

GRADUATE STUDENT HANDBOOK

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All program forms can be found on the Child Development website:	
http://ase.tufts.edu/epcd	

Important Tufts Phone Numbers and Web Addresses

Tufts University, Student Services - Medford campus	(617) 627-2000
Eliot-Pearson Department of Child Development http://ase.tufts.edu/epcd	(617) 627-3355
Eliot-Pearson Curriculum Resource Lab	(617) 627-2829
Eliot-Pearson Children's School http://ase.tufts.edu/epcs	(617) 627-3434
Tufts Educational Day Care Center (165 Holland Street)	(617) 627-3412
Center for Applied Child Development (177 College Avenue)	(617) 627-3734
Center for Reading and Language Research (Miller Hall) http://ase.tufts.edu/crlr	(617) 627-3815
Institute for Applied Research in Youth Development Lincoln Filene Center/Medford Campus http://ase.tufts.edu/adsi	(617) 627-5558
Office of Graduate and Professional Studies (Ballou Hall, First Floor) http://ase.tufts.edu/gradstudy	(617) 627-3395
Department of Education (Paige Hall) http://ase.tufts.edu/education	(617) 627-3244
Department of Urban and Environmental Policy And Planning (97 Talbot Avenue) http://ase.tufts.edu/uep	(617) 627-3394
Campus Bookstore (Campus Center) http://www.bkstore.com/tufts	(617) 627-3468

Eliot-Pearson Department of Child Development

Mission/Vision

The Eliot-Pearson Department of Child Development seeks to promote the optimal development of all children, their families and communities, through the integration of research and practice activities. This integration necessarily involves multiple disciplines, diverse cultural contexts and varying settings, including but not limited to home and school. Eliot-Pearson's undergraduate, graduate and post graduate programs emphasize the use of research to inform practice, the use of applied experience to inform research, and knowledge from both research and practice activities to inform civic engagement.

History

The Eliot-Pearson Department of Child Development is a community devoted to the study and welfare of children and families. While today its members come from a variety of disciplines (psychology, education, law, public policy), its historical roots reside in the early childhood movement of the first part of the 20th century, when Abigail Eliot established the Ruggles Street Nursery School in Boston to serve children living in poverty. The Ruggles Street School developed into the Nursery Training School of Boston, one of the first such training programs in the country. In 1954, with the aid of Elizabeth Pearson, another pioneer in early childhood education, the Training School became affiliated with Tufts University, and in 1964 it was absorbed into the University to become the Eliot-Pearson Department of Child Study within the College of Arts and Sciences. In 1996, it was renamed the Eliot-Pearson Department of Child Development. Though the focus of the Department has expanded greatly since its inception, it retains its original commitment to being an innovative education, training and research center related to the understanding and support of children and their families. Over the years, the Department has expanded its course offerings in relation to new scholarship, all the while maintaining its commitments to the promotion of healthy child, adolescent, and family development. Current foci include developmental psychology, human development and family studies, human ecology, applied developmental science, early childhood education, pediatric psychology, socio-linguistics, community-based prevention and intervention programs, and public policy. Eliot-Pearson faculty are actively engaged in research and training grants, and have become significant contributors to the fields of child and adolescent development as well as early childhood education, special education, program evaluation, policy, and pediatric psychology.

Graduate Programs

The Department of Child Development offers graduate programs leading to the Master of Arts (M.A.), Master of Arts in Teaching (M.A.T.), a Certificate of Advanced Graduate Studies (C.A.G.S.) and Doctor of Philosophy (Ph.D.) degrees. M.A. candidates are offered two program options; one requires the completion of a thesis, while the other requires an intensive internship in a setting serving children. There are also three joint degree programs--one with the Department of Education, one with the Department of Urban and Environmental Policy, and one with Mathematics, Science, Technology, and Engineering Education (MSTE Education) involving multiple departments. All of the programs are designed to help graduate students integrate child development research and

theory with effective practice. All offer opportunities for working with children and conducting research in a variety of settings, including the Department's affiliated laboratory schools.

Concentrations in Child Development

Students pursuing the M.A., C.A.G.S. or Ph.D. degrees may elect to complete the requirements of a concentration. These concentrations are optional, not required; they are intended to help students focus their course of study toward career goals. There are nine possible concentrations: 1) *Arts and Child Development*¹, (2) *Children with Special Needs*, 3) *Clinical Developmental Psychology*, 4) *Cognitive Development*, 5) *Early Childhood Education*, 6) *Early Intervention*, 7) *Family Studies*, 8) *Language and Literacy*, and 9) *New Technologies and Human Development*. The decision about whether to pursue a concentration should be made in conjunction with the student's Program Advisor during the first year of study, preferably during the first semester. The requirements for the concentrations are listed later in this handbook.

University and Department Facilities and Resources

Tufts University was founded in 1852 by members of the Universalist church. Since then, it has grown into a nonsectarian university of over 7,000 students, with a wide variety of graduate programs, including programs in engineering, law, diplomacy, nutrition, and medicine. Tufts combines the close-knit community characteristics of a teaching college with the multiple opportunities available at a research university.

The Eliot-Pearson Department of Child Development is located in its own building at 105 College Avenue on the University's Medford campus. The building has four wings to accommodate faculty, staff, and student offices, classrooms, the Evelyn G. Pitcher Curriculum Resource Laboratory, and the Eliot-Pearson Children's School. The Tufts Educational Day Care Center is located across campus at 165 Holland Street in the Tufts Administration Building (TAB). Additional research and outreach programs are housed at 177 College Avenue, the Center for Applied Child Development, the Center for Reading and Language Research in Miller Hall, and the Institute for Applied Research in Youth Development in the Lincoln-Filene Center.

Laboratory Facilities and Affiliated Programs

There are several training, research, and outreach facilities associated with the Eliot-Pearson Department of Child Development. The Department's Eliot-Pearson Children's School and the affiliated Tufts Educational Day Care Center play a central role in the life of the Department; they provide environments in which children and families are served, students and faculty observe and conduct research, and students are employed and gain valuable applied experience. The schools provide a continuous opportunity to ground faculty and students in the real world of children.

The Eliot-Pearson Children's School (EPCS) operates under the auspices of the Eliot-Pearson Department of Child Development. It offers half- and extended-day programs for approximately 85 preschoolers, kindergartners, and first- and second-graders. The Children's School is staffed by professional teachers with extensive training and experience in early childhood education. Each

¹ Pending approval of the Graduate Policy and Programs Committee.

class is taught by a head teacher and a graduate teaching assistant. For more information, contact Debbie LeeKeenan, Director, at (617) 627-3434.

