



CAROLINA
UNIVERSITY

Moore School of Education Handbook

Equipping and mentoring individuals to be exemplary professionals

Revised December 2020

Section I: General Information

Introduction to the Student

Welcome to the Moore School of Education! This handbook should answer most, if not all, of the questions regarding the details of what it means to be a student in the Moore School of Education (MSOE). Additional information regarding other CU campus policies and academic information are contained in the catalog and the *Student Guide*. Your labors as a student will result in your degree; therefore, it is important that you read and reference this handbook as you progress through your program. This means **it is your responsibility** to know about your program, and when you don't know, then you reference this handbook. If you are still unable to locate an answer, then check with your advisor.

This handbook is divided into two sections, one for each division within the MSOE. The first section concerns the Division of Deaf Studies, which is followed by information for the Division of Educator Preparation. Becoming a teacher or a deaf community professional is a noble and worthy investment of one's life. It is impossible to measure the value and impact of an excellent teacher or deaf community professional. Both can open the door of learning and success for individuals of all ages. It is in that vein of thought that the MSOE seeks to prepare individuals for the leadership roles, opportunities, and challenges of the twenty-first century.

The School's Namesakes

The School of Education is named in honor of two CU distinguished alumni, Arrell and Rosa Lee Moore. Arrell graduated in 1958 and Rosa Lee in 1959. Arrell was raised on a farm in Delco, NC, and trusted Jesus as Savior at the age of nine in his home church. Rosa Lee was born in Winston-Salem and accepted Christ at the age of eight in Chicago, IL.

The Moores have served the Lord in three churches: Salem Baptist Church (NC), First Baptist Church (CA), and now Calvary Baptist Church (NC). As faithful church members, the Moores have served as teachers, greeters, and choirs members. Arrell has been a deacon, trustee, and board chairman for two Christian camps. He is also a trustee at CU where he has served multiple terms since the 1970s.



Rosa Lee's father, Lincoln Donevant, was the first full time professor at Carolina University following his graduation from Moody Bible Institute. As a teenager, Rosa Lee sang in the Piedmont Chorale and took evening classes at the college. She taught first grade at Salem Baptist Christian School for 30 years. The Moores have been married

since 1959. They have been role models to many and are the examples of service, character, and commitment the School of Education seeks to develop in our students.

The Path of Student Progress

Stage I: Diligent Learner

In the first stage of the program, students are expected to be diligent learners. This means they are applying themselves to the academic rigors of being a college student. They are attentive and teachable as they develop their academic skill set to an effective level of acceptable college standards. The course load emphasizes the general education core requirements necessary for a sure and stable foundation for future academic endeavors. In this stage, students display a willingness to work and learn, a drive toward accuracy and creativity, and a quality that meets established standards.

Stage II: Maturing Scholar

With at least two successful semesters behind them, students are expected to enter into the *maturing scholar* stage. Success at this level reflects the self-discipline necessary to focus on academic priorities associated with professional courses. Completed assignments display scholarly characteristics of substantive and insightful content that evidences logical organization appropriate in format and neatness. Students exhibit the time management and study skills essential to balance academic demands with personal obligations.

Stage III: Critical Thinker

The *critical thinker* stage marks a turning point as the student progresses beyond the midway point of the program. Students display the ability to research, evaluate, and communicate effectively. They are developing skills in analysis and synthesis as they expand their knowledge of what it means to be a teacher or deaf community professional. They have likely spent many hours in professional observations and demonstrate self-awareness of their own strengths and weaknesses. For teacher education majors, this is where methods classes, practical experiences, and classroom observations dominate the program of study. Additionally, these students are developing their skills of writing lesson plans that reflect standard educational practice. Technology becomes an essential ingredient as students explore methods of lesson preparation and instructional theories. Students in the deaf studies program have selected their area of concentration and are transitioning from learning ASL to a series of interpreting courses.

Stage IV: Novice Professional

At the conclusion of the program of study, students display a number of essential skills and dispositions that distinguish novice professionals. Students display integrity, creativity, confidence, flexibility, meekness, practical management, and problem-solving skills. A successful internship provides the practical capstone experience that refines

these skills. It is also during this stage that students take the appropriate professional exams. The result is a developing professional who is sensitive to the diverse needs of individuals and exhibits a professional attitude and practical skills to successfully transition into a full-time position in the field of deaf studies or education.

Performance Standards

Academic, professional, and dispositional standards are integrated throughout the requirements for the students in the MSOE. The standards are reflective of the principles, standards, and core propositions of the University and related professional associations, including:

- North Carolina Professional Teaching Standards Commission (NCPTSC)
- National Board for Professional Teaching Standards (NBPTS)
- International Society for Technology in Education (ISTE)
- American Council of Teaching of Foreign Languages Standards (ACTFL)
- The Commission on Collegiate Interpreter Education Standards (CCIE)
- Registry of Interpreters for the Deaf (RID) - National Interpreter Certification (NIC)
- Boystown National Research Hospital - Educational Interpreter Proficiency Assessment (EIPA)
- North Carolina Interpreter and Transliterater Licensing Board (NCITLB)

Dress Code

Students are required to follow the dress code guidelines as described in the *CU student handbook* when on campus and involved in academic events related to the University and the MSOE.

