

INTERPRETING, DEAF EDUCATION, AND ADVOCACY SERVICES, B.S.

The Interpreting, Deaf Education, and Advocacy Services B.S. offers three concentrations from which students may choose. All areas of study focus on the unique educational needs of D/deaf and hard of hearing children and professional services for the D/deaf community emphasizing language acquisition, teaching methods, interpreting skills and communication modes. Specialized training in communication modes is offered through American Sign Language classes. Supervised experiences are available for student observations, volunteer work, and practicum in area public schools and other settings.

See also School of Education Licensure Programs for Teacher Education admission requirements.

Advocacy and Services for the Deaf Concentration

The Advocacy and Services for the Deaf concentration is designed to prepare professionals to work with individuals who are Deaf or hard of hearing in a variety of settings other than K–12 schools. Students in the concentration have required courses in SES and a variety of options regarding course work in related fields and departments. Students will have acquired the skills necessary for jobs in Resource Centers for the Deaf, Service Centers for the Deaf, Vocational Rehabilitation, Mental Health services, and group home settings.

Upon completion of the Advocacy and Services for the D/deaf program, students are able to:

- Identify and explain the services/roles of different community agencies available to individuals who are D/deaf or hard of hearing.
- Identify specific needs of individuals who are D/deaf or hard of hearing relative to their age, gender, ethnicity, and English language ability to identify appropriate services in the community where these individuals' needs may be addressed.
- Identify different helping professions and select one in which they would like to pursue graduate-level studies.
- Discuss the organizational structures and funding sources of community agencies that advocate for and serve individuals who are D/deaf or hard of hearing.
- Take part in collaborating with service providers from multiple agencies to develop a rehabilitation/habitation plan for clients who are D/deaf or hard of hearing.

Interpreter Preparation Concentration

The Interpreter Preparation concentration provides training at the undergraduate level to prepare students to work as interpreters for D/deaf and hard of hearing individuals in the community as well as in educational settings. Internships take place in inclusive settings in the public schools, post-secondary institutions, and in the community.

Students desiring to pursue a degree in interpreting must:

- have adequate visual and auditory abilities necessary to interpret in a variety of settings.
- have time available in their schedules for the purpose of interacting with the Deaf Community and completing their observation, community service, and interpreting hours.

- be physically capable of completing all movements that occur in the production of American Sign Language that is conveyed via hands, mouth, morphemes, eyebrows, torso, eyes, and facial expressions.
- have reliable transportation to and from practicum and/or observation sites.

Upon completion of this program, students will be able to:

- Demonstrate a basic level of proficiency in interpreting consecutively and/or simultaneously from the source language to the target language via American Sign Language or various forms of signed English.
- Incorporate various interpreting and facilitation techniques with regard to the setting and the age, gender, ethnicity, and special needs of the clients involved.
- Articulate the roles and responsibilities of the interpreter/transliterator as well as the Code of Ethics, health issues, certification process, and best practices established by the profession.
- Discuss the audiological, social, emotional, linguistic, cultural and academic implications for individuals who are D/deaf or hard of hearing and their impact on the interpreting process.
- Utilize the broad spectrum of information learned through various liberal arts, communication, and educational courses to enhance their ability to interpret general discourse within several fields.
- Assess their interpreting/transliterating performance and develop a plan for continued professional growth.

K-12 Deaf and Hard of Hearing Teacher Licensure Concentration

The K–12 Deaf and Hard of Hearing Teacher Licensure concentration provides preparation at the undergraduate level for students planning to provide educational services for children who are D/deaf or hard of hearing from kindergarten through grade 12. Students successfully completing all requirements will be recommended for initial licensure from the North Carolina Department of Public Instruction in K–12 Deaf and Hard of Hearing Teacher. Coursework and field work are designed to ensure that graduates acquire the twenty-first-century professional teaching knowledge and skills to communicate with and facilitate language and academic learning for students who are D/deaf or hard of hearing.

