**Note:** See student services website for complete listing of courses (i.e. Independent Study, Internships, Directed Research, etc.).

Prereq: CD 01 or Intro to Psychology during the second decade of life, the challenges of adolescence, and the primary contexts that influence development... about adolescence and addresses how to apply developmental research on adolescence to practice and policy.

- See Advisor

- Required for major.

- Required for majors

- For official course descriptions, please refer to the University Bulletin.

Classes begin Tuesday, September 6th.
CD 178 CREATIVE DANCE FOR CHILDREN - Hosted by Dance
Experiential classes offer students expanded understanding of the body-mind connection and its creative potential in education. Classroom activities include dance styles and strategies for the teaching of dance in pre-K through grade 12 settings, with an emphasis on creating age-appropriate lesson models. The course includes classroom observation of pre-K through 2nd grade lessons and guest sessions with dance therapists and educators in the Boston area. Falafel Arts distribution. Can also Refer to Dance for course description. Cross-listed with DNC-91-164
TR 10:30-11:45 Block F+ TR CELICHIOWSKA

CD 191 DEVELOPMENTAL PSYCHOPATHOLOGY & ADAPTATION
An introductory survey of approaches to understanding and remediating emotional and behavior problems of children from birth through school age. The first part of the semester is devoted to intensive consideration of various conceptual models that aim at an explanation of emotional disturbance. The second half of the semester consists of a series of special topics that vary each year, depending on the consideration of particular diagnostic categories, to articulation of central issues or controversies in the field. The emphasis is upon the integration of theoretical, research, and clinical material as it applies to development, education, and intervention. Prerequisite: AP-15. 1.5 cr. M 6:00-9:00; Block 11+ MODRY-MANDELL

CD 195 DEVELOPMENTAL DISORDERS IN LANGUAGE & READING
The principle foci for this course are autism, deafness, and dyslexia. Research and clinical studies of these disorders will be considered in weekly seminar meetings. Each student will have fieldwork experiences in appropriate local schools and clinics. Pre-reg. CD 01 or consent. MWF 11:45-12:45; Block K+ (LL/AD) GIDNEY

CD 177 LEARNING & ATTENTION DIFFICULTIES: ASSESSMENT & TEACHING
Overview of learning and attention deficit disorders in the context of child development and education. Emphasis on the strong links among cognitive development, self-esteem, and academic achievement. Classroom activities include analysis of particular case histories, to articulation of central issues or controversies in the field. The emphasis is upon the integration of theoretical, research, and clinical material as it applies to development, education, and intervention. Prerequisite: AP-15. 1.5 cr. M 6:00-9:00; Block 12 (AD) ORKN

CD 198 SENIOR HONOR THESIS
Check web for complete listing of 198 sections
ARR

CD 199/999 COMMUNITY FIELD PLACEMENT - HIGH DEMAND
See CD 199 for course description. (CD 199 Grad status)
Note: Email Kerri Modry-Mandell - MUST register at Child Development Hosted by Dance
Check web for complete listing of 198 sections
ARR

CD 201 DOCTORAL PRO SEMINAR
Professional development seminar for doctoral students. Discussion of the doctoral program and potential career paths. An opportunity for students to present group for discussion and criticism. Half credit course. Prerequisite: Doctoral students 1st & 2nd year M 9:00-12:00; ARR SCARLETT

CD 202 MASTER’S PRO SEMINAR
This course is designed to orient incoming masters’ students to the fields of applied child development and developmental science, as well as with the Eliot-Pearson Department of Child Study and Human Development and Tufts University. During the seminar, students will determine a course of study, decide whether they intend to pursue the applied or thesis track, and decide whether they want to declare a concentration. This seminar is mandatory for all entering MA students. It is taken on a satisfactory/unsatisfactory basis for 0.5 credit.
M 4:00-6:30, ARR POT

