



**DEDICATED
EDUCATOR**
at centenary college

2020-2021

GRADUATE CATALOGUE



Centenary
COLLEGE OF LOUISIANA

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.

MISSION OF THE COLLEGE

In March of 2000, Centenary College adopted a Purpose Statement that encompasses the vision and mission of the College:

Centenary is a selective liberal arts college offering undergraduate programs and a limited number of graduate programs in the arts, humanities, natural sciences, and social sciences, which strengthen the foundation for candidates’ personal lives and career goals. Candidates and faculty work together to build a community focused on ethical and intellectual development, respect and concern for human and spiritual values, and the joy of creativity and discovery.

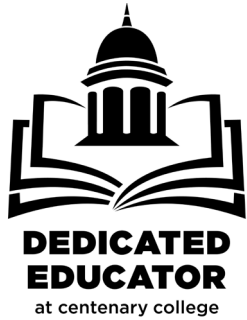
Consistent with its affiliation with the United Methodist Church, the College encourages a lifelong dedication not only to learning but also to serving others. It strives to overcome ignorance and intolerance; to examine ideas critically; to provide an understanding of the forces that have influenced the past, drive the present, and shape the future; and to cultivate integrity, intellectual and moral courage, responsibility, fairness, and compassion. In pursuit of these ideals, the College challenges its candidates throughout their education to write and speak clearly; to read, listen, and think critically; to comprehend, interpret, and synthesize ideas; to analyze information qualitatively and quantitatively; to appreciate the diversity of human cultures; to respect the value of artistic expression; and to recognize the importance of a healthy mind and body and the interdependence of people and the environment.

Academic and co-curricular programs, as well as the example of those who teach and work at Centenary, support candidates in their development and encourage them to become leaders in the work place, the community, the nation, and the world at large.

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 and social justice 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 schools and communities.

COMMUNITY AND SOCIAL JUSTICE

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 diversity and individual differences through service learning, intercultural experiences, and field and clinical experiences. Dedicated Educators engage in social justice work 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.

PROGRAM OVERVIEW

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
- Spanish

ADMISSION REQUIREMENTS AND PROCESS

All correspondence concerning admission to the Master of Arts in Teaching should be directed to:

DEPARTMENT OF EDUCATION
Centenary College of Louisiana
106 Kings Hwy., Suite 203
Shreveport, LA 71104
education@centenary.edu

TO BE ADMITTED, APPLICANTS MUST:

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. 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. DO NOT SEND CASH THROUGH THE MAIL. All checks or money orders should be made payable to Centenary College.
3. 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. 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 I -Core Academic Skills for Educators. Candidates with earned master's degrees are exempt from this requirement.
 - ii. Praxis II -Content Area. If you have questions about which Praxis test to take, please contact education@centenary.edu.
4. 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

Fall Term Admission	July 1
Spring Term Admission	October 15
Summer Term Admission	March 15

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.

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

Outstanding students in the undergraduate program at Centenary College who have completed 90 credit hours may, with approval of the Provost and the Chair of the Department, enroll in graduate course work. Should the student fail to complete the baccalaureate degree, credit for the graduate level work will be denied.

NOTE: Students cannot be admitted to the M.A.T. program without a degree earned and all appropriate parts of Praxis completed per state requirements.

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.

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 Methods and Materials of Teaching Elementary Math and Science
 - EDUC 516 Methods of Teaching Students with Special Needs
 - EDUC 519 Human Growth and Development
 - EDUC 522 Classroom Management
 - EDUC 525 Theories of Learning
 - READ 514 Foundations of Literacy
 - READ 515 Teaching Literacy in the Elementary School
 - READ 516 Teaching Children with Language Disorders
 - EDUC 530 Curriculum
 - 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 the deadline to apply 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 510 Testing and Measurement
 - EDUC 516 Methods of Teaching Students with Special Needs
 - READ 518 Reading in the Content Area
 - EDUC 519 Human Growth and Development
 - EDUC 522 Classroom Management
 - EDUC 525 Theories of Learning
 - EDUC 529 Secondary Methods
 - EDUC 530 Curriculum
 - EDUC 531 Curriculum Innovations
 - EDUC 563 Philosophy of Education
 - 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 the deadline to apply 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.) K-12 CHORAL MUSIC

In order to obtain the M.A.T. in Music K-12 degree, the candidate must complete: a) thirty-three (33) to thirty-six (36) hours of graduate credit as listed below, and b) certification requirements as listed below.