Whenever students are visiting schools (public or private), churches, or other community organizations for the purpose of participating, observing, field experience, or internships, they must follow the prescribed dress code of that particular organization. For students in the Educator Preparation Program, this means following the faculty dress code.

It is each student's responsibility to contact the organization to confirm the dress code prior to the visit and dress accordingly. Students should always present a professional appearance; thus, if there is any doubt what to wear, always err on the side of being "over-dressed" rather than "underdressed." It is important to remember that this also includes hair length, facial hair, tattoos, and piercings (which may need to be removed or covered). Students who do not meet the dress code expectations may be prohibited from participation, which may impact their grade or advancement through their program. Students should be aware that schools, churches and places of business may have a more conservative dress code than does the University (e.g. females may be expected to wear skirts/dresses and males may be expected to wear ties). Questions should be directed to the appropriate CU faculty member.

Background Check & Professional Insurance

It is becoming common for schools, churches, organizations, and camps to require students who observe or complete other types of field experiences to have a background check and/or have evidence of professional insurance. Should this be the case, students will be directed on how to complete a background check that satisfies the school or organization. All expenses incurred by these requirements are the responsibility of the student. Students visiting schools or organizations for the purpose of completing assigned field experiences are provided professional insurance coverage through the University.

Statement of Non-Discrimination

The MSOE administers all educational programs and admissions without discrimination because of race, national or ethnic origin, age, disability, or sex, except where exemption reflects current CU policy and allowed by law.

Section II: Division of Deaf Studies

The deaf studies program provides high quality instruction and training in practical and theoretical issues, skills, knowledge, and professionalism pertaining to the provision of interpreting services to the deaf, hard of hearing, deaf-blind and hearing consumers in a variety of settings so students may effectively work in the deaf community as professional interpreters. Upon completion, the graduate should possess the entry level skills necessary to serve as a qualified interpreter in a variety of settings, including educational settings, places of business, ministry, healthcare, and government agencies. This program also provides preparation for graduate school in a variety of related disciplines.

The degree can be completed on campus or via distance learning. There are unique proficiency assessment requirements and they can be found on the [Moore School of Education](#) overview page.

Deaf Studies Objectives

- Interpret/transliterate accurately, effectively, and impartially using all necessary vocabulary and discourse regulators;
- Conduct self-analysis regarding one's interpreting/transliterating performance;
- Satisfy professional benchmark exams to advance and pursue minimal entry level interpreting credentials;
- Develop a plan for continued professional growth and professional involvement.

Program Framework

The following six components define and provide the conceptual framework upon which this curriculum is based. The integration of these components results in a degree program that represents best practices in the training and education of interpreters.

American Sign Language (ASL) Courses

A core of six courses provides students with a spiraling and sequential learning model in which to cultivate aptitude in ASL. The sequence is a combination of classroom instruction, one-on-one Deaf mentoring sessions, and community involvement because research proves that the instruction of Deaf culture should be taught in conjunction with the language. These ASL classes are as follows:

- SL 101 American Sign Language I
- SL 102 American Sign Language II
- SL 201 American Sign Language III
- SL 202 American Sign Language IV
- SL 301 American Sign Language V
- SL 401 American Sign Language VI

Foundation Courses

These courses include the theory based classes that provide the foundation for skills-based classes, including translation, history of the profession, and the interpreting models

- SL 103 ASL Lab
- SL 203 ASL Lab
- SL 220 Deaf Culture*
- SL 240 Basics of Interpreting
- SL 339 Introduction to the Interpreting Process
- SL 400 ASL Linguistics
- SL 403 ASL Lab
- SL 460 Deaf Literature

* Our program is structured so that Deaf culture is taught in combination with American Sign Language. Transfer students who do not have the Deaf Culture class, will need to pass a Deaf Culture proficiency assessment.

- Interpretation Courses

The basic cognitive processes of interpretation are developed by focusing on consecutive interpretation tasks before focusing on simultaneous interpretation tasks. This developmental sequence allows students to acquire and refine the cognitive skills of interpretation apart from the temporal constraints and pressures imposed by simultaneous interpretation.

- SL 341 English to American Sign Language
- SL 344 Interactive Interpreting
- SL 345 American Sign Language to English
- SL 410 Advanced Interpreting I
- SL 430 Advanced Interpreting II
- Interpretation in Specialized Settings and for Specialized Population Courses

The skill, art, and ethics of interpretation are developed by focusing on participant and consumer interaction paradigms such as one-on-one, small groups, and large groups in a range of realistic discourse settings. Specific terminology and strategies are taught for such settings as medical, mental health, legal, rehabilitation, religious, and educational. In addition to the required classes, additional electives allow students to refine their skills in specific areas including Deaf/Blind, Performance, and Interpreting in the Vocational Rehabilitation Setting.

- SL 221 Deaf Ministry
- SL 302 Interpreting in Specialized Settings
- SL 342 Educational Interpreting
- SL 320 Deaf Blind Interpreting*
- SL 420 Interpreting in the Vocational Rehabilitation Setting*
- SL 421 Performance Interpreting*

*Electives

- Individualized Needs Classes

Should students have needs or career goals that reach beyond the scope of the prescribed course of study, we provide opportunities for students to specialize their plan of study. The following classes are available on an as needed basis:

- SL 495 Special Topics I
- SL 496 Special Topics II
- SL 497 Directed Deaf Studies I
- SL 498 Directed Deaf Studies II
- Capstone Experience

Upon completion of General Education core, Professional Studies core, passage of the knowledge test, and portfolio defense, students are placed in this internship as a capstone experience. A total of 75 observation hours, 150 hands-up interpreting hours, 10 hours of discrete skill-based mentoring, and 20 hours of professional development are required for the Fieldwork class.

