CD 001  INTRODUCTION TO CHILD DEVELOPMENT

Lerner

T 1:30-2:45, Block 6+

The study of child development as related to diverse educational, psychological, social, and historical contexts. Consideration of theory and research on the development of intellectual, emotional, and social skills; the role of parents and other caregivers; environments including the family, school, and community; and the development of children who are at risk. Prerequisites: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 051 INTELLECTUAL DEVELOPMENT

Gidney

TTh 1:30-2:45, Block H+HF

An overview of the development of intellectual and academic skills from infancy through childhood. Emphasis is placed on diversity and the impact of context. Includes examination of challenges faced by children and families. Placements include: child advocacy programs; museums; developmental programs; promoting positive development of teenage adolescents in high schools; teaching in schools; and development programs, promoting positive development of teenage adolescents. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 068 PRINCIPLES OF LEARNING

Johnson

MW 10:30-11:45

An introduction to learning and the learning process from infancy to adolescence. Cognitive theories and research are emphasized and compared to everyday experiences and to processes from infancy to adolescence. Cognitive theories and research are emphasized and compared to everyday experiences and to processes from infancy to adolescence. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 079 COMMUNITY FIELD PLACEMENT

Johnson

L 9:00-11:45, Block D+TR

Field placement in a variety of programs serving children and families. Students selected to meet concurrently with CD/199. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 119 ADVANCED CURRICULUM I

Johnson

T 1:30-4:20, Block 6+

The physical, cognitive, emotional and social developments of children and adolescents. The course covers the major linguistic, neurological, intellectual, emotional, and social changes that occur during this period. Midterm and final exams. Observation and testing reports. Required for majors.

CD 405-T ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

W 1:30-4:00

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 406-RA ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

T 1:30-2:45, Block H+HF

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 179 CHILD & THE EDUCATIONAL PROCESS

Johnson

W 1:30-4:00

An introduction to child development from infancy through adolescence. The course covers the major linguistic, neurological, intellectual, emotional, and social changes that occur during this period. Midterm and final exams. Observation and testing reports. Required for majors.

CD 181 EARLY CHILD CARE: POLICY & PRACTICE

Johnson

W 1:30-4:00

Current topics in early childhood education from a social science perspective. Includes examinations of the historical development of early childhood care and education, social, economic, and political contexts, law and policy, health issues, nutrition, curriculum development, assessment of young children, and professional responsibility. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 190 CHILDREN WITH SPECIAL NEEDS

Johnson

R 9:00-11:30

Examination of children with special needs in the inclusive school setting. Assessment of children with special needs. Emphasis on collaboration among teachers, administrators, speech therapists, social workers, psychologists and other professionals. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 192 PROBLEMS OF RESEARCH: STATISTICS

Johnson

M 1:20-4:20

Two-hour course covering research design, data collection, statistical and nonstatistical methods of data analysis, and parameter estimation. Includes the presentation of research results in the form of tables and graphs. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 201 ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

T 1:30-2:45, Block H+HF

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 202 ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

T 1:30-2:45, Block H+HF

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 203 ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

W 1:30-4:00

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 204 ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

W 1:30-4:00

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 205 ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

W 1:30-4:00

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 206 ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

W 1:30-4:00

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 207 ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

W 1:30-4:00

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.

CD 208 ADVANCED PERSONAL & SOCIAL DEVELOPMENT

Johnson

W 1:30-4:00

Supervised research, seminar, or field study in a variety of programs serving children and families. Includes observations at the Eliot-Pearson School as well as other selected environments, to study & human development. One additional CD course or permission instructor. Prerequisite: Consent/Email Kerri.modry-mandell@tufts.edu. "metahobby" assignment. Prerequisite: CD1 or PSY1.
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. Prereq: Senior or graduate status.
TR 3:00-4:15, Jr-TR 
Mistry

CD 145 TECHNOLOGICAL TOOLS FOR LEARNING (c/w ED 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 topic areas. Prerequisites: Permission of instructor
T 9:00-11:30, Block 1 
Bers

