THIS SEMINAR/FIELDWORK

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 relates to clinical and educational settings where clinicians, teachers, and other practitioners puzzle about particular children and families needing help. Specifically, the aim of the course 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 majors.

MW 10:30-11:45, Block E+MW

B. Johnson

CSHD 005 INTELLECTUAL DEVELOPMENT

This course asks how the mind is formed and transformed over the course of human development. The emphasis is on theory, but relevant research, policy and practice are also discussed. Several of the most influential and most enduring theories form the core of the course, including Psychometric, Nativist, Piaget, Vygotsky, Feminist, Dynamos/Relational Systems, Nonuniversal, and Multiple Intelligences. A “Metabolacy” project offers an opportunity to ground theory in one’s own experience and provides the basis for a research self-study. Prerequisite: CSHD 1 or PSY 1.

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

Feldman

CSHD 099 COMMUNITY FIELD PLACEMENT

Work and study in a variety of programs serving children and families. Placements include child advocacy programs, museums, hospitals, children’s media, social service centers, and government agencies. Placements are supervised in a seminar and in consultation — first contact Prof. Modry-Mandell.

T 10:30-11:45, Block E+MW

Scarlett

CSHD 100 CHILD HEALTH SEMINAR/FIELDWORK

Fieldwork placement in a child health setting (e.g., hospital) with an accompanying seminar focused on issues in child health. Required for majors.

R 6:00-8:00, ARR

Modry-Mandell

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

http://students.tufts.edu/registrar/what-we-assist/course-registration-and-scheduling

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

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

For classes and other details, please visit the online course catalog for TUFTS at:

http://tufts.edu/Registrar/what-we-assist/course-registration-and-scheduling

**For classes and other details, please visit the online course catalog for TUFTS at:**

http://students.tufts.edu/registrar/what-we-assist/course-registration-and-scheduling
CSHD 161 ADVANCED PERSONAL-SOCIAL DEVELOPMENT
Thursdays, 1:30-4:00, Block 6
Easterbrooks

CSHD 164 CULTURAL DIVERSITY IN CHILD and FAMILY SERVICES
Review of theoretical and applied approaches for providing services to young children and families from culturally diverse backgrounds, particularly families who have recently immigrated from non-Western countries. Topics include early intervention, comprehensive assessment, health care, and school integration. Students have the opportunity to visit programs and acquire focused experience with infants, young children, and parents.

Pre-Req.: Sr. or Grad status. (CSHD 91 or PSY 91)
T 1:30-4:00, Block 6
Easterbrooks

CSHD 165 FAMILIES, SCHOOLs, and CHILD DEVELOPMENT
The complex relationships between families, schools, and technology 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 focusing on family-school partnerships in education and implications of school policies and practices.

T 1:30-4:00, Block 3
McWayne

CSHD 167 CHILDREN and THE MASS MEDIA
Why educators, broadcasters, advertisers, and politicians consider children a special audience of the mass media. Examination of children's media content (television, video, computer, film, and print) and the effects of media on children and adolescents. Regulations that govern children's media use, including V-chip, ratings systems, and Internet access. Student projects on media literacy and other topics. (Cross-listed with FILM Studies 52)

F 9:00-11:15, Block 4
Pinderhughes

CSHD 168 ADOLESCENT DEVELOPMENT & THE TRANSITION TO ADULTHOOD
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. Theory and formation of current theoretical and empirical knowledge about adolescence. It also addresses how to apply developmental research on adolescence to practice and policy.

Prerequisite: Jr., Sr., or Grad students.
T 1:30-4:00, Block 6
Leventhal

CSHD 176 CHILDREN'S LITERATURE
Analysis of literature for children from preschool age to early teens from developmentally- learning and literacy perspectives. Final project: story or book for children, or critique/ analysis of some genre or issue of children's literature.

