Course Descriptions

Courses numbered between 01-99 are introductory courses for undergraduates only. Courses numbered 100-199 are taught at a more advanced level and are open to both undergraduates and graduate students. Courses numbered 200-299 are advanced courses for graduate students and, in special cases, for undergraduates with instructor’s permission.

Undergraduate Courses

1. **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. Fall and Spring. *Gidney*

4. **Topics in Child Development.** Course allows beginning students to go beyond the introductory level in a particular area of child development. Topics include social cognition, children and their families, and moral development. Focused readings and study of selected topics of student’s choice form a major part of the course. Assignments include project report. Fall/Spring. *Members of the department*

7. **The Child and the Educational Process.** Study of child development as related to diverse educational programs, systems and policies for young children. Observations at Eliot-Pearson Children’s School 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: CSHD 1 or consent. Spring. *Johnson*

10. **Physical and Mental Health in Childhood.** Overview of the foundations of health in childhood (prenatal development to middle childhood) including responsive caregiving, safe and secure environments, nutrition, psychological well-being, sleep, play, and other health promoting behaviors. Developmental context to explore the roles of families, communities, and social, economic, and cultural determinants of health in child health promotion. Fall. *Fleary*
34 Children, Nature, and the Ecology Movement. (Cross-listed as ENV 0034.)
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. Cross-listed as ENV 0034. By permission, open to graduate students under the listing of CSHD 234. Also counts toward Civic Studies (CVS). Spring. Scarlett

42 Inquiry and Analysis in Child Study and 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: Fall/Spring. Members of the department

51 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, Dynamic/Relational Systems, Nonuniversal, and Multiple Intelligences. A "Metahobby" 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 Psychology 1. Spring. Feldman

61 Personal-Social Development. This course teaches theory and research about social and personal development of infants, children, and adolescents, and how to apply theory and research to direct work with children and families. Topics covered include attachment, sex-role development, empathy and friendship, social cognition, and moral development. Prerequisite: CSHD 1 or Psychology 1. Fall. Pott

62 Childhood across Cultures. (Cross-listed as AAST 194 and LST 0062.) Intermediate-level study of child development, with emphasis on cultural perspectives integrating psychological and anthropological theory. Children’s development examined across cultures and in the context of the various social institutions and settings within which they live. Fall. Mistry

64 Parent-Child Relationships. Examines the parent-child relationship from a variety of perspectives, including cross-cultural and social class differences, differences between mothering and fathering, and the parents' influence on the child’s psychological development (e.g., sex role). Emphasis is on the interactive influences of
parents and children. In the last part of the course, programs for altering parent-child interactions are explored. While most of the readings are based on recent empirical studies, the course includes short stories and novels. Case histories are also relied on to capture complex, intangible phenomena like communication, trust, and intimacy. Prerequisite: CSHD 1 or PSY 1. Fall. Members of the department

65 Gender Studies in Child and Youth Development. Explores the development of gender and gender identity from birth to adulthood – with a particular focus on culture, context and children's experiences around gender. Research and literature across the disciplines including psychology, sociology, biology, cultural studies, and popular media. Fall. Feigenberg

67 Resilience in Development: Children, Youth, and Adversity. Children and youth often encounter adversities in their development, such as poverty, child maltreatment, community violence, or chronic disease. Despite adversity, some 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 may include a field-based practicum. Prerequisite: CSHD 1 or PSY 1.

68 Adolescent Development and the Transition to Adulthood. The goal of this course is to learn 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 period of the life course. The course explores current theoretical and empirical knowledge about adolescence. It also addresses how to apply developmental research on adolescence to practice and policy. Prerequisite: CSHD 1 or PSY 1. Leventhal

82 Social Policies for Children and 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 PSY 1, Junior or Senior Status, or consent. Fall. Lippitt

85 Promoting Positive Youth Development: Applying Developmental Science in the Community. 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. Prerequisites: CSHD1 and one additional CSHD course or instructor permission. Spring. Lerner
90 The Exceptional Child. Overview of some of the special needs of preschool and elementary-age children who show a variation in typical development, such as variations in orthopedic, sensory, emotional, social, and cognitive development. The more recently designated special needs, such as childhood diseases, autism, fetal alcohol syndrome, HIV, and drug addiction are also presented. Distinguishing characteristics and developmental challenges are presented in each diagnostic category. Special focus is placed on families, school, community, and students. Includes observations. Elion

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, social service centers, and government agencies. Placements are supervised in a seminar or in consultation. Prerequisite: Consent. Fall/Spring. Modry-Mandell

Undergraduate and Graduate Courses

100 Child and Family Health Seminar and 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. Fall/Spring. Modry-Mandell

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 to different settings such as home, school, after school, hospitals and museums. Bers