- SL 488 Fieldwork

Essential Functions of Sign Language Interpreters

In order to work as a sign language interpreter, an individual must have the requisite skills, experience, education, and other job-related requirements of the position. This individual must also have the ability to perform the essential job functions of the position. To this end, the Deaf Studies Program has compiled a list of essential functions for sign language interpreters. All students in the interpreting program must affirm that they have read the Essential Functions of Sign Language Interpreters that they possess the Essential Physical Abilities, Essential Cognitive Abilities, and Essential Cultural and Linguistic Abilities expected of a sign language interpreter.

Language Evaluations & Skills Based Classes

Upon completion of each language and skills-based interpreting class, the instructor will complete a Performance Evaluation form. This serves as an opportunity to discuss the students' progress through the classes.

Against Faculty Advice

Learning a second language and developing the skills to interpret between two languages is a complex learning process and happens differently for each individual. One important component essential to this process is "time on task." Some students need more concentrated effort in developing their automaticity and fluency with the second language. Even if a student has earned the minimum passing score for the American Sign Language (ASL) course he/she is currently taking, the faculty member may recommend that he/she repeat this course to further develop his/her skills before moving on to the next course. Remember, the level of difficulty will only increase as a student progresses through the sequence of courses.

Soft Skills

Becoming a successful interpreter goes beyond sign language and interpreting skill. It also requires what the business industry calls "soft skills." If an instructor identifies one or more areas of class disposition, professional disposition, or general disposition where he or she feels you can improve, your instructor will fill out a form and the program director will meet with you to discuss how you may improve your soft skills to make you a more successful interpreter.

Program Advancement --Benchmarks

Benchmark levels were established to ensure that students have the requisite language proficiency and cognitive processing skills to succeed in subsequent classes and ultimately obtain the degree. By achieving the required benchmark scores, students are minimally prepared for more complex coursework and are more likely to persist through the program.

Benchmark #1 – American Sign Language Proficiency Interview

Either the American Sign Language Proficiency Interview (ASLPI) administered by Gallaudet University or the Sign Language Proficiency Interview (SLPI) administered by The National Technical Institute for the Deaf is taken toward the end of ASL IV. Students must receive the Level 2.0 on the ASLPI or an Intermediate on the SLPI to register for the following courses: SL 301 ASL V, Introduction to the Interpreting Process, Interpreting in Technical Settings, Educational Interpreting, ASL Linguistics, or Deaf Literature. Students who do not achieve a minimum of 2.0, will be required to take SL 203 ASL Grammar. This class will NOT count toward the graduation requirements. Upon completion of this remedial class, students may retake ASLPI or SLPI.

Benchmark #2 - National Interpreter Certification (NIC) Knowledge Exam

The NIC Knowledge Exam is administered by the Registry of Interpreters for the Deaf. This test must be passed before a student can register for Fieldwork. It is recommended that students register 6 to 8 weeks in advance of the anticipated testing date. Students who do not pass the NIC Knowledge Exam must wait 3 months before retaking the test.

Benchmark # 3 – Placement Portfolio Evaluation

Students must submit a Placement Portfolio for evaluation. The portfolio will be evaluated by a panel of faculty and Deaf mentors. Students must successfully defend their portfolio before they can register for Fieldwork.

Entrance Requirements

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

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

Exit Requirements

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

1. Maintain a cumulative grade point of 2.5 or higher
2. Satisfactorily complete a Graduation Portfolio
3. Complete the required hours of Fieldwork
4. Pass the knowledge portion of the national exam administered by the Registry of Interpreters for the Deaf.

5. Take one of the following performance assessments:
 - a. National Interpreter Certification (Certified Level or higher)
 - b. Educational Interpreter Proficiency Assessment (3.5 or higher)
 - c. Any state Quality Assurance Screening (level required to be an educational interpreter in that state)

General Information about Service Learning

The Service-Learning component of the Division of Deaf Studies at Carolina University provides students at all levels with an opportunity to apply classroom knowledge, explore careers, and understand and appreciate cultural norms, traditions and values by involving students in reciprocal civic engagement experiences. Service-Learning enhances the students' personal growth while investing in the lives of persons within the Deaf community. This is accomplished, not through providing interpreting services, but by actively partnering with organizations and institutions who service or work with persons who are deaf, hard of hearing, or deaf-blind.

Advanced Standing

If you already have current and verifiable interpreting credentials, you may be exempt from taking certain classes according to the following:

1. Certified (CSC, CI, CT, NIC, NIC-A, NIC-M, NAD 4 and 5, EIPA 4.0 or higher):
 - Exempt from ASL 1, ASL 2, ASL 3, ASL 4, and ASL 5
 - Exempt from English to ASL Interpreting
 - Exempt from ASL to English Interpreting
 - Exempt from Interactive Interpreting
2. Written Portion of a nationally recognized knowledge test:
 - Exempt from Basics of Interpreting

Pursuit of Credentials and/or State Licensure

An academic degree is different than professional certification. Upon graduation, students will have a Bachelor of Science degree in Deaf Studies. There are two organizations that provide sign language interpreters credentials: the Registry of Interpreters for the Deaf and Boys Town National Research Hospital.