Student Learning Goals

Students completing the program are able to:

- Demonstrate understanding of current federal and North Carolina law and policy related to special education and related services.
- Explain the basic educational and clinical concepts relative to definitions, characteristics, identification, and diagnosis of students with who are D/deaf or hard of hearing.
- Demonstrate a comprehensive working knowledge of language through natural modes, and implement programs for children, and youth who are D/deaf or hard of hearing that successfully incorporate these understandings.
- Use a variety of assessments to develop educational plans, document learning, and evaluate the effectiveness of instruction with children and youth who are D/deaf or hard of hearing.
- Facilitate access to the standard curriculum by children and youth who are D/deaf or hard of hearing based on communicative, linguistic, social, and cognitive abilities of the learner.

- Work collaboratively with other school professionals, paraprofessionals, parents, and community and agency personnel to meet the needs of students who are D/deaf or hard of hearing.

Advocacy and Services for the Deaf Concentration

Admission Process

There is no formal admission into the program. Upon enrollment in the university, students must meet with the advisor designated for their specific concentration to review forms outlining technical standards, dispositions, and program requirements. Students must then satisfy the progression requirements in order to continue in the program.

Progression Requirements

1. Satisfactory progress on Dispositions Review each semester
2. Continued demonstration of required competencies outlined in the Technical Standards
3. Passing scores on the Interpreting, Deaf Education, and Advocacy Services program benchmark assessments. If the student does not pass any of the benchmark assessments, they will not be permitted to continue in the program.
4. Achievement of a B- or higher in SES courses
5. Achievement of the following minimum GPA Requirements:
 - Freshman year– 1.75
 - Sophomore year– 2.0
 - Junior and Senior year– 2.50

Interpreter Preparation Concentration

Admission Process

There is no formal admission into the program. Upon enrollment in the university, students must meet with the advisor designated for their specific concentration to review forms outlining technical standards, dispositions, and program requirements. Students then must satisfy the progression requirements in order to continue in the program.

Progression Requirements

1. Satisfactory progress on Dispositions Review each semester
2. Continued demonstration of required competencies outlined in the Technical Standards
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4. Achievement of a B- or higher in SES courses
5. Achievement of the following minimum GPA Requirements:
 - a. Freshman year–1.75
 - b. Sophomore year–2.0
 - c. Junior and Senior year–2.50

K–12 Deaf and Hard of Hearing Teacher Licensure Concentration

Program Admission Requirements

1. Documentation of an overall 3.0 or better GPA and 20 hours of documented successful experience with children
2. A passing score on the PEPSI (Program Entry Potential Signing and Interpreting) and SPIL (Sign Potential at the Intermediate Level)

3. Signed and completed forms outlining Technical Standards, Dispositions, and Program Requirements
4. Grade of B- or better in SES 250
5. Completed application form and successful acceptance into the Teacher Education Program
6. A passing score on Praxis I or documented passing scores on the SAT and/or ACT as required by the NC Department of Public Instruction

Progression Requirements

1. Grades

Maintain an overall GPA 3.0 or better throughout the program and receive at least a B- or better grade in all SES and related area courses. A student will be required to retake any SES or related area course if he or she earns a grade lower than B- in the course.

2. Admission

Students must be admitted to Teacher Education before enrolling in the courses listed below.

Code	Title	Credit Hours
Required		
SES 321	Seminar/Practicum with Deaf Students I	
SES 351	Interprofessional and Instructional Field Experience 2	
SES 353	Lesson Design for Deaf Learners	
SES 360	Assessment for Exceptional Learners	
SES 378	Language Teaching Methods with Deaf Students	
SES 381	Bilingual Methods for Teaching Deaf Students	
SES 385	Structure of English & ASL	
SES 438	Literacy Methods with Deaf Learners	
SES 451	Spoken Language Facilitation in Deaf Children	
SES 461	Internship in Teaching Students with Hearing Loss	
SES 466	Positive Behavior Supports for Exceptional Learners	
SES 483	Instructional Methods: Students with Hearing Loss	

Fieldwork and Student Teaching Internship

Students complete three field experiences prior to student teaching.

