

SPECIALIZED EDUCATION SERVICES (SES)

SES 100 Visual Gestural Communication 2

Development of skills in nonverbal communication. Topics of spatial awareness, visual processing skills, and the use of facial expression, gestures, pantomime, and body language as it pertains to interpreting.

Prerequisites: SES 101 recommended.

SES 101 American Sign Language I 3

American Sign Language (ASL) with emphasis on the development of basic receptive and expressive skills. ASL grammar will be covered to develop rudimentary conversational skills in ASL. Introduction to Deaf culture and community.

Prerequisites: Interpreting, Deaf Education, and Advocacy Services major.

Corequisites: SES 245.

SES 102 American Sign Language II 3

Development of conversational skills in American Sign Language (ASL). Review of origin and application of contemporary manual communication systems.

Prerequisites: SES 101. Interpreting, Deaf Education, and Advocacy Services major.

SES 112 Foundations in Specialized Education Services 3

Explore the foundations of specialized education in this course, covering key topics in special and Deaf education, including history, methods, legal aspects, and cultural insights. Designed for future educators and professionals, it offers a comprehensive, interdisciplinary approach to inclusivity and advocacy in education.

MAC: MAC Foundations

Prerequisites: Must have fewer than 60 credits to enroll or can enroll by Written Permission.

SES 200 People with Disabilities in American Society 3

Exploration of the treatment of people with disabilities in American society from a personal, historical, political, and social perspective, including related legislation, portrayal in popular media, and contemporary issues.

SES 203 American Sign Language III 3

Continuation of Sign Language II with an increased emphasis on expressive skills, receptive skills, linguistic knowledge, and integration of cultural behaviors in conversational settings.

Prerequisites: SES 102. Interpreting, Deaf Education, and Advocacy Services major.

SES 204 American Sign Language IV 3

Continuation of American Sign Language III with an increased emphasis on expressive skills, linguistic knowledge, and integration of cultural behaviors in conversational settings. Community lab hours required.

Prerequisites: SES 203. Interpreting, Deaf Education, and Advocacy Services major.

SES 240 Communication Development in Children 3

Psychosociolinguistic and developmental processes in the acquisition of communication in typically developing children. Emphasis on interpersonal communication patterns in diverse cultures that contribute to and influence social interaction.

MAC: MAC CritThink Soc and BehavSci

Notes: Students cannot receive credit for both this course and CSD 308.

SES 242 Introduction to Exceptional Children: Early Years 3

Provides an overview to early childhood special education. Issues related to legislation, identification, characteristics, family roles, and programmatic concerns will be addressed.

MAC: MAC CritThink Soc and BehavSci

SES 244 Cognitive Processing Skills for Interpreting 3

Development of cognitive processing skills within ASL and English. Abilities to manipulate with accuracy two languages involved in the interpreting process in order to interpret a message accurately.

Prerequisites: SES 101. Interpreting, Deaf Education, and Advocacy Services major.

SES 245 History and Culture of the Deaf Community 3

Introduction to the diverse members of the Deaf Community with emphasis on Deaf people as a linguistic and cultural minority. Focus is on historical, educational, political, social, and vocational issues.

Prerequisites: Interpreting, Deaf Education, and Advocacy Services major.

Notes: May not receive credit for both ASL 245 and SES 245.

SES 250 Introduction to Professions in Specialized Education 3

Study of fundamental concepts on teaching and learning, applicable to educational services to students with disabilities. Particular emphasis is given to teachers' perspectives with required field experience in schools.

SES 251 Introduction to Deaf Education 3

An introduction to professional standards, ethics and expectations in Deaf Education, while also exploring historical/cultural perspectives and service delivery options for students who are deaf/hard of hearing.

SES 252 Survey of Learning and Behavior Differences 3

Overview of learning and behavior differences as related to special education. Addresses etiology prevalence, characteristics, diagnosis, and treatment. Historical and legal aspects of educational programs also are addressed.

MAC: MAC Written Communication

Prerequisites: SES 250 or permission of instructor. admission to the Teacher Education Program.

SES 270 Fingerspelling and Numbers in ASL 2

Provides concentrated instruction and practice in fingerspelling and numbers as used in ASL. Assists students in acquiring fluent fingerspelling ability through the use of receptive and expressive skills.

