Modry-Mandell

Kerri.modry-mandell@tufts.edu

strengthen understanding of how theories and values inform diverse approaches to early education. Lectures, videos, small group discussions, and field experiences. Required for Child Development majors and minors and strongly recommended for students interested in early childhood education. One section with 12 others, Block E+MW.

Prereq. CD 172 or permission of instructor.

Course

TH 135, 136 and must be taken prior to or concurrent with Child Development 171, 172.

Prereq. CD 01 or permission of Instructor.

adolescents’ health. Placements include hospitals, mental health treatment programs, outreach programs providing dental care, and nonprofit organizations. Required for Child Development majors and minors.

Meets bi-weekly. Prereq: Consent - Email George.Scarlett@tufts.edu Note: Meets concurrently with CD/199.

Field experience in a variety of programs serving children and families. Placements include: child advocacy programs; museums; children’s media; social service centers; and government agencies. Prerequisite: Consent/Email

George.Scarlett@tufts.edu

Note: Meets concurrently with CD/199.

Work and study in programs with a focus on children’s and families’ health. Placements include hospitals, mental health treatment programs, outreach programs providing dental care, and nonprofit organizations. Required for Child Development majors and minors.

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Note: Meets concurrently with CD/199.
CD 143-23 SPECIAL TOPIC: MAT INTEGRATIVE SEMI TBA
M 4:30-6:30, AR 2
Johnson

CD 144 QUALITATIVE RESEARCH METHODS
An interdisciplinary overview of qualitative research methods. Focus on providing tools and strategies for practitioners and researchers in social sciences to pursue systematic inquiry in applied settings. Prerequisites: Senior or graduate status. M 7:00-8:30, J+TR Mistry

CD 145 TECHNOLOGICAL TOOLS FOR LEARNING (c/f/ued 182-01)
Explores the design and use of new tools to think with, including “hands-on” technological tools (software) and “heads-in” theories and values to examine tools suitable for a wide variety of age levels, settings and topics areas. Prerequisite: Permission of instructor T 9:00-11:30, Block 1 Bers

CD 156 DEVELOPMENT NEUROSCIENCE & DISORDERS OF DEV.
The course examines the interface of neuroscience and child development, with a focus on the neuropsychological basis of developmental disorders. A basic introduction to the brain and nervous system provides a backdrop for further exploration of neuropsychological development. Students will be introduced to experimental methods used to study normal development and developmental disorders. Primary literature will be read to provide up-to-date understanding of the biology of major developmental disorders (including Autism, ADHD, Dyslexia). Prerequisites: 1st yr. Prj 1 or grad status. W 1:20-2:40, Block 7+ Case

CD 164 CULTURAL DIVERSITY IN CHILD/FAMILY SERVICES
Review of theoretical and applied approaches for providing services to children and families from culturally diverse backgrounds, including immigrant families. Topics may include early childhood education (including early intervention), assessment, health care, school integration and services to adolescents. Students have the opportunity to visit programs and to examine oneself as a cultural being while considering interactions with children and families. F 9:00-11:30, Block 2* Pinderhughes

CD 166 CHILDREN’S PLAY & DEVELOPING IMAGINATION
The origins and types of children’s play, including parent-infant play, peer play, play common to different age groups, and play used in educational and therapeutic settings. Approaches to promoting play, student observation studies, analyses of children’s jokes, toys, games, playgrounds, and problems playing. T 1:30-4:00, Block 8 Scarlett

CD 167 CHILDREN AND MASS 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 development, 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. A focus on children in variety of areas: gender, ethnic, and cultural stereotyping, explicitly sexual and violent content, and the educational or “prosocial” effects of media. F 9:00-11:10, Block 4 Dobrow

CD 176 CHILDREN’S LITERATURE
Analyzing the literature read to children from preschool age to early teens from developmental- learning and literary perspectives. Final project: story or book for children, or critique/analysis of some game or issue of children’s literature. Prerequisite: Soph.Jr., Sr., M.A., or consent. T 6:00-9:00, Block 1+ Reynolds

CD 177 CREATIVE MOVEMENT (c/l Creative Dance CD 92-04)
Hosted by Dance - Please refer to Dance for course description. TR 10:30-11:45, Block D+ Celichowska

CD 179 CHILD ART
The nature and developmental implications of the art of the young child, with emphasis on the ways in which cognitive and expressive factors influence the nature of artistic creation. Students will choose appropriate materials and activities for preschool and elementary-school-age children. Studio work is an integral part of the course. M 1:20-2:40, Block 5+ Smith

