CSHD 001 INTRODUCTION TO CHILD STUDY and HUMAN DEVELOPMENT

A survey of child development from infancy through adolescence. The course covers the major cognitive, physiological, emotional, and social changes that occur during this period. Midterm and final exams; observation and testing reports. Required for majors.

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

Gidney

CSHD 007 THE CHILD and the EDUCATIONAL PROCESS

Study of child development as related to diverse educational programs, systems and policies for young children. The course as well as other selected environments, to strengthen understanding of how theories and values inform diverse approaches and goals of early education. Lectures, videos, discussion online and in class sessions, observational reports, group projects. Prerequisite: CD 1 or Instructor consent.

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

CSHD 042 INQUIRY & ANALYSIS in CHILD & HUMAN DEVELOPMENT

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. Non-CSHD Permission Instructor. MW 10:30-11:45, Block E+MW

S. Johnson

CSHD 051 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, Naturalist, Piagetian, Vygotskian, Feminist, Dynamic-Relational Systems, Nomuneural, and Multiple Intelligences. A "databehavior" project offers an opportunity to ground theory in one's own experience and provide the basis for a research self-study. Prerequisite: CD 1 or PSY 1.

TT 1:30-2:45, Block H+

Feldman

CSHD 085 POSITIVE YOUTH DEV: Military Child and Families

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. Non-CSHD Permission Instructor. MW 10:30-11:45, Block E+MW

Lerner

Classes begin January 19th

CD 405-TA GRADUATE TEACHING ASSISTANT - See Advisor

CD 406-RA GRADUATE RESEARCH ASSISTANT - See Advisor

**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

Official course descriptions found at http://students.tufts.edu/registrar/bulletin.
CSHD 156 DEVELOPMENTAL NEUROSCIENCE & DISORDERS OF DEVELOPMENT
An overview of the development of the brain from conception to birth and early childhood. Focus on integrating knowledge of physiological development with neuropsychological, clinical, and social developmental disorders as examples. Neurological mechanisms contributing to cognition and behavior, and the interaction of genetics and environment will be considered. Use of primary literature is emphasized. Prerequisite: Junior or Senior graduate status; CSHD 1 or Psy 1. W 1:20-4:20, Block 7+. Block 7+
Follett

CSHD 161 ADVANCED PERSONAL-SOCIAL DEVELOPMENT
This course deals with personality and social development from infancy through adolescence. Topics to be covered may include attachment, emotions, empathy, peer and friendship development, and socialization. Advanced course for seniors and graduate students. Prerequisite: Sr. or Grad status CSHD 81 or PSY 81. W 1:30-4:00, Block 7
Eastbrooks

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. Prerequisite: CSHD majors and minors only. Non-CSHD students need permission of instructor. W 8:30-11:30, Block 2+. Block 2+
Pinderhughes

CSHD 167 CHILDREN and the MASS MEDIA
Why educators, broadcasters, advertisers, and politicians consider children a special audience. The impact of children's images in the mass media and the influence of 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. Students who are majoring in media literacy and other topics. Cross-listed with TCS 167-81 and FMS 852. F 9:00-10:30, Block 4
Dobrow

CSHD 168 ADOLESCENT DEVELOPMENT & THE TRANSITION TO ADULTHOOD
The physical, emotional, and cognitive changes during the second decade of life, the challenges of adolescence, and the primary contexts that influence development during this period of the life course. Exploration of current theoretical and empirical knowledge about adolescence. This course addresses how to develop applied research approaches 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
Examines the body of literature for children situated in a variety of social-political contexts and cultures, both contemporary and historical. Texts covered include censorship and adults' choices for children, writing for a dual audience of children and adults, and cross-cultural contexts. The nature and developmental implications of the art of the young child, with emphasis on creative potential of the body/mind connection in education. The course includes classroom observation with children ages 3-8 years and practice teaching with peers. 1 course credit. Cross-listed with DNC 92-04. Fulfills arts distribution. Cross-listed with DNC 92-04, TCR 1:30-4:20, Block 6 TR
Celichowska