Prerequisites: SES 102 or permission of instructor.

SES 296 Study Abroad for Global Engagement: Field Experience 1

Second of three courses taken in conjunction with a UNCG Study Abroad Exchange. Online individual study focusing on the field experience and appropriate engagement in international, intercultural, and/or multicultural contexts.

Prerequisites: IGS 295. Acceptance to a UNCG Study Abroad Exchange Program;

Notes: May repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.. however, may apply only once toward Liberal and Interdisciplinary Studies, B.A.: IGS concentration requirements; Grade: Pass/Not Pass (P/NP); Same as TED 296, IGS 296.

SES 297 Study Abroad for Global Engagement: Re-Entry Reflections and Applications 1

Third of three courses taken in conjunction with a UNCG Study Abroad Exchange. Focus on the re-entry and re-acculturation processes and the integration of intercultural development into future contexts.

Prerequisites: IGS 296. Acceptance to a UNCG Study Abroad Exchange Program;

Notes: May be repeated up to three times (for three different exchange experiences) for credit when topic varies for a total of 3 s.h.; however, may apply only once toward Liberal and Interdisciplinary Studies, B.A.: IGS concentration requirements; Grade: Pass/Not Pass (P/NP); Same as TED 297, IGS 297.

SES 305 American Sign Language: English Translation 3

A continuation of the grammatical aspects of ASL with emphasis on conceptualization. Beginning translation activities including famous quotes, speeches, pledges, and songs.

Prerequisites: IDEA or SPED or SPEL major. SES 204 or permission of instructor.

SES 306 Advanced Narrative Structures and Storytelling in American Sign Language 3

Narrative skills will be enhanced by using fairy tales and folktales to free students up to imagine, develop characters, identify basic storytelling techniques and formal presentations in ASL.

Prerequisites: SES 305 or permission of instructor.

SES 315 Assessment and Planning for Early Childhood Education 4

Theoretical, practical, ethical issues in observing, assessing, and planning for young children with and without disabilities in inclusive settings. Individualized approaches for program planning and monitoring development are integrated.

Prerequisites: HDF 111 or PSY 250, HDF 112, and HDF 202. Pr. or Coreq.: SES 242 and HDF 250;

Notes: Same as HDF 315.

SES 321 Seminar/Practicum with Deaf Students I 3

The field component of the Birth–12 Deaf and Hard-of-Hearing Teacher Preparation program; allows students to work in various settings with students who are Deaf and process these experiences in a weekly seminar.

Prerequisites: Admission to the Teacher Education Program.

SES 333 Special Projects 1-3

Guided individual study in an area of special interest to the student.

Prerequisites: Permission of faculty supervisor.

Notes: May be repeated for credit.

SES 340 Strategies for Teaching Students with Disabilities in General Education Settings 3

Provides teacher candidates with essential knowledge and skills for understanding and addressing academic and behavioral needs of students with disabilities in their classrooms.

Prerequisites: TED 250 and/or admission to the Teacher Education Program and/or permission of instructor.

SES 341 Social Emotional Competence in Early Childhood Education 3

Examination of the roles that teachers, families, and the environments have on the social and emotional development of young children in inclusive early care and education settings.

Prerequisites: HDF 111 or PSY 250, HDF 112, and HDF 202. Pr. or Coreq.: SES 242 and HDF 250;

Notes: Same as HDF 341.

SES 350 Interprofessional and Instructional Field Experience 1 3

Field component of special education teacher preparation program.

Provides opportunities for teachers to apply their knowledge and skills in a variety of settings with students with disabilities.

Prerequisites: SES 250 or TED 250 or permission of instructor. admission to the Teacher Education Program.

SES 351 Interprofessional and Instructional Field Experience 2 3

This is the second in a series of field-based components of the special education teacher preparation program. This practicum/ internship provides opportunities for teacher candidates to apply their knowledge and skills in a variety of settings with students with disabilities. Skills and experiences will be reflected upon in seminar.

Prerequisites: SES 250 or TED 250 or permission of instructor. admission to the Teacher Education Program.

SES 352 Interprofessional and Instructional Field Experience 3 3

This is the third of three field-based experiences in the special education teacher preparation program. This clinical experience/ internship provides opportunities for teacher candidates to apply their knowledge and skills in a variety of settings with students with disabilities. Skills and experiences will be reflected upon in seminar.

