

Course	Day/Time	Course	Day/Time
001 Intro to Child Development	MW 10:30-11:45	170 Seminar Early & Elem Education	W 1:20-4:20
042 Inquiry & Analysis Child Study	TR 10:30-11:45	171 Curricula for Young Children	R 1:30-4:00
061 Personal-Social Development	TR 12:00-1:15	187 Teaching thru Drama & Improvisation	T 4:30-7:00
062 Childhood across Cultures	TR 10:30-11:45	191 Dev.Psychopathology & Adaptation	R 1:20-4:20
064 Parent-Child Relations	MW 10:30-11:45	197 Learning & Attention Difficulties	M 1:30-4:00
068 Adolescent Dev.&Transition	TR 1:30-2:45	198 Senior Honors Thesis	ARR
082 Social Policy Children & Fam.	T 9:00-11:30	199 Community Field Placement (CD99)	ARR
090 Exceptional Child	R 6:00-9:00	201 Doctoral Pro Seminar	M 9:00-12:00
99/199 Community Field Placement	M 10:30-11:45	202 Master's Pro Seminar	M 4:10-6:30
100 Child Health Sem./Field Work	R 6:00-8:00	211 Contemporary Perspective Child Dev.	W 1:30-4:00
124 American Sign Language I (ASL I)	M 4:30-5:45/T 4:30-5:45	232 Master's Capstone Internship Applied	ARR
125 American Sign Language II (ASL II)	M 6:00-7:15 R 4:30-5:45	236 Doctoral Internship	ARR
126 American Sign Language III (ASL III)	T 6:00-7:15/R 6:00-7:15	238 Teaching Internship	ARR
136 Supervised Teaching II	W 3:30-6:00	240 Directed Research	ARR
141 Independent Study -	Check web	243-01 Multi-Level Model in Dev. Science	T 9:00-12:00
143-01 Gender Studies in Human Dev.	T 6:00-9:00	243-02 Seminar: Arts & Children's Dev.	F 1:30-4:00
145-01 ONLINE Course: Tech Tools...	On-Line	245 Thesis	ARR
146 Applied Data Analysis	W 9:00-11:30	247 Program Evaluation c/I w-UEP 256	M 6:00-9:00
148 Advanced Curriculum II	R 4:10-7:10	248 Appl'd Dev.Science: Theoretical Found.	T 1:20-4:20
151 Adv. Intellectual. Develop of Yng Child	W 9:00-11:30	261 Sem.Personal/Social Development	W 1:30-4:00
155 Young Child's Development of Lang.	T 1:30-4:00	262 Cultural Sensitivity in Child & Fam.	W 9:00-12:00
163 Infancy: Prenatal to Age 3	TR 10:30-11:45	267 Sem. Children & Media	R 1:30-4:00
165 Families, Schools and Child Dev.	W 9:00-11:30	297 Doctoral Dissertation	ARR
166 Children's Play	F 9:00-11:30		

CD 405-TA GRADUATE TEACHING ASSISTANT - See Advisor
 CD 406-RA GRADUATE RESEARCH ASSISTANT - See Advisor

**Note: See student services website for complete listing of courses (i.e., Independent Study, Internships, Directed Research, etc.)
<http://student.services.tufts.edu/registration.htm> Click on Course Offerings



Classes begin Tuesday, September 5th

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

TUFTS

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2017

CD 001 INTRODUCTION TO CHILD DEVELOPMENT

A survey of child development from infancy through adolescence. The course covers the major cognitive, physiological, emotional, and social changes that occur during this period. Mid-term and final exams; observation and testing reports. **Required for majors.**
MW 10:30-11:45, Block E+MW (FN) GIDNEY

CD 042 INQUIRY & ANALYSIS IN CHILD STUDY & HUMAN DEV.