- A. Thirty-three (33) to thirty-six (36) semester hours as follows:
- EDUC 510 Testing and Measurement
 - EDUC 516 Methods of Teaching Students with Special Needs
 - READ 518 Reading in the Content Area
 - EDUC 519 Human Growth and Development
 - EDUC 522 Classroom Management
 - EDUC 525 Theories of Learning
 - EDUC 530 Curriculum
 - MUS 532 K-12 Choral Music Methods
 - EDUC 563 Philosophy of Education
 - 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 the deadline to apply 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”).

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.

AUDITING COURSES

Candidates auditing courses will not receive credit nor will they be permitted to take a credit examination 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 nine (9) 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. 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.

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 in the Education Department Resources Canvas page.

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.

TRANSFER OF CREDIT

For traditional M.A.T. students, all courses must be taken at Centenary College and must be taken at the graduate level; no courses may be transferred in to count toward the M.A.T. program. For Escadrille students, a maximum of six (6) credit hours may be transferred from the University of Rennes with acceptable grades and with the approval of the Department Chair per the College's Memorandum of Understanding with CODOFIL.

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.

CHANGE OF REGISTRATION FEE

After registration is completed, a fee of \$35.00 is charged for any change of registration (i.e., for each course dropped, added, or modified) not initiated by the College.

FINANCIAL ASSISTANCE

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

Centenary Office of Financial Aid
132 Hamilton Hall
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

INTERNSHIP/STUDENT TEACHING FEE: \$250 per semester

LATE REGISTRATION FEE

Any candidate registering after the close of the regular registration period will be charged an additional late registration fee of \$100.

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. Tuition is \$900 per three-hour for the 2020-2021 academic year. Tuition is subject to increase during the 2019-2020 academic year.
2. Undergraduate students who are approved for taking a maximum of six hours of graduate course work in addition to their undergraduate program during their last semester of course work will pay the regular undergraduate costs for full or part-time undergraduate course work.
3. 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

- 502: MULTICULTURAL EDUCATION.....3
Candidates will examine and analyze multicultural issues as they relate to the delivery of educational programs and services in the school districts. Those issues will include but are not limited to: elitism, creedism, handicappism, homophobia, racism, sexism, nationalism, and groupism. Participants will learn basic, common values while accepting diversity.
- 504: SUPERVISION OF STUDENT TEACHING.....3
Principles and techniques of supervision; emphasis on evaluation procedures.
- 510: TESTING AND MEASUREMENT3
Certification course for secondary and K-12 candidates. This course is designed to provide secondary alternative certification candidates with the basic background to understand assessment and measurement. 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 special needs of exceptional children and children from cultures other than the dominant one as they are faced with testing and assessment situations will be addressed.
- 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: METHODS AND MATERIALS OF TEACHING ELEMENTARY MATH AND SCIENCE3
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.

516: METHODS OF TEACHING STUDENTS WITH SPECIAL NEEDS3

Certification course for all candidates. This class is designed to help candidates examine effective methods utilized to teach children or young adults with special needs. Emphasis will be placed on meeting the needs of all children and young adults in a regular classroom setting of the candidate's area of certification, including, but not limited to, those diagnosed with ADD, ADHD, dyslexia, and giftedness.

All candidates will share one common textbook; however, candidates will have an additional supplementary textbook to accommodate the specific difficulties they will face in different age groups. Also, candidates will have assigned readings that are specific to working with children with special needs in their certification level. Finally, each candidate's research will focus on students who are at the age level that the candidate is certifying to teach.

Using class texts and discussions, books and/or journals, as well as their own ideas, candidates will be required to create a classroom adaptation plan for the area of certification. The plan must include instructional and curricular adaptations for the area of certification that are feasible and effective, including modifications/adaptations to instructional strategies employing the use of technology. It must also include, assignments, assessments, study guides, physical arrangement of the class, grouping, and communication with parents and other professionals.