CD 211 CONTEMPORARY PERSPECTIVES ON CHILD DEVELOPMENT
Course is designed for graduate students interested in understanding the current state of scholarship and controversy in the generation and application of knowledge about child development. Core dimensions of the knowledge base in distinct domains of child development (socio-emotional, cognitive, linguistic, physiological) as these have been studied over the history of child development as a field of scholarship, as well as interpretations of the knowledge base in these domains from multiple and sometimes competing theoretical perspectives. A critical perspective will be taken regarding the role of child development research in informing social policy and educational practice. This course is required for both concentration and doctoral students.
T 1:30-4:00; Block 6 FERGENBERG

CD 232 MASTER’S CAPSTONE INTERNSHIP - APPLIED
The graduate internship (323) is the capstone experience of the master’s applied program, demonstrating the integration of coursework, theory, and practice. Consult the 232 Internship Handbook for complete description and requirements of internship. Register under section number for your own faculty internship advisor. If you complete a semester-long internship, register for 1 credit. If you do a summer-long internship, register for 2 credits. Students attend internship seminar (CD 203 for 3 credits) in spring semester.
Prerequisite: Internship FACULTY ADVISER

CD 236 DOCTORAL INTERNSHIP
Supervised field placement for doctoral students in one of the applied child development faculties.
ARR FACULTY

CD 238 TEACHING INTERNSHIP
This course is designed and intended for those seeking to meet the requirements for standard certification and others seeking professional development. Teaching interns are required to develop a portfolio documenting various facets of their teaching experience. A teaching internship on the preschool to elementary levels for a minimum of 400 hours, accompanied by a series of workshops and seminars.
Prerequisite: prior teacher licensure and/or CD135 & 136 ARR. Meets Bi-weekly FACULTY

CD 240 DIRECTED RESEARCH
Supervised research on an approved topic in applied child development.
ARR

CD 243-01 STRUCTURAL EQUATION MODELING
This course provides an introduction to the theory and application of structural equation modeling (SEM). The goal of this course is to have students be able to construct, analyze, modify, and test the adequacy of a variety of structural equation models and report the results of their analyses in a manner acceptable in refereed journals. Students must have already taken CD 249 (Applied Multivariate Data Analysis) or an equivalent course (with instructor permission). B 8:00-11:30, Block 3+ SARA JOHNSON

CD 247-510/UEP 255 PROGRAM EVALUATION
This course provides an introduction to the purposes, and the types and techniques of, program evaluation. We study the evaluation process, including the design and implementation of evaluations, and the dissemination of the results. We also focus on the development of relevant data collection and analysis, and report writing skills. Emphasis is placed on learning to match individual programs with particular models of program evaluation. Students will be given the opportunity to take a critical perspective on the ways they work in (or might want to work in), and to understand how evaluation can be helpful to these programs and their clients and staff.
Prerequisite: Grad status M 6:00-9:00, Block 10+ JACOB

CD 262 CULTURAL SENSITIVITY IN CHILD & FAMILY RESEARCH/ PRACTICE
This course focuses on cultural sensitivity in research practice, on conducting culturally sensitive research, on cultural constructs (race, ethnicity, religiosity) and their impact on practice, and on how knowledge of one’s own cultural background, identity, and experiences influence one’s own research and practice. Grad students only W 9:00-12:00; Block ARR PINDERHUGHES

CD 267 SEMINAR IN CHILDREN & MEDIA
Children have long been considered a “special” audience by broadcasters, advertisers, politicians, and educators. This course will introduce you to the topic behind this designation, through critical examination of the theory and research on children’s media use, and the influence of media on children. Explore the relationship between media use and developmental issues, discuss patterns of children’s media consumption and look at both the context and content of children’s media/media consumption and look at both the context and content of children’s media/media consumption and look at both the context and content of children’s media/media consumption and look at both the context and content of children’s media/media consumption and look at both the context and content of children’s media/media consumption and look at both the context and content of children’s media/media consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/consumption and look at both the context and content of children’s media/s socioeconomic status, explicitly sex-typed and violent content, and the educational or “prosocial” effects of media.
R 1:30-4:00; Block 8 DOBBY