Licensure requirements for both Educational Interpreters and Community-Based interpreters vary from state to state. Please use this link to find out more information related to state-by-state [Regulations for Interpreters and Translators](#). It is also recommended that you check with state organizations to confirm this information as legislation is constantly changing.

Capstone Experience

The Fieldwork experience represents a crucial juncture in students' academic preparations to becoming an interpreter. It is the time when theory and practice meet and students discover how effective they are as professional practitioners.

Upon completion of the General Education core, Professional Studies core, passage of the knowledge test, and portfolio defense, students are placed in an internship as a capstone experience. The fieldwork consists of a minimum of a total of 300 hours, including a minimum of the following:

- 75 hours of observation;
- 150 hours of hands up interpreting;
- 10 hours of discrete skill-based mentoring;
- 20 hours of professional development;

The remaining hours may be accrued by participating in the following events: professional responsibilities, duties, and/or activities (e.g., scheduling, preparation, invoicing,

More information regarding Fieldwork can be found in the Fieldwork Handbook, which is provided to students during Preliminary Interpreting.

Internship Placement

The student and the Fieldwork supervisor will work in conjunction to identify a satisfactory fieldwork placement. If a fieldwork placement is not available in the students general area, the student may need to temporarily relocate to complete the fieldwork. The relocation expenses are the responsibility of the student.

Internship Fees

Interns placed by CU will be charged full-time tuition and an internship fee.

Working and Other Obligations during Fieldwork

Interpreting Fieldwork is a full-time commitment; it is time-intensive and requires a lot of time and energy. In addition to interpreting, student interns will have obligations to prepare for assignments, case conference with mentor/supervisor, portfolio development and other activities. The MSOE Division of Deaf Studies strongly recommends that interns have no other major obligations (e.g. officer in a campus association, member of an athletic team, major duties at church or work, and especially getting married) during the Fieldwork semesters. Furthermore, students are strongly encouraged to take no more than a total of 12 credits during the Fieldwork experience. Program requirements and student needs vary; therefore, requests for exceptions should be submitted in writing to the Program Director of the Division of Deaf Studies. Students are expected to follow the counsel of the University's faculty regarding obligations extraneous to the fieldwork experience.

Fieldwork Grading Guidelines

Preliminary Fieldwork and Fieldwork are graded on a pass/fail basis.

Sign Language Students/Interpreting Students/Interpreting Interns as Interpreters

The following information and guidelines apply to ALL students in the Division of Deaf Studies at Carolina University:

American Sign Language (ASL) is a beautiful, complex, and ever-evolving language. Fluency in ASL requires years of practice to attain. The best way to do so is to interact with native users of the language in the context of their culture. With this in mind, students of CU's ASL classes are encouraged to attend events hosted by and for the Deaf community, engage in one-on-one mentoring programs with qualified Deaf mentors, and participate in other activities which bring them into contact and encourage interaction with the Deaf and Hard-of-Hearing. Assignments such as these, coupled with classroom instruction, over several semesters can build basic communication skills in ASL. However, fluency in ASL is not the only skill required for skilled interpreting. More than a mastery of two languages is required to be a skilled, professional interpreter, and sign language classes do not teach the additional skills required by the interpreting profession. Simply knowing ASL, or some other signing system, does not qualify a person to be an interpreter.

Students enrolled in sign languages classes are learning to become "signers" and "communicators," but they are NOT learning to be, NOR are they qualified to serve as, interpreters. Interpreting is a complex, cognitive process. Students seeking to earn a BS in Deaf Studies will not begin receiving instruction in this process until at least their third year at CU. Standardized evaluations such as the National Interpreters' Certification (NIC), the Educational Interpreter Performance Assessment (EIPA), and Board for Evaluation of Interpreters (BEI), and state level Quality Assurance (QA) Screenings, are used to assess the interpreting skills of an individual and provide him/her with professional credentials if s/he satisfies the criteria of the examination. Students who do not hold at least one of these credentials should NEVER accept an interpreting assignment. Non-credentialed students who are asked to interpret should politely inform whoever is requesting their services that s/he is only a student and not yet qualified to interpret. If a student has any questions or is unsure as to the proper, ethical decision to make, any member of the Deaf Studies faculty will be happy to discuss the matter.

An unqualified interpreter is NEVER better than no interpreter at all. Unqualified interpreters can easily make mistakes of which most hearing persons and/or contracting agencies may not be aware. Such mistakes may lead to major communication breakdowns which may leave the Deaf or Hard-of-Hearing participant misinformed and at risk of taking actions inappropriate to the situation. Under ALL circumstances requiring interpreting services, arrangements will have to be made to find a qualified person. The only students who should be allowed to interpret are those who are actively enrolled in a

CU Deaf Studies internship. However, these students will be supervised by qualified interpreters with the approval of the Deaf Studies instructor and will be expected to follow the professional guidelines laid out in the NAD-RID Code of Professional Conduct.