Prerequisite: Soph, Jr., Sr., and grad students.
T 6:00-9:00, Block 11+
Reynolds

CSHD 179 CHILD ART
The nature and developmental implications of the arts 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 1:20-4:20, Block 5+
Smith

CSHD 181 EARLY CARE & EDUCATION POLICY & PRACTICE
(Cross-listed as UEP 183), This course examines early care and education (ECE) policies, programs, and practices in the United States and other countries, with a particular focus on child development as a critically important future. Particular attention is given to analyses of U.S. and state ECE policies and systems, ECE quality, costs, funding, and affordability; the ECE workforce, the policy making process and advocacy; developmentally appropriate practice and family support, engagement, and empowerment.

R 1:30-4:00, Block 8
Lippitt

CSHD 182 INTEGRATIVE SEMINAR for EARLY CHILDHOOD TEACHERS
Work as a team developing and implementing a curriculum or service project grounded in community and school needs, with commitment in community engagement and recognition of the systemic requirements encountered in schools and other early childhood settings. Project goals and practical work will be examined through the lens of selected readings and seminar discussions focused on the challenges faced by teachers who seek to impact the systems and processes in the schools and communities in which they work. Prerequisite: CD 135 & 136 or consent.

F 3:30-5:30, Block A8
B. Johnson

CSHD 188 SEMINAR IN GOVERNMENT POLICY and the FAMILY
(Cross-listed as Urban and Environmental Policy 188.) Examines government’s role in promoting healthy child 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 prerequisites for this course, but students must have completed at least one year of college level coursework.

Th 9:00-11:30, Block 3
Weisz

CSHD 189 HUMAN ANIMAL INTERACTION in CHILDHOOD & ADOLESCENCE
This is an interdisciplinary course exploring human-animal relationships as a context for pro-moting health and child development. Major topics include attachment, emotions, empathy, peer and friendship relations, moral development, and social cognition. Advanced course for seniors and graduate students.

Pre-Req.: Sr. or Grad status. (CSHD 91 or PSY 91)
T 1:30-4:00, Block 6
Mueller

CSHD 190 CHILDREN with SPECIAL NEEDS
The role that psychological, emotional, and social development from infancy through adolescence. Topics to be covered may include attachment, emotions, empathy, peer and friendship relations, moral development, and social cognition. Advanced course for seniors and graduate students.

Pre-Req.: Sr. or Grad status
R 6:00-9:00, Block 13+
Ellon

CSHD 192 APPROACHES to PROBLEM BEHAVIOR in CHILDREN
Prevention and management of problem behaviors in young children in a variety of settings (e.g., home, clinic, hospital). Theoretical approaches to identification and treatment of atypical or atypical behaviors interfering with development, clinical applications of specialized techniques.

T 1:30-4:00, Block 5
Scarlett

CSHD 193 PEDIATRIC PSYCHOLOGY
Major topics in pediatric psychology. Focus on psychosocial and biological issues related to the promotion and development of children, adolescents, and their families. Topics include psychosocial stress and illness, adaptation to chronic illness (such as diabetes), childhood cancer, mental health in primary care: behavioral and developmental issues, schools as health-care delivery agents, and promoting ways to prevent health problems in children and adolescents. Perspectives from a variety of related disciplines, including clinical psychology, medicine, public policy and education.

Pre-Req.: Jr., Sr. or Graduates
W 1:20-4:20, Block 7+
Fleary

CD 199 COMMUNITY FIELD PLACEMENT
Work and study in a variety of programs serving children and families. Placements include child advocacy programs, museums, hospitals, children's media, social service centers, and government agencies. CD 199 is for graduate students or undergraduates who have had previous field placement (i.e., CD 99 or 100).