This course includes field experience hours. Candidates will be required to observe in a self-contained special education classroom, special education resource class, and inclusion classroom. Each observation will be the basis for a reflection focusing on the presence or absence of strategies discussed in class, characteristics of the special education students, and how the class could have been improved. Candidates will also be required to tutor a student who receives special education services in the candidate's area of certification. Lesson plans must be provided for each tutoring session, with reflections on each session.

519: HUMAN GROWTH AND DEVELOPMENT3

Certification course for all candidates. This course is designed to provide candidates with a basis for understanding of the biophysical, cognitive, and psychosocial development of children and adolescents, respectively. 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 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.

522: CLASSROOM MANAGEMENT3

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.

525: THEORIES OF LEARNING3

Certification course for all candidates. This course involves a study of modern learning theories, their historical context and the contributions of intellectual figures such as Thorndike, Pavlov, Skinner, Hull, Tolman, Vygotsky, Bandura, and others. This course will also provide for practical application and exploration of teaching strategies linked to these theories. Candidates will learn to provide meaningful educational experiences for elementary and secondary learners of multiple intelligences, learning styles, and diverse cultures. Through the use of the internet and available software and downloads from the internet, candidates will examine their own intelligences and learning styles, as influenced by their own culture, to better understand that of the students they will teach.

Upon completion of the course: candidates will be informed about theoretical learning principles, concepts, and research findings; and be able to apply concepts and principles in settings where teaching and learning occur. The form of the course is lecture, class discussion, group work and critiques of selected readings. Candidates will be evaluated through their level and quality of participation in class discussions, their analyses of case studies, and their level and quality of application of learned principles in simulated settings.

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.
- 544: ECONOMICS FOR TEACHERS3
 A study of basic economic concepts and methods of presenting these concepts.
- 563: PHILOSOPHY OF EDUCATION.....3
Certification course for secondary and K-12 candidates. This course is designed for the candidate to study the current philosophies of education, with attention to and emphasis on their impact on solutions to problems in American education. The course will prepare candidates to understand how philosophical ideas about education developed over time, with due regard to historical influences and settings and with an emphasis on how these ideas continue to have relevance for education and life. At the conclusion of the course, the successful candidate will: 1) have demonstrated a broad understanding of the prevailing theories and philosophies in education, 2) have identified the contributions of key philosophers and their subsequent influence on education, 3) have displayed an understanding of the role philosophy plays in current kindergarten through twelfth grade settings, 4) have expanded their ability to relate educational philosophies to real-world issues affecting the educational system, 5) have developed their own personal philosophy of education based upon course reading and critical analysis of current educational aims, initiatives, and values. Candidates are required to complete a 7-10 page paper accompanied by an annotated bibliography that includes a philosophy for a hypothetical school and research that supports that philosophy. Also, candidates are to prepare a thirty-minute presentation based on the information cited in the paper. Assessment of performance is through two examinations, the written paper and the presentation of the paper.

580: ELEMENTARY RESIDENCY I.....3

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 classroom teacher and college faculty.

Candidates will spend a significant portion of the 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 I.....3

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 classroom teacher and college faculty.

Candidates will spend a significant portion of the 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.

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 classroom teacher and college faculty.

Candidates will spend a significant portion of the 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 TEACHING.....6

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.

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.

READING

- 514: FOUNDATIONS OF LITERACY.....3
Certification course for elementary candidates. This course will primarily address what literacy is and how readers and writers construct meaning, with some attention to instructional procedures. Emphasis will be placed on the five Essential Elements of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The candidate will be exposed to traditional as well as whole language models of reading and approaches to teaching reading.
Upon completion of this course, the candidates' proficiencies will include, but will not be limited to: 1) be familiar with the four theories that guide the effective teaching of reading and writing, 2) be familiar with the four instructional approaches that effective literacy teachers use (literature circles, literature focus units, basal reading programs, and readers and writers workshop), 3) know how effective literacy teachers link instruction and assessment, 4) understand the stages of spelling development, and 5) implement the Five Essential Elements of Reading in a classroom setting.
This course includes field experience hours. Candidates are expected to observe elementary teachers teaching reading or literacy lessons and reflect upon those lessons.
- 515: TEACHING LITERACY IN THE ELEMENTARY SCHOOL.....3
Certification course for elementary candidates. Candidates will learn how readers and writers construct meaning and how teachers organize for literacy instruction Candidates will learn to write and implement lesson plans for literature focus units, literature circles, reading and writing workshop, basal reading textbooks, and reading and writing in the content areas. They will be expected to incorporate technology into their lessons. They will be graded on their ability to implement successful lessons on phonemic awareness,phonics, spelling, comprehension, and fluency using the five Essential Elements of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as effective management of children and diverse learners.
This course will include field experience hours. Feedback on lesson plans prior to teaching, implementation of lesson plans, self-reflections on their own teaching, and feedback from the instructor after teaching will occur for each lesson before the next one is taught with the expectation that progressive improvement will occur.
- 516: TEACHING CHILDREN WITH LANGUAGE DISORDERS3
Certification course for elementary candidates. This course provides instruction in the teaching of children who experience difficulty in learning to read. Specifically, the course addresses reading problems as language problems and suggests communicative techniques that have shown to be effective in shifting the language system in order to improve reading ability. The course is designed to provide candidates with an understanding of the language demands encountered by elementary children once they enter school and the effects of language disorders on the acquisition of written language.

