<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Day/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Intro to Child Development</td>
<td>GIDNEY</td>
<td>MW 10:30-11:45</td>
</tr>
<tr>
<td>007</td>
<td>The Child &amp; the Educational Process</td>
<td>JOHNSON, B.</td>
<td>WF 10:30-11:45</td>
</tr>
<tr>
<td>042</td>
<td>Inquiry &amp; Analysis Child Study &amp; Human Dev.</td>
<td>CASEY</td>
<td>MW 1:30-2:45</td>
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<tr>
<td>061</td>
<td>Personal-Social Development</td>
<td>MISTRY</td>
<td>TR 12:00-1:15</td>
</tr>
<tr>
<td>062</td>
<td>Childhood across Cultures</td>
<td>MISTRY</td>
<td>TR 10:30-11:45</td>
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<tr>
<td>064</td>
<td>Parent-Child Relations</td>
<td>CASEY</td>
<td>MW 10:30-11:45</td>
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<tr>
<td>065</td>
<td>Gender &amp; Child Dev.</td>
<td>FEIGENBERG</td>
<td>T 8:30-11:30</td>
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<tr>
<td>067</td>
<td>Child/Youth Resilience</td>
<td>JOHNSON, B.</td>
<td>T 1:30-4:00</td>
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<tr>
<td>068</td>
<td>Adolescent Dev. &amp; Transition</td>
<td>JOHNSON, B.</td>
<td>TR 1:30-2:45</td>
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<tr>
<td>090</td>
<td>Exceptional Child</td>
<td></td>
<td>M 1:20-4:20</td>
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<tr>
<td>99</td>
<td>Community Field Placement</td>
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<td>R 12:00-1:15</td>
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<tr>
<td>100</td>
<td>Child Health Sem./Field Work</td>
<td></td>
<td>R 6:00-8:00</td>
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<tr>
<td>124</td>
<td>American Sign Language I (ASL I)</td>
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<td>T/R 4:30-5:45</td>
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<tr>
<td>125</td>
<td>American Sign Language II (ASL II)</td>
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<td>T/R 4:30-5:45</td>
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<tr>
<td>126</td>
<td>American Sign Language III (ASL III)</td>
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<td>T/R 6:00-7:15</td>
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<tr>
<td>143</td>
<td>Dev Leaders Civic Context</td>
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<td>MW 1:30-2:45</td>
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<tr>
<td>143</td>
<td>Autism Across the Lifespan</td>
<td></td>
<td>W 6:30-9:00</td>
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<tr>
<td>143</td>
<td>Planting Seeds of Curiosity</td>
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<td>W 6:00-8:30</td>
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<tr>
<td>145</td>
<td>ONLINE Course: Tech Tools</td>
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<td>146</td>
<td>Applied Data Analysis</td>
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<td>T 5:00-7:30</td>
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<tr>
<td>155</td>
<td>Young Child's Development of Language</td>
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<td>T 1:20-4:20</td>
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<tr>
<td>163</td>
<td>Infancy: Prenatal to Age 3</td>
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<td>TR 10:30-11:45</td>
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<tr>
<td>165</td>
<td>Families, Schools and Child Dev.</td>
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<td>W 9:00-11:30</td>
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<tr>
<td>166</td>
<td>Children's Play</td>
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<td>F 9:00-11:30</td>
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<tr>
<td>167</td>
<td>Children and Mass Media</td>
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<td>F 9:00-11:30</td>
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<tr>
<td>178</td>
<td>Creative Dance for Children</td>
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<td>TR 1:30-2:45</td>
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<tr>
<td>191</td>
<td>Dev. Psychopathology &amp; Adaptation</td>
<td></td>
<td>R 1:20-4:00</td>
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<tr>
<td>197</td>
<td>Learning &amp; Attention Difficulties</td>
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<td>M 1:30-4:00</td>
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<tr>
<td>201</td>
<td>Doctoral Pro Seminar</td>
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<td>M 9:00-12:00</td>
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<tr>
<td>202</td>
<td>Master's Pro Seminar</td>
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<td>T 4:30-7:00</td>
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<tr>
<td>211</td>
<td>Contemporary Perspective Child Dev.</td>
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<td>W 1:20-4:00</td>
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<tr>
<td>232</td>
<td>Master's Capstone Internship Applied</td>
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<tr>
<td>247</td>
<td>Program Evaluation C/L</td>
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<td>R 1:30-4:00</td>
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<tr>
<td>267</td>
<td>Sem. Children &amp; Media</td>
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<td>R 1:30-4:00</td>
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</table>