Prerequisites: SES 250 or TED 250 or permission of instructor. admission to the Teacher Education Program.

SES 353 Lesson Design for Deaf Learners 3

Foundational knowledge and strategies for creating effective, appropriate and inclusive research-based lesson plans for K-12 learners who are deaf or hard of hearing.

Prerequisites: Admission to the Teacher Education Program.

SES 357 The Profession of Interpreting 3

An overview of the profession of interpreting including its history, organizations, guidelines for ethical decision-making, conduct, basic business practices, roles and responsibilities, legislative issues, health concerns, and certification requirements.

SES 360 Assessment for Exceptional Learners 3

Formal and informal assessment approaches for identification and eligibility for special education for students who access the general curriculum. Strategies for planning and evaluating programs for students receiving special education.

Prerequisites: SES 250 or TED 250, SES 252, or permission of instructor. admission to the Teacher Education Program.

SES 361 Language and Emergent Literacy: Foundational Skills for Teaching Reading 3

This course will provide a foundation in language and emergent literacy skills necessary to teach reading. Students will learn a breadth of knowledge about language development, the links between language structures and literacy components, characteristics of children at risk for reading difficulty, and children from culturally and linguistically diverse backgrounds.

Prerequisites: Admission to teacher education. 3.0 GPA.

SES 366 Discourse Analysis: English/American Sign Language 3

Analyzing discourse in English and American Sign Language (ASL) toward an awareness of language features. Theoretical notions underlying language are presented, discussed, and applied through feature transcription and analysis.

Prerequisites: SES 204 and SES 369.

SES 369 Linguistics of American Sign Language 3

Provides an introduction to sociolinguistics and the linguistic structures of American Sign Language including phonology, morphology, syntax, and pragmatics through lecture and analysis of native ASL users.

SES 370 American Sign Language/Deaf Literature 3

Study of literature by deaf authors and poets. Videotapes and reading selections pertaining to everyday lives of deaf people including ABC and number stories, residential stories, and ASL poetry.

Prerequisites: SES 204 or permission of instructor.

SES 378 Language Teaching Methods with Deaf Students 3

Principles and strategies for developing English language proficiency in deaf and hard of hearing students. Emphasis on integration of English instruction with academic content.

Prerequisites: 2.75 overall GPA. SES 240; admission to the Teacher Education Program or permission of instructor .

SES 381 Bilingual Methods for Teaching Deaf Students 3

To prepare the student to teach deaf/hard-of-hearing children/youth via a bilingual approach (American Sign Language [ASL]/English). Focus is on increasing ASL literacy, English literacy and oracy, and integrated content instruction. Designed for students possessing a theoretical foundation in first and second language acquisition, bilingual education, ESL, linguistics, and cognitive development.

Prerequisites: SES 204 or ASLPI Level 2 Score. admission to the Collaborative for Educator Preparation (CEP) or permission of instructor.

SES 385 Structure of English & ASL 3

To review and analyze linguistic structures (commonly known as “parts of speech”) in both American Sign Language (ASL) and English. Focus is on understanding and teaching language to deaf/hard-of-hearing children and youth via a bilingual (ASL/English) approach. Designed for students who have proficiency in ASL and English.

Prerequisites: SES 204 or ASLPI Level 2 Score. admission to the Collaborative for Educator Preparation (CEP) or permission of instructor.

SES 396 Transition Planning and School-Based Entrepreneurship 3

This course will provide a background in transition planning for students with disabilities. Emphasis is placed on career development and transition services and entrepreneurial efforts in schools and communities.

Prerequisites: Junior standing.

Notes: Students who have prior credit for ENT 396 may not take SES 396 for credit.

SES 400 Perspectives on the Global Deaf Community 3

Global perspectives of deaf people in other countries including perspectives on identity, language, human rights issues, education, advocacy, and social and economic self-sufficiency.

Prerequisites: SES 204, SES 245, SES 370, and permission of instructor.

SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings 1

Legal and pedagogical understandings related to teaching students with disabilities and related special needs in general education settings. Enrollment is limited to students pursuing initial teaching licensure.

Prerequisites: Admission to the Teacher Education Program.