The Tufts Educational Day Care Center (TEDCC) is a day care facility that is affiliated with the department. TEDCC offers a full-day program for approximately 85 children ages 3 through 6, including a certified kindergarten. The Center provides developmental care and innovative education for children and families of varied ethnic background in the Tufts and Medford-Somerville communities. Graduate teaching assistantships are also available at TEDCC. For more information, call (617) 627-3412.

Evelyn G. Pitcher Curriculum Resource Laboratory

This facility, named for the Department's first Chair and Professor Emerita, is designed to stimulate and support creativity in curriculum development and documentation of student learning. This facility is the site of a number of student training activities related to children's literature and art, technology, multicultural curriculum development, and early elementary science and math. The lab includes studio space and a well-equipped workshop. There are also independent study opportunities for those interested in receiving credit for explorations and research of curriculum materials.

Center for Reading and Language Research

Directed by Professor Maryanne Wolf, Ed.D., this center is part of a multi-site demonstration grant funded by the National Institute for Child Health and Human Development (a branch of the NIH). It supports a reading intervention program for children identified as at-risk in the development of reading skills in the second and third grades. The Center also engages in other research on reading and reading disabilities, and continues to develop and refine methods to improve reading competence. www.ase.tufts.edu/crlr.

Center for Applied Child Development

The Center for Applied Child Development (CACD): This center is a vehicle by which the faculty and staff of the Department and its affiliated laboratory facility share their expertise in child development with the larger community. These projects are an expression of Eliot-Pearson's mission to integrate theory, research and practice to benefit children and families. CACD has provided technical assistance to schools and agencies, and professional development for educators, since 1991. Some of current projects include:

- ***Educational Outreach Project***: This project provides services and educational consultation to local and regional school districts and community early childhood collaboratives. It is coordinated by Lynn Schade. www.ase.tufts.edu/epcd/cacd_outreach
- The ***Tufts Evaluation Center*** operates several applied research and evaluation projects, under the direction of Profs. Fran Jacobs and Ann Easterbrooks. The ***Massachusetts Healthy Families Evaluation*** examines Massachusetts's home visiting program for young parents and their infants. Specific goals of the program include reducing rates of child abuse and neglect and supporting maternal life course development. Students receiving training have a model for exploring important scholarly and theoretical investigations within the framework of an ongoing public preventive intervention effort. This is an example of collaborative research involving multiple faculty with different disciplinary

expertise in developmental and cultural psychology, and program and policy evaluation (Easterbrooks, Jacobs, Mistry) as a model of training interdisciplinary researchers. For more information on the MHFE, visit the website at www.ase.tufts.edu/mhfe. The *Young Fathers Project* has expanded the area of research into the experiences of young fathers. Other current projects include the *Touchpoints Evaluation*, an evaluation of the Brazelton Touchpoints intervention for early child care and education professionals.

- The *Fast-Track research project* directed by Ellen Pinderhughes is a long-term randomized clinical trial designed to prevent the onset of serious conduct disorder and other problematic outcomes in adolescence. Initiated in 1991, the study is ongoing in 4 sites in the country. Services were delivered to intervention youth from grades 1 through 10. Yearly data collection provides opportunities to examine the effect of the intervention and the development of children living in high-risk communities. Here at Tufts, data are being coded/rated for computer entry, and analyses are being conducted. For more on Fast Track, go to www.fasttrackproject.org.
- *Adoption research* focuses on families adopting or fostering older children (Prof. Pinderhughes). Questions of interest include how families readjust after the child enters the home, and how parents help children develop competencies at home and in the community. This heavily qualitative research is conducted with small samples of adoptive families and has as its goal generating an understanding of the normative challenges facing these adoptive families.

The Institute for Applied Research in Youth Development: The Institute for Applied Research in Youth Development, under the direction of Prof. Richard Lerner, was developed to create programs and projects that use the framework of applied developmental science to promote healthy, positive development among diverse children, adolescents, families, and communities. Through scholarly publications, conferences and symposia, education and training, and collaborative service initiatives, the Institute for Applied Research in Youth Development aspires to be a vehicle for the generation, dissemination, preservation, application and enhancement of information related to applied developmental science and positive youth development. An underlying assumption is that to enable the social capital represented by children to be developed fully, we need community-wide, integrative actions. Hence, the Institute supports activities that build partnerships and merge all stakeholders concerned about the lives of children and families. www.ase.tufts.edu/adsi

The Developmental Technologies Research Group, directed by Prof. Marina Bers, aims at understanding how new technologies can play a positive role in children's development and learning. The research involves three dimensions: theoretical contributions, design of new technologies and empirical work with populations to test and evaluate the theory and the technologies. Developmental technologies are computational tools and technologically-rich interventions purposefully designed and used with the goal of supporting young people in their developmental quest. <http://www.tufts.edu/~mbers01/>.

Computer Resources

The Department has a Computer Lab within the Curriculum Resource Laboratory. This lab has a number of computers, related peripherals and software available for use by the graduate programs. IBM compatible and Macintosh computers are available for student use in the Department. Laser printers are also available. For e-mail and internet purposes, dedicated terminals are available in the Department.

The University has extensive computer facilities, which are located in various sites around the campus and are readily accessible, including Eaton Computer Lab, and Mac Labs located in the basement of Jackson Hall. Graduate students are able to set up accounts and use the computers without charge if they are working on approved projects. For additional information concerning availability of computer services and workshops to introduce entering students to the University Computer system, contact Information and Technology Services, (617) 627-5898

Faculty and Staff

The Department has over 35 full- and part-time faculty members, and an administrative staff of 5. Additional staff members coordinate the various research and applied centers, including the Center for Applied Child Development program and the Institute for Applied Research in Youth Development. A description of the faculty, including their teaching and research interests, is featured in the Faculty Profiles section of this document. Additional information on faculty interests and activities is available in a folder at the main desk of the Department.

