

Course Typically Offered: Spring

#### CDDS 163. ASL and English Acquisition by Deaf Children and Youth

Prerequisites: CDDS 80, CDDS 91, CDDS 92, CDDS 95, CDDS 106, CDDS 138, CDDS 141. Teaching techniques to develop language in deaf and hard-of-hearing children and youth; construction of English sentences and grammar; comparative studies of various language curricula.

Units: 3

Course Typically Offered: Fall

#### CDDS 164. School Subjects for Deaf and Hard-of-Hearing Children and Youth

Prerequisites: CDDS 80, CDDS 91, CDDS 92, CDDS 95, CDDS 106, CDDS 138, CDDS 141; and permission of instructor. The process of teaching academic school subjects to deaf and hard-of-hearing children and youth; observation and demonstration. (2 lecture, 2 lab hours) (CSU liability insurance fee, \$8)

Units: 3

Course Typically Offered: Fall

#### CDDS 166. Introduction to Interpreting

Corequisites: CDDS 93 and CDDS 139. Study of the theoretical foundations and technical skills needed to interpret in professional settings for deaf and hard-of-hearing children and adults. The roles, responsibilities, and ethics of interpreters providing interpreting services in various professional settings.

Units: 3

Course Typically Offered: Fall

#### CDDS 168. Practical Experience in Interpreting

Prerequisite: CDDS 166. Development of practical interpreting skills in professional settings, such as: artistic, educational, health, legal, medical, mental health, rehabilitation, and social services settings.

Units: 2

#### CDDS 169. Sign Language Interpreting I: Voice to Sign

Prerequisites: CDDS 136 (with a grade of "C" or better) and CDDS 139. Emphasis on the development of the communication skills necessary for interpreting from spoken English to sign language in professional settings.

Units: 3

Course Typically Offered: Spring

#### CDDS 170. Sign Language Interpreting II: Sign to Voice

Prerequisite: CDDS 169 (grade of "C" or better). Emphasis on the development of the communication skills necessary for interpreting from sign language to spoken English in professional settings.

Units: 3

Course Typically Offered: Spring

#### CDDS 171. Professional Writing in Communicative Disorders and Deaf Studies

Select one of the following prerequisites: CDDS 105, CDDS 106, or CDDS 109. Principles of clinical and scientific writing in communicative disorders; exercises in writing professional and scientific reports.

Units: 3

Course Typically Offered: Fall

#### CDDS 172. Neural Bases of Speech, Language, and Hearing

Prerequisites: CDDS 80, CDDS 95, CDDS 101, CDDS 102. Neuroanatomical and neurophysiological bases of speech, language, and hearing; clinical implications of neuropathology.

Units: 3

Course Typically Offered: Spring

#### CDDS 175. Internship in Interpreting

Permission of instructor. Prerequisites: CDDS 169. Interpreting under supervision in professional settings such as: artistic, educational, health, legal, medical, mental health, rehabilitation, and social services settings. CR/NC grading only. FS (Formerly CSD 175)

Units: 1-3

Course Typically Offered: Fall, Spring

#### CDDS 188T. Topics in Communicative Disorders and Deaf Studies

Special courses offered on various topics not included in the regular curricula in speech, language, and hearing sciences and disorders.

Units: 1-3

#### CDDS 188T. Academic Success for Deaf and Hard of Hearing Children

The course will provide a holistic view of academic success of deaf and hard of hearing students and adolescents. Student will examine critical components of a quality education for deaf students in K-12 settings. Factors of student success will be identified depending on the type of educational placement and the individualized educational plan (IEP) goals.

Units: 1, Repeatable up to 6 units

#### CDDS 188T. Non Manual Signals & Mouth Morphemes

Students will learn how to use non manual signals to ensure grammatically correct and rich language exposure to future Deaf students

Units: 1, Repeatable up to 3 units

#### CDDS 188T. Introduction to Educational Interpreting

Overview of the legislation, setting, and roles and responsibilities of sign language interpreters in a K-12 educational context