This course is designed as an introduction to the logic and processes of inquiry, particularly as it relates to developmental science research but also as it related to clinical and educational settings where clinicians, teachers and other practitioners puzzle about particular children and families needing help. The aim is to provide students an opportunity to consider in depth, the questions that guide any systematic inquiry related to the health, well-being and development of children and families. **Required for major.** non-majors need instr. consent
TR 10:30-11:45; Block D+TR CASEY

CD 061 PERSONAL and SOCIAL DEVELOPMENT

This course explores three topics in personality and social development from infancy through adolescence. Examples of topics to be covered include close social relationships (e.g., parent-child, sibling, and friendships); identity development (including sexual and ethnic identities); and prosocial (altruism) and antisocial (aggression) behaviors. The evolutionary roots of personal and social behavior sets the context for understanding these topics and cross-cultural comparison - intra-species variation - adds another important perspective. In addition to readings, including research studies, students will learn by observing children.
 Prerequisite: CDI or PSY1 (FN)
TR 12:00-1:15, Block F+TR POTT

CD 062 CHILDHOOD ACROSS CULTURES

Intermediate-level study of child development, with emphasis on cultural perspectives integrating psychological and anthropological theory. Children's development examined across cultures and in the context of the various social institutions and settings within which they live.
TR 10:30-11:45, Block D+TR (FN) MISTRY

CD 064 PARENT-CHILD RELATIONS

Examines the parent-child relationship from a variety of perspectives including cross-cultural and social class differences, differences between mothering and fathering, and the parents' influence on the child's psychological development (e.g., sex role). Emphasis is on the interactive influences of parents and children. In the last part of the course, programs for altering parent-child interactions are explored. While most of the readings are based on recent empirical studies, the course includes short stories and novels. Case histories are also relied on to capture complex, intangible phenomena like communication, trust and intimacy. (DS)
MW 10:30-11:45; Block E+MW CASEY

CD 068 ADOLESCENT DEV. & TRANSITION TO ADULTHOOD

Learning about the psychological, biological and cognitive changes during the second decade of life, the challenges of adolescence, and the primary contexts that influence development during this period of life course. The course explores current theoretical and empirical knowledge about adolescence and addresses how to apply developmental research on adolescence to practice and policy.
 Prereq: CD 01 or Intro to Psychology (DS)
TR 1:30-2:45; Block H+TR LEVENTHAL

CD 201 DOCTORAL PRO SEMINAR

Professional development seminar for doctoral students. Discussion of the doctoral program and presentation of individual reports on basic topics to a seminar group for discussion and criticism. Half credit course. *Prerequisite: Doctoral students 1st & 2nd year*
M 9:00-12:00; ARR LEVENTHAL

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 4:10-6:30; ARR POTT

CD 211 CONTEMPORARY PERSPECTIVES ON CHILD DEVELOPMENT

Course is designed for graduate students interested in understanding the contemporary 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 designed for both beginning and advanced graduate students.
W 1:30-4:00; Block 7 MISTRY

CD 232 MASTER'S CAPSTONE INTERNSHIP- APPLIED

The graduate internship (232) 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. 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 year-long internship, register for .5 credit both semesters. Students attend internship seminar (CD 203 for .5 credit) in spring semester.
Prerequisite: Internship
ARR FACULTY ADVISER

CD 236 DOCTORAL INTERNSHIP

Supervised field placement for doctoral students in one of the applied child development fields.
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 workshop 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 FACULTY

CD 243- SPECIAL TOPIC COURSES (check web for course listings)

CD 243-01 MULTI-LEVEL MODELING IN DEVEL.SCIENCE

This course will provide an introduction to the theory and application of multi-level modeling (MLM), with a focus on techniques that are applicable to research in developmental science. The goal of this course is to have students be able to construct, analyze, modify and test the adequacy of a variety of multilevel models and report the results of their analyses in a manner acceptable in referred journals, as well as review the analyses presented by peers in the class and by academic colleagues in referred journals. Students must be comfortable with linear regression analyses.
T 9:00-12:00; ARR SARA JOHNSON