Program Advisors

Upon acceptance into the graduate program, each student is assigned a Program Advisor to guide her/him in making choices regarding courses, research, and internship placement. In order to register for courses and file final degree sheets, each student must obtain a signature of approval from the Program Advisor. Each student is expected to meet with the Program Advisor at least once each semester to discuss the student's program and progress toward degree completion. Students are responsible for contacting their advisors; please contact them to schedule appointments. If a student decides that her or his interests are more closely related to a faculty member other than the assigned Program Advisor, the student may change her/his Program Advisor by submitting a formal application to the Department. In changing Program Advisors, a student must obtain signatures from the former Program Advisor, the new Program Advisor, and the Director of Graduate Studies. The form must then be submitted to the Department Administrator who will record the changes and notify the Graduate School of Arts and Sciences. The form is available at the front desk.

Opportunities in Child Development

The graduate programs of Eliot-Pearson are designed to prepare students for careers demanding both theoretical knowledge and applied skills for work in settings serving children and families. In order to acquire both theoretical knowledge and applied skills, all students, regardless of their particular degree program, are encouraged to obtain both research and field experiences.

Opportunities for Applied Experience

The Department offers a variety of applied experiences for students wishing to work with children and adults in child-oriented settings. Placement opportunities for graduate students include public and private schools, educational organizations, pediatric hospitals, child advocacy programs, social service centers, children's media production studios, and family courts.

Students can receive course credit for their applied experience by enrolling in Community Field Placement (CD199), Internship (CD232), Supervision (CD235), or an appropriate student teaching

course. Students in the M.A.T. and M.A.-Applied degree programs should refer to the description of degree requirements before planning an applied experience.

Opportunities for Research

All students are encouraged to conduct research and to involve themselves in the ongoing research programs directed by various faculty members. Current and ongoing research projects include the following areas: extraordinariness in children; creativity; stress, coping, and physical illness in childhood; parent-child relationships; school adaptation of immigrant children; social policies affecting children; problem behavior in children; developmental sociolinguistics; neurological bases of language; developmental psychopathology; evaluation of family support programs; adolescent resilience; learning technologies, and technologies and positive youth development.

Students should refer to the Research Opportunities binder located at the front desk to learn more about faculty research and research opportunities. In the past, taking advantage of the opportunities listed in this binder has helped students develop their own research projects leading to theses and dissertations. Students also may contact directly faculty whose research interests match their own. Participation in research projects may provide opportunities for course credit, volunteer work, or sometimes paid employment.

Although only students in the M.A.-Thesis and Ph.D. programs are required to carry out research projects, all students are encouraged to engage in some aspect of research so as to better understand the use of research in applied settings. Students can receive credit for research experience by enrolling in Directed Research (CD240, CD241).

Opportunities in Early Childhood Education

Reflecting its historic commitment to young children, the department offers a variety of opportunities for research, applied experience, and teacher licensure in early childhood education. Four graduate degree options are available for students interested in research or applied work with children from birth through age eight, their teachers, and their families. A concentration in the field of early childhood education is appropriate for students seeking positions as classroom teachers, curriculum specialists, early childhood teacher educators, program administrators, researchers, and socio-educational policy specialists. Areas of specialization within this concentration include but are not limited to early childhood special needs, technology, language/literacy, multicultural issues, math/science, and social policy.

See program descriptions for further information regarding the following degree options in early childhood education:

MAT – Early Childhood Teacher Initial Licensure Program (PreK-2)

C.A.G.S. – Certificate in Advanced Graduate Studies

MA Applied – Concentration in Early Childhood Education

MA Thesis – Concentration in Early Childhood Education

Ph.D. – Concentration in Early Childhood Education

Graduate Student Association

The Graduate Student Association (GSA) at Eliot-Pearson was developed to provide an opportunity for graduate students to share ideas and discuss issues related to graduate life at Tufts.

Furthermore, the GSA is an important means of developing community, and convening graduate students to foster support for academic, social, professional, and personal matters. Activities are organized by the interests of the group, which is student-driven; support is provided by the department and by the university Graduate Student Council. It is important for entering students to take an active role in establishing the direction of the GSA. The GSA is as active as students desire it to be. We welcome your input and ideas.

Colloquium Series

In past years, graduate students have assisted in coordinating a series of research and applied seminars and presentations sponsored by the Department. Faculty and guest speakers from outside Tufts are invited to present their scholarship. This colloquium series has become an important opportunity for the community to come together to discuss topics of importance and interest to child development professionals.

It is important for entering students to take an active role in establishing the direction of the GSA. The GSA is as active as students desire it to be. We welcome your input and ideas.

Graduate Degree Information

General Master's Degree Information

Selecting a Master's Degree Program

The Department of Child Development offers master's level programs leading to the Master of Arts (M.A.) and Master of Arts in Teaching (M.A.T.) degrees. **The Department offers several M.A. degree options:**

1. **Thesis:** Thesis with related course work including statistics.
2. **Applied:** In-depth supervised applied experience with related course work in a designated area, such as: education, family, clinical, legal or social policy programs.
3. **Combined degree** program with Urban and Environmental Policy and Planning.

The Department also offers two M.A.T. degree options: For students interested in teaching, the Department offers two state approved M.A.T. teacher licensure programs, as well as the C.A.G.S. (Certificate of Advanced Graduate Study). Please see p. 36 for more specific information on teacher licensure. Options within this program include:

1. **Early Childhood** licensure (Pre-K to Grade 2) through the Child Development Department; and
2. **Elementary** licensure (Grades 1-6) in a combined degree program with the Tufts Department of Education.

Entering students may be unsure about which program and degree they should seek. All the degree programs in Child Development are based on the notion that theory, research and practice are integral parts of the student's studies. Students who seek careers in administration and supervision, or clinical work, as well as those headed toward continued study in developmental psychology and research are encouraged to plan experiences that include direct contact with children. Those interested in pursuing careers in teaching young children are encouraged to take courses and participate in experiences which will enable them to better understand the research process and to become critical readers of research reports.

Students in any of the degree programs may decide to pursue further graduate study. While most doctoral programs do expect students to have some research experience, this experience may be achieved in several ways, including the completion of a thesis, independent research project, or substantial work on research projects directed by faculty members.