Prerequisite: Consent. Must contact Prof. Modry-Mandell. Variable credit. ARR daytime
Pinderhughes

CD 201 DOCTORAL PRO SEMINAR
Professional development seminar for doctoral students. Discussion of doctoral program and presentation of individual reports on developments in a seminar group for discussion and criticism. Pre-Req: 1ST & 2ND year PhD. Only
M 9:00-12:00, Block ARR
Scarlett

CD 203 MASTER'S INTERNSHIP SEMINAR
This seminar is the culminating seminar for the MA-Applied students, taken at the same time as the capstone internship. The course has four goals. First, it is a forum for the hallmarks of Eliot-Pearson: the integration of theory, research, and applied work. Seminar discussions will center on the diverse experiences of interns and will reflect on previous coursework and professional practice. We will also discuss conceptions of child development theory in light of applied experiences. Second, the seminar is an opportunity to reflect on the day-to-day experiences in internships and, if problems occur, receive help in thinking through them. Third, we will discuss topics and/or practical nature, perhaps current events or issues that impact practice but were not discussed in classes. And fourth, the seminar provides preparation for and guidance in becoming a child development professional. Prerequisite: Enrollment in MA- Applied Program and currently completing or recently have completed capstone internship.

W 3:30-6:00, Block A8
Pott

CD 232 MASTER'S CAPSTONE INTERNSHIP
(Master's degree candidates only.) Field placement related to child development and practice at an advanced level. Prerequisite: prior course work in related area or consent.

Variable credit
Block ARR
Faculty Adviser

CD 247 PROGRAM EVALUATION
(Cross-listed as Criminal and Environmental Policy 256) Purposes for and types of program evaluation and study of the evaluation process, including design, implementation, and dissemination, with focus on development of relevant data collection, analysis, and report-writing skills. Emphasis on learning to match programs to evaluation models, optimizing evaluation evaluation utilization. Students design evaluations for existing programs.

M 6:30-9:00, Block 10
Faculty

CD 249 APPLIED MULTIVARIATE DATA ANALYSIS
Students will be introduced to multivariate statistics, with a special emphasis on methods for studying change and effects of context. Topics will include general linear hypothesis testing, logistic regression, multilevel models, cluster analysis, principal component analysis, exploratory data analysis and structural equation modeling. The focus of the course will be the application of the concepts to analyze and interpret data by using the statistical techniques introduced through lectures, interpreting the results and writing about the findings. Students should have a good hold on multiple regression analysis, matrix algebra, and an appreciation of multivariate variables and interactions.

Prerequisite: CD 146 or Instr. Permission
T 9:00-12:00, ARR
S. Johnson

CD 281 CONSULTATION & COLLABORATION STRATEGIES
This course examines consultation theory and practice, various consultation processes and models and the identification and evaluation of client and consultant. Topics include consultation and facilitation skills, group activities, collaborative teamwork and planned change. Consultation models adopting a “collaborative” orientation will be emphasized. The course contributes to the professional development of individuals in their present and future roles as a therapist, teacher, child development specialist, school educator, counselor, school psychologist, applied developmental scientist, advocate, administrator or policy influencer – roles for developing, administering, and evaluating other professionals, and members of the community.

Prerequisite: CD Grad status.
Var. credit
Modry-Mandell

Eliot-Pearson Child Study & Human Development SPRING 2017 Courses (continued)
CSHD 114 CHILDREN and NEW TECHNOLOGIES
Interdisciplinary exploration of impact of new technologies on the lives of young people. Focus on both theory and design of technology-rich programs and experiences for children. Attention is given to different settings such as home, school, after-school programs and museums.

CSHD 120 (CD 220) ASSESSMENT OF CONDUCT
Practicum seminar applied on comprehensive, developmental assessments of children. Testing procedures, clinical observations, interview techniques, and written reports will be included. Disabilities, assessment, and limitations of assessment will be reviewed. Emphasis will be on the impact of disabilities on education with case examples and practice assessments.

Prerequisite: Grad status.

Macht-Greenberg

CSHD 124 AMERICAN SIGN LANGUAGE AND THE DEAF COMMUNITY
High DEMAND
Introductory course in manual communication and deafness. Covers basic sign-language structures, vocabulary, and finger spelling. Orientation to deafness covers topics such as educational, personal, family dynamics, social identity, and language acquisition. Must register in course by 11/10 - High Demand course

MT M-F 4:30-5:45; Block: ABB

Szarowski/Lipsky

CSHD 125 AMERICAN SIGN LANGUAGE II (ASL II)
Basic conversational course in ASL. Through class participation, field experiences, guest speakers, and presentations, students will learn the language system of ASL.