SES 409 Interpreting Strategies: Language Facilitation 3

Assessment, best practices, and collaboration in facilitating language learning in students who are Deaf/deaf or hard of hearing. This course will also deal with the educational interpreter’s role as a member of the educational team.

Prerequisites: SES 240. Interpreting, Deaf Education, and Advocacy Services majors who have a concentration in interpreter preparation; or permission of instructor.

SES 411 Diagnostics and Assessment of Interpreters 2

Preparation for state and national interpreting assessments; emphasis on ethical decision-making with regard to laws, best practices, policies, and Code of Professional Conduct.

Prerequisites: Permission of instructor .

SES 425 Infants and Toddlers: Development, Learning, and Curriculum 3

Theories, principles, methods, and issues related to infant and toddler development and inclusive programs. An emphasis on integrating knowledge with skills to design, implement, and evaluate programs will be taken.

Prerequisites: SES 242. Grade of C+ or better in HDF/SES 315 and HDF/SES 341; 2.60 GPA;

Notes: Same as HDF 425.

SES 435 Preschool: Development, Learning, and Curriculum 3

In-depth examination of typical and atypical development of diverse preschool-age children. Integrated teaching strategies and effective inclusive learning environments will be emphasized.

Prerequisites: SES 242. Grade of C+ or better in HDF/SES 315 and HDF/SES 341; 2.60 GPA;

Notes: Same as HDF 435.

SES 436 Kindergarten: Development, Learning, and Curriculum 3

In-depth examination of current policies and practices in public school kindergartens. Development of children with and without disabilities and appropriate teaching strategies in kindergarten will be emphasized.

Prerequisites: SES 242. Grade of C+ or better in HDF/SES 315 and HDF/SES 341; 2.60 GPA;

Notes: Same as HDF 436.

SES 438 Literacy Methods with Deaf Learners 3

Foundational knowledge and evidenced-based strategies for facilitating literacy education for K-12 learners who are deaf or hard of hearing.

Prerequisites: Admission to the Teacher Education Program.

SES 440 Intro to Special Education 3

Introductory course designed to survey the field of students with disabilities. Major attention focused on characteristics of students with disabilities, free appropriate public education, and the least restrictive environment.

Prerequisites: Senior standing.

SES 445 Advocacy and Services for the Deaf 3

Overview of services, laws, demographics, and ethical issues necessary to work with deaf people in nontraditional settings.

Prerequisites: Permission of instructor .

SES 446 Working with Diverse Deaf Populations 3

Course is designed to equip professionals to work with Deaf and hard of hearing individuals with significant learning and communication challenges including deaf-blind, autism, and developmental disabilities.

Prerequisites: SES 204. IDEA major.

SES 447 Service Delivery Systems and Role Management 3

Design and delivery of school service delivery models for students with mild/moderate disabilities (e.g., general education, resource programs; co-teaching; consultation); management of exceptional children’s teachers’ many roles and responsibilities.

Prerequisites: SES 250 or TED 250 or permission of instructor. admission to the Teacher Education Program.

SES 451 Spoken Language Facilitation in Deaf Children 4

Assessment procedures and strategies for developing spoken language in naturalistic and school settings with children with hearing impairments.

Prerequisites: CSD 250 and SES 240. 2.75 overall GPA; admission to the Teacher Education Program .

SES 453 IEPs and Assessment 3

This course includes content and experiences to develop knowledge and skills pertaining to the development and implementation of the Individualized Education Plan (IEP). Students will use assessment data to create IEPs, and monitor progress towards IEP goals, as required by the Individuals with Disabilities Act (IDEA).

Prerequisites: Admission to teacher education program. 3.0 GPA.

SES 460 Home-School Partnerships for Students with Exceptional Needs 3

Focuses on the needs of parents and families as they interact with personnel in schools, including procedural safeguards for parents/families, formal and informal meetings, culturally competent interactions, and home-school communication systems.

SES 461 Internship in Teaching Students with Hearing Loss 12

Full-time supervised student teaching in one or more educational settings with deaf and hard of hearing students under direction of university supervisor. Conferences and seminars required.

Prerequisites: 2.75 overall GPA and admission to the Student Teaching Program.

SES 462 Interpreting in Educational Settings 3

This course provides opportunities for students to develop a knowledge base in educational interpreting. Topics include, tutoring, data collection, and strategies for working in kindergarten through post-secondary settings.