CSHD 179 CHILD ART
The nature and cultural 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-kindergarten children. Studio work in an integral part of the course. M 1:20-4:20, Block 5+
Smith

CSHD 181 EARLY CARE & EDUCATION POLICY & PRACTICE
This course examines early care and education (ECE) policies, programs, and practice in the United States and other countries. With optimal child development as a critically recognized hallmark of Eliot-Pearson: the integration of theory, research, and applied work. Seminar discussions will focus on the diverse experiences in which children and adults, in families, groups, and communities rediscuss on the arts, dance and movement classrooms and children and families, and communities. Seminar and criticism. Prerequisite: CD 135 & 136 or consent. F 3:30-5:30, ARR B. Johnson

CSHD 188 SEMINAR IN GOVERNMENT POLICY and the 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 will be used to match programs to evaluation models, optimizing eventual evaluation utilization. Students design evaluations for existing programs. Cross-listed with UEP 256. M 1:30-2:00, Block 6 Contreras

CSHD 189 HUMAN ANIMAL INTERACTION in CHILDHOOD & ADOLESCENCE
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 is designed as a collaborative seminar, 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. R 1:30-4:00, Block 8 +

CSHD 190 CHILDREN WITH SPECIAL NEEDS
The role the classroom, environment, and culture play in affecting the child's physical, cognitive, and emotional development. Students will observe children with various physical and developmental disabilities in both separately and integrated settings. Educational implications for children with these conditions will be discussed. Prerequisite: Sr. or Grad status. R 6:00-9:00, Block 13+
Elion

CD 199 COMMUNITY FIELD PLACEMENT
Work and study in a variety of programs serving children and families. Place include child advocacy programs, museums, hospitals, children's media, social service centers, and government agencies. CSHD 199 is for graduate students or undergraduates who have had previous field placement (e.g., CSHD 99 or 100). Prerequisite: Consent. Must contact Prof. Modry-Mandell. Variable credit ARR daytime Scarlet

CD 201 DOCTORAL PRO SEMINAR “B”
Professional development seminar for doctoral students. Discussion of doctoral program and presentation of individual reports on basic topics to a seminar group for discussion and criticism. Prerequisite: 1st & 2nd year PhD Only. M 9:00-12:00, ARR +
Leventhal

CD 203 MASTER’S CAPSTONE INTERNSHIP
This seminar serves as 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 hallmark of Eliot-Pearson: the integration of theory, research, and applied work. Seminar discussions will focus on the diverse experiences in which children, groups, and families. Seminar discussions will focus on the diverse experiences in which children, groups, and communities re-discuss on the arts, dance and movement classrooms and children and families, and communities. Seminar and criticism. Prerequisite: Enrollment in MA- Applied Program and currently completing or recently have completed capstone internship. M 4:30-7:00, ARR Pott

CD 232 MASTER’S CAPSTONE INTERNSHIP (Master's degree students 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
This course introduces research methods for studying change and effects of context. Topics will include linear general 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 on using the computer to analyze real data by using the statistical techniques introduced through lectures, interpreting the results and writing about the findings. Students should have a good background in multiple regression analysis, including the use and interpretation of dummy variables and interactions. Prerequisite: CD 146 or Instructor 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 how to increase consultation skills and find resources for consultation 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, special educator, counselor, school psychologist, applied developmental scientist, advocate, administrator or policy influencer – roles for professionals working with children and adults, in families, groups, and communities. Prerequisite: CSHD Grad status. R 1:20-4:20, Block 8 +
Modry-Mandell

DLS 293 CORE SEMINAR IN DIVERSITY & INCLUSION LEADERSHIP STUDIES
Note of the current concerns, relevant social and institutional theories, and contemporary perspectives that form the context for the broad field of diversity and inclusion leadership studies. Team-taught, year-long, 3 credit course. Prerequisite: Graduate status. Seniors by permission of instructors, [NOTE] Since this is a year-long course, only those who have taken the fall course can register. Cross-listed with WGS S T 1:00-4:00, Block 2 +
Pinderhughes

Eliot-Pearson Child Study & Human Development SPRING 2018 Courses (continued)
CSHD 99 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, service centers, and government agencies. A career seminar is supervised in a seminar and consultation - first contact Prof. Modry-Mandell. Prerequisite: Must contact Prof. Modry-Mandell at kerri.modry-mandell@tufts.edu. Variable credit.