Thus, the distinctions among the degree programs in Child Development are based on differences in emphasis. Students in each of the degree programs complete many of the same courses. Those

wishing to focus on the development of research skills related to the study of children and their families and who wish to complete a thesis should enroll in the M.A. degree program with thesis requirement; those wishing to emphasize direct experiences with children other than those leading to teacher licensure or who wish to work in programs related to family and child issues should enroll in the M.A. degree program with applied emphasis; those wishing teacher licensure should enroll in the M.A.T. program

You may wish to talk about the programs with your Program Advisor. Deciding on a program will also be discussed briefly during the orientation meeting for new students in the fall. Once you have made the decision as to which degree to pursue, there is an opportunity to apply to shift programs by filing a petition with the Graduate Programs Committee. Decisions on program transfer are made by the Graduate Programs Committee. Please keep in mind that there are certain prerequisites for given courses that must be fulfilled for each of the degree programs. Transfer into another degree program may entail additional financial expense depending on the number of courses that have already been taken.

MA Concentrations

There are several optional concentrations that aim to focus and organize a course of study in order to meet career goals.. Each concentration reflects the Department's overall orientation, as well as its commitment to theory, interdisciplinary research, and application. The **nine** concentration programs are: 1. Arts and Child Development*, 2. Children with Special Needs, 3. Clinical Developmental Psychology, 4. Cognitive Development, 5. Early Childhood Education, 6. Early Intervention , 7. Family Studies, 8. Language and Literacy, and 9. New Technologies and Human Development. On the student's transcript, concentrations are referred to as "Major Options", and the listed major is Child Development.

General Requirements for Master's Degree Programs

All students are expected to take ten (10) courses to complete the requirements for the M.A.- Applied and Thesis degrees. The combined program with UEP requires 14 courses. The two MAT programs leading to teacher licensure each require 11 courses. Please see the description of the Master of Arts in Teaching (M.A.T.) degree in this handbook for more information. Additional tuition charges are required for courses taken beyond the required ten or 11 [M.A.T. only]. To count toward a graduate degree, all courses taken must be at the 100 level or higher. Students taking courses in academic domains that fulfill the Joint Elementary Program content elective requirement must seek waiver for courses designated below the 100 level.

Each of the degree programs has specific course requirements. Students presenting evidence of completing courses similar to those required by the Department may substitute an advanced level of the course or complete an independent study in a related area. The student's Program Advisor and course instructor must approve the substitution of a course in writing before the alternative course is arranged. No students are exempted from required courses. Students may only arrange for advanced study in an area related to the degree requirement.

**(pending approval of the Graduate Policy and Programs Committee)*

Advising forms which list program requirements for each of the degrees are included in the Appendix to this handbook.

Independent Study

Students who wish to explore a topic not in the curriculum may find an instructor to guide an independent study. The student should define as clearly as possible the area of interest and should approach faculty whose interests and expertise seem closest to the topic. For Independent Study, students register for CD141 or CD241 and submit the form to the Department Administrator so s/he has a record of which students are studying with which faculty members for grading purposes. (Do not sign up for "Special Topics" if you wish to do an independent study; "Special Topics" is a group seminar to study a subject not covered in the standard curriculum.)

Courses Outside the Department

A maximum of two (2) of the courses may be taken outside of the Department of Child Development in related areas of interest. Written approval by the student's Program Advisor is needed in order to have these courses fulfill the requirements of the degree program. All of the courses in the master's graduate program must be taken on a graded basis. Please keep in mind that the costs of the graduate program are fixed. Transfer of courses from other universities will not reduce the cost of the Tufts graduate degree.

Master of Arts Degree Requirements

A. M.A. with Thesis

Students selecting the M.A.-Thesis degree program are expected to complete ten courses including five required courses which are selected as indicated below (note: they do not need to be fulfilled in the following order). The additional courses will be selected with the Program Advisor as program electives.

Requirements 1 & 2: Developmental Core Courses

Select two of the following categories and take one course from each of the two selected categories:

Contemporary Perspectives in Child Development (CD211).

Advanced Intellectual Development (CD151) or approved other course in intellectual development (e.g., CD251, CD156).

Advanced Personal-Social Development (CD161) or approved other course in personal-social development (e.g., CD261).

Young Child's Development of Language (CD155) or approved other course in language development (e.g., CD152, CD 195).

In addition, all three of the following requirements must be met.

Requirement 3: Statistics

Problems in Research: Statistics (CD140). Students who have a background in statistics and who can demonstrate equivalent preparation may plan, in conjunction with their Program Advisors, an alternative course or experience to fulfill this requirement.

Requirement 4: Research Methods

One of the following three courses: Problems in Research: Design and Methods (CD142); Qualitative and Ethnographic Methods (CD144); or, if the student's thesis is in social policy, Program Evaluation (CD247) may count as a research methods course.

Note: The choice of a course for meeting the methods requirement should be consistent with the student's overall program focus. For all master's candidates, one of the three methods courses may be chosen upon consultation with the Program Advisor to be consistent with the student's program or future goals. Students desiring to fulfill the requirements for a particular concentration or certification must check those requirements.

Requirement 5: Thesis

Thesis (CD245, 246) must be taken for one or two course credits. CD245 is for the first semester of thesis work, while CD246 is for the second semester. Guidelines for the preparation of theses are included in the Graduate School of Arts and Sciences Handbook. After the second semester of thesis work, students should sign up for Master's Degree Continuation: CD401 (PT) or CD402 (FT).

The Thesis

The master's thesis represents the culmination of the M.A.-Thesis graduate program. It provides an opportunity to develop skills in conducting research and mastery of a specialized area of study. Furthermore, it can be used as a stepping stone to doctoral work and/or jobs requiring research skills.

There is considerable diversity in the types of projects that make for an acceptable thesis. Possibilities include qualitative research, case and policy studies, secondary analyses of data, meta-analyses, as well as original experimental studies. Ultimately, a thesis is what the student and thesis committee agree it should be.

Whatever the form, the M.A.-Thesis should be a manageable piece of research that achieves the limited goal of developing research skills and allowing a student to delve into one issue or area. In order to limit the scope of the thesis, a student and faculty Thesis Advisor are encouraged to consider a number of alternatives not usually available to the doctoral student, including carrying out pilot studies, replicating others' research, and working with data and materials collected by others. However, within this limited scope, a student is still expected to conceptualize and employ the basic thinking skills central to conducting good research.

Though rewarding, a thesis can be a lengthy undertaking, sometimes requiring two or more years to complete. Therefore, it is important for students and Program Advisors to develop a reasonable time line. In general, students should identify a research area and formulate a research question by the end of the first semester. By the end of the second semester, and after pilot work and literature reviews, students should have completed a proposal. During the third semester, students should

finish collecting and analyzing data so that they can use the final semester to write the thesis. There are several good reference books on thesis writing available at local bookstores; some titles are noted on page 53 of this document.