MT M-F 6-8:55; 8:45-9:45, Block ABB

Lipsky/Szarowski

CSHD 126 AMERICAN SIGN LANGUAGE III (ASL III)
The course builds upon the development of conversational, complicate

Lipsky

CSHD 130 TOPICS IN EARLY CHILDHOOD EDUCATION
Focus on emergent literacy in early childhood and ways to support young children’s connections to books and reading. Recommended for those wishing to work with young children interested in early development. Prerequisite: CDI, PSY 1 or consent.

Anton-Oldenburg

CSHD 135 SUPERVISED TEACHING I
Supervised teaching with children in a variety of settings, such as preschools and day-care centers. Three hours per week of supplementary workshops and seminars. This course is part of the student teaching program leading to state licensure. Students should be aware of the necessary prerequisites and additional course requirements. Variable credit.

Pre-Reg: Instructor Permission

CSHD 138 SOCIOCULTURAL FOUNDATIONS II (Lang. & Context)
This course is the second part of a year-long training module for Topics in multicultural teacher preparation program (CSHD 137). It is an integration of the remaining language development module with Prof. Gidney, and a 10 week module on family and school contexts taught by C. Mistry. This course will include a field trip to WGBH to participate in a hackathon to design new media products for children. Crosslisted with FMS 694-02

W 1:20-2:30, Block 2

Dobrow

CSHD 140 PROBLEMS OF RESEARCH: STATISTICS
Elementary statistics procedures up through and including analysis of variance. Instruction and practice in use of prepackaged computer programs useful in social science research. Prerequisites: Senior or graduate status.

Weiner

CSHD 141 INDEPENDENT STUDY — See Advisor

R 6:00-6:50; Block 2

Camara

CSHD 142 PROBLEMS OF RESEARCH: METHODS & DESIGN
Introduction to research design and field and laboratory methods relevant to child-study and human development research and evaluation in developmental sciences including the arts. Topics will include development of a research question or idea, preparation of a literature review, qualitative and quantitative designs and methods, experimental, quasi-experimental, correlational and case study design, qualitative and quantitative measurement of behavior, narrative inquiry, data reduction; generalizability of findings; and ethical issues related to the conduct of research. The course includes a group project leading to state licensure. Students should be aware of the necessary prerequisites and additional course requirements. Variable credit.

Pre-Reg: Instructor Permission

CSHD 143-01 ON-LINE Designing Education & Tech. Environment
This online course examines the ways in which children are impacted by the environments they inhabit, with a special emphasis on the specific challenges of designing technology-rich spaces and contexts. Through the course, we explore a variety of technology and STEAM-inspired environments including: makerspaces, museums, arts, space, computer clubhouses, libraries, labs, classrooms and more.

Pre-Req: Only open to students in the ECT Certificate Program

ON-LINE COURSE

CSHD 143-02 EARLY CHILDHOOD TECH. CERTIFICATE RESIDENCY
Students enroll in this course as the final component of their Early Childhood Technology Certificate program. This course will provide scaffolded opportunities for supervised experience working with children and technology. This course also provides important opportunities for networking with varied professionals within the EdTech community. Pre-Req: Only open to students in the ECT Certificate Program

ON-LINE COURSE

CSHD 143-03 EP SERVICE MISSION TO NEW ORLEANS
This years theme is “Music as a context for child and community development”. Students will study the role of music in the lives of children and their communities. Students will study the complex interplay between neighborhood, culture and child 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. Spring Break. No pre-reg; can also be counted towards Community Health Major.

Instructor Consent - Must email Instr. Camara or Gidney

CSHD 143-04 CONTEMPORARY ISSUES IN PHYSICAL & MENTAL HEALTH CHILDHOOD
See attached sheet

M 4:30-5:45, Block K+M

Fleary

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

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

Goldman

CSHD 143-06 RESEARCH SEMINAR: NARRATIVE ANALYSIS
This course will provide students with a directed research experience in the use of narrative analysis techniques. Course requirements will include readings on narrative analysis methods and participation in a group research project that utilizes narrative analysis.