W 10:30-11:45, Block E+W
Scarlett

CSHD 100 CHILD HEALTH SEMINAR/FIELDWORK
Fieldwork placement in a child health setting (e.g., hospital) with an accompanying seminar focused on child health. Prerequisite: CSHD Majors & Minors Only Instructor Consent - email kerri.modry-mandell@tufts.edu

R 6:00-8:00; ARR
Modry-Mandell

CSHD 114 CHILDREN and NEW TECHNOLOGIES
Interdisciplinary exploration of impact of new technologies on the lives of young people with an emphasis on theory and design of technology-rich programs and experiences for children. Attention to different settings such as home, school, after school, hospitals and museums.

TR 1:20-1:50; Block F+TR
Bers

CSHD 120 (CD 220) ASSESSMENT OF CHILDREN
Practicum seminar on applied comprehensive, developmental assessments of children. Testing procedures, clinical observations, interview techniques, and written reports will be included. Topics such as learning disabilities, autism, ADHD, mental health and the issues of disabilities on education with case examples and practice assessments.

Prerequisite: Grade status.

R 9:00-11:30; Block 3
Macht-Greenberg

CSHD 124 AMERICAN SIGN LANGUAGE and THE DEAF COMMUNITY
HIGH DEMAND
Interdisciplinary course in manual communication and deafness. Covers basic sign-language structures, vocabulary, and finger spelling. Orientation to deafness covers topics such as educational approaches, family dynamics, social identity, and language acquisition. Prerequisites: Must register in Block E; required by 11/10 - High Demand course.

TR 4:30-5:45 Block L+L
Lipsky

CSHD 125 AMERICAN SIGN LANGUAGE II (ASL II)
Basic conversational course in ASL. Through class participation, field experiences, guest speakers, and presentations, students extend their signing skills. Topics include historical, psychological, linguistic, and social aspects of American Sign Language.

Prerequisite: CSHD 124 or equivalent.

TR 4:30-5:45 Block L+
Vincent-Meotti

CSHD 126 AMERICAN SIGN LANGUAGE III (ASL III)
The third in this series of classes focuses on the development of conversational skills and the expansion of various conversational strategies in ASL. Includes basic rules of grammar, finger spelling, and cultural behaviors of the Deaf community to expand students’ exposure to the language and culture of the Deaf community.

Prerequisite: CD124 and 125 or equivalent.

TR 6:00-7:15; Block 3
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 and interested in early development.

R 6:00-8:00, Block 12
Anton-Oldenburg

CSHD 140 PROBLEMS of RESEARCH: STATISTICS (Intro Data Analysis)
Course is designed for students in psychology and related social science majors. Introduces statistical concepts and methods in the context of a student research project. Instruction and practice in use of precompiled computer programs useful in social science research. Prerequisite: Senior or graduate status.

M 1:20-4:20; Block 5
Weiner

CSHD 141 INDEPENDENT STUDY – See Advisor (Register w/One-on-One Form)

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, quantitative and qualitative 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 with human participants. Students will analyze and evaluate research studies and prepare a research proposal. This course is for students who are headed toward research and for students who are interested in the applied professions, such as teaching, museum, or clinical work. Prerequisite: Grade status.

T 9:00-11:30; Block 1
Casey

CSHD 143-01 CHILDREN, NATURE and THE ECOLOGY MOVEMENT
Today, we are faced with a number of crises having to do with humans’ effects on the environment. At the same time, compared to previous generations, children and interested in early development. 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 and interested in early development.

R 6:00-8:00, Block 1
Anton-Oldenburg

CSHD 143-02 RESEARCH SEMINAR: THE RISE 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 research strategies, and making data collection methods. The focus is on the construction of community-based research, and data analyses using data from the RISE project. Throughout the course, we will pay particular attention to how data collected in both the classroom and in social settings may inform the co-creation of the integrative curriculum in participating Head Start classrooms. Members of RISE Research Team.