Please note: students enrolled in the combined CD/UEP degree program follow a slightly modified version of this process, which integrates the thesis requirements of both departments

The Thesis Committee

There are two types of Advisors for M.A.-Thesis students: the Program Advisor and the Thesis Advisor. The Program Advisor is responsible for helping students select courses and make plans to achieve long-term goals. These plans include finding a Thesis Advisor. In some cases, students may choose their Program Advisor as their Thesis Advisor or as a member of their thesis committee. The assignment of the Thesis Advisor is not official until the student submits a 3-5-page prospectus of the thesis. The prospectus provides the basic outline and plan for research.

The thesis committee consists of two faculty members from the Department (one to serve as Thesis Advisor) plus one "expert" from outside the Department. The outside expert must hold at least a master's degree. Committee members should be chosen by students in consultation with their Thesis Advisor.

The Thesis Proposal

The proposal provides the basic research plan as well as the rationale for conducting the research. In most cases, the proposal's form will follow APA guidelines and should include the following sections: statement of the problem, (brief) review of the literature, hypotheses or research questions, plans for collecting and analyzing data, and implications of anticipated findings. For examples of how to write the proposal sections, past theses are available for review in the Eliot-Pearson library.

The proposal serves as a contract between the student and his or her committee. Data cannot be collected or analyzed without prior approval from the committee. This requires a meeting between the student and the committee members which is coordinated by the student. Also needed is approval from the University committee for the protection of human subjects (Institutional Review Board), unless the proposed study does not call for recruitment of human subjects. When the thesis proposal has been provisionally approved by the committee, the student submits a copy of the proposal, a form indicating its acceptance by the thesis committee (with signatures from committee members), and a certificate of approval by the University Committee on Human Subjects/Institutional Review Board (IRB) (please see the procedures on the Tufts web site: <http://ase.tufts.edu/gradstudy>) to the Director of Graduate Studies, who will place the documentation in the student's file. Following final approval of the proposal, any modifications in the proposal must receive additional, written approval by the thesis committee and the University Human Subjects Committee. Samples of thesis proposals are available from the Department Administrator (see Master's Thesis Proposal form in the Appendix).

Preparation of the Thesis

Students are encouraged to work on the introductory and methods sections of their thesis throughout the course of their research. However, the bulk of the writing will come after data have

been analyzed, when a final draft is prepared. This draft should conform to APA guidelines for manuscripts or (in the case of a nontraditional thesis) to guidelines established by the thesis committee. Students should also refer to the guidelines and directions of the Tufts Graduate School of Arts and Sciences (GSAS). The Thesis Advisor decides when the draft is ready to be submitted to the thesis committee. Committee members should have the draft one month prior to the thesis defense.

Thesis Defense

The purpose of the defense is to rigorously examine the thesis using a discussion format. The thesis committee may require further revisions to the draft, and if so, these revisions are to be carried out by the student before the thesis is submitted to the Graduate School of Arts and Sciences. The Thesis Advisor is responsible for making certain that all changes specified at the defense have been incorporated into the thesis in a satisfactory manner. The committee may elect to reconvene as part of the final approval process. Only when a student has successfully defended his/her thesis and completed all revisions specified by the committee may the thesis be considered complete. Successful completion of the defense leads to the signing by the thesis committee of a "Certificate of Fitness" statement (found online <http://ase.tufts.edu/gradstudy/studentervices.htm>) that the student has fulfilled the requirements of the thesis for the M.A. degree.

Publication/Binding

Following the Graduate School of Arts and Sciences guidelines, the thesis should be placed in the University Microfilm series so that it can be made available to other scholars interested in the work. Instructions for this can be found online (<http://ase.tufts.edu/gradstudy/studentervices.htm>).

The thesis, once fully approved, is submitted by the student to the Graduate School of Arts and Sciences with an "Approval of Thesis/Dissertation for Binding" form (in the GSAS Handbook) signed by the Thesis Advisor. This form certifies that all revisions have been made to the thesis as specified by the thesis committee. The student must also bring receipt of payment of fees for binding to the Graduate School with the thesis.

A specified number of copies of the bound document are required by the Graduate School for various collections, and one copy should be given to the Department Administrator to be included in the Department's library. In addition, the student is expected, by custom, to provide committee members with bound copies of the thesis.

B. M.A. with Supervised Applied Experience

Students selecting the M.A. degree program with a supervised applied experience are expected to complete ten courses including the following requirements. Additional courses will be selected with the Program Advisor as program electives.

Requirements 1 & 2: Developmental Core Courses

Select two of the following categories and take one course from each of the two selected categories:

Contemporary Perspectives in Child Development (CD211)

Advanced Intellectual Development (CD151) or approved other course in Intellectual Development (e.g., CD251, CD156)

Advanced Personal-Social Development (CD161) or approved other course in Personal-Social Development (e.g., CD261)

The Young Child's Development of Language (CD155) or approved other course in Language Development (e.g., CD152, CD195)

In addition, all three of the following requirements must be met:

Requirement 3: Research Methods

One of the following three courses: Problems in Research: Design and Methods (CD142); Qualitative and Ethnographic Methods (CD144); or, if the student's internship is in social policy, Program Evaluation (CD247) may count as a research methods course.

Note: The choice of a course for meeting the methods requirement should be consistent with the student's overall program focus. For all master's candidates, one of the three methods courses may be chosen upon consultation with the Program Advisor to be consistent with the student's program or future goals. Students desiring to fulfill the requirements for a particular concentration or certification must check those requirements.

Requirements 4 & 5:

Two approved courses culminating in a related applied experience. Typical areas of specialization recommended for each are listed below.

- Working at a center with emotionally disturbed children, the student might take Children with Special Needs (CD190) or Developmental Psychopathology and Adaptation (CD191).
- Teaching early childhood education at the high school or community college level, the student might take Sociocultural Perspectives on Teaching and Learning (C 270), Curricula for Young Children (CD171), Curriculum for Young Children: Math Science and Technology (CD173) or Technological Tools for Thinking and Learning (CD145/ED182).
- Supervising visitation of parents with children in consultation with the courts, the student might take Children and Family Change (CD160) or Child Advocacy and Educational Rights (CD183).
- Working at a child and family advocacy center, such as the Mass. Advocacy Center, the student might take Social Policy for Children and Families (CD182) or Seminar on Government Policy and the Family (CD188).
- Working as an intern at a children's museum, the student might take Curricula for Young Children (CD171), Curriculum for Young Children: Math, Science and Technology

(CD173) or Technological Tools for Thinking and Learning (CD145/ED182), Technologies of the Self (CD143) or Design of Educational and Therapeutic Environments (CD174).

