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, and communication modes. Specialized training in communication modes is offered through American Sign Language classes and the Sign Language Laboratory. 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 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/habilitation 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 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/translating 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 program 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 program 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 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:
   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.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credit Hours</th>
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<tbody>
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<td>SES 466</td>
<td>Positive Behavior Supports for Exceptional Learners</td>
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<tr>
<td>SES 483</td>
<td>Instructional Methods: Students with Hearing Loss</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>SES 101</td>
<td>American Sign Language I †</td>
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</tbody>
</table>

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

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

Transfer students may require additional semesters to complete the undergraduate degree program.
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 400  Perspectives on the Global Deaf Community  
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 Human Rights  
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

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<tr>
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<td>American Sign Language II</td>
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<tr>
<td>SES 203</td>
<td>American Sign Language III</td>
<td>4</td>
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<tr>
<td>SES 300</td>
<td>American Sign Language IV</td>
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</tr>
<tr>
<td>SES 301</td>
<td>American Sign Language: English Translation</td>
<td>3</td>
</tr>
<tr>
<td>SES 361</td>
<td>Discourse Analysis: English/ American Sign Language</td>
<td>3</td>
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<tr>
<td>SES 362</td>
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<td>SES 405</td>
<td>Perspectives on the Global Deaf Community</td>
<td>3</td>
</tr>
<tr>
<td>SES 460</td>
<td>Home-School Partnerships for Students with Exceptional Needs</td>
<td>3</td>
</tr>
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</table>

**Electives**

Select a minimum of 6 credits from the following:

- CST 207  Relational Communication
- CST 337  Intercultural Communication
- ELC 381  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 252  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 100  Visual Gestural Communication
- SES 201  People with Disabilities in American Society
- SES 252  Survey of Learning and Behavior Differences
- SES 270  Fingerspelling and Numbers in ASL
- SES 333  Special Projects
- SES 400  Perspectives on the Global Deaf Community
- 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

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**Related Area Requirements**  6

- CST 105  Introduction to Communication Studies
- HDF 111  Human Development Across the Life Span
- HDF 112  Families and Close Relationships
- HDF 202  Infant and Child Development

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**Required**

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**Language Requirements**  27

- 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 301  American Sign Language: English Translation
- SES 361  Discourse Analysis: English/ American Sign Language
- SES 362  Linguistics of American Sign Language
- SES 370  American Sign Language/Deaf Literature

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**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
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.

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<tr>
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<td>Introduction to Professions in Specialized Education*</td>
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<tr>
<td>SES 251</td>
<td>Introduction to Deaf Education</td>
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**Required**

- A grade of B- or better must be earned in SES 250 for admission to the program.
- UNC Greensboro cumulative GPA of 3.30 or better, or, for transfer students, cumulative GPA of 3.30 or better from all prior institutions.

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<td>HSS 490</td>
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**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.

**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

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.

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**Honors Advisor**

Contact Jon Henner at j_henner@uncg.edu for further information and guidance about Honors in Specialized Education Services. To apply: http://honorscollege.uncg.edu/forms/disc-application.pdf