This course explores three topics in personality and social development. The first is a focus on personality development in childhood, adolescence, and adulthood. The second topic examines social development from a variety of cultural perspectives, integrating psychological and anthropological analyses. The third topic is on the relationship between personal and social development, exploring how individuals adapt to their environments and how they influence those environments.

The course covers the major theories of personality, psychological, emotional, and social development during childhood, adolescence, and adulthood, and their implications for practical applications in various fields. Students will learn by observing children.

The course explores current theoretical and empirical advancements in understanding the evolutionary roots of personal and social behavior—primary contexts that influence development during this period of life. Knowledge about adolescence and addresses how to apply theoretical and empirical insights relevant to personal and social development.

Exams: zero

Required textbooks and materials:
- Introduction to Child Development
- Child Psychology
- Attachment and Development
- Developmental Psychology
- Personality: Theory and Research
- Social Development

Enrollment:
- Prerequisite: CD 1 or PSY 1
- CD 061 Personal and Social Development
- CD 062 Childhood Across Cultures
- CD 063 Adolescent Development & Transition
- CD 064 Parent-Child Relations
- CD 065 Personal and Social Development
- CD 068 Adolescent Development & Transition

For official course descriptions, please refer to the University Bulletin.
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 4:20-6:30; 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 dimension 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 other 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 FACULTY

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

CD 243-01 MULTI-LEVEL MODELING IN DEVELOPMENTAL 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. Core dimension of the knowledge base in distinct domains of child development 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.
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 DR203 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 program needs with appropriate models of evaluation. Students will get 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 10a 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; biobehavioral 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 6a LERNER

CD 251-01 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 EASTERRROWS

CD 262 CULTURAL SENSITIVITY IN CHILD & FAMILY RESEARCH/ PRACTICE
This course focuses on cultural sensitivity in research and practice, on conducting culturally appropriate research 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 FINDERHUGHES

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 topic 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 and social processes, discuss patterns of children’s media consumption and look at both the content and context of children’s media use across different content and contexts, including programs, films, videos, and video/computer games. Assess media’s effects on children in a 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 BORROW

CD 269 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
EEC - 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
CO 082 SOCIAL POLICY FOR CHILDREN & FAMILIES
This course will examine the U.S. child welfare 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

CO 090 EXCEPTIONAL CHILD
The special needs of preschool and elementary-age children who deviate from normal patterns of growth and development are examined. Emphasis is placed on understanding normal and abnormal social behaviors, cognitive disorders, and well and poorly adjusted exceptional characteristics, and developmental challenges are presented in each diagnostic category. Specific focus is placed on families, school, community and student. Lectures, observations, discussions, films, visiting speakers and field trips.
Prepar: CD 95; PSY 1
R 6:00-9:00; Block 13+ (AD) ELLION

CO 099/199 COMMUNITY FIELD PLACEMENT - High Demand
Work and study in a variety of child and family agencies. Placement include child advocacy programs, museums, hospitals, child's media services, social centers, and government agencies. Placements are supervised in a seminar focusing on childhood and adolescent health issues. Meets bi-weekly.
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

CO 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 childhood and adolescent health issues. Meets bi-weekly.
CONSENT: Email Kerri Modry-Mandell
R 6:00-8:00; ARR (CH) MODRY-MANDELL

CO 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 and the role of ASL in the Deaf community, and ASL culture. Emphasis on the development of sign language communication proficiency and basic conversation skills. Prerequisite: Must register at Child Dev. Dept. by 4/18
M 4:30-5:45, ARR and T 4:30-5:45; ARR LIPSKY/ZARKOWSKI

CO 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, interpersonal, and social aspects of ASL. Prerequisite: CD 124 or equivalent
M 6:00-7:15, ARR and R 4:30-5:45; ARR LIPSKY/ZARKOWSKI

CO 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, finger-linguistics and behavioral cultures 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

CO 128 SUPERVISED TEACHING II
This is the second internship placed 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 of the classroom teacher. In addition, students meet weekly for a 2.5 hour seminar. This is the second student teaching experience required for early childhood student teacher license (PK-2nd grade). Preuss: W 3:30-5:45; ARR (ECE) SMITH

CO 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 6:00-8:00; Block 21+ FEIGENBERG

CO 145-01 ON-LINE COURSE: Tech for Playful Learning

CO 146 ANALYZED DATA APPLICATION (elective)
As a second course in statistics, the focus will be on methods of exploratory data analysis, general linear models (regressions, correlation, and ANOVA), and analysis of categorical data (contingency table analysis). Students will learn by doing hands-on work on the computer using real data from a variety of sources. Skills in interpreting research findings will also be developed.
Prerequisite: Intro stats w/a social and behavioral science focus.
W 9:00-10:15; Block 1 CALLINA