- Working in a formal or informal setting that involves children and computers, the student might take Curriculum for Young Children: Math, Science and Technology (CD173) or Technological Tools for Thinking and Learning (CD145/ED182), or Technologies of the Self (CD143).

Requirement 6: Applied Internship Experience (see the following section for detailed information).

Applied Internship Experience

Receipt of the M.A.-Applied degree requires the successful completion of an intensive internship. This internship is the culmination of graduate study for M.A.-Applied degree students, and should be comparable in effort and rigor to the M.A. thesis.

The internship provides a student with the opportunity to gain experience in a child- or family-oriented setting as preparation for postgraduate employment. Throughout this intensive experience, the student is expected to apply recently acquired knowledge of theory and research to practical situations in a reflective manner. The internship should extend a student's practical repertoire; a student who is currently employed in an appropriate field setting and wishes to conduct an internship within it must construct an experience in addition to the regular requirements of the position.

Note: Students receiving an M.A.-Applied degree may satisfy the internship requirements through enrolling in either CD232 (Internship) or CD235 (Supervision). The following information pertains to those enrolling in CD232. Please see the *Internship - Student and Advisor Handbook CD232* for more details.

International students planning to complete an applied internship should contact the Tufts International Office in advance of the internship experience if they do not wish the internship to count as “work experience” (related to a one-year extended work visa).

Components of an Applied Internship Experience

In order to qualify as an approved M.A.-Applied Internship, the following conditions must be met:

An internship for the master's degree requires at least 210 hours work, fifteen hours per week for one fourteen week semester in an approved site, and is equivalent to two course credits. (Students may elect to enroll for one course credit though the number of hours for the internship remains the same). It is possible to complete an internship over a two-semester period, approximately seven to eight hours per week over an academic year. An intensive summer period, completing the requisite 210 hours in an eight- to ten-week period may be another option. The 232 Seminar, which accompanies the internship experience, meets 8 times during the fall and spring semesters, and it is expected that students will attend the seminar while they are completing their internship. The internship must be within driving distance of Eliot-Pearson so the faculty advisor can make the required site visits.

Internship credit can only be awarded for a placement that has professional-level supervision as a key component. Students should expect at least a half-hour each week of direct supervision but an hour every other week is an effective plan in some placements.

No credit will be granted retroactively for internship activities.

Students must have final arrangements made by the last day of exams, in the semester prior to the semester they begin the internship. The Eliot-Pearson faculty internship advisor and the agency on-site supervisor must have signed a proposal form (see CD232 Internship Handbook). The Eliot-Pearson internship advisor, who will have been chosen for her/his experience in the field, may or may not be the same person as the Eliot-Pearson academic/program advisor. Students will schedule weekly hours so that the required number of hours will be completed within the allotted time period.

Those students who miss days due to illness or emergency must either work additional hours or make other arrangements acceptable to both their on-site supervisors and the Eliot-Pearson internship advisor.

During the course of the internship, the student is expected to consult with the Eliot-Pearson internship advisor periodically so that the student continues to build a link between the work experience and the related academic subject matter. A schedule of advisor-student meetings should be established at the beginning of the semester. A minimum of four meetings per semester is required. Part of the purpose of these meetings is to discuss the content of the student's journal or "topic" papers (described below).

In addition, two conferences between the Eliot-Pearson internship advisor, the site supervisor, and the student will be expected during the internship semester. The first will be at the beginning of the semester to identify goals, clarify expectations, discuss guidelines for evaluation and set up the student's site supervision schedule. The second conference, occurring around mid-term, is to assess student progress and identify remaining challenges. An additional final conference may be desirable to assess student's performance and competencies. These conferences take place at a mutually determined site.

A journal of the experience, or regularly scheduled "topic" papers, as determined by the Eliot-Pearson internship advisor, are required. A journal is meant to be a vehicle for personal reflection on professional practice, and for the integration of developmental theory and research with daily field-based experiences. The journal is not simply a chronicle of what has happened on a particular day, it is intended to help the student interpret the day's events and her/his role in these experiences.

In some cases, depending on the type of placement and the role of the student, it may be mutually determined between advisor and student that short topic papers focused on specific aspects of the experience would be more beneficial. In either case, the Eliot-Pearson advisor will read the journals/papers regularly and provide feedback. A schedule for turning in work will be established with the advisor during the first meeting.

A final paper of fifteen to twenty pages is required for completion of the internship. The determination of the extent and depth of the paper rests with the Eliot-Pearson internship advisor. Acceptable topics and structures for this paper should be determined early and a date established for submission of the paper to the Eliot-Pearson internship advisor.

Agency on-site supervisors will participate in the evaluation of the student's work through the conferences and midterm and final evaluations. These evaluations will contribute to the process of grading, although the Eliot-Pearson internship advisor will have the ultimate responsibility for grading.

Site visits are required for each internship. When appropriate, the course instructor will visit the internship site once during the semester. Additional visits may be scheduled. These site visits will be arranged at a mutually convenient time for the instructor, student, and site supervisor.

A student who is currently employed in an appropriate field setting and wishes to conduct an internship within it must construct an experience in addition to the regular requirements of the employment position.

Students who seek internships in clinical settings should be aware that most agencies want people who will commit time over a whole academic year, September to June, and should arrange their schedule accordingly.

Procedures for Obtaining an Internship

The initial discussions about how to plan for an M.A.-Applied internship must be undertaken with the student's assigned Program Advisor. After the student has completed five Child Development courses, a meeting with the student and her/his Program Advisor should occur. This meeting can happen earlier if the student has a clear idea of the kind of placement he or she wants and if the student plans to complete the program within one year. It is the student's responsibility to schedule this meeting. At this first meeting, the Program Advisor should begin to discuss possible courses and areas of interest for the internship. Students should be aware that they need to make choices about internship placements and related courses in the near future. The Program Advisor may serve as the Internship Advisor, or another faculty member may be better suited to serve in this capacity. If so, the Program Advisor is responsible for helping the student find a suitable Internship Advisor. Please see *CD232: Internship Handbook – Student and Advisor* for all details, procedures and requirements.

Doctor of Philosophy (Ph.D.)