CD 147-01 ADVANCED CURRICULUM I
Focus on teaching and learning in reading and language arts, mathematics, and science in prekindergarten and kindergarten classrooms and settings. Emphasis on carefully integrating subject matter knowledge and skills with assessment of children’s learning as the basis for differentiated instruction. What children learn is viewed in terms of cultural, language, proficiency and prior learning experiences, knowledge and skills figure prominently in teaching decisions. Prereq: CD 171
R 4:00-5:00, Block A 
Johnson

CD 156 DEVELOPMENT, NEUROSCIENCE & DISORDERS OF DEV.
The course examines the interface of neuroscience and child development, with a focus on the neurophysiological basis of developmental disorders. A basic introduction to the brain and nervous system provides the backdrop for further exploration of neurophysiological 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). Prereq: Jr., Sr. or grad status,
W 3:20-4:20, Block 7a 
Follett

CD 161 ADVANCED PERSONAL AND SOCIAL DEVELOPMENT
This course covers current theory and research pertaining to the development of social and personal characteristics of infants and children, including adolescents, as well as the application of that theory to research on the lives of children in families, schools, and communities. The course examines universals in personal and social development, and also examines the ways in which such development is embedded within cultural and community influences. Prerequisites are graduate or senior standing. This is an advanced-level course, and it is assumed that students already have a solid knowledge of the fundamentals of child development, and at least a basic knowledge of research methodology.
Prerequisites: Senior or graduate status.
T 1:30-4:00, Block 6 
Eastberkers

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. We also systematically consider our values, beliefs and attitudes as cultural beings and their possible impact on working with others. Following the reviews, we consider issues in the delivery of culturally sensitive services to address issues/problems in the following areas in childhood and adolescence: parenting, child and family health, child mental health, school and peer engagement.
W 3:30-4:30, Block 2a 
Pinderhughes

CD 165 FAMILIES, SCHOOL & CHILD DEVELOPMENT
The undergraduate/graduate seminar, students will explore the complex relationships between family and school systems, with a focus on low-income urban communities. Examining family-school connections by taking a look at the nature of both systems as they relate to child and adolescent development. This course begins with an introduction to developmental-ecological-sociosystems perspectives – then existing theories and taxonomies regarding family involvement in education, review influential studies testing aspects of these theories, and consider school policies and practices. Case studies will be used to generate questions and discussion. Particular attention will be devoted to the roles that culture, immigration, and racial and ethnic diversity play in establishing effective partnerships between families and schools, and ways for schools to support the benefits for the child’s learning and overall development. Prereq: Jr., Sr. or Grad
R 9:00-11:30, Block 3
McWayne

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 developmental issues, discuss patterns of children’s media consumption and look at both the content and context of children’s media including television, film/ video, 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.
F 9:00-11:30, Block 4 
Dobrow

CD 176 CHILDREN’S LITERATURE
An analysis of literature for 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 genre or issue of children’s literature.
Prereq: Soph., Jr., Sr., or Grad, or consent
T 6:00-8:00, Block 11a
Reynolds

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 artistic process. Consideration of appropriate materials and activities for preschool and elementary-school-age children. Studio work is an integral part of the course.
M 1:20-4:00, Block 5a
Smith

CD 181 EARLY CARE & EDUCATION POLICY & PRACTICE (c/w UEP 183)
Study of child care within the context of social policy, child development and early-childhood education. Examination of legislation, funding, programming, curriculums, and standards in school-community relations and how factors such as culture and socio-economic history affect policy-makers’ goals and children’s experiences.
W 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, health care, family support, and immigration. Prereq: Jr., Sr, and Grad. Co-listed w/ UEP 188-01
TR 9:00-11:30, Block 3
Weisz

CD 190 CHILDREN WITH SPECIAL NEEDS
The role that genetic mechanisms, trauma, environment, 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. Educational implications for children with these conditions will be discussed. Prerequisite: Scor Grad status CDD 01 or PST 01
M 6:00 - 9:00, Block 04 
Vanderberg

CD 192 APPROACHES TO PROBLEM BEHAVIOR
Prevention and management of problem behaviors in children in a variety of settings (e.g., home, school). Theoretical approaches to identification and treatment of unusual or atypical behaviors interfering with development - including approaches emphasizing family systems and classroom management.
R 1:30-4:00, Block 8
Scarlett