**Required Courses:**
- CSHD 001
- CSHD 061
- CSHD 062
- CSHD 064
- CSHD 100
- CSHD 143

**Prerequisites:**
- CSHD 1 or PSY 1
- Graduate student

**Additional Information:**
- For official course descriptions, please refer to the University Bulletin.
- See student services website for complete listing of courses (i.e. Independent Study, Internships, Directed Research, etc.)

https://sis.uit.tufts.edu/psp/paprod/EMPLOYEE/EMPL/h/?tab=TFP_CLASS_SEARCH#class_search

**Classes begin Tuesday, September 4th**
CSHD 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 two SHU’s.
T 4:30-7:00; ARR
MCWYANE

CSHD 211 CONTEMPORARY PERSPECTIVES ON CHILD DEVELOPMENT
Course is designed for graduate students interested in understanding the contemporary state of scholarship and controversy in the generation and application of knowledge about child development. Core dimensions of the knowledge base in distinct domains of child development (socio-emotional, cognitive, linguistic, physiological) as these have been studied over the history of child development as a field of scholarship, as well as interpretations of the knowledge base in these domains from multiple and sometimes competing theoretical perspectives. A critical perspective will be taken regarding the role of child development research in informing social policy and educational practice. This course is designed for both beginning and advanced graduate students.
W 1:20-4:20; Block 7+
MISTRY

CSHD 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 three SHU’s; if you do a year-long internship, register for two SHU’s both semesters. Students attend internship seminar (CSHD 203 for two SHU’s) in spring semester.
Prerequisite: Internship.
ARR
FACULTY ADVISER

CSHD 247/UEP 256 PROGRAM EVALUATION
An introduction to the purposes for, and the types and techniques of, program evaluation. We study the evaluation process, including the design and implementation of evaluations, and the dissemination of results. We also focus on the development of relevant data collection, analysis, and report writing skills. Emphasis is placed on learning to match individual programs with particular models of evaluation. Students will be given the opportunity to take a critical perspective on programs that they work in (or might want to work in) and to understand how evaluation can be helpful to these programs and their clients and staff.
Prerequisite: Grad status.
R 1:30-4:00, Block 8
GOLDMAN

CSHD 267 SEMINAR IN CHILDREN & MEDIA
(Cross-listed with FMA 164)
Children have long been considered a “special” audience by broadcasters, advertisers, politicians, educators and researchers. This course will introduce you to the logic behind this designation, through critical examination of the theory and research on children’s mass media use, and the influence of media on children. Explore the relationship between media use and developmental issues, discuss patterns of children’s media consumption and look at both the content and context of children’s media including television, films/videos, and video/computer games. Assess media’s effects on children in variety of areas including gender and ethnic stereotyping, explicitly sexual and violent content, and the educational or “prosocial” effects of media.
R 1:30-4:00, Block 8
DOBROW

CSHD 285 ADVANCED RESEARCH METHODS IN APPLIED DEVELOPMENTAL SCIENCE
Methods for identifying measuring developmental change. Topics include multivariate versus univariate conceptions and analyses of change, developmentally-sensitive, descriptive and explanatory research designs; classical versus developmental test theory; measurement equivalence across person and context; external and internal validity; convergent and divergent validation; transcription within and across both quantitative and qualitative methods; and ethics and professional development. Prerequisite: Prior grad. courses in statistics and research design. Instructor permission.
T 1:20-4:20, Block 6+
LERNER

For a complete listing of courses (i.e. Special Topics, Independent Study, Internships, Directed Research, etc.), visit the SEARCH FOR CLASSES website
https://sis.ui.tufts.edu/psp/paprod/EMPLOYEE/EMPL/h/?tab=TFP_CLASS_SEARCH#class_search
CSHD 065 GENDER STUDIES IN CHILD AND YOUTH DEVELOPMENT  
(Cross-listed with WGS 185-04)
Explore the intersection of gender and identity from birth to adulthood – a particular focus on culture, context and children’s experiences across gender. Research and literature across the disciplines including psychology, sociology, biology, cultural, and social studies will be used.