Prerequisites: Interpreting, Deaf Education, Advocacy and Services majors only.

SES 463 Visual English Systems 3

Learn and apply various systems for visually representing English including sign-supplemented speech, oral transliterating, Cued Speech, and Visual Phonics.

SES 465 Student Teaching: Students with Mild and/or Moderate Disabilities 9

Student teaching emphasizing teaching students with mild/moderate learning disabilities in K-12 settings with university supervision. Full-time special education teaching assignment in cooperating schools for a full semester. Conferences and seminars required.

Prerequisites: Permission of department chair and admission to the Teacher Education Program.

Corequisites: SES 475.

Notes: Must have completed all major coursework and maintain at least a 3.0 GPA.

SES 466 Positive Behavior Supports for Exceptional Learners 3

This course teaches content and strategies for creating a nurturing learning environment by incorporating positive behavior supports at the school, class, and individual levels. Students will learn and practice skills for completing functional behavioral assessments and behavior intervention plans for exceptional learners.

Prerequisites: SES 250 and SES 252, or permission of instructor. admission to the Teacher Education Program.

SES 467 Advocacy and Services for the Deaf Internship 12

Internship component of Advocacy and Services for the Deaf concentration. Provides students with opportunities to apply knowledge and skills in working with individuals with disabilities in nontraditional educational settings in community.

Prerequisites: Permission of instructor.

SES 468 Diversity, Equity and Inclusion in Early Childhood Education 3

In-depth analysis of recommended practices related to effectively serving diverse populations of young children and their families in inclusive early care and education settings.

Prerequisites: HDF 450 or HDF 460, or concurrent enrollment in HDF 450 or HDF 460. or permission of instructor; 2.60 GPA;

Notes: Same as HDF 468.

SES 469 Reading Instruction for Learners with Reading Difficulties or Disabilities 3

SES 469 is designed to prepare teachers to teach reading effectively. Specifically, pre-service teachers learn how to assess learners with reading difficulties or disabilities in all reading components, plan instruction or intervention based on results, and teach using explicit, systematic, and evidence-based instructional strategies in reading.

Prerequisites: SES 250 or TED 250 or permission of the instructor. admission to the Teacher Education Program;

Corequisites: SES 469L.

SES 469L Lab for Reading Instruction for Learners with Reading Difficulties or Disabilities 1

SES469L is a lab that provides these experiences tutoring students weekly at an off-campus elementary school (within 30 minutes from campus): administering assessments, analyzing results, planning and implementing lessons to support students' reading profiles and needs. A passing grade in SES469 must be achieved for successful completion of this course.

Prerequisites: Admission to the Teacher Education Program.

Corequisites: SES 469.

SES 471 Teaching Exceptional Learners the General Curriculum I 3

Part of a two-course sequence for teachers of students with learning, behavioral, and mild/moderate cognitive disabilities. Provides a knowledge base for developing and managing educational programs for this population.

Prerequisites: Both SES 250 (or TED 250) and SES 252, or permission of instructor. admission to the Teacher Education Program .

SES 472 Teaching Exceptional Learners the General Curriculum II - Math 3

Second of a two-course sequence for teachers of students with learning, behavioral, and mild/moderate cognitive disabilities. Provides a knowledge base for developing and managing general curriculum programs for this population with a math focus.

Prerequisites: SES 250 (or TED 250) and SES 252 and SES 471, or permission of instructor. admission to the Teacher Education Program.

SES 475 Student Teaching Seminar: Students with Mild and/or Moderate Disabilities 3

Student Teaching Seminar for Students with Mild/Moderate Disabilities, is a corequisite course for SES 465, the student teaching course designed to prepare special education teacher candidates to teach exceptional students with mild/moderate disabilities in inclusive K-12 settings. The seminar will address specific topics related to the profession and the student teaching experience.

Prerequisites: Successful completion of all major courses and admission to the teacher education program.

Corequisites: SES 465.

SES 477 Interpreting English to ASL I 3

Develops skills in producing a linguistic and culturally equivalent ASL message from an English source message. Emphasis on discourse analysis, translation, and consecutive interpreting exercises.

Prerequisites: SES 204.

