<table>
<thead>
<tr>
<th>COURSE</th>
<th>DAY/TIME</th>
<th>COURSE</th>
<th>DAY/TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to Child Development</td>
<td>M/W 4:30-5:45</td>
<td>Qualitative &amp; Ethnographic</td>
<td>MW 3:00-4:15</td>
</tr>
<tr>
<td>Topics in Child Development</td>
<td>TR 3:00-4:15</td>
<td>Tech Tools for Thinking</td>
<td>T 9:00-11:30</td>
</tr>
<tr>
<td>Children, Nature &amp; Ecology</td>
<td>F 9:00-11:30</td>
<td>Developmental Neuroscience</td>
<td>W 1:30-4:00</td>
</tr>
<tr>
<td>Inquiry &amp; Analysis Child Study</td>
<td>M/W 10:30-11:45</td>
<td>Spiritual Development</td>
<td>T 6:30-9:00</td>
</tr>
<tr>
<td>Social Policies for Children</td>
<td>R 1:30-4:00</td>
<td>Advanced Personal Social-Dev</td>
<td>M 4:30-7:00</td>
</tr>
<tr>
<td>Promoting Positive Youth Dev</td>
<td>T 1:20-4:20</td>
<td>Cultural Diversity</td>
<td>TR 12:00-1:15</td>
</tr>
<tr>
<td>C/L w/ 143-05</td>
<td></td>
<td>Seminar in Early &amp; Elem Urban</td>
<td>W 1:20-4:20</td>
</tr>
<tr>
<td>Child Health Sem./Field Work</td>
<td>R 6:00-9:00</td>
<td>Curricula for Young Children</td>
<td>F 1:30-4:00</td>
</tr>
<tr>
<td>Assessment of Children</td>
<td>R 9:00-11:30</td>
<td>Children's Literature</td>
<td>W 4:40-7:30</td>
</tr>
<tr>
<td>American Sign Language I</td>
<td>T/R 4:30-5:45</td>
<td>Bilingual Children in US</td>
<td>T 1:20-4:20</td>
</tr>
<tr>
<td>American Sign Language II</td>
<td>T/R 4:30-5:45</td>
<td>Child Art</td>
<td>M 1:20-4:20</td>
</tr>
<tr>
<td>American Sign Language III</td>
<td>T/R 6:00-7:15</td>
<td>Homelessness in America</td>
<td>MW 1:30-2:45</td>
</tr>
<tr>
<td>Literacy in Action: Fostering</td>
<td>T 9:00-11:30</td>
<td>Seminar in Gov't Policy</td>
<td>R 9:00-11:30</td>
</tr>
<tr>
<td>Problems of Research: Stats</td>
<td>R 4:30-7:00</td>
<td>Human Animal Interaction</td>
<td>R 1:30-4:00</td>
</tr>
<tr>
<td>Writing for Public About Child</td>
<td>R 1:30-4:00</td>
<td>Children with Special Needs</td>
<td>M 6:00-9:00</td>
</tr>
<tr>
<td>Sem. In Community-Based Res.</td>
<td>F 1:20-3:20</td>
<td>Pediatric Psychology</td>
<td>W 1:30-4:00</td>
</tr>
<tr>
<td>Child, Adolescents &amp; Visual Lit</td>
<td>M 9:00-11:30</td>
<td>Doctoral Pro Seminar</td>
<td>M 9:00-12:00</td>
</tr>
<tr>
<td>Evolutionary Perspectives</td>
<td>MW 3:00-4:15</td>
<td>Master's Internship Seminar</td>
<td>W 4:30-7:00</td>
</tr>
<tr>
<td>Sexuality &amp; Gender</td>
<td>T 6:30-9:00</td>
<td>Master's Capstone Intern Applied</td>
<td>ARR</td>
</tr>
<tr>
<td>Creating Children's Media</td>
<td>W 1:20-4:20</td>
<td>Program Evaluation</td>
<td>M 6:30-9:00</td>
</tr>
<tr>
<td>Both Sides of the Screen</td>
<td>MW 10:30-11:45</td>
<td>Applied Multivariate Data Analy</td>
<td>W 9:00-11:30</td>
</tr>
<tr>
<td>Children's TV Project</td>
<td>F 3:00-4:20</td>
<td>Seminar in Personal/Social Dev</td>
<td>W 1:30-4:00</td>
</tr>
<tr>
<td>Design Educational Tech Env</td>
<td>On-line</td>
<td>Consultation &amp; Collaboration</td>
<td>T 6:00-9:00</td>
</tr>
<tr>
<td>Research Sem. Housing &amp; Neigh</td>
<td>R 12:00-2:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pre-registration begins November 15th

For a complete listing of courses (i.e. Special Topics, Independent Study, Internships, Directed Research, etc.), visit the

SEARCH FOR CLASSES website:

https://sis.uit.tufts.edu/psp/paprod/EMPLOYEE/EMPL/h/?