T 8:30-11:30, Block 1

FEIGENBERG

CSHD 067 CHILD/YOUTH RESILIENCE
Children and youth often encounter adversities in their development, such as poverty, child maltreatment, or chronic disease. Unprotected children overcome the odds and demonstrate resilience. Characteristics of children and youth, and their families and communities, that promote well-being in the context of adversity. Course materials are drawn from the literature. Prerequisite: CSHD 01 or PSY 1. T 1:30-4:00, Block 6

EASTBERKERS

CSHD 068 ADOLESCENT DEV. & TRANSITION TO ADULTHOOD
Learning about the psychological, biological and cognitive changes during the second decade of life, the challenges of adolescence, and the primary contexts that influence development during this time of life. The course explores current theoretical and empirical knowledge about adolescence and addresses how to apply developmental research to adolescence on policy and practice. Prerequisite: CSHD 1 or Intro to Psychology, TR 1:30-4:30, Block H+

LEVANTHAL

CSHD 090 EXCEPTIONAL CHILD
The special needs of school and elementary-age children who deviate from normal patterns of development. Orthopedic disabilities, sensory impairments, emotional and social disorders, cognitive delays, childhood diseases, autism and more recently designated special needs are discussed. A distinguishing characteristic of students with exceptionalities is that their characteristics and developmental challenges are presented in each diagnostic category. Specific consideration is given to the characteristics and needs of students with autism spectrum disorders, learning disabilities, specific language impairments, and emotional disturbance. The second half of the semester consists of a series of special topics that provide in-depth discussion of children’s experiences in education. Prerequisites: CSHD 01 or PSY 1. Tu 6:00-8:00, ARR

MORGAN-ANDELL

CSHD 124 AMERICAN SIGN LANGUAGE I
HIGH DEMAND
Introductory course in American Sign Language (ASL) and the Deaf Community cover topics such as the history of sign language in America, approaches to educating deaf students, basic vocabulary and grammar of ASL, exchanging information and assisting deaf individuals. Taught by one deaf instructor and one hearing instructor. MUST register at CSHD.

T 10:30-4:30, T 9:00-12:45, Block F+

ARR

CSHD 125 AMERICAN SIGN LANGUAGE II
The third in this series of classes focuses on the development of complicated conversation skills and the development of an academic vocabulary in ASL. Includes basic conversation grammar, fingerspelling and cultural behaviors of the deaf community to expand students' exposure to the language and culture of the deaf Community. Prerequisite: CSHD 124 and CSHD 124A ARR

LIPSKY

CSHD 142 DEVELOP LEADERS WHO MAKE A DIFFERENCE: LEADERSHIP CIVIC CONTEXT
(Cross-listed with TCS 193-05)
Developing Leaders Who Make A Difference integrates concepts from adult development and leadership development and organizational behavior and applies them to build capacity for social change. This course is organized in three sequential segments: Leading Self, Leading Others and Leading Organizations. At the completion of this course, students will be able to create effective strategies to develop individuals, teams, and organizations to their fullest potential to take on some of the world’s most complex challenges. Prerequisites: JHC/SCSH 1 or permission of instructor or Grad Status. MW 2:30-4:30, Block C

RYAN

CSHD 143 AUTISM ACROSS THE LIFESPAN
This course will offer a developmental overview of autism spectrum disorder from infancy through adulthood, with an emphasis on the familial, community, and cultural systems at play in the lives of individuals and families. Students will engage with the ASD community, either through interactions with individuals, families, or community service providers. Prerequisite: Grad, or JHC/SCSH 1 or permission of instructor. W 6:30-9:00, Block 8

CRED

CSHD 143-09 PLANTING SEEDS OF CURIOSITY AND JUSTICE: SCHOOL GARDENS IN PUBLIC SCHOOLS (C/L with EXP 0026-F)
Can gardens be a resource for public schools to deepen learning, enhance community support and collaboration? This course will introduce the potential of school gardens to address key goals of our public schools. Using school gardens as a model, we will explore the benefits of outdoor education for students, mind, body and spirit. We will also look at the history and evolution of environmental justice, deep community building, and revolutionary educational models. In partnership with a local nonprofit, students will actively engage with school gardens in Somerville in a service learning capacity, giving back to the community as they learn. Readings and discussion will be paired with workshops in gardening and hands-on teaching methods. Students will complete weekly fieldwork at a local school, as well as a group project addressing an identified need at their school setting.