T 3:00-5:30, Block ABB

Misty

CSHD 143-07 SPECIAL TOPIC; PROFESSIONAL SEMINAR FOR MAT
Session will address preparation strategies for navigating and deepening their professional life as educators. Topics include completing initial licensure, navigating the interview context, understanding the impact of the Common Core on teaching and learning, understanding instructional design, preparing for state and national standards and research-based practice, participating in professional learning community protocols, preparing for the MTEL, identifying personal development goals and sustaining ”self-care” in a professional of high demand and stress.

Pre-Req: Enrollment in MAT Program

T 4:15-6:45, Block ABB

Smith

CSHD 143-08 CREATING CHILDREN’S MEDIA
What goes into writing a script for a children’s television show? How do you pitch a great children’s book as a movie? How do you write an ad for kids? How can you propose an educational ad that a company will want to develop? This course will combine learning how children’s education media products are developed with formative and summative research with a practice-based workshop approach to applying educational learning theory and principles in creative ways. We’ll examine award-winning children’s media, hear from people who created it and craft our own. We’ll take a workshop approach in developing scripts for children’s shows, learning what goes into pitching a book for film and building proposals for interactive media products. This course will include a field trip to New Orleans to participate in a hackathon to design new media products for children. Crosslisted with FMS 694-02

W 1:20-2:40, Block 2

Dobrow

CSHD 143-09 EVOLUTIONARY PERSPECTIVES ON HUMAN DEV.
Through the lens of evolutionary theory, and with an emphasis on the period of prolonged childhood that characterizes humans, we will examine a number of questions about human development including why mothers provide more care than fathers, under what logical circumstances parents neglect children, why gangs may be important, whether humans evolved one “intelligence” or many, why males and females are jealous of different things, what mating strategies are most effective, why we fight and why we help.

T 9:00-11:30, Block 1

Pott

CSHD 144 QUALITATIVE and ENTHOGRAPHIC METHODS in APPLIED SOCIAL SCIENCE RESEARCH
An interdisciplinary overview of qualitative research methods. Focus on providing tools and strategies for researchers and practitioners in social sciences to pursue systematic inquiry in applied settings.

W 4:30-5:45; Block K

Mistry

CSHD 145 TECHNOLOGICAL TOOLS FOR THINKING and LEARNING
(Cross-listed as Education 182.) This course explores the design and use of new technologies in the learning environment. We will examine the affordances of technology (computers, interactive media, games, apps, etc.). The underlying philosophy of this course is “constructionism”, which states that people learn better when engaged in making and designing their own computational meaningful projects; therefore, we will become familiar with technological tools to be used in educational settings with children pre-K to high school and we will become researchers to assess the thinking and learning fostered by the different tools. Through the semester we will read and discuss materials from a wide variety of sources. We will also become familiar with new technologies ranging from collaborative on-line systems to robotic construction kits, to programming environments for children. The goal of the course is to build both technical expertise as well as theoretical knowledge to further our own research and move us into the learning environment and design research studies to evaluate its success or failure. There are no pre-requisites.

T 9:00-11:30, Block 1

Bers

CSHD 147 ADVANCED CURRICULUM I
(3 modules) Focus on teaching and learning in English language arts, mathematics, science in prekindergarten and kindergarten classrooms, with some attention to 1st-2nd grade. Emphasis will be on integrally substituting integrated knowledge and skills with assessment of children's learning as the basis for differentiated instruction; what children bring to school in terms of cultural heritage, language proficiency, and prior learning experiences, how children learn, and skills will figure prominently in teaching decisions.

Pre-requisite: CD 171 or consent.

W 10:15-11:30, Block 1

Bers

CSHD 156 DEVELOPMENTAL NEUROSCIENCE & DISORDERS of DEVELOPMENT
An overview of the development of the brain from conception to birth and early childhood.

Follert

B. Johnson

Pre-Registration on-line Oct 31st-Nov 11th