Minor in American Sign Language

The minor in American Sign Language consists of 18 hours and is designed to provide students with a background in American Sign Language and Deaf Culture. The minor in ASL may be earned by any undergraduate student and would be an excellent complement to any major.

Relevant Websites/Organizations

- [Commission on Collegiate Interpreter Education](#)
- [Registry of Interpreters for the Deaf](#)
- [ASLTA](#)
- [EIPA](#)
- [Discover Interpreting](#)
- [Pattan](#)
- [Silent Word Ministries](#)

Section III: Division of Educator Preparation

Conceptual Framework for Educator Preparation

The MSOE began training individuals to become teachers in the 1970s, first under the leadership of Dr. Ruth C. Haycock (author of *The Encyclopedia of Bible Truths*). Education itself has changed much in the decades since, and so has the process of teacher preparation.

The Educator Preparation programs seek to advance and graduate students who have the tangible and the intangible characteristics necessary to be successful teachers who view their commitment to education as a ministry and not just a career. The document *So You Want to be a Teacher* (Appendix A) describes the attributes of individuals both entering and advancing as a student in the program. The professional documents, *The North Carolina Code of Ethics for Educators* (Appendix B) and *The North Carolina Professional Teaching Standards* (Appendix C) establish the essential professional standards that students are expected to reflect as they develop into novice professionals.

There are a multitude of respected and research-based voices which contribute to the field of education and of educator preparation. It is the intent of the faculty to expose students to these contributors as a source of both the professional expectations and professional development required to be an effective educator. The most profitable and compatible strategies of these organizations are integrated into the coursework and

fieldwork of the various programs. Thus, the educator preparation programs draw upon a variety of sources, including:

- **Documents:** e.g. The North Carolina Professional Teaching Standards, The North Carolina Code of Ethics for Educators, and NC Senate Bill 599;
- **Accrediting Agencies:** e.g. The Council for the Accreditation of Educator Preparation, The Southern Association of Colleges and Schools-Commission on Colleges, and The Association for the Advancement of Quality in Educator Preparation;
- **Government Agencies:** e.g. The North Carolina Division of Public Instruction and the United States Department of Education;
- **Educational Associations and Publishers:** e.g. The North Carolina Association of Colleges of Teacher Education, The National Council on Teacher Quality, and The Association of Supervision & Curriculum Development;
- **Professional Contributors:** e.g. The International Society for Technology in Education, The Common Core State Standards Initiative, Edutopia, and The Buck Institute for Education;
- **Specialized Professional Associations:** e.g. The National Association for the Education of Young Children, The National Council of Teachers of English, The National Science Teachers Association, and The National Council of Teachers of Mathematics;
- **Assessment Organizations:** e.g. The Educational Testing Service and Pearson Education

Programs of Study

The Division of Educator Preparation offers a BS in Elementary Education to prepare educators to teach in a variety of school settings. See the University catalog for the specific program requirements. Please note that education courses require a minimum grade, which will be stated in individual course syllabi.

BS Elementary Education

The Elementary Education program prepares individuals to plan and implement engaging, and motivating instruction that meets the diverse needs, capabilities, and interests of children in kindergarten through grade six. Advancement through this program includes a variety of professional and pedagogical courses, which integrates many hours of multiple field experiences in classroom settings that will help prepare students for their internship experience.

Pursuit of State Licensure

CU educator preparation majors may select the option of pursuing licensure through the North Carolina Department of Public Instruction. This option is available through one of

two articulation agreements, either with WSSU (about 5 minutes from CU) or HPU (about 30 minutes from CU). This path allows CU students to take coursework and evidences on those campuses as required by the State. Students who pursue this option must meet entrance requirements and complete an application at their chosen campus. Once accepted, classes begin at the corresponding institution after the spring of the sophomore year, concluding with the internship experience.

Successful completers receive the following:

- A diploma from CU and WSSU or HPU;
- Recommendation for a state teaching license through the NC Department of Public Instruction.

Educator Field Experiences

An integral part of training to be a teacher involves classroom experiences at local schools. The three categories of field experiences include:

1. **Observation:** These visits are purely for the purpose of learning by watching. This is done in courses throughout the program.
2. **Participation:** These visits allow the student the opportunity to teach an isolated lesson to a class or group of students or to mentor students. This occurs primarily during methods courses and the field experiences.
3. **Collaboration:** This is the internship/student teaching experience. During this time, the student gradually takes control of the teaching, in partnership with a clinical educator and under the guidance of the supervising professor.

Formal Admission to Teacher Education

Freshmen and sophomores in Educator Preparation will take general education courses and three education courses (*Foundations of Education*, *Philosophy of Christian Education*, *Human Growth & Development*, and *Diverse Learners*). In addition to the course work, students must, if they are not declared exempt, make passing scores on the PRAXIS Core Academic Skills exam (see PRAXIS Core section that follows).

The process of entering the program begins with completing an application to the MSOE, typically near the end of the sophomore year. For transfer students with three semesters of credit, the application occurs after the completion of one semester of work at CU. An interview with appropriate members of the MSOE faculty may be required. Final acceptance includes receipt of passing PRAXIS Core test scores. However, this examination should not be attempted until after the student achieves a passing grade in English Composition I, English Composition II, and Mathematics I.