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 databases to problems in health care. Focus is biopsychosocial/cultural and multidisciplinary, aiming at comparison and integration of perspectives of researchers, clinicians, advocates, and policymakers. Topics chosen 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 pediatrics; schools as health care delivery agents; prevention and health promotion; adolescent pregnancy; substance abuse; obesity, etc. Advanced undergraduate and graduate students from varied backgrounds, including Child Development, Psychology, pre-Med, Community Health, Occupational Therapy, and Sociology, among others, may comprise the class. Prerequisites: Jr. Sr, or Grad Status or consent.
T 6:00 - 9:00, Block 11a
Modry-Mandell

CD 198 HUMAN DEVELOPMENT & PRACTICE
Explores the role of human development and interactions with the child’s environment in shaping behavior, and the processes through which children form relationships, acquire skills, develop self-concepts, and make sense of the world around them. This course emphasizes the developmental and contextual context of children’s behavior, and the implications for practice.
Prereq: Junior or Senior standing.
W 3:45-6:40, Block A 
Scarlett

CD 199 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 media, social service centers; and government agencies.
NOTE: meets concurrently with CD 99
Prereq: Consent + Email Kerrid moy-mandell@tufts.edu
W 10:30 - 11:45 Block E+W 
Pinderhughes

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: 1st & 2nd year PhD only (Note SCI Grade system)
M 9:00-12:00, Block Arr

CD 203 MASTER’S INTERNSHIP SEMINAR
This seminar accompanies the master's applied internship (CD 232), and gives opportunities to discuss one’s internship experiences with other graduate students and with guest faculty and professionals in the field. Weekly discussion topics that cut across all internship experiences, such as the integration of theory practice, or creating a child development professional are also part of the seminar experience. Credit:
Note: Must also register for CD 232.
W 4:30-6:30, Block AR
Pott

CD 212 MASTER’S CAPSTONE INTERNSHIP - APPLIED
The graduate internship (CD 252) at the capstone experience of the master’s program applied, demonstrating the integration of previous coursework, theory, and practice. Consult the 232 Internship Handbook for complete description and requirements. Internship is taken for 1.0 credits, and may be taken for 1.0 for 2 semesters. Register under section number for your own faculty internship advisor. Students attend internship seminar concurrently with the internship (see CD 203 description) therefore, must also register for CD 203 (5 credits).
block-ARR 
Faculty Adviser

CD 249 APPLIED MULTIVARIATE DATA ANALYSIS
Applicable Multivariate Analysis (AMWA) is designed to introduce you to advanced data-analytic methodologies based on a focus on methodological advances in 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-analysis toolkit that you will need in order to perform sensible and blegiable analyses of complex educational, psychological, and social data. Pre-Req: CD 140 or equivalent
T 9:00-12:00, Block Arr
Johnson
CD 101 CHILD HEALTH SEMINAR/FIELDWORK
Work and study in programs with a focus on children and adolescents’ health. Prerequisites: None. Focus will be on providing dental care, and hospital-schools for children with physical challenges. Prerequisites are waived for a seminar focusing on children and adolescent health themes. Meets bi-weekly.

Pro-ref: Consent - Email Kerri.modry-mandell@tufts.edu

Th 6:00-8:00, ARR

Modry-Mandell

CD 120 ASSESSMENT OF YOUNG CHILDREN
Practicum seminar upon applied comprehensive, developmental assessments of children. Testing procedures, clinical observations, interview techniques and written reports. Topics such as autism spectrum disorders, ADHD, mental health and the impact of disabilities on education with case examples and practice assessments. Prerequisite: Graduate status or permission of instructor

Th 9:00-11:30, Block 3

Macht-Greenberg

CD 124 AMERICAN SIGN LANG I (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 educating deaf students, and basic comprehension of basic vocabulary and grammatical ASL, exchanging information, basic auditory terms and assistive devices. Co-taught by one deaf & one hearing instructor