Before being placed at a school site for student teaching, a student must earn a passing score on the American Sign Language Proficiency Interview (ASLPI). Students must have reliable transportation to and from practicum and/or internship sites.

Sign Proficiency Requirement

Students progress in developing receptive and expressive American Sign Language (ASL) throughout their course work. Prior to being placed for student teaching, students must earn a passing score on the American Sign Language Proficiency Interview (ASLPI).

Competency Assessment (PEPSI)

The Program Entry Potential for Signing and Interpreting (PEPSI) is delivered during the course listed below.

Code	Title	Credit Hours
SES 101	American Sign Language I †	

Competency Assessment (SPIL)

The Signed Proficiency at the Intermediate Level (SPIL) is delivered during the course listed below.

Code	Title	Credit Hours
SES 102	American Sign Language II	

Program Completion Requirements

Students must be admitted to the Teacher Education program at least one semester before being admitted to Student Teaching. Practicum and student teaching internship experiences take place within the Piedmont area in public and private school programs.

Students will be required to take and attain passing scores on standardized tests required by the NC Department of Public Instruction before being recommended for licensure.

Students will be required to complete an electronic teaching portfolio of successfully completed required artifacts before being recommended for licensure.

Transfer students may require additional semesters to complete the undergraduate degree program.

Overall Requirements

- 120 credit hours, to include at least 36 credits at or above the 300 course level

Degree Program Requirements

Code	Title	Credit Hours
University Requirements (https://catalog.uncg.edu/academic-regulations-policies/undergraduate-requirements/undergraduate-degrees-and-degree-requirements/)		
General Education Requirements - Minerva's Academic Curriculum (MAC) (https://catalog.uncg.edu/academic-regulations-policies/undergraduate-requirements/general-education-program/)		

Major Requirements

Select one of the concentrations as detailed following the major requirements.

- Advocacy and Services for the Deaf
- Interpreter Preparation
- K-12 Deaf and Hard of Hearing Teacher Licensure

Electives

Electives sufficient to complete the 120 credit hours required for degree.

Advocacy and Services for the Deaf Concentration Requirements

- 120 credit hours, to include at least 36 credits at or above the 300 course level.
- Achievement of a B- or higher in SES courses.
- Achievement of the following minimum GPA Requirements:
 - Freshman year– 1.75
 - Sophomore year– 2.0
 - Junior and Senior year– 2.50

Code	Title	Credit Hours
Required		
48		
SES 112	Foundations in Specialized Education Services	
SES 245	History and Culture of the Deaf Community	
SES 357	The Profession of Interpreting	
SES 445	Advocacy and Services for the Deaf	
SES 463	Visual English Systems	
SES 467	Advocacy and Services for the Deaf Internship	
SES 480	Interpreting in Specialized Settings	
SES 486	Seminar and Practicum	
<i>Select a minimum of 15 credits from the following:</i>		
SES 101	American Sign Language I	
SES 102	American Sign Language II	
SES 203	American Sign Language III	
SES 204	American Sign Language IV	
SES 305	American Sign Language: English Translation	
SES 366	Discourse Analysis: English/American Sign Language	
SES 369	Linguistics of American Sign Language	
Related Area Requirements		
33		
CST 105	Introduction to Communication Studies	
CST 207	Interpersonal Communication	
CED 310	Helping Skills	
HDF 111	Human Development Across the Life Span	
or HDF 112	Families and Close Relationships	
HDF 204	Adult Development	
or HDF 221	Issues in Parenting	
HEA 310	Mental Health and Well-Being	
PSY 121	General Psychology	
SOC 101	Introduction to Sociology	
SOC 327	Race and Ethnic Relations	
SOC 340	An Introduction to Cultural Sociology	
SWK 215	Introduction to Social Work	
Code		
Title		
Credit Hours		
Electives		
21		
<i>Select a minimum of 21 credits from the following:</i>		
CSD 334	Introduction to Audiology	
CST 200	Communication and Community	
CST 208	Organizational Communication	
CST 210	Communicating Ethically	
CST 337	Intercultural Communication	
CST 341	Communication and Workplace Relationships	
CST 342	Communication and Public Relations: Strategies and Innovations	
CTR 101	Leisure and American Lifestyles	
HDF 202	Infant and Child Development	
HDF 203	Adolescent Development: From Puberty to Young Adulthood	
HEA 260	Human Sexuality	
HEA 447	Income, Social Status, and Health	