The requirements for admission to the MSOE 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, unless declared exempt (see the Core test section that follows);
- If required, complete an interview by the academic advisor, or selected member(s) of the Educator Preparation faculty.

Students interested in becoming program completers should take the necessary steps to meet these requirements. Academic counseling is available from the MSOE faculty, academic advisors, and Academic Services.

Students pursuing state license with High Point University (HPU) or Winston-Salem State University (WSSU) need to consult their perspective offices and handbooks for requirements and forms necessary for formal acceptance into their programs.

Provisional Status

Once students have completed a certain level of academic and professional achievement, they are formally admitted into the Educator Preparation programs. Formal admission allows students to begin taking 300-level education courses and to begin long-term planning for internships and graduation.

A student may be granted provisional admission into an Educator Preparation program with one “minor” deficiency. With all other requirements met, a minor deficiency is defined as:

- not passing one of the three parts of the PRAXIS Core Academic Skills test (by just a few points), **or**
- having a cumulative GPA of 2.70 to 2.74.

This status must be approved unanimously by the MSOE faculty members. Under such a status, provisional students will be allowed to preregister for a maximum of two 300-level education courses. Provisionary status is valid only for one semester, during which, the deficiency must be overcome. Students are unable to take additional 300-level education courses until they meet the admission requirements.

Earning a Degree in Educator Preparation

To earn the Bachelors of Science Elementary Education degree from CU, students must satisfy the following requirements:

- Complete a required set of semester hours (depending on the major) at the required rate of satisfactory academic progress and a minimum grade-point average of 2.75.

- Complete the program of studies described in the catalog in Elementary. This includes coursework in Professional Studies and General Education along with required internships. Your advisor will assist you through the process.
- Pass the PRAXIS Core Academic Skills for Educators test (Reading, Writing, and Mathematics) or approved scores on SAT or ACT. This test is required of all elementary education majors and is typically taken after completing English Composition I, English Composition II, and Mathematics I.
- Comply with the University's requirements concerning all financial obligations.
- Be recommended by the faculty for graduation.
- Take the MTEL and PRAXIS exams.

Calendar of Events

Although the exact dates will change each year, there are deadlines that annually occur which students in the Educator Preparation programs should be aware. Several of these deadlines are specifically important for those students pursuing state licensure through HPU or WSSU. The exact dates of events and deadlines will be announced. Students are expected to be knowledgeable of these dates and application deadlines.

The PRAXIS Core Test, MTEL, and PRAXIS II Exams

The North Carolina State Board of Education has selected the PRAXIS Core Academic Skills for Educators test, the Massachusetts Test for Educational Licensure (MTEL), and the PRAXIS II test as the standard examinations necessary for a student to complete their education degree and, if applicable, state licensure requirements. There are costs associated with all of these exams.

The **PRAXIS Core Academic Skills for Educators** test covers the areas of reading, writing, and mathematics. Passing scores are 156 in Reading, 162 in Writing, and 150 in Mathematics. Students may also meet this requirement with a composite score of 468.

- SAT or ACT scores may exempt a student from taking these exams. Students who earn a score of 1100 or higher on the combined score of the reading and math components of the SAT or a score of 24 or higher on the composite score of the ACT are exempt from PRAXIS Core testing. Individuals with a score of at least 550 on the SAT Reading or at least 24 on the ACT reading are exempt from the PRAXIS Core Tests in Reading and Writing. Individuals with a score of at least 550 on the SAT Math or at least 24 on the ACT math are exempt from the PRAXIS Core Test in Math.
- The faculty recommends that a student **NOT** take all three portions of the PRAXIS Core test in one sitting. Information on how to register for the test is given during the course *Foundation of Education*. The information is also available in the dean's administrative assistant's office.

- Registering for the PRAXIS Core Test is done via the [Educational Testing Service website](#) and is taken at the following computer-based testing center located about 30 minutes from CU:

Prometrics

3 Centerview Drive, Suite 248, Greensboro, NC

- The scheduling for this test can only be done through the ETS website and must be paid for when registering for the test. As ETS requires, make sure you bring a valid identification to the test with you.
- Because the exam is computer-based, scores for reading and mathematics are known once the tests are complete. However, writing scores are generally not received until four weeks following the exam date. According to ETS policy, students may take each part of the PRAXIS Core once per calendar month up to 6 times in a 12-month period.

The **MTEL** exams are the capstone assessments for senior elementary education majors. It is composed of two tests: Foundations of Reading and General Curriculum (with a separate Math subtest which can be taken through PRAXIS also). Students are encouraged to begin taking portions of this exam following the junior year and prior to Internship II. Registration and required scores can be found at the [North Carolina Foundations of Reading General Curriculum](#).

Field Experience Requirements

Field Experience is an essential part of all programs in the MSOE. All majors will conduct a predetermined number of hours of field experience during their program of study. Field Experience I and II will be required both semesters of the junior year. The students will have the opportunity to shadow, observe and assist a teacher in the private or public school setting.

Teacher education majors will also meet observation requirements during methods classes in their chosen discipline. These observations will provide additional opportunities to observe and assist in area schools.

During the senior year, students will complete a student teaching experience during Internships I and II. Internship I will allow the interns to gain valuable exposure within the school setting as they observe, assist, and begin to teach the students with their assigned cooperating teacher. This will provide the senior interns a great collaborative learning experience. Internship II will be the final capstone for the education majors. The placement will be the same school setting as Internship I, which will allow the interns to continue to build upon the teaching, mentoring, and learning experiences from Internship I.