SES 478 Interpreting English to ASL II 3

Develops skills in producing a linguistic and culturally equivalent ASL message from an English source message. Emphasis is placed on simultaneous interpreting of narrative discourse and interactive interpreting.

Prerequisites: SES 477.

SES 480 Interpreting in Specialized Settings 3

Focuses on techniques, ethics, and specific terminology associated with interpreting for diverse populations within the Deaf Community. Included are mental health, medical, performing arts, religious, social services, and vocational settings.

Prerequisites: SES 204 and SES 357.

SES 481 Instructional ASL for Educating Deaf Students 3

To improve students' American Sign Language vocabulary and conceptual accuracy for a variety of content areas in the K–12 setting, and provide techniques for teaching through a bilingual instructional approach.

Prerequisites: SES 101. SES 102; SES 203; SES 204; PRDF major with Birth–12 Deaf and Hard of Hearing Teacher Licensure concentration or permission of instructor;

Notes: May be repeated for credit.

SES 483 Instructional Methods: Students with Hearing Loss 3

Strategies for facilitating deaf and hard of hearing students' acquisition of curricular content in inclusive educational settings. Emphasis on developing and implementing individualized learning plans.

Prerequisites: 2.75 overall GPA and admission to the Teacher Education Program.

SES 486 Seminar and Practicum 3

Designed to prepare students for entrance into their professional careers. Includes portfolios, resumes, invoices, interview skills, and assessment instruments. Professional Development Plans, which incorporate practicum experiences, are constructed.

Prerequisites: Permission of instructor.

SES 487 Interpreting Internship 12

Full-time supervised field experiences in a variety of settings related to the student's professional goals. Regularly scheduled conferences, seminars, and other projects are required.

Prerequisites: SES 486 and completion of Interpreting Assessment I.

SES 488 Interpreting ASL to English I 3

Develops skills in producing a linguistic and culturally equivalent English message from an ASL source message. Emphasis is placed on rehearsed and spontaneous consecutive interpreting.

Prerequisites: SES 204.

SES 495 Interpreting in Medical Settings 2

Apply principles of ASL in primary and emergency care medical settings and gain knowledge of specialized vocabulary, appropriate roles, standards of practice and ethical codes involved in medical interpreting.

Notes: Recommended for students with advanced skills in American Sign Language.

SES 496 Interpreting ASL-to-English II 3

Development of skills in producing a linguistic and culturally equivalent English message from an ASL source message. Emphasis is placed on simultaneous interpreting.

Prerequisites: SES 488.

SES 497 Interpreting in Mental Health Settings 2

Techniques specific to interpreting in mental health and substance abuse settings. Application of the demand-control schema framework and a teleological approach to ethical decision making.

Notes: Recommended for students with advanced skills in American Sign Language.

SES 498 Interpreting in Social Service Settings 2

Apply principles of American Sign Language in various social service settings and gain an understanding of the specialized vocabulary, appropriate roles, standards of practice, sensitive issues, and ethical codes involved.

SES 499 Theatrical/Artistic Uses of American Sign Language 2

Notes: Recommended for students with advanced skills in American Sign Language.

SES 540 Introduction to Special Education 3

Introductory course designed to survey the field of students with disabilities. Major attention focused on characteristics of students with disabilities, free appropriate public education, and the least restrictive environment.

SES 601 Introduction to Inclusive Birth-Kindergarten Services 3

Introduction to issues and policies in inclusive birth through kindergarten programs. Legislation, service delivery models, policy issues, family roles, and research outcomes discussed.

SES 602 Inclusive Family-Centered Practices in Early Childhood 3

Analysis of theoretical perspectives, intervention strategies, and research outcomes for young children with disabilities in inclusive settings and their families. Family-centered practices emphasized.

Prerequisites: SES 601.

SES 603 Screening/Assessment in Inclusive Early Childhood Services 3

Conceptual knowledge and practical application of screening and assessment techniques and procedures for infants, toddlers, preschoolers, and kindergartners. Report writing, IFSPs, IEPs, family assessments, and program evaluation included.

Prerequisites: SES 601, ERM 604, SES 406/HDF 606 or permission of instructor.

SES 604 Internship in Inclusive Early Childhood 1-6

An in-depth exploration of the principles of early childhood care and education and learning strategies for young children with and without disabilities. Field placements in BK setting are required.