PSY 260	Psychological Perspectives on Social Psychology
PSY 341	Adult Psychopathology
PSY 346	The Psychology of Gender
SES 240	Communication Development in Children
SES 252	Survey of Learning and Behavior Differences
SES 270	Fingerspelling and Numbers in ASL
SES 333	Special Projects
SES 357	The Profession of Interpreting
SES 370	American Sign Language/Deaf Literature
SES 446	Working with Diverse Deaf Populations
SES 460	Home-School Partnerships for Students with Exceptional Needs
SOC 222	Sociology of Deviant Behavior
SOC 317	Criminal Justice
SOC 335	Sociology of the Family
SOC 350	Juvenile Delinquency
SOC 371	Race, Ethnicity, and Migration in a Global Context
SWK 310	Social Work Policy and Restorative Justice
SWK 311	Human Behavior and Social Environment
SWK 315	Social Work, Diversity, and Vulnerable Populations

Interpreter Preparation Concentration Requirements

- 120 credit hours, to include at least 36 credits at or above the 300 course level
- Achievement of a B- or higher in SES courses
- Achievement of the following minimum GPA Requirements:
 - a. Freshman year—1.75
 - b. Sophomore year—2.0
 - c. Junior and Senior year—2.50

Code	Title	Credit Hours
Language Requirements		24
SES 101	American Sign Language I	
SES 102	American Sign Language II	
SES 203	American Sign Language III	
SES 204	American Sign Language IV	
SES 305	American Sign Language: English Translation	
SES 366	Discourse Analysis: English/American Sign Language	
SES 369	Linguistics of American Sign Language	
SES 370	American Sign Language/Deaf Literature	
Core Requirements		59
SES 240	Communication Development in Children	
SES 244	Cognitive Processing Skills for Interpreting	
SES 245	History and Culture of the Deaf Community	
SES 357	The Profession of Interpreting	
SES 409	Interpreting Strategies: Language Facilitation	
SES 411	Diagnostics and Assessment of Interpreters	
SES 445	Advocacy and Services for the Deaf	
SES 446	Working with Diverse Deaf Populations	
SES 462	Interpreting in Educational Settings	
SES 463	Visual English Systems	
SES 477	Interpreting English to ASL I	

SES 478	Interpreting English to ASL II
SES 480	Interpreting in Specialized Settings
SES 486	Seminar and Practicum
SES 487	Interpreting Internship
SES 488	Interpreting ASL to English I
SES 496	Interpreting ASL-to-English II

Related Area Requirements 6

CST 105	Introduction to Communication Studies
<i>Select one of the following:</i>	
HDF 111	Human Development Across the Life Span
HDF 112	Families and Close Relationships
HDF 202	Infant and Child Development

