curriculum development with emphasis on the multiple roles—administrator, teacher, parent, school board, legislator, community member—in decision making, and 3) reviewed, analyzed, and presented current research and government documents and mandates related to public P-12 curriculum.
- 531: CURRICULUM INNOVATIONS3
Certification course for secondary and K-12 candidates. This class is designed to be an examination of curriculum innovations and trends, with particular emphasis on the candidates' area of certification. Curriculum projects in the area of certification are developed and presented, utilizing current trends and innovations. The purpose of this class is to present to the candidate a variety of innovations from the field of education with requirements that the candidate look at each from a critical standpoint, and develop his/her own, focusing on his/her own area of certification. The candidate will gain a sense of where each innovation will fit into a total school program and what the prospects for successful implementation would be.
- Upon completion of this course, candidates will: 1) be able to critically review curricula innovations presented to the class in the context of their effectiveness and efficacy; 2) be able to present to the class curricula innovations in their own area of certification. The form of the course is lecture, project, and discussion.
- 535: INSTRUCTIONAL METHODS FOR DIVERSE LEARNERS3
This course focuses on effective methods utilized to teach diverse learners (students with special needs) in the regular classroom. Alternative certification teacher candidates will learn how to identify characteristics of the following categories of exceptionalities: Specific Learning Disabilities, Mental Impairment, Attention Deficit Disorders, Emotional and Behavioral Disorders, Autism, Physical Impairments, Health Impairments, and Gifted. Other conditions that may affect student learning and require modifications such as Dyslexia and Attention Deficit Hyperactivity Disorder will also be addressed. Drawing upon the identifiable characteristics of students with special needs, teacher candidates will demonstrate knowledge of teaching strategies and accommodations to meet the special needs of students in inclusive/regular education classrooms. A collaborative approach to planning and delivering instruction that recognizes the cultural diversity of parents, learners, and teachers is emphasized. The course includes 24 hours of field experience (described within the syllabus).
- 539: ADVANCED CONTENT AREA METHODS3
This course is designed to provide students with a deep dive into their content area. The emphasis is on a high level of content area knowledge and a deep dive into a complete curriculum and teaching methods for a core course in the student's content area. Students directly apply course content to the classroom through practice teaching and fieldwork. Students work with a professor in their content area (ie: Math & Science, ELA & Social Studies, or Music) to design lessons, practice teaching and conduct research. A large portion of this course is individually designed in order to deepen the student's content area expertise and prepare them to use that depth of knowledge inside the current curriculum.
- 545: STRATEGIES FOR STUDENT ENGAGEMENT3
Certification course for all candidates. This course is designed to present the candidate practical methods for creating positive learning environments in their own area and at their own level of

certification with attention to multicultural differences and similarities, special needs students, and regular education students. Real-life examples will be provided to help alternative certification candidates understand and apply principles of classroom management in their own current or future classrooms. Candidates will focus on case studies, examples, and descriptions of specific strategies based on solid research and classroom experience in their own area and at their own level of certification. Candidates will learn to create positive learning environments in their own area and at their own level of certification, and to use extensive practical materials for problem solving and building individual behavior change plans for students with behavioral problems.

This course includes field experience hours. Candidates will be required to observe classroom management in other teachers' classrooms and to document and reflect upon what they observed with special emphasis on suggestions of specific strategies learned in this course. Candidates will be expected to develop a plan of action, for their own area of certification, and execute it, as possible, with reflections provided after the sessions.

550: INSTRUCTIONAL PLANNING, ASSESSMENT, AND REFLECTION3

Certification course for secondary and K-12 candidates. This course will address 1) components of a comprehensive assessment program to improve student achievement, 2) the process and procedures to manage these systems, 3) the differences and similarities between formative and summative assessment. Theories, principles, and evaluations of various types of tests, with emphasis on both teacher-made and standardized tests will be investigated, with attention to the incorporation of technology into the process. The course considers the situational application of assessing student needs, developing instructional goals, designing instructional assessments to achieve goals, and evaluating students' work for improvement and achievement.