Off Campus Tutoring Opportunities

Frequently, CU can assist local schools or community programs with students who can provide on-site reading and tutoring assistance. These are great opportunities for students to develop their instructional skills of working with students. In some situations, though not all, these are paid positions. Students are made aware of such opportunities as they become available. It is then the student's responsibility to contact the organization regarding specific details.

Professional Associations

During undergraduate studies, students are introduced to professional associations relevant to their field of study. As opportunity provides, students are encouraged to attend state/regional conventions and to pursue membership with an appropriate professional association.

Internship Placement

Internship is a two-semester senior capstone experience. The process of Internship I & II is found in the *Internship Handbook*, which is provided as an addendum to the course syllabus for Internship students after they complete Field Experience II. Every effort is made to place students at the same local school for Internship I and II.

Internship Fees

Interns placed by CU will be charged full-time tuition and an internship fee (see current Schedule of Fees). Interns placed by WSSU or HPU will be charged the internship fee only. Important: In order to cover the additional expense of travel for a supervising professor, a \$100 charge may be added to the student teaching fee for placements over a thirty-mile radius from the school. Teaching beyond a 30 mile distance from CU must be approved by the supervisor prior to placement for Internship I.

Working and Other Obligations during Student Teaching/Internship II

Student teaching is a full-time commitment; it is time-intensive and requires more than just a day at school. After teaching, student teachers will have obligations to grade assignments, plan lessons, meet with teachers and parents, etc. The MSOE strongly recommends that interns have no other major obligations (e.g. officer in a campus association, member of an athletic team, major duties at church or work, and especially getting married) during the student teaching semesters. Program requirements and student needs vary; therefore, requests for exceptions should be submitted in writing to the Dean of the MSOE.

Students are expected to follow the counsel of the School's Faculty regarding obligations extraneous to student teaching.

Interns as Substitute Teachers

It is never the preference for an intern to serve as a substitute teacher. However, in an emergency and only for a short period of time, interns may serve as a substitute teacher providing the following requirements are met:

- The intern may substitute as a teacher only in his/her assigned classroom.
- The intern must be far enough along in the program that he/she is teaching most, if not all, subjects.
- A paid substitute teacher must also be present in the classroom all day.
- All of the following must approve: the head of school, the cooperating teacher, and the supervising professor
- Interns are not to be paid for their work as a substitute teacher.

Internship Grading Guidelines

Internship II is the capstone experience for seniors. Details are included in the Internship Handbook. Throughout the process there are formal observations. Some are done during the semester (formative evaluations) and one is done at the conclusion (summative evaluation). In the end, the final grade for student teaching is the responsibility of the supervising professor, who receives a recommendation from the cooperating teacher. The final grade is generally described as:

- **A** = Strongly recommended as qualified and capable to manage a classroom and instruct students. Both the cooperating teacher and supervising professor should agree this student performed student teaching with exceptional diligence, creativity, professionalism, and maturity.
- **B** = Recommended as qualified and capable to manage a classroom and instruct students. Both the cooperating teacher and supervising professor should agree this student performed student teaching with a level of diligence, professionalism, and maturity that was better than average.
- **C** = Recommendation with reservations. Though it may not be evident in every formative evaluation, the student displayed one or more noticeable deficiencies during the student teaching experience. Both the cooperating teacher and supervising professor should agree this student displayed adequate skills, classroom management, and maturity during the time of being a student teacher.
- **D** = Not recommended for teaching; student must repeat the internship experience to graduate.

Performance Standards

As reflects the policies of the *North Carolina Teacher Evaluation Process* and the *Rubric for Evaluation North Carolina Teachers*, the following terms are typical for the evaluation of the students' performances and dispositions as they work through the program:

- *Developing*: Student demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- *Proficient*: Student demonstrated basic competence on standard(s) of performance.
- *Accomplished*: Student exceeded basic competence on standard(s) of performance most of the time.
- *Distinguished*: Student consistently and significantly exceeded basic competence on standard(s) of performance.
- *Not Demonstrated*: Student did not demonstrate competence on or adequate growth toward achieving standard(s) of performance.

NC Teacher Evaluation Process

Rubric for Evaluation NC Teachers

Technology in Teacher Education

The State of North Carolina requires all undergraduate teacher education majors to demonstrate technology proficiency for personal, professional, and instructional purposes. Beginning with the course *Educational Technology*, students begin to purposefully integrate technology into learning and teaching. For that purpose, students are expected to be competent users of desktop/laptop computers, tablets, and a variety of “smart” devices. The purchase of an iPad, Chromebook, or other designated technology is part of enrollment in the *Educational Technology* course. Throughout the professional and methods courses, students will be guided by standards established by the *International Society for Technology in Education* (ISTE) and the NC-DPI.

