

PROFESSIONS IN DEAFNESS, B.S.

The Professions in Deafness major provides opportunities for study in three concentrations: Advocacy and Services for the Deaf; K–12 Deaf and Hard of Hearing Teacher Licensure; and Interpreter Preparation. All areas of study focus on the unique educational needs of deaf and hard of hearing children emphasizing language acquisition, teaching methods, and communication modes. Specialized training in communication modes is offered through sign 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.

Overall Requirements

- 124-127 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-policies) | |
| | General Education Core Requirements (GEC) (https://catalog.uncg.edu/academic-regulations-policies/undergraduate-policies/general-education-program/#generaleducationcorerequirementstext) | |

Major Requirements

The Professions in Deafness B.S. offers three concentrations from which students may choose.

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 Deaf or hard of hearing.
- Identify specific needs of individuals who are 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 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 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 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 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 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 and for school-aged learners with mild to moderate disabilities (specific learning disabilities, emotional disabilities, and mild intellectual disabilities). 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 Licensure and in Special Education: General Curriculum (K–12). 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 in students with hearing loss and students with mild to moderate disabilities.

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 hearing loss and students with mild to moderate disabilities.
- Demonstrate a comprehensive working knowledge of language through spoken and signed communication, and implement programs for infants, young 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 young children and youth who are D/deaf or hard of hearing and with students in K–12 settings who have mild to moderate disabilities.
- Facilitate access to the standard curriculum by young children and youth who are D/deaf or heard of hearing and by school aged learners with mild to moderate disabilities 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 with mild to moderate disabilities and/or those with hearing loss.

Advocacy and Services for the Deaf Concentration Requirements

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

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 Professions in Deafness 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

Graduation Requirements

Completion of degree requirements

| Code | Title | Credit Hours |
|-----------------|---|--------------|
| Required | | 48 |
| SES 200 | People with Disabilities in American Society | |
| 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 306 | Advanced Narrative Structures and Storytelling in American Sign Language | |
| 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 | Relational Communication | |
| CED 310 | Helping Skills | |
| CED 393 | Adult Violence and Victimization | |
| HDF 211 | Human Development Across the Life Span [†] | |
| | or HDF 212 Families and Close Relationships | |
| HDF 304 | Adult Development | |
| | or HDF 321 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 | |
| SWK 215 | Introduction to Social Work | |

[†] Counts toward GEC GSB requirement.

Electives

| Code | Title | Credit Hours |
|---|--|--------------|
| <i>Select a minimum of 21 credits from the following:</i> | | |
| CSD 334 | Introduction to Audiology | |
| CST 200 | Communication and Community | |
| CST 210 | Communicating Ethically | |
| CST 308 | Organizational Communication | |
| 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 302 | Infant and Child Development | |
| HDF 303 | Adolescent Development: From Puberty to Young Adulthood | |
| HDF 422 | Interrelationships between Families and the Community | |
| HEA 260 | Human Sexuality | |
| HEA 306 | Topics in Stress Management | |
| HEA 303 | Topics in Violence, Injury, and Health | |
| HEA 447 | Income, Social Status, and Health | |
| PSY 260 | Psychological Perspectives on Social Psychology | |
| PSY 341 | Abnormal Psychology | |

| | |
|---------|--|
| 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 |
| SES 460 | Home-School Partnerships for Students with Exceptional Needs |
| SES 498 | Interpreting in Social Service Settings |
| SES 499 | Theatrical/Artistic Uses of American Sign Language |
| SOC 222 | Sociology of Deviant Behavior |
| SOC 317 | Criminal Justice |
| SOC 325 | Sociology of Work Organizations |
| SOC 335 | Marriage and the Family |
| SOC 350 | Juvenile Delinquency |
| SOC 371 | Immigration, Ethnicity, and Race in a Global Context |
| SWK 310 | Social Policy and Services |
| SWK 311 | Human Behavior and Social Environment |
| SWK 315 | Social Work, Diversity, and Vulnerable Populations |

Interpreter Preparation Concentration Requirements

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
3. Passing scores on the Professions in Deafness program benchmark assessments. If a 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. Freshmen year—1.75
 - b. Sophomore year—2.0
 - c. Junior and Senior year—2.50

Graduation Requirements

Completion of degree requirements.