556: ACTION RESEARCH FOR EDUCATORS.....3

The focus of this course is on the implementation of a systematic form of inquiry that is collective, collaborative, self-reflective, critical, and undertaken by the participants of the inquiry. The course provides the opportunity to acquire skills in question development, data collection, data analysis, and the interpretation and presentation of results. Emphasis is on the classroom as a context for conducting teacher research to: a) increase understanding, b) solve classroom problems, and c) contribute to the body of knowledge about teaching and learning. Students also examine applications of action research in educational decision-making with an emphasis on their individual practice as well as schools and districts.

561: UNDERSTANDING THE K-12 LEARNER.....3

This course is designed to provide candidates with a basis for understanding of the biophysical, cognitive, and psychosocial development of children and adolescents, respectively. Appropriate learning theories will be discussed as applied to the stages of student growth and development to include trauma informed practices. Consequently, this knowledge will assist candidates in becoming insightful practitioners and compassionate human beings, with the students in their respective classrooms. Candidates will share a common text, but each will also use an additional text specific to their own level of certification.

At the conclusion of this course, the successful candidate will: 1) be able to identify key concepts and terms employed by those in the field of child and adolescent development, 2) acquire a working knowledge of the major concepts, principles, and theories of child and adolescent development, 3) be able to interpret individual behaviors and characteristics of children and adolescents within a conceptual framework that includes biological and cognitive principles as well as the psychological, 4) be able to apply knowledge gained concerning human growth and development in both personal and professional contexts, young children and young adults, with regular education children, and with those with special needs, 5) be able to use current technology programs and software to interpret data regarding child and adolescent growth and development, 6) be sensitive to the cultural aspects of child and adolescent development, and 7) be able to

reflect upon readings and research related to human growth and development. These objectives will be measured through class participation, lesson plans presentations, group presentations, and examinations.

580: ELEMENTARY RESIDENCY I3

Certification course for elementary candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification. This is the first of a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of children through intensive practice teaching under the guidance and supervision of a mentor teacher and college faculty.

Candidates will spend the entire school day in the classroom. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their classroom supervising teachers or mentors to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

583: SECONDARY RESIDENCY I3

Certification course for secondary candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification. This is the first of a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of young adults through intensive practice teaching under the guidance and supervision of a mentor teacher and college faculty.

Candidates will spend the entire day in the classroom. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their classroom supervising teachers or mentors to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member

once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

586: K-12 RESIDENCY I3

Certification course for K-12 candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification. This is the first of a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of children and young adults through intensive practice teaching under the guidance and supervision of a mentor teacher and college faculty.

Candidates will spend the entire school day in the classroom. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their classroom supervising teachers or mentors to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

590: ELEMENTARY RESIDENCY II: STUDENT TEACHING6

Certification course for elementary candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification.

This is the second course in a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of children through intensive practice teaching under the guidance and supervision of a classroom teacher and college faculty.

Candidates will spend every day, all in the classroom when school is in session. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their classroom supervising teachers to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

Candidates will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. Upon successful completion of this course,, the candidate will be recommended to the State Department of Education for certification.

591: ELEMENTARY RESIDENCY II: INTERNSHIP.....3

Certification course for elementary candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification.

This is the second course in a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of children through intensive practice teaching under the guidance and supervision of a classroom teacher and college faculty.

The candidate enrolled in EDUC 591 is the classroom teacher of record. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their mentors to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member once a week for one hour to

reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

Candidates will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. Upon successful completion of this course, the candidate will be recommended to the State Department of Education for certification.

593: SECONDARY RESIDENCY II: STUDENT TEACHING.....6

Certification course for secondary candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification; successful completion of all coursework required for certification.

This is the second course in a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of young adults through intensive practice teaching under the guidance and supervision of a classroom teacher and college faculty.

Candidates will spend every day, all in the classroom when school is in session. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their classroom supervising teachers to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

Candidates will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. Upon successful completion of this course,, the candidate will be recommended to the State Department of Education for certification.

594: SECONDARY RESIDENCY II: INTERNSHIP3

Certification course for secondary candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification,

This is the second course in a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of young adults through intensive practice teaching under the guidance and supervision of a classroom teacher and college faculty.