Prerequisite: Must register at CD dept, by 1/14 - High Demand course

M 1:30-2:45, T 4:10-5:45, Block ARR

Clark/Lipsky

CD 125 AMERICAN SIGN LANGUAGE II (ASL II)
This is the second semester in a three-course series. This course inreses emphasis on conversational skills in American Sign Language (ASL), through instruction to expand sign vocabulary and expressive use of grammatical structures. Students also explore topics including language development, cultural identity, technological devices, and cohesive influences within the Deaf Community. Co-taught by one Deaf and one hearing instructor

Prerequisite: Completion of ASL I (CD 124 or equivalent)

TR 7:00-8:15, R 5:16-6:15, Block ARR

Clark/Zarkowski

CD 126 AMERICAN SIGN LANGUAGE III (ASL III)
The course is the third in the three-course sequence in ASL and the Deaf Community American Sign Language (ASL) is the primary sign language of the United States and Canada. Focus on development of conversational skills and exchange of information, basic grammatical terms and assistive devices. In the final 10 weeks, students will examine the complex relationships between family and school within low-income, urban settings for the benefit of children.

Prerequisite: Must register at CD dept, by 1/14 - High Demand course

M 1:30-4:25, T 4:10-5:45, Block ARR

Clark/Lipsky

CD 130 TOPICS IN EARLY CHILDHOOD EDUCATION
Focus on one or more central topics in early childhood education (e.g., emergent literacy) and offers a field-based experience in an early childhood classroom or program. Recommended for those wishing to work with young children and interested in early development.

W 6:30-9:00, Block 12

Anton-Oldenburg

CD 135 SUPERVISED TEACHING I
This is the first student teaching experience in the Early Childhood Teacher Education course of study. Students spend 20 hours per week in a pre-kindergarten or kindergarten classroom where they work with their cooperating teacher and university supervisor to gradually assume the responsibilities associated to the role of teacher. In addition, students meet weekly for a 2.5 hour seminar. This is one of two required student teaching experiences for early childhood state teacher licensure (PK to 2nd grade).

Prerequisite: CD 7 or CD 17b; and CD 143-06 Early Childhood Practicum and consent of supervisor

W 4:15-6:15, Block ARR

Bailenger

CD 138 SOCIOCULTURAL FOUNDATIONS II: Language & Context
This course, open exclusively to students enrolled in one of our preK-2nd grade teacher preparation programs or on-campus early childhood development and needs and the influential contexts of school and home on young children’s development. In the first five weeks, students explore the language and development and language needs of dual-language learners (DLLs), the demographics of DLLs, processes of language acquisition and bilingual development, and DLLs' development of literacy skills. The units of DLLs' development of literacy, and the unique needs of DLLs in school settings. In the subsequent weeks, students will examine the complex relationships between family and school systems, by looking at the nature of both systems as those that influence children's development, paying particular attention to the roles that culture, immigration and racial/ethnic diversity play in shaping effective partnerships between family and school within low-income, urban settings for the benefit of children's learning and overall development.

W 1:30-4:00, Block 7

McWayne/Gidney/Mistry

CD 141 INDEPENDENT STUDY — See Advisor (Register w/One-on-one Form)

CD 140 PROBLEMS OF RESEARCH: STATISTICS
Elementary statistics procedures up through and including analysis of variance. Instruction and practice in use of pre-packaged computer programs useful in social science research

Prerequisite: Senior or graduate status

T 1:20-4:20, Block 6

Hilliard

CD 142 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 prepare a research proposal. Special attention is given to conducting applied research in areas of child and youth development, and education and community services

Grad students only

W 4:30-9:00, Block 12

Camara

CD 143-02 SPECIAL TOPIC: Children’s TV Research
Students will participate in the Children’s TV Research Project in a number of ways: (1) through coding data for cartoon characters, (2) building a working bibliography of recent scholarships on children’s cartoons; (3) attend weekly research meetings about the project.

Pre-ref: Consent prior completion of CTV coding training.