ELIOT-PEARSON DEPARTMENT OF CHILD STUDY & HUMAN DEVELOPMENT
105 COLLEGE AVE, MEDFORD MA, 02155
(617) 627-3355
ase.tufts.edu/epcshd
001 INTRODUCTION TO CHILD DEVELOPMENT  Survey of child development from pre-natal period through adolescence. Course covers major neurological, physical, cognitive, linguistic, and socio-emotional phenomena in child development in addition to major developmental theories. Emphasis on the socio-cultural nature of development and the importance of developmental contexts. Consideration of the relevance of research in developmental science to policies and practices. Assignments include quizzes, short essays, and observations of children in school settings. Required for major.  
M/W 4:30-5:45, Block K+MW  
GIDNEY

004 TOPICS IN CHILD DEVELOPMENT: IDENTITY, COMMUNITY AND VOICE (counts towards Civic Studies major) The course focuses on the development of self and identity in community contexts and includes an applied component which involves working with high school students in a ‘project-based’ writing collaborative, led by Kerri Bowen, Ph.D. (Executive Director of City Lights/Boston Shakespeare Project). Students enrolled in the course will work with Somerville youth to write, interpret, and exchange retrospective personal narratives about their identity development and their place in local communities and national contexts. They will then creatively reimagine the narratives through poetic, visual, digital, and other forms of representation.  
TR 3:00-4:15; BLOCK J+  
MISTRY

034 CHILDREN, NATURE AND THE ECOLOGY MOVEMENT (cross-listed w/ ENV 034) Introduction to the major crises posed by climate change (denigration of land and oceans, extinction of species, increased natural disasters). The challenges and supports needed for nurturing the development of earth stewards, those who will address the crises. Topics include eco-restoration, child-centered approaches to connecting children to nature, and developmental perspectives on wonder, environmental education, and earth stewardship. By permission, open to graduate students under the listing of CSHD 234. Also counts toward Civic Studies (CVS).  
F 9:00-11:30; BLOCK 4  
SCARLETT

042 INQUIRY AND ANALYSIS IN CHILD STUDY & HUMAN DEVELOPMENT  This course is designed as an introduction to the logic and processes of inquiry, particularly as it related to developmental science research. It has also related to clinical and educational settings where clinicians, teachers, and other practitioners puzzle about particular children and families needing help. The aim is to provide students with 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 major. Non-majors need instructors consent.  
MW 10:30-11:45; BLOCK E+  
CASEY

161A ADVANCED PERSONAL & SOCIAL DEVELOPMENT  
MW 4:30-7:30, Session I  
POTT

192A APPROACHES TO ‘PROBLEM BEHAVIORS’ IN CHILDREN  
Cross-listed w/ ED 143A  
TR 1:00-4:30, Session I  
SCARLETT

195A LANGUAGE & COMMUNICATION DISORDERS IN CHILDREN  
TR 6:00-9:30, Session I  
GIDNEY

143B CHILD LIFE & THE HOSPITALIZED CHILD (Online Course) This course surveys the multidisciplinary field of child life and examines the psychosocial needs of children and their families coping with illness and hospitalization. Topics explored in the course include, but are not limited to: preparing children for medical procedures, pediatric assessment and research methods, play and self expression techniques, children’s cognitive understanding of illness, medical ethics and social justice, and children’s understanding of death/grief. This course prepares students who are interested in a career in pediatrics and is a required course for students sitting for child life certification.  
MW 6:00-9:30, Session II  
CANTRELL

143BA PROMOTING HEALTHY LIVING IN YOUTH & ADULTS w/ DISABILITIES  In this course, we will seek to understand the physical and mental health needs of adults with disabilities and how to best meet these needs. Readings will cover research in the field relating to exercise, nutrition, self-care, and sexuality education and the impact of programs designed for adults as well as earlier in life. We will explore local organizations who are engaged in this work and examine accessibility of existing programs.  
TR 1:00-4:00, Session II  
CREHAN