Prerequisites: HDF 636, admission to BKISED program, or permission of instructor.

SES 605 Diversity and Inclusive Early Care and Education 3

In-depth analysis of issues, recommended practices, and experiences to prepare students for meeting the needs of young children from diverse populations in inclusive early care and education settings.

Prerequisites: Admission to Leadership in Early Care and Education certificate, MEd BKISED, or permission of instructor.

SES 606 Preschool-Kindergarten Learning in Inclusive Settings 4

In-depth exploration of the principles of early childhood care and education and learning strategies for preschool/kindergarten children with and without disabilities. Field placements in BK setting are required.

Prerequisites: Admission to BKISED degree program and SES 601.

Notes: Same as HDF 606.

SES 607 Infant-Toddler Learning in Inclusive Settings 4

An examination of development in infancy and toddlerhood and strategies for facilitating very young children's growth and learning in early childhood care and educational settings. Field placement required.

Prerequisites: HDF or SES major or permission of instructor.

Notes: Same as HDF 607.

SES 610 Ecologically Based Instruction 3

This course will enable the participant to identify psychological, physical, educational, medical, behavioral, and learning characteristics and needs of students with disabilities.

SES 611 Universal Design for Learning 3

Content includes strategies for developing curriculum and instructional techniques for teaching students with disabilities, including vocational/career assessment and individualized programs integrating family, agencies, and business.

SES 612 Transition Across the Age-Span 3

Course content focuses on implementing transition programs from school to career and daily living for students with disabilities, including vocational/career assessment and individualized programs integrating family, agencies, and business.

SES 640 Policies and Procedures in Special Education 3

Detailed study of federal and North Carolina policies and procedures that ensure that students with disabilities receive a free appropriate public education in the least restrictive environment.

SES 641 Assessment in Special Education 3

Provides a knowledge base, guided practice, and practical application of assessment practices for making eligibility and instructional planning decisions for students with disabilities, with emphasis on authentic assessment practices.

Notes: For special education majors.

SES 642 Reading Instruction 3

Emphasizes systematic, explicit practices for teaching essential skills in phonemic awareness, emergent literacy, the alphabetic principle, fluency, vocabulary, and reading comprehension to students with disabilities.

SES 643 Special Education Trends/Issues 3

Explores critical issues and strategies in developing, implementing, evaluating, and financing programs and services for students with disabilities.

SES 645 Advanced Seminar: Special Education 3

Research and current issues in the psychology and education of students with disabilities.

Notes: May be repeated for credit when topic varies.

SES 647 Collaboration and Leadership 3

Provides a knowledge base, guided practice, and practical application of consultation skills and consultation-based services needed for implementing effective instructional programs for students with disabilities.

Notes: For special education majors.

SES 649C Practicum in Special Education 4-6

Eight or ten weeks of supervised experience in inclusive early childhood education settings designed to offer opportunities for practice of skills and professional development within program goals.

Prerequisites: Core courses and permission of program coordinator.

SES 650 Independent Study 1-3

Topic to be determined by faculty advisor and student.

Prerequisites: Admission to appropriate degree program or permission of instructor and major advisor.

SES 652 Writing Instruction 3

Emphasizes Universal Design for Learning, systematic and explicit practices for teaching written language skills to students with disabilities using evidence and research based practices.

SES 656 Math and Science Instruction 3

Addresses broad array of evidence-based instructional strategies for working with students with disabilities to teach math and science.

Prerequisites: Pr. or Coreq.: SES 655.

SES 658 Positive Behavior Supports 3

Addresses broad array of instructional strategies for working with students with disabilities using contemporary educational and therapeutic practices to address instructional as well as social/emotional needs.

SES 659 Behavior Management 3

Includes content specific to concepts, skills, and practices for understanding and using principles of behaviorism in the education of students with special needs.

SES 661 Student Teaching: Special Education 3-6

Supervised experience in a variety of classroom or other public school settings and related seminar emphasizing the design and delivery of best-practices services and instruction to students with disabilities.

Notes: May be repeated for credit. Grading method is Satisfactory/Unsatisfactory (S/U).

SES 662 Assistive Technology for Inclusive Education 3

Overview of assistive technology in meeting the educational goals of individuals with disabilities. Includes experiences with devices and services associated with assistive technology and instructional technology.