CD 243-02 SEMINAR: Arts & Children's Development

Research seminar for graduate level students explores contemporary theory and research in the role of the arts in human development and education. Includes in-depth analysis of theoretical frameworks and practices related to the engagement of children, youth and young adults in music, dance, movement, visual art, drama, creative writing, poetry and other forms of creative expression and the implications of this involvement on human development. This course is a requirement for those wishing to complete a graduate degree concentration in Arts and Child Development. Crosslisted with DR293
F 1:30-4:00; Block 9 CAMARA

CD 245 THESIS - check web for listing

CD 247-01/UEP 256 PROGRAM EVALUATION

An introduction to the purposes for, and the types and techniques of, program evaluation. We study the evaluation process, including the design and implementation of evaluations, and the dissemination of results. We also focus on the development of relevant data collection, analysis, and report writing skills. Emphasis is placed on learning to match individual programs with particular models of evaluation. Students will be given the opportunity to take a critical perspective on programs that 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+ GOLDMAN

CD 248-01 APPLIES DEVELOPMENTAL SCIENCE: Theoretical Found.

Advanced discussion of philosophical, historical, and past and current theoretical foundations of applied developmental science. Topics include life-span human development; action theory; life-course sociology; bioecological human development; developmental systems theories, applications to children, youth, families, and communities and to American higher education, and civil society. *Prerequisites: Doctoral students only*
T 1:20-4:20, Block 6+ LERNER

CD 261-01 SEMINAR IN PERSONAL/SOCIAL DEV.

Seminar focusing on the topic of resilience in human development. Students will explore theoretical, empirical research, and applied work on resilience, the study of positive development in the context of risk or adversity. A developmental, ecological approach will be taken to highlight the relations between individual, family, and contextual characteristics that comprise risk or protective influences. *Prerequisites: Graduate student status; prior course in social/ personal development. Grad students Only*
W 1:30-4:00; Block 7 EASTERBROOKS

CD 262 CULTURAL SENSITIVITY IN CHILD & FAMILY RESEARCH/ PRACTICE

This course focuses on cultural sensitivity in research and 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, educators and researchers. This course will introduce you to the logic behind this designation, through critical examination of the theory and research on children's mass 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 content and context of children's media including television, films/videos, and video/computer games. Assess media's effects on children in variety of areas including gender and ethnic stereotyping, explicitly sexual and violent content, and the educational or "prosocial" effects of media.
R 1:30-4:00, Block 8 DOBROW

CD 297 DOCTORAL DISSERTATION

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

KEY FOR UG CONCENTRATIONS:

- AD - A TYPICAL DEVELOPMENT
- ATM - ARTS, TECHNOLOGY & MEDIA
- CH - CHILD & FAMILY HEALTH
- CP - CHILD & FAMILY POLICY
- DS - DEVELOPMENTAL SCIENCE
- ECE - EARLY CHILDHOOD EDUCATION
- FN - FOUNDATION COURSE
- LL - LANGUAGE AND LITERACY

For a complete listing of courses (i.e. Special Topics, Independent Study, Internships, Directed Research, etc.), visit the Student Services website studentservices.tufts.edu/registration.htm
 Click on Course Offerings

Pre-Registration on-line April 04 - 15

CD 082 SOCIAL POLICY FOR CHILDREN & FAMILIES

This course focuses on the content of U.S. child and family policy related to poverty, child abuse and neglect, education, criminal justice, health and mental health, as well as to the issues of race, class and gender. We will examine why and how policies are established, the role of advocacy, and the impact of policies on improving opportunity and outcomes for children and families.

T 9:00-11:30; Block 1 (CP)

LIPPITT

CD 090 EXCEPTIONAL CHILD

The special needs of preschool and elementary-age children who deviate from normal patterns of development. Orthopedic disabilities, sensory impairments, emotional and social disorders, cognitive delays, childhood diseases, autism and more recently designated special needs such as fetal alcohol syndrome, HIV and drug addition. Distinguishing characteristics 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)

ELION

CD 099/199 COMMUNITY FIELD PLACEMENT High Demand

Work and study in a variety of programs serving children and families. Placements include child advocacy programs, museums, hospitals, children's media settings, social service centers, and government agencies. Placements are supervised in a seminar or in consultation.

