

Moore School of Education

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

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. 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.