The candidate enrolled in EDUC 594 is the classroom teacher of record. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their mentor teachers to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to

students regarding their progress, and produce evidence of student academic growth under his/her instruction.

Candidates will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. Upon successful completion of this course,, the candidate will be recommended to the State Department of Education for certification.

596: K-12 RESIDENCY: STUDENT TEACHING6

Certification course for K-12 candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification; successful completion of all coursework required for certification.

This is the second course in a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of children and young adults through intensive practice teaching under the guidance and supervision of a classroom teacher and college faculty.

Candidates will spend every day, all in the classroom when school is in session. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their classroom supervising teachers to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

Candidates will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. Upon successful completion of this course,, the candidate will be recommended to the State Department of Education for certification.

597: K-12 RESIDENCY II: INTERNSHIP.....3

Certification course for K-12 candidates. Prerequisite: Successful completion of all PRAXIS tests required for certification,

This is the second course in a two-semester course sequence in which candidates apply the concepts, principles, theories, and research related to development of children and young adults through intensive practice teaching under the guidance and supervision of a classroom teacher and college faculty.

The candidate enrolled in EDUC 597 is the classroom teacher of record. The Residency will include the following experiences:

- a. instructional goal-setting and planning, including IEP and IAP review and implementation;
- b. classroom teaching;
- c. analysis of student assessment results, including formative and summative assessment data, student work samples, and observations of student class discussions;
- d. parent-teacher conferences and communication; and
- e. interactions and collaboration with other teachers.

Candidates will meet regularly with their mentor teachers to discuss plans, problems, strategies, and suggestions and meet as a group with the College faculty member once a week for one hour to reflect upon the week's teaching and to discuss issues concerning discipline, instructional practices, classroom management, use of technology, and assessment procedures; dealing with culturally-different, language-different, and learning disabled children; and handling parent conferences and school-wide issues.

Candidates will be supervised by a team comprised of a school-based mentor teacher, the residency school site principal or designee, and a College faculty member. The supervision will include, at minimum, two informal and two formal observations of teaching, which will include feedback on performance and analysis of formative and summative student achievement results and candidate performance data. Observations may be conducted by any member of the supervision team. Candidates will be evaluated on their ability to monitor ongoing performance of students, use appropriate and effective assessment techniques, provide timely feedback to students regarding their progress, and produce evidence of student academic growth under his/her instruction.

Candidates will also be expected to plan for and participate in professional self-development through attendance at workshops and conferences, staying abreast of current research findings, and joining professional associations. Candidates will be expected to participate in grade level and subject area curriculum planning and evaluation, serve on task forces and decision-making committees within the school of placement, and actively work toward implementation of the school improvement plan.

Candidates will be expected to provide clear and timely information to parents, encourage parents to become active partners in their children's education, and to seek community involvement in instructional programs. Upon successful completion of this course,, the candidate will be recommended to the State Department of Education for certification.

595: SELECTED TOPICS.....3

A detailed study of an area in education not normally covered in regular education courses.