174B DESIGNING EDUCATION & THERAPEUTIC ENVIRONMENTS  
TTH 6:00-9:30, Session II  
MODRY-MANDELL

For a complete listing of CSHD courses descriptions visit our website  
https://ase.tufts.edu/epcsbd/courses/
261 SEMINAR IN PERSONAL/SOCIAL DEVELOPMENT: RESILIENCE IN DEVELOPMENT  Seminar format for in-depth exploration of various topics in social and personality development. Current topic is resilience—the characteristics and circumstances of individuals, systems and their contexts that promote positive adaptation in adversity. Prerequisite: graduate status, previous course in social and personality development. W 1:30-4:00, Block 6  EASTERBROOKS

281 CONSULTATION & COLLABORATION STRATEGIES  This course examines consultation theory and practice, various consultation processes and models and ways to increase consultation skills and find resources for consultation activities, collaborative teamwork and planned change. Consultation models adopting a "collaboration" orientation will be emphasized. The course contributes to the professional development of individuals in their present and future roles working as therapist, teacher, child development specialist, special educator, counselor, school psychologist, applied developmental scientist, advocate, administrator or policy influencer – roles for developing collaborative relationships with parents, colleagues, other professionals, and members of the community. Prerequisite: Grad status. T 6:00-9:00, Block 11+  MODRY-MANDELL

Get a jump on summer

First Session: May 22–June 28; Second Session: July 2–August 9

100A CHILD & FAMILY HEALTH/WELL-BEING SEMINAR & FIELDWORK  Meets once per week due to concurrent, intensive fieldwork. T 6:00-9:00, Session I  MODRY-MANDELL

143A FOUNDATIONS IN DIAGNOSTIC ASSESSMENT OF CHILDREN IN EDUCATION & HEALTHCARE SETTINGS  Through classroom observations, video demonstrations, and case discussions, the course will be an in depth exploration of the comprehensive, integrated assessment model for evaluating children. Students will learn valuable assessment skills including test administration, interpretation, report writing and applications in schools and healthcare settings. TR 8:30-12:00, Session I  MACHT-GREENBERG

082 SOCIAL POLICIES FOR CHILDREN & FAMILIES  This course focuses on the content of U.S. child and family policy related to education, criminal justice, poverty, child abuse and neglect, health and mental health, as well as to the issues of race, class, and gender. We will examine why and how policies are established, the role of advocacy, and the impact of policies on improving opportunity and outcomes for children and families. Prerequisite: CSHD 1 or Psychology 1, Junior or Senior Status or consent. R 1:30-4:00, Block 8  LIPPITT

085 PROMOTING POSITIVE YOUTH DEVELOPMENT (cross-listed w/ CSHD 143-05)  Introduction to theory and research about using developmental science within community settings to promote positive development among children and adolescents. Focal topic varies each semester -- for example, building civil society through community-based child development programs, promoting positive development of teenage mothers and their infants, or promoting healthy alternatives to interpersonal, family and community violence. Prerequisite: CD1 and one additional CD course or instructor permission. T 1:20-4:20, Block 6+  LERNER

100 CHILD HEALTH SEMINAR/FIELDWORK  Fieldwork placement in a child health setting (e.g., hospital) with an accompanying seminar focused on issues in child and family health. Prerequisite: Consent [Email instructor prior to enrollment: Kerri L. Modry-Mandell (Kerri.Modry-Mandell@tufts.edu)] R 6:00-9:00; Block 13+  MODRY-MANDELL

120 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 impact of disabilities on education with case examples and practice assessments. Prerequisite: Grad students only. R 9:00-11:30; Block 3  MACHT-GREENBERG
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 assistive devices. Co-taught by one deaf Instructor and one hearing instructor. MUST register at CSHD  
T 4:30-5:45 / R 4:30-5:45; ARR  
LIPSKY

125 AMERICAN SIGN LANGUAGE 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 ASL. Prerequisite: CSHD 124 or equivalent.  
T 4:30-5:45 / R 4:30-5:45 ARR  
VINCENT-MEOTTI