CO 148 ADVANCED CURRICULUM II (3 MODULES)
Focused on teaching and learning in English language arts, mathematics, and technology & engineering in 1st - 2nd grade classrooms with an emphasis on literacy and learning makeup, pre-probability and primary learning experiences; knowledge, and skills for communicating in teaching decisions.
CD 175 and Advanced Curriculum I R 4:10-6:10; Block ARR (ECE) JOHNSON/REBERS

CO 151 ADVANCED INTELECTUAL 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 approaches, research methods, and their application for applied work with children. Required: Out of class “metatheta” project.
Prerequisite: Sr or Grad status
W 9:00-11:30; Block 2 (DS) FELDMAN

CO 155 YOUNG CHILD’S DEVELOPMENT OF LANGUAGE
The Human Language Foundation focuses on developmental aspects that 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, including phonology and morphosyntax.
T 1:30-4:00; Block 6 (ECE) GIDNEY

CO 163 INFANCY
Contemporary theory and research on the developmental periods from prenatal to age two. Topics include socioemotional, cognitive, language, and physiological development of normal and atypical infants and young children. Developmental aspects in the family/social environment. Observations of infant development included. Grad. Stats or Jr. Sr. W/CD 01
TTh 10:30-12:45; Block D+ EASTEBROOKS

CO 165 FAMILIES, SCHOOLS AND CHILD DEVELOPMENT
The complex relationships between family and school systems and the role of socio-cultural diversity in establishing effective partnerships between families and schools. Examination of relevant research, 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 M/WAYNE

CO 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 papers, original papers and key studies; analysis of children’s toys, books, games, playgrounds and problems in playing.
F 9:00-11:30; Block 4 SCARLETT

CO 170 SEMINAR IN EARLY & ELEMENTARY EDUCATION
This course is designed to strengthen understanding of the relationship between views on child development and the functions of educational practices. Themes considered within the 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 1:20-2:40; Block 7A (ECE) M/WAYNE

CO 171 CURRICULA FOR YOUNG CHILDREN
This theory-to-practice course covers the 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 is included in this first course for curriculum developers. Exploration of selected practical 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 research and theory and (b) aligns with the state and other critical views 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, participation in one of the campus laboratory sites will be required to complete course assignments. Prerequisite: For students without access to children in classroom settings, participation in one of the campus laboratory sites will be required to complete course assignments. Prerequisite: Please consult with instructor to arrange classroom placement.
TTh 10:30-12:45; Block 6 (ECE) JOHNSON

CO 187 TEACHING THROUGH DRAMA & IMPROVISATION
Review theoretical understandings of the educative and cathartic roles of drama and youth. Explore aspects of dramatic play, and teacher guided activities using creative drama, socio-dramatic play, improvisation and theater for children. Topics may include the art of story analysis, storytelling and transformation of sociodrama. Performance emphasis is placed on the development of culturally responsive activities, teaching and coaching through the use of role-plays, myths, and improvisation in early childhood cultures and communities. Intended for those interested in working with children/youth in theater and in advocacy of educational, cultural, museum and health care settings. No Prerequisites.
Crncd lis: W/D and RB 137
T 4:30-7:00; ARR CAMARA

CO 191 DEVELOPMENTAL PSYCHOPATHOLOGY & ADAPATION
An introductory approach to understanding and remedial 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 sociocultural adaptation.
Prerequisite: Jr, Sr. W/CD or 1 Grad status T 1:20-4:20; Block 8+ (CH) MODRY-MANDELL

CO 197 LEARNING & ATTENTION DIFFICULTIES: ASSESSMENT & TEACHING
This course introduces theories of learning disorder and attention-deficit disorders in the context of child development and education. Emphasis on the strong links between cognitive development, self-esteem, and learning styles across the age-span and the importance of identifying learning disorders at a young age. Emphasis is placed on academic performance in reading, written language, and mathematics. Site visits to local schools and clinics.
M 1:30-4:00; Block 5 (ADCH) ORKIN

CO 198 SENIOR HONOR THESIS - FALL
Tues Web for complete listing of 198 sections
Tues Web for complete listing of 198 sections

CO 199/99 COMMUNITY FIELD PLACEMENT - High Demand
See CD/99 for course description. CD 199 Grad status
Note. Email Karen Kurei or Karen at CD 198/199 for Child Development by 4/18 -fill out form
ARR SCARLETT