MASTERS OF EDUCATIONAL LEADERSHIP

- 600: FOUNDATIONS, ISSUES, AND TRENDS IN EDUCATIONAL LEADERSHIP3
- This course serves as the foundation for students pursuing a career in elementary or secondary school administration, including athletic administration and coaching. Course content is based on the unique challenges and demands faced by contemporary school leaders and is both interactive and reflective. In addition to direct instruction, the course features learning through case studies, class discussions, and personal reflection. Students will assess their individual skills, talents, and potential as leaders and develop a professional improvement plan oriented toward school administration. Topics include organizational theory and behavior, administrative theory and practice, decision-making, organizational communications, historical perspectives, and current issues and trends. Offered asynchronously through Central Methodist University.
- 603: PHILOSOPHIES AND THEORIES OF EDUCATIONAL LEADERSHIP3
- This course provides a foundation for developing a personal and professional leadership style grounded in the evolution of leadership theory and reflective of the influence of social locations and identities. Students receive an overview of the theoretical framework for leadership practice, resulting in the application of theory and best practices for future leaders in educational organizations. Through exposure to recognized leaders in education and other fields, students will explore which leadership principles resonate with their area of work and study. The course engages students in interdisciplinary analyses of leadership theories and philosophies and examines the complex ethical and professional responsibilities within professional and community relationships.
- 613: ORGANIZATIONAL LEADERSHIP AND SUPERVISION3
- This course introduces students to the principles and practices of educational administration. It emphasizes the nature of the administrative process, leadership theory, long-range planning, and personnel management. Students will examine the structures, governance, and policies of public education, as well as the impact of reform efforts at the local, state, and federal levels. Topics include the legal, business, and financial dimensions of schools, as well as the political, social, and cultural contexts that shape educational leadership. Special attention is given to the administration of schools and programs serving multicultural student populations and students with exceptionalities.
- 623: INSTRUCTIONAL LEADERSHIP AND SUPERVISION..... 3
- This course provides an in-depth study of instructional leadership with a focus on effective supervision practices in P-12 educational settings. Emphasis is placed on the use of the NIET Teaching and Learning Standards Rubric as a framework for observing, coaching, and evaluating teacher effectiveness. Students will examine strategies for conducting instructional walkthroughs, providing actionable feedback, and supporting professional growth through collaborative supervision models. The course also explores supervision of students and student programs, including approaches to fostering academic achievement, engagement, and equitable opportunities. Candidates will develop the knowledge and skills necessary to create and sustain high-quality instructional environments that advance both student learning and teacher development.
- 633: FINANCIAL ADMINISTRATION AND BUDGETING3
- The landscape of public education is rapidly evolving within a global context of social and economic change. As schools adapt to these pressures, educational leaders must understand not only the broad principles of finance as a public good, but also the practical realities of resource allocation and fiscal decision-making at the local level. This course provides an overview of the financing of public elementary and secondary education in the United States, with

emphasis on both theoretical foundations and applied practices. Topics include revenue sources, funding formulas, budgeting processes, and trends in the fiscal structures of public education. Students will examine how financial policies shape equity, accountability, and student opportunity, while developing skills in analyzing school budgets, evaluating financial reports, and planning for responsible stewardship of public resources.

643: EDUCATIONAL LAW3

This course provides a study of the American legal system and the court decisions affecting education. Emphasis is placed on the legal rights and responsibilities of students, teachers, administrators, and others involved in the public education process. Offered asynchronously through Central Methodist University.

EDUC 653: Curriculum I: Instructional Strategies and Engaged Learning | 3 credit hours

This course examines principles and practices of curriculum design with a focus on instructional strategies that promote deep, engaged learning for diverse student populations. Students will explore approaches to designing coherent curriculum, selecting appropriate instructional methods, and creating learning environments that are responsive to the needs of all learners.

The course draws on both research and practical application, preparing educational leaders to support and evaluate curriculum at the classroom, school, and district levels. Offered as a face-to-face course during the summer term.

663: CURRICULUM II: CURRICULUM INNOVATIONS AND TECHNOLOGY3

Building on Curriculum I, this course focuses on innovations in curriculum design with particular attention to the role of technology in transforming teaching and learning. Students will examine emerging trends in educational technology, explore frameworks for integrating digital tools into curriculum and instruction, and develop strategies for leading technology-informed change in their schools and organizations. Emphasis is placed on equity of access and the ethical use of technology in educational settings. Offered as a face-to-face course during the summer term.

673: MEASUREMENTS AND ASSESSMENT3

This course provides an introduction to the principles, methods, and applications of educational measurement and assessment. Students will explore foundational concepts such as validity, reliability, fairness, and standardization, while engaging with practical strategies for designing classroom assessments, interpreting standardized test results, and using data to guide instructional and leadership decisions. Emphasis is placed on the role of assessment in accountability systems, student learning, and program evaluation within P-12 schools. Through case studies and applied activities, students will learn to critically analyze assessment tools, evaluate data for equity and accuracy, and communicate results effectively to diverse stakeholders. This course bridges measurement theory with hands-on practice to prepare educational leaders for informed, ethical, and equitable assessment decisions.