126 AMERICAN SIGN LANGUAGE III  The third in this series of classes focuses on the development of complicated conversation skills and the expansion of various conversation strategies in ASL. Includes basis rules of 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 125.  
T 6:00-7:15 / R 6:00-7:15; ARR  
LIPSKY

130 LITERACY IN ACTION: FOSTERING LITERACY IN EMERGENT READERS  Focus on one or more central topics in early childhood education (e.g., emergent literacy); 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. Prerequisite: CD1, PSY 1 or consent.  
T 9:00-11:30; Block 1  
ORKIN

140 PROBLEMS OF RESEARCH: STATISTICS (Intro Data Analysis)  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: Jr, Sr, or graduate status and background in fundamental mathematics or elementary statistics.  
R 4:30-7:00; ARR  
WEINER/STARGEL

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.  
FACULTY ADVISER

247 PROGRAM EVALUATION (cross-listed w/ UEP 256)  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.  
CONTRERAS

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 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: Graduate students only. 2 semesters of statistics and data analysis methods.  
CONTRERAS
190 CHILDREN WITH SPECIAL NEEDS (cross-listed w/ CH 0091) 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. M 6:00-9:00; Block 10+  

ELION

193 PEDIATRIC PSYCHOLOGY Research, clinical practice, and public policy focusing on children's health. Application of child development theories, methodologies, and empirical database to problems in health care. Focus is biopsychosocial 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, 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. W 1:30-4:00; Block 7  

CREHAN

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 SHU's. PREREQUISITE: Doctoral students 1st & 2nd year. M 9:00-12:00; ARR  

LEVENTHAL

203 MASTER'S INTERNSHIP SEMINAR This seminar is the culminating seminar for the MA-Applied students, taken in spring of the second year. 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 center on the diverse experiences of interns and will reflect on previous coursework in light of those experiences. 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 them through. Third, the seminar provides a time to discuss topics of a broad 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 capstone internship. W 4:30-7:00; ARR  

JOHNSON, B.

143-01 WRITING FOR THE PUBLIC ABOUT CHILDREN, YOUTH, FAMILIES IN THE 21ST CENTURY This course focuses on ways to write so that a wide audience can understand and become motivated to make changes that benefit children and youth. Participants will learn how to write using stories and other methods used by good writers who have served children well through the ways they write. The focus of the writing will be on current critical issues that appear on the news – the aim being to link issues to central topics in child development. Students writings will be eligible to be published as op-eds in the Eliot-Pearson Blog. R 1:30-4:00, Block 8  

SCARLETT

143-02 SEMINAR IN COMMUNITY-BASED RESEARCH In this undergraduate/graduate research seminar, students will gain specific knowledge about community-based research frameworks and specific research skills, using the RISE project as an illustration. Throughout the semester, students will pay particular attention to how data collected in both classroom and community settings can inform the co-construction of an integrative and culturally inclusive curriculum in participating Head Start classrooms. F 1:20-3:20, ARR  

MCWAYNE

143-03 CHILDREN, ADOLESCENTS & VISUAL LITERACIES: DEVELOPING THE 21ST CENTURY This course will be structured like a lab. The importance of “visuals” as a way of learning, perceiving and communicating has expanded and grown even more with the advancement of our digital world and new technologies. Students will explore and begin to answer the following questions: What is visual literacy and why is it important?; How is the “digital generation” of students/children visually literate?; What skills and strategies might be used to enhance visual literacy and critical thinking in the 21st Century?. We will consider theoretical, psychological and philosophical issues as well as empirical approaches to understanding and defining “visual literacies” in the 21st century. Through application and hands-on exploration, students will be engaged in conceptualizing and creating a visual product that will teach, illustrate, inform, and expand on the critical components of developing visual literacy skills in children and adults alike. This course will culminate in a group or individual project that will be targeted for a specific audience and purpose with a “visual literacy” focus. M 9:00-11:30, Block 0  

SMITH
143-06 WHY WE DO THE THINGS WE DO: EVOLUTIONARY PERSPECTIVES ON HUMAN DEVELOPMENT

This course is designed for undergraduate and graduate students who want to explore the contributions of evolution to our understanding of human development. We begin with an overview of principles of evolution, and then learn how an evolutionary perspective informs all major areas of human and non-human primate life including family structure, child rearing, peer relationships, sexual encounters, romantic partnerships, cognitive development, language development, aggression and altruism. The course also explores evolutionary developmental psychology—the study of stages of development and the adaptive function of characteristics of those stages, for example, the adaptive purposes of juvenile play. Students explore one topic in depth that has a current applied focus, for example, why eating disorders are so prevalent.