W 4:10-6:30; ARR
McWayne

CSHD 143-03 PROFESSIONAL SEMINAR for MAT
This seminar will focus on professional development and deepening their professional life as educators. Topics will include completing initial licensure, navigating the interview context, understanding the impact of the Common Core on teaching and learning, and developing explicit instructional models that align state standards and research-based practice, participating in professional learning community protocols, preparing for the MTEL, identifying personal professional development goals, and sustaining “self-care” in a professional and high demand and stress. Enrollment in MAT program.

T 4:15-6:45; ARR
Smith

CSHD 143-04 HOMELESSNESS in AMERICA
Hosted by UEP 181 and co-listed with SOC 149. Please refer to UEP for course description.

MW 1:30-4:25; Block G
Goldman

CSHD 143-05 POSITIVE YOUTH DEV: Military Child and Families
See course description under CSHD 85.

T 1:20-4:20; Block 1
Lerner

CSHD 143-06 EVOLUTIONARY PERSPECTIVES on HUMAN DEVELOPMENT: WHY WE DO THE THINGS WE DO
Through the lens of evolutionary theory, and with an emphasis on the period of prolonged childhood that is characteristic of humans, we will examine a number of questions about human development: How do children “overcome the odds” and thrive. The course addresses key questions about human development and human nature, including: What mating strategies are most effective? Under what logical circumstances do parents neglect their children? Why are gang members important? Why do mothers provide more care than fathers? Did humans evolve one “intelligence” or many? Why are males and females jealous of different things? Why do we fight and why do we help? We may not answer all these questions, but we’ll have fun thinking about them.

T 9:00-11:30; Block 1
Pott

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 to a movie studio? How do you write a script for kids? How can you propose an educational app that someone will want to develop? This course will combine learning how children’s education media products are developed with formative and summative research with children. Students will design and experience strategies for applying educational 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 tove, learning what goes into pitching a book for film and building proposals for interactive media products. The course will include a file trip to WGBH to participate in a hackathon to design new media products for children.

Crosslisted with TCS 195-08 and FMS 044-06.

W 1:30-4:00; Block 7
Dobrow

CSHD 143-09 RESILIENCE: CHILDREN OVERCOMING ADVERSITY
In the context of poverty, family dynamics, child maltreatment, or natural disaster, many children “overcome the odds” and thrive. The course addresses key questions regarding resilience — in particular, “What contributes to their resilience— their family environment, community (good schools, after-school programs, etc.), the individual characteristics of children ( good health, easy temperament, problem-solving skills, etc.)? and “How does an understanding of resilience in children, families, and communities inform current policies, and what are the intervention programs?” Prerequisite: Undergraduates only. CSHD 1 or PSY 1 completion required.

T 1:30-4:00; Block 6
Easterbrooks

CSHD 143-10 SCHOOL LEADERSHIP & SOCIAL JUSTICE
Hosted by Ex-College and co-listed with EXP 001-001. Please refer to Ex-College for course description.

R 6:00-8:30; ARR
Adkins-Shafir

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 practitioners and researchers in social sciences to pursue systematic inquiry in applied settings. This seminar will address and prepare students for navigating and deepening their professional life as educators. Topics will include completing initial licensure, navigating the interview context, understanding the impact of the Common Core on teaching and learning, and developing explicit instructional models that align state standards and research-based practice, participating in professional learning community protocols, preparing for the MTEL, identifying personal professional development goals, and sustaining “self-care” in a professional and high demand and stress. Enrollment in MAT program.

T 4:15-6:45; ARR
Smith

CSHD 145 TECHNOLOGICAL TOOLS for THINKING and LEARNING
This course explores the design and use of new technologies in the learning environment (schools, museums, after-school programs, 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 designers of technological tools to be used in educational settings with children pre-K to high school and they 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 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 be able to choose appropriate technology, integrate it into the learning environment and use research studies to evaluate its success or failure. There are no pre-requisites. Cross-listed as Ex-College 182.

T 9:00-11:30; Block 1
Bers