

# Moore School of Education

The Moore School of Education offers degrees in education and deaf studies. Graduates from these programs are qualified by education and by experience to work in Christian, private, and/or public school environments, including interpreting opportunities in a variety of settings.

The Moore School of Education has a set of competencies that can produce individuals marked by professionalism and excellence. Additional program information, academic requirements, and professional testing requirements can be found in the Moore School of Education Handbook.

## Admission to the Educator Preparation Program and Deaf Studies

When students initially enroll in the university, they must declare their intentions to study in the Moore School of Education. Once students complete their first two years of coursework and field experience, they are evaluated for formal admission to the Moore School of Education, either in the educator preparation program or the deaf studies program. This is a major step in progressing through the program to become a graduate. It signifies academic competence and a commitment to success that is essential in moving forward in the program. Students who fail to accomplish this admission are unable to continue in the Moore School of Education. The process is described in the Moore School of Education Handbook. The requirements for admission to the Moore School of Education are as follows:

- Complete the prescribed coursework as outlined in the catalog;
- Maintain a 2.75 or higher cumulative grade point average;
- Make satisfactory scores on the PRAXIS Core Academic Skills for Educators exam (see the Moore School of Education Handbook for comparable ACT and SAT scores).
- If required, complete an interview by the academic advisor, or selected member(s) of the Educator Preparation faculty.

## Teacher Preparation Program

The educator preparation program is designed to equip graduates to do the following:

1. Define and explain the cognitive, affective, and psychomotor factors that promote learning
2. Compare and contrast the philosophy and operation of Christian and public schools
3. Evaluate and demonstrate the use of curricula, materials, technology, and pedagogy in the appropriate content areas
4. Formulate and incorporate a variety of assessment tools and evaluation methods
5. Recognize various exceptionalities and integrate suitable teaching and learning strategies
6. Teach students according to accepted professional standards
7. Recall basic legal and legislative issues that impact a school environment

## Professional Assessments

An important component of the degrees offered in the Moore School of Education includes one or more required professional assessments. These apply only to bachelor's degree programs and require additional fees, which are charged by the respective agency. See the Moore School of Education Handbook for more details regarding how to register, fees, and required passing scores.

- The Praxis Core Academic Skills for Educators is a general examination of skills in reading, writing, and mathematics. It is taken within the first two years of the program and is required for formal acceptance into the Moore School of Education. Students may be exempt from this test if their scores on the SAT or ACT are sufficiently high enough. More information is available at [ets.org](https://www.ets.org).
- The Pearson Foundations of Reading Test is an examination of reading assessment and reading instructional strategies. It is taken by Elementary Education majors during their senior year prior to, or during, the internship. However, it should be taken early enough that scores can be received by April 30. Those pursuing state license may be required to submit passing scores before being approved for the internship/student-teaching. State requirements and CU graduation requirements regarding the timing of the test are different. See your program director or the dean for any clarification. See [nc.nesinc.com](https://www.nc.nesinc.com) for more details.
- The Praxis Elementary Math Content Knowledge Test (7803) is taken by Elementary Education majors before or during their senior year. However, it should be taken early enough that scores can be received by April 30. Those pursuing state license may be required to submit passing scores before being approved for the internship/student teaching. See your program director or the dean for clarification.
- EdTPA is a portfolio which requires students to assemble and submit a variety of documents and video evidences during their senior year for evaluation by a third party. The portfolio has costs, submission guidelines, and due dates which will be announced each year. This portfolio is especially important for students pursuing state licensure. Students will be informed of their obligation to this requirement as they advance through their respective program.

## Teacher Professional Certification

Students completing an educator preparation program at Carolina University are eligible for teacher certification by both the American Association of Christian Schools (AACCS) and the Association of Christian Schools International (ACSI). State licensure is available to CU students via an articulation agreement with a local university. Information regarding this agreement is available in the Moore School of Education Handbook.

## Teaching Internship

The teaching internship is the capstone event for all students in the Bachelor of Science in Elementary Education program and is done during the senior year. Students seeking licensure from the State of North Carolina must complete their assignment in a public school. Students not seeking state licensure may, depending on circumstances, complete student teaching at a public, private, or Christian school. If required by the host institution, students may be required to have a background check completed. If so, the cost is borne by the student. See the Moore School of Education Handbook for additional details.

## Program Completion in Educator Preparation

To earn the Bachelor of Science degree in education from CU, students must:

- Complete the required number of designated semester credit hours (depending on the major) with a grade-point average of at least 2.75. The student must make a C or better in key courses designated as essential in each program.
- Meet the requirements for the professional exams as previously described.
- Comply with the university's requirements concerning settlement of all financial obligations.
- Be recommended by the faculty for graduation.