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 status. Macht-Greenberg

124 American Sign Language and the Deaf Community. Introductory 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. Fall/Spring. 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 American Sign Language. Prerequisite: CSHD 124 or equivalent. Fall/Spring. Lipsky

126 American Sign Language III. The third in this series of classes focuses on the development of complicated conversational skills and the expansion of various conversational strategies in ASL. Includes basic 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: CSHD124 and 125 or equivalent. Fall/Spring. Lipsky

130 Literacy in Action: Fostering Literacy in Emergent Readers. Focus is on emergent literacy and especially on the supports needed for fostering literacy in children living in circumstances making learning to read more difficult (English as a second language; limited access to books in the home, etc.) Fieldwork component that fulfills the CSHD major’s fieldwork requirement. Spring. Orkin

139 The Neighborhood Context of Child and Family Well-being. Neighborhoods figure centrally in the lives of children, youth, and families because they shape daily activities, social interactions, and access to opportunities and resources that support thriving. This course focuses on the variety of ways neighborhoods contribute to child and family well-being, for better or worse, such as, the extent of crime and violence and access to institutions such as high-quality schools. The course also considers current and potential neighborhood-based policies meant to eliminate inequities based on neighborhood residence, inequities often rooted in larger social forces such as economic and racial segregation. Leventhal

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: Junior, senior or graduate status and background in fundamental mathematics or elementary statistics. Spring. Members of the department

141 Independent Study. Individual study of an approved topic. Members of the department

142 Problems of Research: Methods and 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 careers in research or in the applied professions, such as teaching, museum, or clinical work. Prerequisite: Graduate status. Spring. Members of the department

143 Special Topics. Please refer to department for course schedule and course description offerings.

144 Qualitative and 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. Spring. Mistry

145 Technological Tools for Playful Learning. (Cross-listed as 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. There are no prerequisites. Permission of instructor required for undergraduates. Bers

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 with real data from the social and behavioral sciences. Skills in interpreting research findings will also be developed. Prerequisite: Intro stats course with a social and behavioral science focus. Fall. Members of the department

149 Evidence Based Interventions with Children and Youth. Examines the science of evidence-based prevention and intervention, including theoretical underpinnings, implementation, assessment, transportability and generalizability to other populations. Covers interventions targeting problems such as poor parenting, developmental delays, conduct problems, bullying, substance abuse and others.
Recommendations: CSHD 191 and grad/senior status or permission of instructor.

151 Advanced Intellectual Development. Review of the most influential theories on the development of the human mind with a focus on research, policy and practice relevant to intellectual development. Main topics include Psychometric, Nativist, Piaget, Dynamic and Relational Systems, Vygotsky, Nonuniversal Theory and Multiple Intelligence. A "Metahobby" project provides an opportunity to analyze one's own learning experience using data gathered during the semester. Prerequisite: Graduate or Senior status. Fall. Members of the department

154 Development of Literacy. Literacy development in the young child from psychological, anthropological, and educational perspectives. Development of children’s knowledge about the nature and functions of printed language, acquisition of language abilities supporting literacy, description of culturally conditioned beliefs, and behavior patterns related to literacy. Assessment of children’s abilities, analysis of home and school settings. Special attention to cultural minority groups. Gidney

155 The Young Child's Development of Language. Human language is examined as a form of communication and compared with animal signal systems. Other topics are phonological, syntactic, and semantic development; language, culture, and thought; language and social class; and language and bilingualism. Fall. Gidney

156 Developmental Neuroscience and 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: junior, senior or graduate status; CSHD 1 or PSY 1. Spring. Follett

157 Spiritual Development Across the Life-Span. (Cross-listed as 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. Various semesters Scarlett

159 Understanding Children through Film. Course that examines selected topics in child development and in the lives of children and adolescents through the medium of film. This is not a film course- we will not focus on film as art (e.g. consideration of filmmaking techniques). Rather the course will consider film as a window on children’s lives. The principle goal of the course is for students to explore and learn about the
many ways that childhood and adolescence is constructed and experienced across boundaries of nationality, ethnicity, gender, class, ability, gender identity, and romantic orientation. Another aim of the course is the development of students' critical faculties when viewing a work of "art" and their ability to bring their knowledge of children and child development in the appraisal of a film. Prerequisite: CSHD 1 or PSY 1. For Undergraduate’s only. Spring. *Gidney*

**161 Advanced Personal-Social Development.** This course explores personality 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. Spring/Summer. *Easterbrooks, Pott*

**163 Infancy: Prenatal to Age Three.** A survey of current research and theories in the area of child development through the first two years. Students will have the opportunity to observe newborn and infant behavior. Topics covered include genetic inheritance; development of sensory and motor systems; perception; early learning; early social interaction; attachment, including normative and atypical development. Emphasis placed on experimental evidence and methods as well as application. Fall. Prerequisite: CSHD 1 or PSY 1. *Easterbrooks*