683: RESEARCH METHODS3

This course introduces students to the foundational principles and practices of educational research, with an emphasis on applying research skills to real-world problems in schools and communities. Students will examine quantitative, qualitative, and mixed-methods approaches and learn how to critically read, evaluate, and apply research findings to leadership practice. The course also explores community engagement as a dimension of educational inquiry, preparing leaders to conduct and interpret research that is meaningful, ethical, and responsive to their local contexts.

693: PERSONNEL AND HUMAN RESOURCES IN EDUCATION	3
The effectiveness of schools depends on the people who make up the staff and the leader's ability to guide organizational goals through them. This course prepares future leaders with the skills and knowledge necessary to hire, support, and supervise personnel across all roles in education. Topics include recruitment and selection, teacher induction and mentoring, supervision and evaluation, professional development, policy design, contracts, tenure, promotion, and dismissal. Emphasis is placed on building positive school culture, ensuring equity in personnel practices, and applying principles of adult learning. Students will strengthen their understanding of human resource administration through readings, assignments, and 15 pre-practicum field experiences in school settings with practicing educational leaders.	
701, 702, 703: ADMINISTRATIVE INTERNSHIP.....	1-3
This course is designed to accompany a semester-long internship in a school setting. It provides a forum for students to integrate their internship experience with prior professional practice, leadership theory, and research on school improvement. Conducted as a face-to-face seminar, the course emphasizes consultation, collaboration, and critical discussion among peers and the professor. Students will engage in guided reflection, share field experiences, and analyze the organizational and instructional challenges they encounter. Weekly reflective journals and seminar discussions support students in connecting theory to practice and developing the skills needed for effective school leadership. This course may be taken for one, two, or three credits, combining for a total of 3 required credits.	

MUSIC

532: K-12 CHORAL MUSIC METHODS.....	3
This course is a study of materials, methods, and problems related specifically to teaching general music classes in grades K-6 and teaching vocal ensembles at the secondary level, including grades 6-12. Primary importance will be placed on vocal music, the enhancement of improvisational skills for use with classroom instruments and analysis/implementation of pedagogical methods appropriate to specific levels of development. Emphasis will be placed on creating evaluative techniques and the ability to apply them in assessing both the music progress of students and the objectives and procedures of the curriculum. Additional topics of study will include philosophy, psychology, history, contemporary trends in music education, and administration of the total music program. This course will Include field experience hours.	

ADMINISTRATION, FACULTY, STAFF

ADMINISTRATION OF CENTENARY COLLEGE

President.....	Dr. Christopher L. Holoman
Provost and Dean of the College	Dr. Karen Soul
Dean of Student Life.....	Dean Mark Miller
Associate Provost for Institutional Research, Registration, and Records	Ms. Robin Logan
Director of Financial Aid	Mrs. Lynette Viskozki
Director of Public Safety	Chief Eddie Walker

ADMINISTRATION OF THE GRADUATE PROGRAMS

The Provost and Dean of the College is the chief academic officer responsible for the graduate programs. The Provost and the Graduate Council are charged with the general administration of the programs. The Graduate Council is responsible for the admission criteria to graduate programs, the supervision of satisfactory progress toward degrees, and for policies pertaining to personnel, curricula, degree requirements, and finances. Proposals relating to any of these areas may originate with the Provost, members of the Council, or any faculty or administrative officer of the College and should be sent to the Provost and the Chairperson of the Graduate Council. Proposals for new graduate programs come to the Graduate Council with majority approval from the department seeking the program. The Graduate Council submits its recommendations to the Faculty for approval.

The composition of the Graduate Council includes the Provost (ex officio), one faculty representative from each department with an active graduate program; one faculty representative from the Academic Policy Council; and one graduate student nominated by the graduate faculty representatives on the Subcommittee,. Graduate candidate representation will rotate annually among active graduate programs.

2026-2027 MEMBERS OF THE GRADUATE COUNCIL

Provost	Dr. Karen Soul
Faculty-Department of Education.....	Dr. Terrie Johnson
Faculty-School of Business	Dr. Barbara Davis
Academic Policy Council Representative	TBA
Currently Enrolled Graduate Student.....	TBA

DEPARTMENT OF EDUCATION FACULTY AND STAFF

- Dr. Terrie Johnson Chair of the Department, Assistant Professor of Education
B.A., 1983, James Madison University; M.S., 1989, University of Portland;
Ed.D., 2019, Louisiana Tech University.
- Dr. Karen Soul Professor of Education
B.A.S., 1994, M.Ed., 1998, University of Minnesota Duluth;
Ph.D., 2005, University of Texas at Austin.
- Dr. Joan Turek Visiting Assistant Professor
B.A., 1982, Harding University; M.Ed., 2005, Louisiana State University, Shreveport;
Ed.D., 2020, Louisiana State University, Shreveport.