## Deaf Studies Program

### Deaf Studies Transfer Guidelines

The deaf studies program has established the following guidelines for students desiring to transfer credits from another university.

Number	Name	Policy
<a href="#">SL101</a>	ASL I	Will accept any transfer credit from any accredited college. If a student has a background in sign language, a challenge exam can be taken.
<a href="#">SL102</a>	ASL II	Will accept any transfer credit from any accredited college. If a student has a background in sign language, a challenge exam can be taken.
<a href="#">SL201</a>	ASL III	If a student wishes to transfer ASL 3, a B or higher must have been earned at the original institution. An institutional transfer portfolio can be used to determine transferability.
<a href="#">SL202</a>	ASL IV	If a student wishes to transfer ASL 4, a B or higher must have been earned at the original institution. He/she must take the ASLPI or the SLPI:ASL and earn a score of 2 or Intermediate (respectively).
<a href="#">SL221</a>	Deaf Ministry Introduction to the	Deaf Ministry or Religious Interpreting can be accepted to fulfill this requirement.
<a href="#">SL240</a>	Interpreting Profession	A first-level Introduction to Interpreting or Foundations of Interpreting (or similar title) can be accepted to fulfill this requirement.
<a href="#">SL301</a>	ASL V	If a student wishes to transfer ASL 5, he/she must take the ASLPI or the SLPI: ASL and earn a score of 2.5 or Intermediate Plus (respectively).
<a href="#">SL302</a>	Interpreting in Specialized Settings	Interpreting in Specialized Settings or Technical Settings can be accepted to fulfill this requirement. A Technical Vocabulary class CANNOT be accepted to fulfill this requirement. It must be an interpreting class. A grade of B or higher must have been earned at the original institution.
<a href="#">SL339</a>	Interpreting Process	A variety of classes could be considered for this. This will need to be considered on a case by case basis.
<a href="#">SL341</a>	English to ASL	If a student wishes to transfer English to ASL, an accompanying EIPA score of 3.5 would be accepted to transfer the class. If there is no EIPA score, an institutional transfer portfolio can be considered.
<a href="#">SL342</a>	Education Interpreting	Educational Interpreting can be accepted to fulfill this requirement. A grade of B or higher must have been earned at the original institution.
<a href="#">SL344</a>	Interactive Interpreting	If a student wishes to transfer Interactive Interpreting, an accompanying EIPA score of 3.5 would be accepted to transfer the class. If there is no EIPA score, an institutional transfer portfolio can be considered.

Number	Name	Policy
<a href="#">SL345</a>	ASL to English	If a student wishes to transfer ASL to English, an accompanying EIPA score of 3.5 would be accepted to transfer the class. If there is no EIPA score, an institutional transfer portfolio can be considered.
<a href="#">SL400</a>	ASL Linguistics	ASL Linguistics can be accepted to fulfill this requirement. A grade of B or higher must have been earned at the original institution.
<a href="#">SL460</a>	ASL Literature	ASL Literature can be accepted to fulfill this requirement. Potentially an ASL 5 or 6 could contain similar content and could be considered for transfer. A grade of B or higher must have been earned at the original institution.
<a href="#">SL488</a>	Fieldwork	Fieldwork cannot be transferred. All students must take Fieldwork through CU.

## **Program Completion in Deaf Studies**

### *Entrance Requirements for Deaf Studies*

Until an official letter of acceptance has been received from the Director of the Division of Deaf Studies, each Deaf Studies student is considered to be a Deaf Studies Candidate. To be admitted to the Interpreting Training Program a student must attain the following:

- Maintain a 2.5 cumulative grade point average
- Pass ASLPI with a level 2.0 or higher or the SLPI with an Intermediate or higher
- Receive approval from the Interpreting Training Program Acceptance Committee

### *Exit Requirements for Deaf Studies*

All Deaf Studies students must meet the following standards in order to graduate:

- Maintain a cumulative grade point of 2.5 or higher
- Satisfactorily complete a Graduation Portfolio
- Complete the required hours of Fieldwork
- Pass the knowledge portion of the national exam administered by the Registry of Interpreters for the Deaf
- Take one of the following performance assessments:
  - National Interpreter Certification
  - Educational Interpreter Proficiency Assessment
  - Any state Quality Assurance Screening
  - Board for Evaluation of Interpreters (BEI) Test (Interpreting portion)