The form of the course is: 1) modeling and demonstration of intervention strategies for alternative certification candidates to use in their classrooms, and 2) practical application of the strategies with disabled readers with on site demonstration and assistance from the professor.

This course includes field experience hours.

518: READING IN THE CONTENT AREA3

Certification course for secondary and K-12 candidates. This course emphasizes application of appropriate principles, methods, materials, and guidelines for teaching reading in specific disciplines. Special emphasis is placed on specific strategies for teaching reading in the content area. This course will prepare candidates as they become content area teachers to be not only knowledgeable, but also proficient in utilizing techniques that will assist all students in reading and writing with understanding and clarity in their discipline.

The form of the course will include lecture, class discussion, and field experiences in the area of certification, including individual and class intervention to help candidates interact with and respond to difficult texts in meaningful ways.

This course will include field experience hours. Upon completion of this course, successful candidates will:

- 1) motivate learning and determine interests of individual readers, in the candidate's area of certification,
- 2) evaluate texts used in the candidate's area of certification for readability levels, 3) help students use walk-through techniques, such as skimming and previewing as a way to improve effective reading, in the candidate's area of certification, 4) develop with students key technical vocabulary in preparation for study reading, in the candidate's area of certification, 5) use the SQ3R strategy with students at periodic intervals to encourage deeper understanding and retention of discipline-specific texts, 6) use grouping techniques with students in their specific content area to help meet the wide range of reading abilities in a class, 7) teach a content lesson in the candidate's area of certification, using the format of a directed reading-thinking activity, and 8) prepare cognitive maps, structured overviews, or advance organizers for efficient study reading, of texts in the area of certification, Candidates will be evaluated by the creation of a thematic unit and presentation.

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	Dr. Katherine Bearden
Director of Financial Aid	Mrs. Lynette Viskowski
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.

2020-2021 MEMBERS OF THE GRADUATE COUNCIL

Provost	Dr. Karen Soul
Faculty-Department of Education.....	Dr. Michael Hicks
Faculty-School of Business	Dr. Helen Sikes
Academic Policy Council Representative	Dr. Helen Sikes
Currently Enrolled Graduate Student.....	TBD, MBA student

DEPARTMENT OF EDUCATION FACULTY AND STAFF

- Dr. Amy HammondInterim Chair of the Department, Associate Professor of Psychology
B.A., 1991, University of California Irvine; M.A.,1996, Rice University;
M.A., 2003, Ph.D. 2005, University of Chicago.
- Dr. Karen SoulProfessor of Education
B.A.S., 1994, M.Ed., 1998, University of Minnesota Duluth;
Ph.D., 2005, University of Texas at Austin.
- Dr. Michael Hicks.....Assistant Professor of Education
B.A., 1995, Morehouse College; M.A., 2006, Ed.D., 2014, Louisiana Tech University.
- Dr. Terrie JohnsonVisiting Assistant Professor of Education
B.A., 1983, James Madison University; M.S., 1989, University of Portland;
Ed.D., 2019, Louisiana Tech University.
- Dr. Dominic SalinasLecturer
B.S., 1977, Louisiana State University-Shreveport; M.S., 1982, Louisiana Tech University;
Ed.D., 1998, Vanderbilt University.
- Dr. Barzanna White.....Lecturer
B.S., 1986, Specialist, 1989, Louisiana State University-Shreveport;
Ph.D., 1996, University of Tennessee.