MW 3:00-4:15, Block I+

POTT

143-07 SEXUALITY AND GENDER (cross-listed w/ WGSS 185-10)

This course will cover the history of, theories of, and policies related to sexuality and gender. Students will explore that developmental and cultural factors intertwined in these themes. Approaches to education around sexuality and the intersection of sexuality and disability will be discussed.

T 6:30-9:00, Block 11

CREHAN

143-08 CREATING CHILDREN’S MEDIA (cross-listed w/ FMS 094-04 & TCS 193-03)

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 app that someone will want to develop? This course will combine learning how children’s educational 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 tv shows, learning what goes into pitching a book for film and building proposals for interactive media products. The course will include a field trip to WGBH to participate in a hackathon to design new media products for children.

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

DOBROW

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 1:20-4:20; Block I+

SMITH

185 HOMELESSNESS IN AMERICA (cross-listed w/ UEP 181)

This course examines the inter-connected social, economic, and political causes and effects of homelessness among individuals, families, communities, and social systems. It examines a range of government, nonprofit, and other efforts to address those problems. Students engage in a team project and have opportunities to volunteer at an organization that serves people experiencing homelessness.

MW 1:30-2:45; Block G+

GOLDMAN

188 SEMINAR IN GOVERNMENT POLICY AND THE FAMILY (cross-listed w/ UEP 188)

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. Prerequisite: Junior, Senior, or Grad Status.

R 9:00-11:30; Block 3

WEISZ

189 HUMAN ANIMAL INTERACTION IN CHILDHOOD & ADOLESCENCE

An interdisciplinary course exploring human-animal relationships and focusing on integrative research and application in human-animal interaction, and covering a range of topics including the role of animals in promoting positive human development, animal-assisted therapy, the role of animals in mental and physical health, animals in the family setting, animal policy and welfare, and animals in educational and programmatic contexts.

R 1:30-4:00; Block 8

MUELLER
170 SEMINAR IN EARLY & ELEMENTARY URBAN EDUCATION (cross-listed w/ ED 141-01) In this course students examine a variety of current topics in early and elementary education, while strengthening their understanding of the relationship between views on child development and educational practices. Specifically, students will examine the theoretical and research basis for current practices in early education. Contemporary issues and controversies in the fields of early childhood and elementary education will be explored to illustrate these multiple perspectives. Students will be engaged in a variety of learning experiences, including engaging with expert guest lecturers, class discussions, reading assignments, observations of classrooms and school settings, and individual as well as small group assignments.

W 1:20-4:20; Block 7+

MCWAYNE

171 CURRICULA FOR YOUNG CHILDREN IN SCHOOLS, PRESCHOOLS AND MAKERSPACES Theory-to-practice course addresses planning, implementation and evaluation of curriculum for children in prekindergarten to 2nd grade. Emphasis on understanding children's thinking and learning, classroom design, integrated and project-based approaches, and state-mandated curriculum frameworks as bases for curriculum decisions. Time spent in early childhood settings required to complete assignments; settings and schedules to be arranged with support and consultation of instructor.

F 1:30-4:00; Block 9

JOHNSON, B.

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. Topics covered include censorship and adults’ choices for children, writing for a dual audience of children and adults, children's books as cultural and ideological objects, how picture books work, authenticity in literature about diverse peoples, publishing trends on children's literature, challenges in writing nonfiction for children, and multimedia approaches to children's literature.

W 4:40-7:30; ARR

REYNOLDS

177 BILINGUAL CHILDREN IN US SCHOOLS Examination of childhood and adolescent bilingualism and bilingual education through multiple disciplinary lenses. Topics include measurement of bilingualism, children’s bilingual development, linguistic perspectives on bilingualism and second-language acquisition, psycho-social experiences of bilinguals, and approaches to bilingual education and policy. Assignments include short papers and in-class presentations and final paper and in-class presentation for graduate students.