PROFESSOR EMERITA

- Dorothy Bird Gwin Professor Emerita of Education and Psychology
B.B.A., 1954, M.S., 1955, East Texas State University; Ed.D., 1958, University of Kansas. (1967-1997)

ACADEMIC CALENDAR 2026–2027

FALL SEMESTER 2026

AUGUST TERM 2026

Move in and dining services for new students		Fri.	July 31
New Student Orientation		Sat.-Sun.	Aug. 1-2
August Term classes begin	8:00 a.m.	Mon.	Aug. 3
Last day for enrolling, adding courses, or changing sections	Noon	Tues.	Aug. 4
Last for dropping courses or changing enrollment status	4:00 p.m.	Mon.	Aug. 17
Campus-wide meeting	10:30 a.m.	Thurs.	Aug. 20
Class work ends	Noon	Sat.	Aug. 22
August Term final grades due	Noon	Fri.	Aug. 28

FALL TERM 2025

Registration		Thurs.-Fri.	Aug. 20-21
Move in and dining services for new students		Fri.	Aug. 21
Move in and dining services for returning students		Sun.	Aug. 23
Fall Term Clases begin	8:00 a.m.	Mon.	Aug. 24
President's Convocation*	11:00 a.m.	Tues.	Aug. 25
Last day for enrolling, adding courses, or changing sections	Noon	Tues.	Sept. 1
Labor Day holiday (brunch and dinner services only); campus offices closed		Mon.	Sept. 7
Last day for removing incomplete grades from preceding Spring, May, Summer	Noon	Fri.	Oct. 2
Fall Break begins (dining services close at 7:00 p.m.)	9:30 p.m.	Fri.	Oct.2
Dining services open (dinner only)		Sun.	Oct. 11
Classes resume	8:00a.m.	Mon.	Oct. 12
Mid-term grades due	Noon	Wed.	Oct. 14
Last for dropping courses or changing enrollment status	4:30 p.m.	Wed.	Oct. 28
Thanksgiving Break begins (dining services close at 7:00 p.m.)			
Campus offices closed Thurs., Nov. 26-Fri., Nov. 27	9:30 p.m.	Tues.	Nov. 24
Dining services open	5:00 p.m.	Sun.	Nov. 29
Classes resume	8:00 a.m.	Mon.	Nov. 30
Christmas Candlelight service		Fri.	Dec. 4
Preparation Week		Mon.-Fri.	Dec. 7-11
Class work ends	4:00 p.m.	Fri.	Dec. 12
Exams		Mon.-Fri.	Dec. 14-18
Dining services close	7:00 p.m.	Fri.	Dec. 18
Residence Halls close	900 a.m.	Sat.	Dec. 19
Final Grades due	Noon	Mon.	Dec. 21
Campus offices closed Thurs., Dec. 24-Fri., Jan. 1			

*President's Convocation - The 9-45-11 00 a.m Classes need to be dismissed no later than 10:30 a.m Instructors for classes that start at 12:00 pm. should inform their students ahead of time what time class will convene.