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 2020–2021

FALL SEMESTER 2020

Deadline for Fall Admission		July 1
Registration for Fall 2020	Online/Virtual	July 6-24
Late Registration (<i>Late fee \$100</i>)	Online/Virtual	Aug. 10

FALL TERM 2020

Class work begins		Mon.	Aug. 10
Last day to add a course		Tues.	Aug. 18
Last day to drop a class & receive full refund		Tues.	Aug. 18
Last day to withdraw from program & receive full refund		Tues.	Aug. 18
Last day to withdraw from program & receive $\frac{3}{4}$ refund		Fri.	Aug. 28
Last day to withdraw from program & receive $\frac{1}{2}$ refund		Fri.	Sep. 4
No tuition refunds given after this date		Fri.	Sep. 4
Labor Day Holiday		Mon.	Sep. 7
Last day to remove incomplete grades from preceding semester		Fri.	Sept. 18
Mid Term Grades due	Noon	Wed.	Sept. 30
Reading Day, no classes		Tues.	Oct. 13
Last day to drop a course	4:00 p.m.	Thurs.	Oct. 15
Class work ends		Tues.	Nov. 17
Reading Day, no classes		Wed.	Nov. 18
Final Exams		Thurs.-Sat.	Nov. 19-21
		Mon.-Tues.	Nov. 23-24
Final Grades Due	Noon	Thurs.	Dec. 3

SPRING SEMESTER 2021

Deadline for Spring Admission		Oct. 15
Registration for Spring 2021	Online/Virtual	Oct. 12-Nov. 13
Late Registration (<i>Late fee \$100</i>)	Online/Virtual	Jan. 6

SPRING TERM 2021

Class work Begins		Wed.	Jan. 6
Last day to add a course		Thurs.	Jan. 14
Last day to drop a class & receive full refund		Thurs.	Jan. 14
Last day to withdraw from program & receive full refund		Thurs.	Jan. 14
MLK Day Holiday		Mon.	Jan. 18
Last day to withdraw from program & receive $\frac{3}{4}$ refund		Fri.	Jan. 22
Last day to withdraw from program & receive $\frac{1}{2}$ refund		Fri.	Jan. 29
No tuition refunds given after this date	Noon	Fri.	Jan. 29
Last day to remove incomplete grades from preceding semester		Fri.	Feb. 12
Mardi Gras Break begins	4:00 p.m.	Fri.	Feb. 12

Classes resume		Thurs.	Feb. 18
Mid-term grades due	Noon	Fri.	Mar. 5
Spring break begins	4:00 p.m.	Fri.	Mar. 12
Deadline for Application for 2021-2022 Clinical Practice			Mar. 15
Classes resume		Mon.	Mar. 22
Last day to drop a course	4:00 p.m.	Fri.	Mar. 26
Easter holiday begins		Thurs.	Apr. 1
Classes resume		Tues.	Apr. 6
Class work ends		Fri.	Apr. 30
Final Exams		Mon.-Fri.	May 3-7
Baccalaureate & Commencement	10:30 a.m.	Sat.	May 8
Final Grades Due (<i>except for those graduating</i>)	Noon	Wed.	May 12

SUMMER SESSION 2021

Deadline for Summer Admission			Mar. 15
Registration for Summer 2021	Online/Virtual		April 19-May 7
Late Registration (<i>Late fee \$100</i>)	Online/Virtual		May 31

Summer Session 1 - 2021

Class work begins		Mon.	May 31
Last day to add a course		Wed.	June 2
Last day to receive refund for dropping class		Wed.	June 2
Last day to receive refund for withdrawal from program		Wed.	June 2
Class work ends		Thurs.	June 18
Final Exams		Fri.	June 19
Final grades due		Tues.	June 23

Summer Session 2 - 2021

Class work begins		Mon.	June 21
Last day to add a course		Wed.	June 23
Last day to receive refund for dropping class		Wed.	June 23
Last day to receive refund for withdrawal from program		Wed.	June 23
Independence Day Holiday		Mon.	July 5
Class work ends		Fri.	July 9
Final Exams		Fri.	July 9
Final grades due		Tues.	July 13



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