F 1:30 - 4:00, Block 9

Gidney

CD 143-03 THEORETICAL FOUNDATIONS OF PREVENTIVE HEALTH
This course introduces and reviews critical concepts, theories, and models in prevention science that are currently used to understand and intervene on: 1) preventive health behaviors; 2) health risk behaviors; and 3) disparities in health and health behaviors. Emphasis will be placed on the role of the biocultural model in promoting positive health behaviors and reducing health disparities. Special topics include adolescents’ substance use and pediatric obesity. Prereq. Junior, senior or graduate students

W 1:20 - 4:20, Block 7a

Feary

CD 143-04 INQUIRY & ANALYSIS IN CHILD & HUMAN DEVELOPMENT
Introduction to the methods (qualitative and quantitative) for designing research studies as well as the methods (inquiry-observation methods) classrooms and clinical setting to better understand and help an individual child. In addition, the course covers methods for evaluating programs serving children and families. This course satisfies the methods requirement for the Child Development Major.

T 9:00-12:00, Block ARR

Casey

CD 143-05 HOMELESSNESS IN AMERICA
Hosted by UEP 181 and co-listed with SOC 149. Please refer to UEP for course description.

MW 1:00-2:45, Block G+MW

Goldman

CD 143-06 RESEARCH SEMINAR: RISE: Ethnographic Project
In this undergraduate/graduate research seminar, students will gain specific research skills while participating on the RISE project, such as: conducting participant observation, applying other ethnographic and interpretive data collection methods and understanding of community-based participatory approaches (CBPR), and qualitative data analyses using data from the RISE project. Throughout the course, students will present their new information to how data collected in both the classroom and family/neighboringhood settings may inform the construction of the integrative curriculum in participating Head Start classrooms.

W 4:30-6:00, Block 5

Misty

CD 143-08 EP 2015 SERVICE MISSION TO NEW ORLEANS (NOLA)
The Eliot-Pearson Service Mission to New Orleans combines academic coursework with community service in the New Orleans over Spring Break. This year’s theme is “Neighbors as contexts for child health and well-being.” Students will study the complex relationships between neighborhood, culture, and health outcomes. Students will plan projects that will be completed over Spring Break in New Orleans. Students must arrange and pay for their own airfare to New Orleans over Spring Break. No pre-ref. can also be counted toward Community Health Major.

R 1:30-4:00, Block 8

Gidney

CD 143-09 RESEARCH SEMINAR: Music & Youth Development
Exploration of an impact on the 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/racial identity, resilience, and character development.

In addition, we will examine best practices used to teach music to youth from three 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 observations of youth in music activities offered by exemplary music programs throughout the U.S. and will prepare written reports of findings. Variable Credit: 0-20 credits depending on field research time. CITI Research with Human Subjects Certification will be required.

W 1:30-3:30, ARR

Camara

CD 143-11 HUMAN-ANIMAL INTERACTION IN CHILDDHOOD & ADOLESCENCE
This is an interdisciplinary course exploring animal-human 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.

W 1:30-4:00, Block 7

Mueller

CD 143-17 UNDERGRADUATE RESEARCH SEMINAR: Families Raising Children in Challenging Circumstances
This seminar introduces students to the research process, focusing on using a focus on studying diverse families in challenging circumstances. Research topics include research ethics, literature searches, participant recruitment, research design and methods. Students will be expected to participate in one research project. Possibilities include infant and early childhood adoption and parent’s experiences (internet study of 1200 parents), the lives of gay fathers (internet study of 700 gay fathers), Fast Track (study of 1100 youth growing up in high-risk environments), theania of childhood obesity (study of 1000 children in school settings), the impact of community engagement and recognition of the systemic requirements encountered in public schools.

Prereqs. Include interst in conducting applied research in areas of child and youth development, education and community services. Variable credit.

Arrangement with Feminist School of Nutrition Science and Policy

CD 143-23 SPECIAL TOPIC: MAT INTEGRATIVE SEMINAR
Students work as a team developing and implementing a curriculum or service project grounded in community and school needs, with commitment to community engagement and recognition of the systemic requirements encountered in public schools. Project goals include practical work that will be evaluated through the lens of selected readings and seminar sessions focused on the challenges faced by teachers who seek to impact the systems and processes in the schools and communities in which they work. See Instructor for credits.

M 4:30-6:30, ARR

Johnson

Pre-ref: Consent prior completion of CTV coding training.