T 1:20-4:20; Block 6+

GIDNEY

143-09 BOTH SIDES OF THE SCREEN: OBSERVATIONAL AND ETHNOGRAPHIC METHODS FOR UNDERSTANDING CHILDREN It looks simple—but is actually quite complicated—to know what you’re looking at when you observe children. Yet skilled observational and ethnographic methods are the best tools for understanding children’s behavior. Students will learn these techniques in four phases. In Phase I, students will gain basic observational and ethnographic field method techniques. In Phase II, global observations will be conducted at the Tufts lab school, the Eliot-Pearson Children’s School, behind the screens in the observation booths and outside on the playground. Phase III will consist of family visits and/or observations in after-school settings to provide contextual information that can form “webs of meaning.” In Phase IV students will work in pairs or small groups to observe a specific child or small group of children and will identify a specific area of interest to study in depth (e.g., friendship; emotion regulation); in this phase students will also learn semi-structured interview techniques and will conduct an interview of a classroom teacher to inform the area of interest. Open to graduate and undergraduate students.

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

POTT

143-10 CHILDREN’S TV PROJECT This class is for students who work on the Children’s Television Project (CTV), a research project directed by Profs. Gidney and Dobrow. After training, students will code cartoon data, engage in data cleaning, will explore recent research on children's media and children's development, and write a final paper. Students make take this course either for full credit (3 SHUs), or for half credit (2 SHUs).

F 3:00-4:20, ARR

GIDNEY

143-11 DESIGNING EDUCATIONAL & TECHNOLOGICAL ENVIRONMENTS FOR CHILDREN 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 for children to learn, play, and create in. Throughout the semester, we will explore a variety of technology and STEAM inspired environments including: makerspaces, museums, art spaces, computer clubhouses, libraries, labs, classrooms, and more. Prerequisites: Must be enrolled in the ECT program and must have completed CD-145 Tech Tools for Playful Learning ONLINE COURSE

SULLIVAN
143-12 RESEARCH SEMINAR IN HOUSING & NEIGHBORHOOD CONTEXT This course will take an in-depth look at theory and methods in studying the role of neighborhood and housing contexts in children's development through engaging in hands on research.  
*R 12:00-2:00, ARR*  
LEVENTHAL

144 QUALITATIVE & ETHNOGRAPHIC 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.  
*MW 3:00-4:15, Block I+*  
MISTRY

145 TECHNOLOGICAL TOOLS FOR PLAYFUL LEARNING (cross-listed w/ ED 182) 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 we will become researchers to assess the thinking and learning fostered by the different tools. We will also explore current research and debates regarding educational technologies and we will have guest speakers who are experts in the field. 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 be able to choose adequate technology, integrate it into the learning environment and design research studies to evaluate its success or failure.  
*T 9:00-11:30, Block 1*  
BERS

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 neurobehavioral outcomes, using selected neurodevelopmental disorders as examples. Neurological mechanisms contributing to cognition and behavior, and the intersection of genetics and environment will be considered. Use of primary literature is emphasized.  
*Prerequisite: Jr, Sr, or graduate status; CSHD 1 or Psych 1.*  
*W 1:30-4:00; Block 7*  
FOLLETT

157 SPIRITUAL DEVELOPMENT ACROSS THE LIFE-SPAN (cross-listed w/ REL 157) Religious and spiritual development across the life-span. Emphasis on differences in: paradigms and theories for explaining spiritual development; the diverse nature of spirituality; developmental tasks (e.g., moral, intellectual, and identity development) as they relate to spiritual development; and supports for and exemplars of spiritual development. Topics include spiritual exemplars, spirituality and the natural world, and spiritual pathology.  
*W 1:30-4:00; Block 7*  
SCARLETT

161 ADVANCED PERSONAL-SOCIAL DEVELOPMENT This course is designed to provide graduate students with theory and research about aspects of social and personal development of infants, children and adolescents, and the application of theory and research to direct work with children and families. This is an advanced-level course, and it is assumed that students already have a solid background knowledge of the fundamentals of child development, and at least a basic knowledge of research methodology. The course examines universals in personal and social development—including those created via evolutionary pressures—as well as cultural contexts of development. The course is taught through three topics studied in depth: attachment, emotion, and peer relationships.  
*Graduate students only.*  
*M 4:30-7:00; ARR*  
POTT

164 CULTURAL DIVERSITY IN CHILD & FAMILY SERVICES (cross-listed w/ WGSS 170-01) 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.  
*TR 12:00-1:15; Block F+*  
PINDERHUGHES