**164 Cultural Diversity in Child and Family Services.** *(Cross-listed as WGSS170).* 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. Spring. *Pinderhughes*

**165 Families, Schools, and Child Development.** The complex relationships between family and school systems, with a focus on urban communities, family-school connections and the roles of culture, immigration, and racial and ethnic diversity in establishing effective partnerships between families and schools. Students examine relevant theories, empirical studies and case studies regarding family-school partnerships in education and implications for school policies and practices. Spring. *McWayne*

**166 Children’s Play and the Developing Imagination.** The origins, forms, effects, and determinants of children’s play, including parent-infant play, peer play, play common to different age groups, and play used in educational and therapeutic settings. Readings of classic and current papers on play; student observation studies; analyses of children’s jokes, toys, games, playgrounds, and problems in playing. *Scarlett*
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, computers, 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. Dobrow

168 Adolescent Development and the Transition to Adulthood. The goal of this course is to learn 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 period of the life course. The course explores current theoretical and empirical knowledge about adolescence. It also addresses how to apply developmental research on adolescence to practice and policy. Prerequisite: CSHD 1 or PSY 1. Leventhal

170 Seminar in Early and Elementary Education. 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. Prerequisite: graduate status or consent. Fall. 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. Weekly access in early childhood classroom setting required to complete course assignments. Please consult with instructor to arrange classroom placement. Fall. Johnson

174 Designing Educational and Therapeutic Environments. Examines ways in which individuals are affected by the environments they inhabit. Fosters awareness of physical space as a critical variable in development and therapy. Imparts skills for planning for children, including homes, day care centers, schools, hospitals, playgrounds, special needs, and therapeutic programs. Special attention is given to the impact of the environment on stress and well-being. Intended for professionals with educational or clinical objectives. Summer. Modry-Mandell
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. Spring. Reynolds

177 **Bilingual Children in U.S. Schools.** Relationship of culture and language, including macro-level focus on issues related to linguistic and cultural integration of immigrant children and families, such as language and ethnic identity, language and nationalism. Topics will also include theoretical perspectives on second-language learning, bilingualism, and bilingual education. These topics will be examined using case studies from multilingual nations. Spring. Gidney

178 **Creative Dance for Children.** (*Cross-listed as DNC 91; hosted by Department of Theatre, Dance, and Performance Studies.*) Experiential class offering students expanded understanding of the body/mind connection and its creative potential in education. Classroom activities provide skills and strategies for teaching of dance in pre-K through grade 12 settings, with an emphasis on creating age-appropriate lesson models. The course includes classroom observation of Pre-K through 2nd grade lessons and guest sessions with dance therapists and educators in the Boston area. Fulfills Arts distribution. Celichowska

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. Smith

181 **Early Care and Education Policy and 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 optimal child development as a critically important frame. 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 parenting; and family support, engagement, and empowerment. Prerequisite: CSHD 1 or PSY 1, or consent. Spring. Lippitt

186 **Homelessness in America.** (*Cross-listed as UEP 181.*) Multi-disciplinary course examining the social, economic, and political dimensions of homelessness in the United States. Overview of causes, historical responses, and current conditions. Analysis of housing and welfare policies, mental health and substance abuse issues, economic and employment concerns. Volunteer work at shelters and organizations addressing homelessness required. Goldman
188 Seminar in Government Policy and the Family. (Cross-listed as 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 graduate student status. Spring. 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. Spring. Mueller

190 Children with Special Needs. The role that genetic mechanisms, trauma, environment, and acute and chronic disease play in affecting the child’s physical, cognitive, and social-emotional development. Students will observe children with various physical and developmental disabilities in both separate and integrated settings. Educational implications for children with these conditions will be discussed. Fall. Elion

191 Developmental Psychopathology and Adaptation. Survey of approaches to understanding and helping children and adolescents with emotional, cognitive, and behavioral problems. Intensive consideration of conceptual frameworks and perspectives that describe and explain problems in childhood and adolescence. Understanding problems in the contexts of age groups and important settings. A holistic and developmental-contextual understanding of children’s problems. Prerequisite: CSHD 1 or PSY 1 Modry-Mandell

192 Approaches to 'Problem Behaviors' in Children. (Cross-listed as ED 143.) How we define problem behaviors and what approaches we adopt for managing what we take to be children’s problem behaviors can spell the difference between raising, teaching, and treating poorly vs. raising, teaching, and treating well. Here, the focus is on the variety of approaches that empower parents, teachers, and clinicians to better manage and prevent challenging behaviors in ways that are sensitive to individual differences based on age, ethnicity, culture, and ability/disability. Scarlett

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. Members of the department

195 Developmental Disorders in Language and Reading. Principal foci for this course are aphasia, autism, deafness, and the dyslexias. Research and clinical studies of these disorders will be considered in weekly seminar meetings. Each student will have fieldwork experiences in appropriate clinical or educational settings. Prerequisite: CSHD 1 or consent. Members of the department

197 Learning Disorders. Overview of learning disorders and attention-deficit disorders in the context of child development and education. Emphasis on the strong links among cognitive development, self-esteem, and learning styles across the age span, and the importance of identifying learning disorders during preschool years. Impact of processing deficits on academic performance in reading, written language, and mathematics. Prerequisite: CSHD 1. Spring. Members of the department

198: Senior Honors Thesis.