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

| Code | Title | Credit Hours |
|-----------------------|---------------------------|--------------|
| Required | | |
| Language Requirements | | |
| SES 101 | American Sign Language I | 27 |
| 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 306 | Advanced Narrative Structures and Storytelling in American Sign Language |
| 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 211 | Human Development Across the Life Span |
| HDF 212 | Families and Close Relationships |
| HDF 302 | Infant and Child Development |

[†] Counts toward GEC GSB requirement.

Electives

| Code | Title | Credit Hours |
|--|---|--------------|
| <i>Select a minimum of 6 credits from the following:</i> | | |
| CST 207 | Relational Communication | |
| CST 337 | Intercultural Communication | |
| ELC 381 | Cultural Foundations of Education | |
| ENG 111 | Introduction to Linguistics | |
| 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 | Business Computing I | |
| PSY 121 | General Psychology | |
| PSY 341 | Abnormal Psychology | |

| | |
|---------|--|
| SES 100 | Visual Gestural Communication |
| SES 200 | 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 |

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

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

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 specified course*
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

* Specified Course SES 250 Introduction to Professions in Specialized Education.

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 | | 51 |
| SES 252 | Survey of Learning and Behavior Differences | |
| SES 321 | Seminar/Practicum with Deaf Students I | |
| SES 350 | Interprofessional and Instructional Field Experience 1 | |

| | |
|----------|---|
| SES 351 | Interprofessional and Instructional Field Experience 2 |
| SES 360 | Assessment for Exceptional Learners |
| SES 378 | Language Teaching Methods with Deaf Students |
| SES 447 | Service Delivery Systems and Role Management |
| 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 469 | Reading Instruction for Learners with Disabilities |
| SES 469L | Laboratory in Mild Disabilities: Reading Instruction |
| SES 471 | Teaching Exceptional Learners the General Curriculum I |
| SES 472 | Teaching Exceptional Learners the General Curriculum II |
| 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 Sign Proficiency Test. Students must have reliable transportation to and from practicum and/or internship sites.

American Sign Language 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** pass three program-designated American Sign Language competency evaluations (See below.) given at scheduled times within the program.

Program Entry Potential for Signing and Interpreting (PEPSI)

Students generally take the PEPSI during the semester in which they take ASL 1 (SES 101).

Signed Proficiency at the Intermediate Level (SPIL)

Students generally take the SPIL during the semester in which they take ASL 2 (SES 102).

American Sign Language Proficiency Interview (ASLPI)

Students must pass the ASLPI according to the program level requirement **before** they are placed in student teaching.

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.

| Code | Title | Credit Hours |
|---|--|--------------|
| Required | | 82-84 |
| 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 240 | Communication Development in Children | |
| SES 245 | History and Culture of the Deaf Community | |
| SES 250 | Introduction to Professions in Specialized Education | |
| SES 252 | Survey of Learning and Behavior Differences | |
| SES 321 | Seminar/Practicum with Deaf Students I | |
| SES 333 | Special Projects | |
| SES 350 | Interprofessional and Instructional Field Experience 1 | |
| SES 351 | Interprofessional and Instructional Field Experience 2 | |
| SES 360 | Assessment for Exceptional Learners | |
| SES 378 | Language Teaching Methods with Deaf Students | |
| SES 447 | Service Delivery Systems and Role Management | |
| 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 469 | Reading Instruction for Learners with Disabilities | |
| SES 469L | Laboratory in Mild Disabilities: Reading Instruction | |
| SES 471 | Teaching Exceptional Learners the General Curriculum I | |
| SES 472 | Teaching Exceptional Learners the General Curriculum II | |
| SES 481 | Instructional ASL for Educating Deaf Students | |
| SES 483 | Instructional Methods: Students with Hearing Loss | |
| Electives | | 3 |
| <i>Select 3 credits of the following: *</i> | | |
| SES 435 | Preschool: Development, Learning, and Curriculum | |
| SES 446 | Working with Diverse Deaf Populations | |
| Related Area Requirements ** | | 8 |
| CSD 334 | Introduction to Audiology | |
| TED 335 | Language Foundations for Teachers | |
| TED 401 | Child and Adolescent Development and Learning | |
| TED 403 | Teaching English Learners with Diverse Abilities | |

- * Or another course with faculty approval.
- ** See also Program Progression Requirements above.
- † Counts toward GEC GSB requirement.

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 Sign Proficiency Test

Portfolio Requirement

Completion and submission of the electronic teaching portfolio via TaskStream.

Electives

Electives sufficient to complete the 124-127 credit hours required for degree.