SES 688 Contemporary Problems Seminar 1-3

Specific course title identified each semester by subscript (e.g., Contemporary Problems Seminar: Issues in Professional Negotiations). May be repeated for credit when topic varies.

SES 711B EC:Teacher Ldrshp for Inclsn 3

This course provides Dale Carnegie's (DC) "Emerging Teacher Leaders" Training that consists of a curriculum that focuses on three intentional developmental foci: leading oneself, leading others, and communicating leadership.

SES 747 Seminar in Special Education 3

Current trends and issues in the field of special education. May be repeated for a total of nine semester hours credit when topic varies.

SES 749 Internship in Specialized Education 3

A directed internship, in an advanced, situated leadership position that provides opportunities for graduate students to apply knowledge and skills related to the chosen area of specialization (e.g., instructional coaching).

Prerequisites: Admission to P.M.C. in Instructional Coaching and/or Ph.D. in Special Education or permission of instructor..

Notes: May be repeated for credit.

SES 753 Issues and Trends in Special Education 3

Provides graduate students with opportunities to explore current issues and trends in special education within the broader context of education, society, and history.

Prerequisites: Admission to P.M.C. in Instructional Coaching and/or Ph.D. in Special Education or permission of instructor.

SES 755 Systematic Review of Special Education Literature 3

This seminar is designed to provide doctoral students with opportunities to systematically analyze professional literature and grant proposals; and write literature reviews for publication, dissertation and research.

Prerequisites: Admission to Ph.D. in Special Education or permission of instructor.

SES 757 School Reform and Leadership in Special Education 3

This seminar addresses the research and professional literature related to changing schools to improve academic and behavior outcomes for all students.

Prerequisites: Admission to PhD in special education or permission of instructor.

SES 758 History and Future of Specialized Education 3

Overview of the history of special education with implications for facilitation of more effective practice in the field.

Prerequisites: Admission to Ph.D. in Special Education or permission of instructor.

SES 759 Grant Writing in Education 3

As future leaders in the field, doctoral students will be charged with securing funding for programs/research. The purpose of this course is to help students develop grant-writing skills.

Prerequisites: Admission to Ph.D. in Special Education or permission of instructor.

SES 760 Single Subject Research Design 3

Understanding the rationale, purpose, design, analysis and implementation of single subject research. Implementation within classroom settings will be discussed.

Prerequisites: Admission to PhD in special education or permission of instructor.

SES 761 Coaching and Supervision of Teaching and Learning 3

Provides opportunities for graduate students to develop a knowledge base in coaching and supervising. Topics include coaching models, cycles, supervisory approaches, and methods for giving and receiving feedback.

Prerequisites: Admission to P.M.C. in Instructional Coaching and/or Ph.D. in Special Education or permission of instructor.

SES 763 College Teaching & Adult Learning Theory 3

This course will prepare doctoral students for teaching at the collegiate level. Topics include: adult learning, course design, professional and ethical issues in teaching, and evidence-based approaches to teaching.

Prerequisites: Admission to PhD in Specialized Education or permission of instructor.

SES 765 Advanced Qualitative Research for Specialized Education and Related Professionals 3

The purpose of this course is to provide training in qualitative research methodologies as they are deployed in special education and related professionals. This course will address the unique expectations within qualitative methods for special education and related field audiences (e.g. inter rater on qualitative coding).

Prerequisites: Introductory-level qualitative course.

SES 775 Directed Research 3

Individual work on dissertation or research problems, including literature analysis, critical review, data analysis, and integration; or completion of a pilot study in preparation for the dissertation.

Prerequisites: Admission to PhD in special education and permission of instructor.

Notes: May be repeated once for credit.

SES 790 Independent Doctoral Study 1-3

Advanced guided readings, research, and individual project work under the direction of a graduate faculty member.

Prerequisites: Admission to PhD in special education and permission of instructor.

Notes: May be repeated for credit.

SES 799 Dissertation 1-12

Individual direction in the development and execution of the doctoral dissertation.

Prerequisites: Admission to candidacy for the PhD in special education and permission of instructor.

SES 802 Dissertation Extension 1-3

Dissertation Extension.

SES 803 Research Extension 1-3