The doctoral program in Child Development seeks to train individuals who can function well in academic or applied settings involving children and families. Such settings include schools, hospitals, social service agencies, museums, media organizations, courts, clinical research centers, and policy organizations. Accordingly, intensive training in theory and research methodology is required, as well as extensive field experience.

Typically, though not always, students entering the PhD program have already earned a master's degree. The department offers a MA/PhD program for students who wish to obtain a PhD but who have not yet earned a master's degree. Details of this program are included in the PhD handbook.

Early in their programs, students are required to attend Graduate Seminar (CD201); this course emphasizes professional development in Applied Child Development, including the major research domains of the field and particular applications. Required courses include statistics, research methods, and child development theory, including intellectual development, language development and personal and social development. The remaining courses will be selected from applied and theoretical domains.

After completion of 4-6 courses, student schedule a Preliminary Review meeting with their two Program Advisors to review progress and plan for future coursework and applied experiences.

Upon completion of course work, usually during the third year, students will undertake a Qualifying Review which ensures breadth of knowledge in child development. Successful completion of this examination is a necessary prerequisite for further doctoral study and candidacy for the dissertation work.

Internships will be selected according to the participant's career interests and prior experience. Internships can be chosen from among such possible sites as: school systems; government agencies focusing on child development, education or health-related programs; clinical research centers; and medical centers. Students will serve as supervised trainees in the service and research functions of the particular settings.

The remainder of the program is devoted to participation in the Department's teaching program and the completion of a dissertation. Before proceeding to the necessary research, which may be a specific outgrowth of the internship experience or, more generally, an empirical investigation of an applied concern, each student will present and defend his or her dissertation proposal before the dissertation committee. Upon completion of the dissertation, an oral defense will be made before the student's committee and other persons appointed by the Department. For additional information about the Ph.D. program, see the Department's *Ph.D. Handbook*.

Independent Study

Students who wish to explore a topic not in the curriculum may find an instructor to guide an independent study. The student should define as clearly as possible the area of interest and should approach faculty whose interests and expertise seem closest to the topic. For Independent Study, students register for CD141 or CD241 through the Child Development Department (get form from

Justina Clayton, Room 161, and be sure to register for your independent study advisor's correct section number) and submit the form to the Department Administrator so s/he has a record of which students are studying with which faculty members for grading purposes. (Do not sign up for "Special Topics" if you wish to do an independent study; "Special Topics" is a group seminar to study a subject not covered in the standard curriculum.)

Doctoral Concentrations

The optional concentrations for the doctoral program are intended to help students focus and organize their course of study in order to meet career goals. Each concentration reflects the Department's overall orientation, as well as its commitment to theory, interdisciplinary research, and application. The eight doctoral concentration programs are: Arts in Child Development², Children with Special Needs, Clinical Developmental Psychology, Cognitive Development, Educational Studies, Family Studies, Language and Literacy, and New Technologies and Human Development. On the student's transcript, concentrations are referred to as "Major Options." The major is Child Development. Please see the following pages for complete descriptions and requirements for the concentrations.

² Pending approval of the Graduate Policy and Programs Committee.

Concentrations in Child Development

The concentrations for the master's and doctoral programs are intended to help students focus and organize their course of study in order to meet career goals. Each concentration reflects the Department's overall developmental orientation as well as its commitment to theory, interdisciplinary research, and application. Below are descriptions of the nine concentration programs, and their respective requirements at the master's and doctoral levels. Again, these concentrations are meant to serve as foci embedded within the larger program of study. Please note that when taken as part of a concentration, internships, theses, and community field placements must be approved by the student's Program Advisor as being relevant to the student's chosen concentration area. Also note that students may petition the Department Graduate Programs Committee to have courses outside the Department, not already on an approved list, count as concentration electives -- including courses offered within the Tufts consortium (Boston College, Boston University, and Brandeis University). It is possible for a student to concentrate in two areas provided all requirements are met.

Students planning to fulfill a concentration must submit a Concentration Proposal form, signed by their Program Advisor, to the Program Coordinator. When completing a concentration, students must submit a Declaration of Concentration form signed by their Program Advisor to the Program Coordinator. *For May graduation, the deadline to submit the Declaration of Concentration form is in January; for the September degree, this must be done in June; for the November degree, this must be done in August; for the February degree, this must be done in November.* Please submit the form to your Program Advisor 1-2 weeks prior to the deadline. (See *Concentration Proposal* and *Declaration of Concentration* forms in the appendix.)

Each of the concentrations has a faculty "point person" who will help answer questions related to the concentration. They are: Arts and Child Development (Kathleen Camara), Children with Special Needs (tba), Clinical/Developmental Psychology (Don Wertlieb), Cognitive Development (David Henry Feldman), Early Childhood Education (Becky New), Early Intervention (Ann Easterbrooks), Family Studies (Ellen Pinderhughes), Language and Literacy (Calvin Gidney), and New Technologies and Human Development (Marina Bers).

The requirements for the Ph.D. program include a minimum of 22 course credits, with 16 credits in course work, up to 4 course credits normally earned for the doctoral internship, and 2-4 credits earned for the dissertation. The typical components of the program include course work, the completion of two qualifying papers, at least one of which is on topics related to the concentration area (as determined by the student's Qualifying Review Committee), an internship, and a dissertation. It is expected that both the internship experience and dissertation will focus on some dimension of the concentration area. Internships may be designed as an applied experience or a research experience depending on each student's background and goals.

1. Arts and Child Development

Faculty Supervisor: Kathleen Camara

The M.A. concentration in the Arts and Child Development prepares students for careers working with children and youth in applied and research settings focused on forms of creative expression

such as visual art, music, drama, movement and dance. Courses include the study of the expressive arts and creativity and include opportunities for research and practice in studying and promoting children's development through the arts. A practicum in arts-related settings such as visual arts programs, schools, museums, or curriculum development centers designed to offer and develop programs in the arts for children is an important part of the program.

The Ph.D. concentration in the Arts and Child Development prepares students for leadership in careers working with children and youth in applied and research and evaluation settings focused on forms of creative expression such as visual art, music, drama, movement and dance. Courses include the study of the expressive arts and creativity and include opportunities for research and practice in studying and promoting children's development through the arts. Practica and research in arts-related settings such as visual arts programs, schools, museums, or curriculum development centers designed to offer and develop programs in the arts for children are important elements of the program.