W 6:00-9:00, Block A

BLOOMER

CSHD 145-01 ON-LINE COURSE: TECH TOOLS FOR PLAYFUL LEARNING
(Cross-listed with ED 182)
This online course will examine the design and use of new technologies for learning. The underlying philosophy of this course is "constructionism", which states that people learn better when engaged in making and designing their own meaningful computational projects, therefore, we will become design-thinking practitioners. As such, it can be used in education and we will become researchers to assess the thinking and learning fostered by the different tools. Prerequisite: For students enrolled in the Early Childhood Technology certificate program only.

SULLIVAN

CSHD 146 APPLIED DATA ANALYSIS
As a second course in statistics, the focus will be on methods of exploratory data analysis, general linear model techniques (regression, correlation, and ANOVA), and analysis of categorical data (contingency table analysis). Students will learn by doing through hands-on work using Excel and SPSS software. Emphasis will be on the social and behavioral sciences. Skills in interpreting research findings will also be developed. Should have already taken an intro stats course with a social and behavioral science focus.

T 10:00-11:30, Block 5

GIDNEY

CSHD 163 INFANCY
Contemporary theory and research on the developmental periods from prenatal to age two. Topics include personality development, the emergence of sex differences and the role of attachment in early development. Emphasis on the infant's first year of the infant's first year of development in the family/school/community. Observations of infant development included. Prerequisite: Grad Status or JHC/SCSH 1.

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

EASTBERKERS

CSHD 165 FAMILIES, SCHOOLS AND CHILD DEVELOPMENT
The complex interrelationships of families, schools and society, with 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 related to multi-school partnerships in education and implications of school policies and practices.

W 9:00-11:00, Block 2

WEINER

CSHD 166 CHILDREN'S PLAY
The origins, forms, effects and determinants of children's play, including playground, peer play and play in peer group contexts. Children's play, as a model for understanding the development of infants. An examination of the interplay of family, school and community on the development of children's play. Prerequisites: Must register at CSHD. M 4:30-6:30, Block A

ELION

CSHD 167 CHILDREN AND MASS MEDIA
(Cross-listed with FMS 52 and TCS 167)
Even now, whenever they were affected by television shows and movies you watched as a child, or what effects the video games you played or social media you posted might have had! In Children and mass media, we explore the children's media landscape across different platforms and how it’s changing. From Mickey Mouse Clubhouse to The Bulldog, we’ll look at issues of how gender, race, ethnicity and class are portrayed in children's media and how they might affect the formation of attitudes and behaviors. We’ll discuss educational and entertainment media, and how children’s media can be used to get kids civically engaged. A second half of the semester will combine an examination of a range of media images with analysis of theories and research about media effects and exercises that will get you to apply what we’re learning in creative ways. T 12:00-1:15, Block 6

TREYBREThA

CSHD 178 CREATIVE DANCE FOR CHILDREN
(Cross-listed with DNC 91-04)
Experiential classes offer students expanded understanding of the body/mind connection and its creative potential in education. Classroom activities provide skills and strategies for teaching of dance, music, art and drama to children. Children and youth combine an examined range of media images with analysis of theories and research about media effects and exercises that will get you to apply what we’re learning in creative ways. T 12:00-1:15, Block 6

MORGAN-ANDELL

CSHD 191 DEVELOPMENTAL PSYCHOPATHOLOGY & ADAPTATION
An introductory survey of approaches to understanding and remediating emotional and behavior problems of children from birth through school age. The first part of the semester is devoted to intensive consideration of various conceptual models that aim at an explanation of emotional disturbance. The second half of the semester consists of a series of special topics that vary from consideration of assessment, examination of particular diagnostic categories, to articulation of central issues or controversies in the field. The emphasis is upon the integration of theoretical, empirical, and clinical material so as to apply to development, education, and socioemotional adaptation. Prerequisite: JHC/SCSH 1 or Grad status. T 1:20-4:20, Block B+

MORGAN-ANDELL

CSHD 197 LEARNING & ATTENTION DIFFICULTIES: ASSESSMENT & TEACHING
Overview of learning disorder and attention-deficit disorders in the context of child development and education. Emphasis on the strong links among cognitive development, self-esteem, and learning skills. Includes a focus on the importance of identifying learning difficulties during preschool years. Impact of processing deficits on academic performance in reading, language from theoretical and developmental perspectives. Prerequisites: JHC/SCSH 1 or Grad status. W 6:00-8:00, Block C

MORGAN-ANDELL

CSHD 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. Two credits. Prerequisite: Doctoral students 1st & 2nd year.

W 9:00-12:00, Block A

LEVANTHAL