CD 285-01 ADVANCED RESEARCH METHODS-APPLIED DEVELOSCIENCE
Methods for identifying meaningful developmental change. Topics include multivariate versus univariate approaches to the examination of change, including quantitative, descriptive, and explanatory research designs; classical versus developmental test theory; measurement equivalence across person and context; external and internal validity; convergent and divergent validation; issues in assessing and using both cross-sectional and longitudinal data; and qualitative and quantitative methods; and ethics and professional development. Pre-reg Prior grad. courses in statistics and research design. Instructor permission. T 1:30-4:20, Block 6+ LERSEY

CD 287 DOCTORAL DISSERTATION
Supervised research on a topic approved for dissertation - check web for full listing of 297 sections
FACULTY

KEY FOR COURSE OFFERINGS (continued)

Eliot-Pearson Dept. of Child Study and Human Dev. FALL 2016 Course Offerings (continued)
CD 082 SOCIAL POLICY FOR CHILDREN & FAMILIES
This course focuses on the content of U.S. and family policy related to poverty, child abuse and neglect, education, criminal justice, health and mental health, as well as the issues of family dynamics which influence these concerns. It delves into the role of advocacy, and the impact of policies on improving opportunities and outcomes for children and families. Pre Req: CHID 1 or Psy Jnr or Senior Status or Consent. W 1:30-4:00. Block 7 (CP) JACOBS

CD 090 EXCEPTIONAL CHILD
The spectrum includes developmentally disabled children who deviate from normal patterns of development. Orthopedic disabilities, sensory impairments, emotional and social disorders, cognitive disabilities, childhood diseases, autism and more recently designated special needs. HIV and AIDs as well as learning disabilities. Knowledge and developmental challenges are presented in each diagnostic category. Specific focus is placed on families, school, community and students. Lectures, observations, discussions, films, visiting speakers and field trips. Prereq: CD 01 or PSY 1
R 6:00-9:00. Block 13+ (AD) FACULTY

CD 099/119 COMMUNITY FIELD PLACEMENT
Work and study in a variety of programs serving children and families. Placement include child advocacy programs, museums, hospitals, community media settings, social service agencies, and support for a seminar in a supervised seminar. Consent: Email Kerri Modry-Mandell - High Demand
Must register at Child Dev.Dept. by 4/15
E 10:30-11:45. Block E+M SCARLETT

CD 100 CHILD HEALTH SEMINAR & FIELD WORK - High Demand
Work and study in programs with a focus on children’s and adolescents’ health. Placement includes hospital wards, medical and dental clinics, providing dental care, and hospital-schools for physical challenges. Placements are supervised in a seminar and additional on-site professional health issues. Meets bi-weekly.
Consent: E Klein Morry Mandell - High Demand
Must register at Child Dev.Dept. by 4/15
R 6:00-8:00. Block 11 (CH) MODRY-MANDELL

CD 124 AMERICAN SIGN LANGUAGE I - HIGH DEMAND
Introductory course in American Sign Language (ASL) and the Deaf Community covers topics such as the history of sign language in America, approaches to educating deaf students, basic vocabulary and grammar of ASL, excluding information, and assistive devices. Co-taught by one Hearing Impaired instructor and one hearing instructor. Must register at Child Dev.Dept. by 4/15 (AD and LL)
M 4:30-5:45. T 4:30-5:45. ABLR LIPSKY/ZARKOFSKI

CD 125 AMERICAN SIGN LANGUAGE II (elective)
Basic conversational course in ASL. Through class participation, field experiences, guest speakers and presentations, students extend their sign language skills. Topics include historical, psychological, linguistic, and social aspects of ASL. Prerequisite: CD 124 or equivalent M 6:00-7:15. ABLR LIPSKY/ZARKOFSKI