CD 181 EARLY CARE & EDUCATION POLICY & PRACTICE (c/l UEP 183)
Study of early childhood education as the context of social policy, child development and early childhood education. Examination of legislation, funding, programming, curriculum and staffing, school-community relations and how factors such as culture and socio-economic history impact children’s goals and children’s experiences. T 1:30-4:00, Block 7 Lippitt

CD 188 SEMINAR IN GOVERNMENT AND FAMILY
Examines government’s role in promoting family development and well-being. Analysis of policies with implications for children and families. Case material from the United States and other countries. Topics will vary but may include parental leave, child protection, child care, child care, family support, and immigration. Pre-req: Jr., Sr, and Grad. Co-listed w/ UEP 188-01 T 9:00-9:30, Block 3 Weissz

CD 190 CHILDREN WITH SPECIAL NEEDS
The role that children with special needs, trauma, grief, and acute and chronic disease play in affecting the child’s physical, cognitive, and social-emotional development. Students will observe children with various physical and developmental disabilities in both separate and integrated settings. Practical implications for children with these conditions will be discussed. Prerequisite: Sear Grad status CD101 or PSY 01 M 6:00 - 9:00, Block 10 Vanderberg

CD 193 PEDIATRIC PSYCHOLOGY
Research, clinical practice, and public policy focusing on children’s health and illness. Application of child development theories, methodologies, and empirical database to problematic in health care: Focus is biopsychosocially and multidisciplinary, aiming at comparison and integration of perspectives of researchers, clinicians, advocates, and policymakers. Topics drawn from psychosocial stress and illness; adaptation to chronic illness including diabetes, asthma, childhood cancer and pediatric AIDS; mental health in primary care; behavioral and developmental problems in children; parenting; pregnancy and birth; treatment of mental health disorders, Incidents in Child Development, Psychology, pre-Med, Community Health, Occupational Therapy and Sociology, among others, may comprise the class. Prerequisite: Jr., Sr, or Grad Status or consent. T 6:00 - 9:00, Block 11+ Modry-Mandell

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

CD 199/99 COMMUNITY FIELD PLACEMENT
Graduate equivalent of Child Development 99. Work and study in a variety of programs serving children and families. Placements include: child advocacy programs; museums; children’s centers. The community placement will be designed around the student’s interests and will be approved by the student’s faculty advisor. Note: course meets concurrently with CD 99 Prerequisite: Consent of Instructor. Scarlett &/or Elin.edu W 10:30 - 11:45 Block E-W

CD 201 PRO-SEMINAR
Professional development seminar for doctoral students. Discussion of the doctoral program and presentation of ideas by students or invited guests. Prerequisite: full credit status. Consent of instructor. Pinderhughes

CD 232 GRADUATE MASTER’S INTERNSHIP - APPLIED
The graduate internship (232) is the capstone experience of the master's applied program, demonstrating the integration of previous coursework, theory, and practice. Consult the 232 Internship Handbook for complete description and requirements. Internship may be taken for 1 or 2 credits. Register under section number for your own faculty internship advisor. Students attend internship seminar concurrently with the internship (see CD 243-02 description); therefore, must also register for CD 243-02 (0.0 credit). Block AR Faculty Adviser

CD 241-01 DIRECTED RESEARCH: Advanced Research Seminar in Neighborhood Research
This course provides an opportunity for advanced study on the topic of neighborhood research through experience working on one of several research projects. Consent of Instructor. R 12:00-1:15, Block F+ Leventhall

CD 243-02 GRADUATE INTERNSHIP SEMINAR (M.A. Applied)
This seminar is designed to provide students with opportunities to discuss their internship experiences with other graduate students and with guest faculty and professionals. Students will discuss the research process in a critical way and the carry forward of the research experience. Prerequisite: Senior or Grad. status CD01 or PSY 01. Note: taught concurrently with CD 232. Department recommends a total of 12 credits in addition to internship. CD 232 + CD 233 = 12 credits. Credit/No Credit. W 4:30-5:30, Block AR

CD 243-17 RESEARCH SEMINAR: FAMILY RAISING CHILDREN Offered with CD 143-17 (see CD 143-17 description) M 3:30-5:00, AR Pinderhughes

CD 243-22 Special Topic: Literacy and Technology
This course will be co-taught by Tufts Professor Maryann Wolf and MIT Professor Cynthia Burstein, at the MIT Media Lab. Topics include the design, development, implementation, educational media, technology design and evaluation and curricula for K-12 populations. Students will work in teams to create apps for the development of early literacy around concepts of science; deploy newly designed apps in a “lifecent kitchen” settings; and learn to evaluate them from developmental populations, particularly in high-risk situations (e.g., remote regions of the world without schools, and impoverished areas with schools in the US). Prerequisite: Grad Status. R 2:00 - 4:00: MIT Media Lab Wolf