CONSENT- Email Kerri Modry-Mandell - High Demand

Must register at Child Dev.Dept. by 4/18

M 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. Placements include hospitals, mental health treatment programs, outreach programs providing dental care, and hospital-schools for children with physical challenges. Placements are supervised in a seminar focusing on children and adolescent health issues. Meets bi-weekly.

CONSENT - Email Kerry Modry-Mandell

High Demand - Must register at Child Dev.Dept. by 4/18

R 6:00-8:00; ARR (CH)

MODRY-MANDELL

CD 124 AMERICAN SIGN LANGUAGE I HIGH DEMAND

Introductory course in American Sign Language (ASL) and the Deaf Community cover topics such as the history of sign language in America, approaches to educating deaf students, basic vocabulary and grammar of ASL, exchanging information, and assistive devices. Co-taught by one Hearing Impaired Instructor and one hearing instructor.

Must register at Child Dev.Dept. by 4/18 (AD and LL)

M 4:30-5:45, ARR and T 4:30-5:45; ARR LIPSKY/SZARKOWSKI

CD 125 AMERICAN SIGN LANGUAGE II (elective)

Basic conversational course in ASL. Through class participation, field experiences, guest speakers, and presentations, students extend their signing skills. Topics include historical, psychological, linguistic, and social aspects of ASL. Prerequisite: CD 124 or equivalent

M 6:00-7:15, ARR and R 4:30-5:45 ARR LIPSKY/SZARKOWSKI

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 basis rules of grammar, fingerspelling 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 125.

T 6:00-7:15 / R 6:00-7:15; ARR

LIPSKY

CD 136 SUPERVISED TEACHING II

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 work with their cooperating teacher and university supervisor to gradually assume the responsibilities associated with the role of teacher. In addition, students meet weekly for a 2 1/2 hour seminar. This is the second student teaching experience required for early childhood state teacher licensure (PK-2nd grade). Prereq: CD 135

W 3:30-6:00, ARR (ECE)

SMITH

CD 143-01 GENDER STUDIES IN HUMAN DEVELOPMENT

This course explores the development of gender and gender identity from birth to adulthood -- with a particular focus on culture, context and children's experiences around gender.

T 6:00-9:00, Block 11+

FEIGENBERG

CD 145-01 ON-LINE COURSE: Tech.Tools for Playful Learning

CD 146 APPLIED DATA ANALYSIS (elective)

As a second course in statistics, the focus will be on methods of exploratory data analysis, general linear model techniques (regression, correlation, and ANOVA), 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.

W 9:00-11:30; Block 1

CALLINA

CD 148 ADVANCED CURRICULUM II (3 MODULES)

Focus on teaching and learning in English language arts, mathematics, and technology & engineering in 1st - 2nd grade classrooms 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; what children bring to schools in terms of cultural heritage, language proficiency and prior learning experiences, knowledge and skills figures prominently in teaching decisions. Prerequisite: CD 171 and Advanced Curriculum I

R 4:10-7:10, Block ARR (ECE)

JOHNSON/BERS

CD 151 ADVANCED INTELLECTUAL DEVELOPMENT OF YOUNG CHILDREN

Contemporary theory and research on the development of intellectual processes from infancy through adolescence. Compares cognitive developmental theories and research to psychometric, 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: Sr or Grad status

W 9:00-11:30, Block 2 (DS)

FELDMAN

CD 155 YOUNG CHILD'S DEVELOPMENT OF LANGUAGE

The Human language is examined as a form of communication. Topics include phonological, syntactic, and semantic development; language, culture, and thought; language and social class; and language and bilingualism. This course examines the ways that children acquire their first language from theoretical and developmental perspectives.