CD 126 AMERICAN SIGN LANGUAGE III (elective)
The third in this series of classes focuses on the development of complicated conversation skills and the expansion of various conversation strategies in ASL. Includes basic rules of grammar, finger-gestures and cultural behaviors of the deaf community to expand students exposure to the language and culture of the Deaf community. Pre-req CD 124 and CD 325.
T 6:00-7:15 / R 6:00-7:15. ABLR LIPSKY

CD 136 EARLY CHILDHOOD EDUCATION PREPRACTICUM
This course involves a 10 hour a week field placement in an early childhood classroom which serves as the pre-practicum experience before student teaching in the Early Childhood Education program. Students will participate in a weekly seminar discussing issues that arise when working in early childhood settings; small team projects; and the development of an individual personal portfolio. Topics will include the role of the teacher, forming relationships with children, guiding children’s development and learning, methods for observing children and classrooms, the role of play in early childhood classrooms, and the professional code of ethics for early childhood educators.
M 1:30-3:30. Block 1 ABLR ECE SMITH

CD 136 SUPERVISED TEACHING 2
This is the second student teaching experience in the Early Childhood Teacher Education course of study. Students spend 20 hours a week in a first or second grade classroom where they will work with their cooperating teacher and university supervisor. Instructional units are designed around the responsibilities associated with the role of the teacher. In addition, students meet weekly for a 1/2 hour seminar. This is the second student teaching experience required for early childhood state teacher license (PK-2nd grade). Pre-req CD 135, W 3:30-6:00. ABLR ECE BALLENGER

CD 137 SOCIOCULTURAL FOUNDATIONS I: Cognition & Language
This course, open exclusively to students enrolled in our teacher preparation programs, provides an overview of sociocultural and contextual perspectives in children's development, with a focus on cognition and language development. The first module of the course (first ten weeks) includes the following topics: contemporary theoretical perspectives in child development and their historical foundations, overview of the extent knowledge base in distinct domains of child development (e.g., physiological, neurological, cognitive, linguistic and sociocultural), and the evolution of knowledge in these domains in the study of children and families in the varied contexts of their lives. Students are also introduced to the integrative and applied perspectives emphasized in the Eliot-Pearson Department of Child Study and Child Development. The Language and Development module of this theoretical foundation course begins on week 11 and focuses primarily on bilingualism and second language learning.
T 1:30-4:00. Block 6 ECE GIDNEY

CD 139 NEIGHBORHOOD CONTEXT OF CHILD & FAMILY WELL-BEING
This course focuses on the variety of positive and negative neighborhood conditions (easy access to high school campuses, high rates of crime and violence, etc.) that significantly contribute to child and family well-being and to treatment and policy based methods used to eliminate inequities based on neighborhood residences.
T 1:30-4:00. Block 6 (DS) LEVENTHAL

CD 143-01 ARTS & SOCIAL JUSTICE
An exploration of how music, drama, dance, story, creative writing and visual art are used to foster individual and community resilience of children, youth, families and communities through civic engagement. We will examine the work of the artist and the community, in our discussions of how artists collaborate in the development of a project to a vehicle for social change. The focus on the impact of art on children, youth and families and communities for promoting social justice and positive change. Case studies and documentation that will focus on how the arts within various community settings are used to engage the community in dialogues about social justice. Students will be required to develop a project proposal using the arts as a medium for social action.
Prereq: ENG 150 or PRE-ENG 150
W 6:00-9:00. Block 12+ (ATM) CAMARA

CD 143-02 STORYTELLING & DOCUMENTARY NARRATIVE THEATER
The art of story analysis, storytelling and transformation of stories into performances, using a wide range of improvisational theater, first-person narrative, documentary theater, music and dance forms and focused on education, human development, and social justice themes. For tales, myths and contemporary tales for children from many cultures and countries will provide content for the development of story theater presentations. A practicum with an audience of children as the central focus of the course. Internships in working with children in theater or in educational, clinical, museum, policy, communications, and health care settings or in using the art of storytelling for social justice.
T 10:30-4:30. Block 5+ (ATM) CAMARA