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Graduate Courses

199 Community Field Placement. Graduate equivalent of CSHD 99. 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 or in consultation. Prerequisite: Consent. Fall/Spring. Modry-Mandell

201 Doctoral Pro Seminar. 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. Fall/Spring. Members of the department

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 intend to declare a concentration of study. McWayne

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 fieldwork. 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. Spring.

211 Theories of Human Development. Understanding the contemporary state of scholarship in generating and applying knowledge about human development. Core dimensions of the knowledge in distinct domains of development (socio-emotional, cognitive, linguistic, physiological) as they have been studied over the history of the field; interpretation of the knowledge from multiple, and sometimes competing, theoretical perspectives. Mistry

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 early-childhood education, including student teaching and curriculum, or consent. Variable credit. Fall/Spring. Members of the department

234 Children, Nature, and the Ecology Movement. (Cross-listed as ENV 0034.) 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. Cross-listed as ENV 0034. Also counts toward Civic Studies (CVS). Prerequisite: Permission of instructor. Spring. Scarlett

236, 237 Doctoral Internship. Supervised field placement for doctoral students in one of the applied child development fields. Variable credit. Members of the department

240, 241 Directed Research. Supervised research on an approved topic in applied child development. Variable credit. Members of the department

243 Special Topics. Please refer to department for course schedule and course description offerings. Fall

244 Special Topics. Please refer to department for course schedule and course description offerings. Spring
245, 246 Thesis. Guided research on a topic that has been approved as a suitable subject for a master's thesis. Fall/Spring. Members of the department

247 Program Evaluation. (Cross-listed as UEP 256.) Purposes for and types and techniques of program evaluation. 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 eventual evaluation utilization. Students design evaluations for existing program. Fall. Members of the department

248 Applied Developmental Science: Theoretical Foundations. Philosophical, historical, and past and current theoretical foundations of applied developmental science. Topics include life-span human development; action theory; life-course sociology; bioecological human development; developmental systems theories, applications to children, youth, families, and communities and to American higher education, and civil society. Prerequisites: Prior course work in developmental theory and instructor permission. Fall. Odd years. Lerner

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. Spring. Members of the department

252 Structural Equation Modeling in Developmental Science. An introduction to the theory and application of structural equation modeling as it applies to developmental science--assumes previous courses in regression and multivariate statistics. The course fosters ability to construct, analyze, modify, and test the adequacy of a variety of structural equation models and report the results of analyses in a manner acceptable in refereed journals. S. Johnson

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. Variable semester. Easterbrooks
262 Cultural Sensitivity in Child and Family Research/Practice. This course will facilitate student appreciation of the significance of knowledge about one's own cultural background, identity and related experiences as critical influences on the study of and interactions with others. Centered on children and families, there are two foci: 1) cultural sensitivity in research, and 2) cultural sensitivity in practice. The focus on research examines culture as a contextual influence on human development and briefly addresses issues in conducting culturally sensitive research, including theory, methodology, analyses and interpretation. With various media, primarily audio-visual, the focus on practice will examine specific cultural constructs (e.g., race, ethnicity, religiosity) and their impact on interpersonal interactions. Do not register for CSHD 262 if you have taken CSHD 164. Pinderhughes

267 Seminar on Children and Mass Media. (Cross-listed as FMS 164.) Children have long been considered a "special" audience by broadcasters, advertisers, politicians, educators and researchers. This course introduces the logic behind this designation, through a careful and critical examination of the theory and research on children's mass media use, and the influence of media on children.

281 Consultation and 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. Modry-Mandell

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; triangulation within and across both quantitative and qualitative methods; and ethics and professional development. Prerequisites: Prior graduate courses in statistics and research design and instructor permission. Fall. Even years. Lerner


401PT Master's Continuation, Part-time.
402FT Master's Continuation, Full-time.

405TA Graduate Teaching Assistant. CSHD grad students doing a teaching assistantship in EPCS and/or TEDCC to give student full-time status.

406RA Graduate Research Assistant. To be used when only having one course left to take in a semester before graduating.

501PT Doctoral Continuation, Part-time.

502FT Doctoral Continuation, Full-time.