Code	Title	Credit Hours
Electives		6

<i>Select a minimum of 6 credits from the following:</i>		
CED 310	Helping Skills	
CST 207	Interpersonal Communication	
CST 337	Intercultural Communication	
ELC 281	Cultural Foundations of Education	
ENG 262	Language and Society	
ENG 321	Linguistics for Teachers	
HEA 113	Medical Terminology for Public Health Professionals	
HEA 201	Personal Health	
HEA 260	Human Sexuality	
HEA 310	Mental Health and Well-Being	
ISM 110	Foundations for Analytics using Spreadsheets	
PSY 121	General Psychology	
PSY 341	Adult Psychopathology	
SES 251	Introduction to Deaf Education	
SES 252	Survey of Learning and Behavior Differences	
SES 270	Fingerspelling and Numbers in ASL	
SES 333	Special Projects	
SES 381	Bilingual Methods for Teaching Deaf Students	
SES 385	Structure of English & ASL	
SES 460	Home-School Partnerships for Students with Exceptional Needs	
SES 495	Interpreting in Medical Settings	
SES 497	Interpreting in Mental Health Settings	
SES 498	Interpreting in Social Service Settings	
SES 499	Theatrical/Artistic Uses of American Sign Language	
SOC 101	Introduction to Sociology	
SOC 225	Race, Class, and Gender: Social Inequalities	
STA 108	Elementary Introduction to Probability and Statistics	
TED 445	Human Diversity, Teaching, and Learning	

K–12 Deaf and Hard of Hearing Teacher Licensure Concentration Requirements

- 120 credit hours, to include at least 36 credits at or above the 300 course level

- Maintain an overall GPA 3.0 or better throughout the program and receive at least a B- or better grade in all SES and related area courses.

Code	Title	Credit Hours	
Core Courses			
SES 101	American Sign Language I	86-88	
SES 102	American Sign Language II		
SES 203	American Sign Language III		
SES 204	American Sign Language IV		
SES 240	Communication Development in Children		
SES 245	History and Culture of the Deaf Community		
SES 250	Introduction to Professions in Specialized Education*		
SES 251	Introduction to Deaf Education		
SES 305	American Sign Language: English Translation		
SES 321	Seminar/Practicum with Deaf Students I		
SES 333	Special Projects		
SES 351	Interprofessional and Instructional Field Experience 2		
SES 353	Lesson Design for Deaf Learners		
SES 360	Assessment for Exceptional Learners		
SES 369	Linguistics of American Sign Language		
SES 378	Language Teaching Methods with Deaf Students		
SES 381	Bilingual Methods for Teaching Deaf Students		
SES 385	Structure of English & ASL		
SES 438	Literacy Methods with Deaf Learners		
SES 451	Spoken Language Facilitation in Deaf Children		
SES 460	Home-School Partnerships for Students with Exceptional Needs		
SES 461	Internship in Teaching Students with Hearing Loss		
SES 463	Visual English Systems		
SES 466	Positive Behavior Supports for Exceptional Learners		
SES 481	Instructional ASL for Educating Deaf Students		
SES 483	Instructional Methods: Students with Hearing Loss		
Related Area Requirements**			3
CSD 334	Introduction to Audiology		

* A grade of B- or better must be earned in SES 250 for admission to the program.

** See also Program Progression Requirements.

Additional Requirements

In addition to course work, the items below must be accomplished.

- Completion of the Program Entry Potential for Sign Language Interpreters (PEPSI)
- Completion of the Signed Proficiency at the Intermediate Level (SPIL)
- Passing score on the American Sign Language Proficiency Interview

Portfolio Requirement

Completion and submission of the electronic teaching portfolio via TaskStream.

Disciplinary Honors in Specialized Education Services Requirements

- A minimum of 12 credit hours as defined below.
- UNC Greensboro cumulative GPA of 3.30 or better or, for transfer students, cumulative GPA of 3.30 or better from all prior institutions.

Code	Title	Credit Hours
Required		
HSS 490	Senior Honors Project	3
6 credits of Honors course work in the major		6
3 credits of Honors course work in the major or another area		3

Recognition

Receive a Certificate of Disciplinary Honors in Specialized Education Services; have that accomplishment, along with the title of the Senior Honors Project, noted on the official transcript; and be recognized at a banquet held at the end of the spring semester.

Honors Advisor

Contact Morgan Chitiyo at m_chitiyo@uncg.edu for further information and guidance about Honors in Specialized Education Services.

To apply: <https://honorscollege.uncg.edu/lloyd-international-honors-college/academics/admissions-scholarships/disciplinary-honors-admissions/>.