CD 247 PROGRAM EVALUATION
An introduction to the purposes for, and the types and techniques of, program evaluation. Workshops and assignments will focus on the evaluation process, including design and implementation of evaluations, and the dissemination of results. We also focus on the development of research questions, data collection, and interpretative and report writing skills. Prerequisite: Sear Grad status. CLE: CD 247 CLE: UEP 188-01 R 4:30 - 7:30, Block AR Jacobs

CD 249 APPLIED MULTIVARIATE DATA ANALYSIS
Applied Multivariate Analysis (MCA) is designed to introduce you to advanced data analytic methods, with a focus on methods especially useful for developmental research. In addition, communicating your findings clearly to empirical researchers, scholars, and policy-makers will be emphasized. This course will contribute to the diverse data-analytic toolkit that you need in order to do meaningful, credible, and reliable analyses of complex, educational, psychological, and social data. Pre-req: CD 146 or equivalent T 9:00-12:00, AR Johnson
CD 122 ADVANCED CURRICULUM I
Focus on teaching methods in language arts, mathematics, and science for prekindergarten and kindergarten classrooms and settings. Emphasis on carefully integrating subject matter and skills with assessment of interest in learning as the basis for differentiated instruction. What children bring to school in terms of cultural heritage, language proficiency and prior learning experiences, knowledge and skills figure prominently in teaching decisions.

Prerequisite: Grad. or Jr., Sr. status, permission of instructor.

TH 4:00-6:00, Block 1

CD 123-04 ADVANCED CURRICULUM II
Focus on teaching methods in the lives of children, youth, and family. Alternative perspectives are considered in terms of substantive contributions to knowledge, theory, and methods. Policy implications are highlighted as well. Prerequisites: Junior, senior or graduate status.

TH 10:00-11:30, Block 1

Macht-Greenberg

CD 124 AMERICAN SIGN LANG (ASL) I - HIGH DEMAND
This introductory course in American Sign Language (ASL) and the Deaf Community covers topics such as the history of sign language in America, approaches to teaching deaf children, and an overview of basic vocabulary and anatomy of ASL, excluding information, basic lexical terms and assistive devices. Co-taught by one deaf & one hearing instructor. Register at CD.

Prerequisite: Must register at CD dept. by: 11/4 - High Demand course

M 1:30-4:35, Block 43

CD 125 AMERICAN SIGN LANGUAGE II (ASL II)
This is the second semester in a three-course series. This course increases emphasis on conversational skills in American Sign Language (ASL) through instruction to expand sign vocabulary, and express the behaviors of the Deaf Community. Topics include a variety of social situations, idiom, interaction and Participation in events) to extend students' exposure to the language and culture. (Note: Class is held for 15 hours over the course of the semester. Students who are enrolled in an office, program or agency service the Deaf Community. Pre-req: CD214 ASL I.

TR 7:30-8:45, Block 47

CD 126 AMERICAN SIGN LANGUAGE III (ASL III)
Third in a sequence of courses in American Sign Language and the Deaf Community. American Sign Language for the Deaf is the primary sign language of the United States and Canada. Focus on development of complicated conversational skills and expansion of various conversational strategies in ASL. Basic rules of grammar, finger spelling and cultural behaviors of the Deaf Community. Topics include a variety of social situations, idioms, interaction and Participation in events) to extend students' exposure to the language and culture. (Note: Class is held for 15 hours over the course of the semester. Students who are enrolled in an office, program or agency service the Deaf Community. Pre-req: CD214 ASL I.

TR 7:30-8:45, Block 47

CD 130 TOPICS IN EARLY CHILDHOOD EDUCATION
Focus on one or more central topics in early childhood education (e.g., emergent literacy) and other educational topics. Prerequisite: CD1, PSY 1 or consent.

W 6:30-9:00; Block 1

Anton-Oldenburg

CD 135 SUPERVISED TEACHING I
This is the first student teaching experience in the Early Childhood Teacher Education course study. Students spend 20 hours a week in a public elementary or pre-K classroom where they will cooperate with their teacher and university supervisor to evaluate their experiences as the role of teacher. In addition, students meet weekly for a 2-hour seminar. This is one of two required student teaching experiences for early childhood state teacher license (PK to 2nd grade). Pre-req: 5 or 7 at CD, and 150 CD 136 Early Childhood Practicum and consent of instructor.

W 3:30-5:30, Block 43

Ballenger

CD 140 PROBLEMS OF RESEARCH: STATISTICS
Elementary statistics procedures up through and including analysis of variance. Instruction and computer programs utilized in social science research.