SPRING SEMESTER 2027

SPRING TERM 2027

Campus offices closed Wed., Dec. 24-Fri., Jan. 1

Registration		Thurs.-Fri.	Jan. 7-8
Move in and dining services for new students		Fri.	Jan. 8
Move in and dining services for returning students		Sun.	Jan. 10
Class work begins	8:00 a.m.	Mon.	Jan. 11
MLK Day Holiday (brunch and dinner services only); campus offices closed		Mon.	Jan. 18
Last day for enrolling, adding courses, or changing sections	Noon	Wed.	Jan. 20
Mardi Gras break begins (dining services close at 7:00 p.m.)	4:00 p.m.	Fri.	Feb. 5
Dining services open	5:00 p.m.	Tues.	Feb. 9
Classes resume	8:00 a.m.	Wed.	Feb. 10
Founders' Day	11:10 a.m.	Thurs.	Feb. 18
Last day for removing incomplete grades from preceding August, Fall	Noon	Fri.	Feb. 26
Mid-term grades due	Noon	Fri.	Mar. 5
Spring Break begins (dining services close at 7:00 p.m.)	9:30 p.m.	Fri.	Mar. 19
Last day for removing incomplete grades from preceding August, Fall	Noon	Fri.	Feb. 26
Mid-term grades due	8:00 p.m.	Thurs.	Apr. 2
Spring Break begins (dining services close at 7:00 p.m.)	9:30 p.m.	Fri.	March 19
Good Friday (Campus offices closed)		Fri.	March 26
Dining services open	5:00 p.m.	Sun.	Mar. 28
Classes resume	8:00 a.m.	Mon.	Mar. 29
Last for dropping courses or changing enrollment status	4:30 p.m.	Mon.	Mar. 29
Research Conference (no classes)		Thurs.	Apr. 15
Preparation Week		Mon.-Fri.	Apr. 26-30
Spring Term classes end	4:00 p.m.	Fri.	Apr. 30
Exams		Mon.-Fri.	May 3-7
Senior final grades due	Noon	Wed.	May 5
Honors Convocation	5:15 p.m.	Fri.	May 7
Baccalaureate and Commencement	10:30 a.m.	Sat.	May 8
Dining services close for students not enrolled in May Term	1:00 p.m.	Sat.	May 8
Residence Halls: move out for all students not enrolled in May Term	5:00 p.m.	Sat.	May 8
Residence halls close for seniors	9:00 a.m.	Sun.	May 9
All other final grades due	Noon	Wed.	May 12

MAY TERM 2027

Registration		Fri.	May 7
Dining services open for students enrolled in May Term		Sat.	May 8
Class work begins	8:00 a.m.	Mon.	May 10
Last day for enrolling, adding courses, or changing sections	Noon	Tues.	May 11
Last for dropping courses or changing enrollment status	4:30 p.m.	Fri.	May 21
Class work ends		Fri.	May 28
Dining services close	7:00 p.m.	Fri.	May 28
Residence Halls: move out for students completing May Term	9:00 a.m.	Sat.	May 29
Final grades due	Noon	Wed.	Jun. 2

•Founders' Day-The 9:45a.m.-11:00 a.m class cancelled. Start of the 12:30 p.m.-1:50 pm class postponed until 12:45 pm

SUMMER TERMS 2027

SUMMER TERM I 2027

Registration		Fri.	June 4
Summer I classes begin	8:00 a.m.	Mon.	Jun. 7
Last day for enrolling, adding courses, or changing sections	Noon	Tues.	June 8
Last for dropping courses or changing enrollment status	4:30 p.m.	Thurs.	June 17
Juneteenth: campus offices closed		Fri.	June 18
Class work ends		Fri.	June 25
Final grades due	Noon	Wed.	June 30

SUMMER TERM II 2027

Registration		Fri.	Jul. 2
Class work begins	8:00 a.m.	Mon.	Jul. 5
July Fourth holiday (campus offices closed)		Mon.	July 3
Last day for enrolling, adding courses, or changing sections	Noon	Tues.	July 6
Last for dropping courses or changing enrollment status	4:00 p.m.	Fri.	July 16
Class work ends		Fri.	July 23
Final grades due	Noon	Wed.	July 28

SUMMER LONG TERM 2027

Registration		Fri.	Jun. 4
Class work begins	8:00 a.m.	Mon.	June 7
Last day for enrolling, adding courses, or changing sections	Noon	Tues.	June 8
Juneteenth: campus offices closed		Fri.	June 18
Last for dropping courses or changing enrollment status	4:30 p.m.	Mon.	June 7
July Fourth holiday (campus offices closed)		Mon.	July 3
Class work ends		Fri.	July 23
Final grades due	Noon	Wed.	July 28



Centenary
COLLEGE OF LOUISIANA