The ed-TPA

The ed-TPA is a performance-based, subject-specific assessment and support system used by educator preparation programs and required by North Carolina (starting 2020) for individuals who pursue a state teaching license. It emphasizes, measures and supports the skills and knowledge that all teachers need from Day 1 in the classroom. It consists of three major tasks focused on Planning, Instruction, and Assessment. The ed-TPA assessment typically includes 15 rubrics, each of which is scored on a scale of five points, which sum to a total maximum possible score of 75. Because ed-TPA is required for state license, only students involved at HPU or WSSU are required to complete it. Students can expect to be introduced to components of ed-TPA in a variety of courses; however, the ultimate oversight of the tasks and submission of the portfolio is done under the guidance of HPU or WSSU. Additional information can be found at <http://edtpa.aacte.org>

The Graduate School

The MSOE offers a Master's Degree in Education (MEd) for individuals who complete the prescribed program of courses. There are two tracks in the program: Curriculum & Instruction and Educational Leadership. Details of the program and the concentrations can be found in the Graduate Catalog.

Appendix A: So, You Want to Be a Teacher

Becoming a teacher is a noble goal. It offers a rich and rewarding opportunity to invest in the lives of others. CU has graduated educators for more than four decades. They have gone on to find their place of service in a variety of educational settings: from preschool to college, at private schools, public schools, and mission schools, both around the country and around the world. CU alumni are found teaching in the classroom, coaching on the field, and serving in administration. Becoming a teacher is a path that is a very academically demanding and rigorous. Students who succeed in the education preparation program have a common set of skills, attitudes, experiences, and knowledge. So, if you want to be a teacher, here are the characteristics that should describe you.

- A good reader, who not only reads the assignments, but also reads for personal enrichment and enjoyment;
- A competent writer who has been successful at writing in a variety of styles and at researching topics;
- An honor student with grade point average of 2.75 or above (even a member of an honor society), with grades of A's and B's in English and math;
- A competent test taker, with standardized test scores on the SAT, ACT, or end-of-year tests that are at or above the 50th percentile, especially in math and language arts;
- An involved individual who enjoys all the elements of the school environment and is actively involved in extracurricular activities and/or teams;
- A mentor, who enjoys working with younger students, either as a coach, church worker, camp counselor, or teacher's assistant in high school;
- A successful multi-tasker when necessary;
- A person who uses technology confidently, including MS Word, PowerPoint/Prezi, digital media, and is comfortable with an iOS device;
- A self-starter who is motivated to both begin and complete challenging tasks, all while managing time well;
- A visionary who sees him/herself as a future teacher and/or coach.

If this sounds like you, then we wholeheartedly invite you to come to CU and train to become an educator of influence.

Appendix B: North Carolina Code of Ethics for Educators

Preamble: the purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

Commitment to the Student.

1. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
2. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
3. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
4. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
5. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
6. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

Commitment to the School and School System

1. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
2. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
3. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

4. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.
5. When acting in an administrative capacity:
 - a. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
 - b. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
 - c. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
 - d. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

Commitment to the Profession

1. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.
2. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.
3. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Purpose and Applicability

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation.

The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

Standards of Professional Conduct

The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for

educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.
2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.
3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
 - a. statement of professional qualifications;
 - b. application or recommendation for professional employment, promotion, or licensure;
 - c. application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
 - d. representation of completion of college or staff development credit;
 - e. evaluation or grading of students or personnel;
 - f. submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
 - g. submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
 - h. submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or

- supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
 - a. any use of language that is considered profane, vulgar, or
 - b. demeaning;
 - c. any sexual act;
 - d. any solicitation of a sexual act, whether written, verbal, or physical;
 - e. any act of child abuse, as defined by law;
 - f. any act of sexual harassment, as defined by law; and
 - g. any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.
 6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
 7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
 8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
 9. Alcohol or controlled substance abuse. The educator shall not:
 - a. Be under the influence of, possess, use, or consume on school premises or at a school- sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;
 - b. ii. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
 - c. iii. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
 10. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C332 and any felony under the laws of the United States or of any state.

11. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
12. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
13. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

Appendix C: North Carolina Professional Teaching Standards

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. This section contains the first five aligned standards adopted by the North Carolina State Board of Education in June 2007 plus the additional sixth standard adopted in February 2012.

The following statements summarized from *The North Carolina Professional Teaching Standards*, which details the expectations for the professional conduct and personal dispositions that should be evidenced in a teacher. The complete document can be found on the [NC Department of Public Instruction website](#).

Standard 1: Teachers Demonstrate Leadership

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe,

orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers embrace diversity in the school community and in the world. Teachers treat students as individuals and adapt their teaching of the benefit of students with special needs.

Standard 3: Teachers Know the Content they Teach

Teachers align their instruction with the North Carolina Standard Course of Study. Teachers know the content appropriate to their teaching specialty. Teachers recognize the interconnectedness of content areas/disciplines. Teachers make instruction relevant to students.

Standard 4: Teachers Facilitate Learning for their Students

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers plan instruction appropriate for their students. Teachers use a variety of instructional methods. Teachers integrate and utilize technology in their instruction. Teachers help students develop critical thinking and problem-solving skills. Teachers help students work in teams and develop leadership qualities. Teachers communicate effectively. Teachers use a variety of methods to assess what each student has learned.

Standard 5: Teachers Reflect on their Practice

Teachers analyze student learning. Teachers link professional growth to their professional goals. Teachers link professional growth to their professional goals.

Standard 6: Teachers Contribute to the Academic Success of their Students

The work of the teacher results in acceptable, measurable progress for students.