CD 143-03 RESEARCH SEM: MUSIC ARTS & YOUTH DEVELOPMENT
Consent Only
This is a research seminar for students working on YouthBeat research projects. Enrollment requires Consent of Instructor. Variable credit. May be taken for 0.0, 0.5 or 1.0 credit. All 0.0 credits are graded on P/F basis.
F 1:30-4:00. Block 9 (ATM) CAMARA

CD 143-04 PERSPECTIVES ON ADOPTION (crosslisted EXP 0405 F)
In this course we will touch on just about every adoption-related from the wide range of adoption stories, including some early registration. We will focus on the impact of diversity within family formation and identity development. For further course description see EX College courses.
M 6:00-8:30. CAMARA

CD 145 APPLIED DATA ANALYSIS (elective)
As a second course in statistics, this focus will be on methods of exploratory data analysis, general linear models (GLM), correlation, and regression (GLM), and analysis of categorical data (contingency table analysis). Students will learn by doing through hands-on work using Excel and SPSS software with real data from the social and behavioral sciences. Skills in interpreting research findings will also be developed. Prerequisite: Intro stats course w/ a social and behavioral science focus.
T 9:00-11:30. Block 1 (CP) CALLINA

CD 148 ADVANCED CURRICULUM B (3 MODULES)
Focus on teaching and learning in English language arts, mathematics, and technology in K-2 grade classroom settings, with some attention to pre-K and kindergarten. Emphasis on carefully integrating subject matter knowledge and skills with assessment of children’s learning as the basis for differentiated instruction. Course focuses on developing classroom language, language proficiency and prior learning experiences, knowledge and skills proficiently in teaching decisions. Prerequisite: CD 171 and Advanced Curriculum B 1. R 4:10-7:10. Block 5 (ARE) BALENGER/JOHNSON

CD 151 ADVANCED INTELLECTUAL DEVELOPMENT OF YOUNG CHILDREN
Contemporary theories and research on the development of intellectual processes from infancy through adolescence. Compares cognitive developmental theories and research to psychoanalytic, information processing, and other approaches. Topics include assessment procedures, theoretical interpretations, research results, and implications for applied work with children. Requires out of class “metahobby” project. Prerequisite: Se or Grad Status W 9:00-11:30. Block 2 (DS) FIEDMAN

CD 157 THEORIES OF SPIRITUAL DEVELOPMENT
The nature and meaning of spirituality as understood by various cultures and religions. Studies major works by preeminent philosophers and psychologists in the field, including Causer, Kohn, Koffler, Oser, etc. Examines the imagery and aesthetic in creative arts. Provides case studies of important spiritual communities as illustrations of different theoretical perspectives. (Cross-listed as Comparative Religion 157)
W 1:30-4:00. Block 7 (elective) SCARLETT

CD 163 INFANCY
Contemporary theory and research on the developmental periods from prenatal to age two. Topics include: socioemotional, cognitive, language, and physical development of infants. Emphasis on the context of infant development in the family/social environment. Observation will include the course. Pre-req CD 01. First/Second year.
T 10:30-1:45. Block D4 EASTERBROOKS

CD 170 SEMINAR IN EARLY & ELEMENTARY EDUCATION
This course is designed to strengthen understanding of the relationship between views on child development and educational practices. These views are considered within an analysis of educational thought from the historical, philosophical, and political perspectives. Videos and reading assignments on national and international educational policies, programs, and practices will illustrate diverse interpretations of developmental appropriateness and best practice. Assignments include observations of School Age Children’s School and other early childhood settings, field trip projects, and the development of an individual philosophy statement.
W 2:30-4:20. Block 7+ (ARE) MBYNO