T 1:30-4:00; Block 6 (elective)

GIDNEY

CD 163 INFANCY

Contemporary theory and research on the developmental periods from prenatal to age two. Topics include socioemotional, cognitive, language, and physiological development of infants. Emphasis on the context of infant development in the family/social environment. Observations of infant development included. Grad Status or Jr. Sr. w/CD 01

TTh 10:30-11:45, Block D+

EASTERBROOKS

CD 165 FAMILIES, SCHOOLS and CHILD DEVELOPMENT

The complex relationships between family and school systems, with a focus on urban communities, family-school connections and the role of socio-cultural diversity in establishing effective partnerships between families and schools. Examination of relevant theories, empirical studies, and case studies regarding family-school partnerships in education and implications of school policies and practices.

W 9:00-11:30; Block 2

McWAYNE

CD 166 CHILDREN'S PLAY

The origins, forms, effects and determinants of children's play, including parent-infant play, peer play, play common to different age groups, and play used in educational and therapeutic settings. Readings of classic and current papers on play, student observations studies; analyses of children's jokes, toys, games, playgrounds and problems in playing.

F 9:00-11:30; Block 4

SCARLETT

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 education from cultural, 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 at Eliot-Pearson Children's School and other early childhood settings; small team projects; and the development of an individual philosophy statement.

W 1:20-4:20, Block 7+ (ECE)

McWAYNE

CD 171 CURRICULA FOR YOUNG CHILDREN

This theory-to-practice course addresses planning, implementation and evaluation of curriculum for children in preschool through early elementary classroom settings. A focus on understanding children's thinking and learning agendas and also on state mandated curriculum frameworks as bases for curriculum decisions. Exploration of selected physical materials for learning in the Curriculum Resource Laboratory. The course will include emphasis on an integrated and project-based approach to an early childhood curriculum that (a) builds upon contemporary social constructivist theories of teaching and learning; and (b) uses principles and practices of documentation to support ongoing assessment of children's learning. For students without access to children in classroom settings, practicum in one of the campus laboratory sites will be required to complete course assignments. Prerequisite: Please consult with instructor to arrange classroom placement.

Th 1:30-4:00, Block 8 (ECE)

JOHNSON

CD 187 TEACHING THROUGH DRAMA & IMPROVISATION

Review theory and practices of using drama in the education of children and youth. Explore aspects of dramatic play, and teacher guided activities using creative drama, socio-dramatic play, improvisation and theater for children and youth. Topics may include the art of story analysis, storytelling and transformation of stories to theater performance. Emphasis is placed on the development of culturally responsive activities, teaching and coaching through tales, myths and contemporary stories that represent diverse cultures and communities. Intended for those interested in working with children/youth in theater and in a variety of educational, clinical, museum and health care settings. No Prerequisites.

Cross-listed w/ED 187 and DR 187

T 4:30-7:00, ARR

CAMARA

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 from consideration of assessment, examination 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 socioemotional adaptation. Prerequisite: Jr, Sr, w/CD 1 or Grad status

T 1:20-4:20, Block 8+ (CH)

MODRY-MANDELL

CD 197 LEARNING & ATTENTION DIFFICULTIES: ASSESSMENT & TEACHING

Overview of learning disorder and attention-deficit disorders in the context of child development and education. Emphasis on the strong links among cognitive development, self-esteem, and learning styles across the age-span and the importance of identifying learning disorders during preschool years. Impact of processing deficits on academic performance in reading, written language, and mathematics. Site visits to local schools and clinics.

M 1:30-4:00; Block 5 (AD/CH)

ORKIN

CD 198 SENIOR HONOR THESIS - FALL

Check web for complete listing of 198 sections

ARR

FACULTY

CD 199/99 COMMUNITY FIELD PLACEMENT HIGH DEMAND

See CD/99 for course description. (CD 199 Grad.status)

Note: Email Kerri Modry-Mandell - MUST register at Child Development by 4/18 -fill out form

ARR

SCARLETT