Prerequisite: Senior or graduate status

T 1:20-4:20, Block 6

Bowers

CD 142-01 PROBLEMS OF RESEARCH: METHODS & DESIGN
Introduction to research design and field and laboratory methods relevant to Child Development research. Topics will include experimental, quasi-experimental, and correlational design; measurement of behavior; data reduction; generalizability of findings; and ethical issues. Students will evaluate research studies and use a research proposal. Special attention in conducting applied research in areas of child and youth development, education and community services.

Grad students only - HIGH DEMAND

W 6:30-9:00, Block 12

Camara

CD 143-01 CLINICAL SOC./INTER/CHILDREN CLASSRM.SETTGS.
This course will focus on the social challenges experienced by children with Pervasive Developmental Disorders (e.g., Autism, Aspergers’), Dissociative behavior Disorders (e.g. ADHD) and internalizing disorders (e.g. anxiety).Emphasis placed on the impact of deficits in the aforementioned disorders on behavior, social interactions and children’s overall well-being. Gain understanding of best practices, treatment options, brief assessment skills, and pathological. Students will complete a clinic experience at EPICS and must be available 1P-4P on at least two days during the week to engage in clinical experiences. Pre-req: Consent of instructor. Meets at CD Dept.

T 9:30-12:00, Block 43

HIGH DEMAND

CD 143-11 HUMAN ANIMAL INTERACTION IN CHILDHOOD & FAMILY
This is an interdisciplinary course exploring human-animal relationships as a context for promoting health and positive development among children, families, and communities. The course will focus on integrative research and application in human-animal interaction, and feature guest speakers from the Cummings School of Veterinary Medicine, the School of Medicine, and the Friedman School of Nutrition Science and Policy. There are no pre-requisite courses, and students of all majors are encouraged to enroll.

M 1:20- 4:20, Block 5

Muller

CD 143-17 RESEARCH SEMINAR: Families Raising Children in Orphanage-Like Environments
Seminar accompanies participation in one of several research projects on families, parenting and children – adoption, special education, or gay fathers. Foci may include: research ethics, institutional review process, data gathering, analysis, and interpretation of qualitative, ethnographic, and documentary data collected in both the classroom and family/neighborhood settings may inform the co-instruction of the integrative curriculum in participating Head Start.

W 4:30-6:00, Block 1

Mistry

CD 143-07 UNDERGRADUATE RESEARCH SEMINAR: Children in Challenging Family Contexts
In this seminar, students will learn about and participate in the research process. Students will be introduced to research methods in psychology, research questions and hypotheses, challenges of conducting research in naturalistic settings (such as homes) and with vulnerable populations. Students will be assigned to small groups to conduct the research project with young children and their families (e.g., accomplishing researches data collection home visits; transcription interviews with participants; coding videos of mother-child interactions).

W 1:30-2:45, Block G+W

Goldman

CD 143-08 EP 2014 SERVICE MISSION TO NEW ORLEANS (NOLA)
This service-learning class, taught in partnership with Tisch College and the Eliot- Pearson Department of Child Development, prepares students for a week-long service mission to New Orleans. During the week, students will be exposed to other educational agencies in New Orleans, will participate and carry out various projects in schools and day centers in the New Orleans area, will be introduced to culture, design and construction of an outdoor classroom, design of a college readiness program for middle school students and a documentary project on Teach for America in New Orleans. Enrolled students must attend the service mission the 2014 Spring Break week. Pre-req: Open to all undergraduates at Tufts, regardless of major.

R 1:30-4:00, Block 8

Gidney

CD 143-09 RESEARCH SEMINAR: Music & Youth Development
An exploration of research on the impact of music participation on youth from underserved communities. Through analyses of readings and interviews, questionnaire, and observation data gathered from studies of youths in contemporary music programs, and their families and teachers, we will explore how engagement in contemporary collaborative music classes and ensembles is related to positive youth development, musical and school achievement, leadership and social skills, cultural/ethnic identity, resilience, and character development. In addition, we will examine best practices used to teach music to youth from these underserved communities and to youths with autism spectrum disorders that are part of the Boston Conservatory Music Outreach program. Students will participate in analysis of interviews and questionnaires gathered from music education programs throughout the U.S. and will prepare written reports of findings. Variable Credit: 0-2 credits depending on field research time. C112 Research with Human Subjects

Certification will be required.

T 1:30-4:00, Block 4

Camara

C3/ADVANCED CURRICULUM I
Focus on teaching methods in the lives of children, youth, and family. Alternative perspectives are considered in terms of substantive contributions to knowledge, theory, and methods. Policy implications are highlighted as well. Prerequisites: Junior, senior or graduate status.

T 1:30- 4:00, Block 6

Leventhal