The MA course requirements for the concentration in Arts and Child Development are as follows:

1. Core developmental courses: Two courses selected from the following.
(The two selected courses need to be in different domains or special consent of the advisor is required.)

CD 151 Advanced Intellectual Development

CD 161 Advanced Personal-Social Development

CD 155 The Young Child's Development of Language

CD 261 Advanced Seminar in Personal-Social Development

CD 251 Advanced Seminar Intellectual Development

CD 243BN Contemporary Perspectives on Child Development

CD 158 Psychological Study of Creativity

2. Research Methods: One course selected from the following*:

CD 142 Problems of Research: Methods and Design

CD 144 Qualitative and Ethnographic Methods

CD 247 Program Evaluation

CD 140 Statistics

CD 285 Advanced Research Methods in Applied Dev. Science

* All students must consult with their Program Advisors to determine which of the Research Methods courses best fits their program goals.

3. M.A. Arts and Child Development Concentration

Required: CD 243 Seminar on the Arts and Child Development

Required: Studio: Two semesters of private or group lessons in one of the arts areas, e.g., instruction in voice or instrument, visual arts studio classes, movement and dance, creative writing, acting or directing. The studio experience may be taken for one-half credit for each semester, but course credit is not required. Students may continue their development in an area in which they

have already achieved expertise or may select a new area for development. A letter of documentation of study by the student's instructor is required if the studio experience is not taken for credit.

Electives: Four courses selected from the following:

CD 143/DR193 Story Theater

CD 166 Children's Play

CD 175/MU 175 Children's Musical Development and Learning

CD 176 Children's Literature

CD 178 Creative Movement and Body Language

CD 179 Child Art

CD/DR/ED187 Teaching Through Drama and Improvisation

CD 240/241 Directed Research (in the arts and child development)

CD 199 Community Field Placement (arts-related)

One of the four electives may also include the following:

CD 143 Technologies of the Self

CD 145 Technological Tools for Thinking and Learning

4. Two Open Electives (CD 140 Statistics required for M.A. Thesis)

Students may select additional courses listed above or other approved courses in child development in the Departments of Child Development, Music, and Drama and Dance. Credit for studio experience may be counted toward one of the open electives.

5. Internship or Thesis related to arts and child development

The course requirements for the Ph.D. with a concentration in Arts and Child Development are as follows:

1. Core developmental courses: Two courses selected from the following.

The two selected courses need to be in different domains or special consent of the advisor is required.

CD 151 Advanced Intellectual Development

CD 161 Advanced Personal-Social Development

CD 155 The Young Child's Development of Language

CD 261 Advanced Seminar in Personal-Social Development

CD 251 Advanced Seminar Intellectual Development

CD 243BN Contemporary Perspectives on Child Development or other approved developmental course

2. Research Statistics:

CD 140 Statistics or other approved advanced course in statistics

3. Research Methods: Two courses selected from the following:

CD 142 Problems of Research: Methods and Design

CD 144 Qualitative and Ethnographic Methods

CD 247 Program Evaluation
CD 285 Advanced Research Methods in Applied Developmental Science

4. Required: CD 243 Seminar on the Arts and Child Development

5. Required: CD 158 Psychological Study of Creativity

6. Required: Studio: Two semesters of private or group lessons in one of the arts areas, e.g., instruction in voice or instrument, visual arts studio classes, movement and dance, creative writing, acting or directing. The studio experience may be taken for one-half credit for each semester, but course credit is not required. Students may continue their development in an area in which they have already achieved expertise or may select a new area for development. . A letter of documentation of music study by the student's instructor is required if the studio experience is not taken for credit.

7. Electives: Five courses selected from the following:

CD 143/DR193 Story Theater

CD 166 Children's Play

CD 175/MU 175 Children's Musical Development and Learning

CD 176 Children's Literature

CD 178 Creative Movement and Body Language

CD 179 Child Art

CD/DR/ED187 Teaching Through Drama and Improvisation

CD 240/241 Directed Research (in the arts and child development)

CD 199 Community Field Placement (arts-related)

One of the four concentration electives may also include the following:

CD 143 Technologies of the Self

CD 145 Technological Tools for Thinking and Learning

8. Two Open Electives: Students may select additional courses listed above or other approved courses in child development in the Departments of Child Development, Music, and Drama and Dance. Credit for studio experience may be one of the open electives.

9. Internship

10. Two Qualifying Papers

11. Doctoral Dissertation

2. Concentration in Children with Special Needs

Faculty supervisor:

The M.A. concentration in Children with Special Needs prepares students for a wide range of careers serving children with special needs, including careers in special education, early intervention, pediatric psychology, and assessment of children with special needs. Through course work, internships, and research, this concentration offers students ways to become knowledgeable about programs, services, and practices designed especially for supporting the development of

children with special needs. The concentration reflects the Department's commitment to improving the quality of life for children through finding better ways to integrate children with disabilities into the mainstream culture and community.

The Ph.D. concentration in Children with Special Needs prepares students for a broad range of academic and applied careers in areas that include early intervention, assessment, special education, developmental neuropsychology, and pediatric psychology. Through the combination of a) an in-depth academic program in multiple aspects of child development and developmental disorders; b) applied internships in clinical, school-based, and/or hospital settings; and c) a careful sequence of research experiences, students develop both a theoretical and an applied knowledge base about children with special needs and the programs, practices, and services that support them and their families. The course requirements for this concentration are intended to provide a background both in theories of normal child development and also in theories and practice associated with children with special needs.

The course requirements for the M.A. concentration in Children with Special Needs are as follows:

Theory: Two of the following:

CD211 Contemporary Perspectives in Child Development
CD151 Advanced Intellectual Development
CD155 The Young Child's Development of Language
CD161 Advanced Personal-Social Development
CD190 Special Needs

Research: One of the following:*

CD142 Problems of Research: Methods and Design
CD144 Qualitative and Ethnographic Methods
CD247 Program Evaluation may count as a Research Methods course if the student's interests are in social policy.

*Note: All students must check with their Program Advisors to determine which of the Research Methods courses best fits their program goals.

Assessment: One of the following:

CD120: Evaluation of the Young Child
Field Experience
Concentration Elective
Two Open Electives (CD140 Statistics required for M.A. Thesis)
Internship or Thesis or CD137 (Supervised Teaching) relevant to special needs

M.A. Children with Special Needs Concentration Electives:

CD120 Evaluation of the Young Child
CD191 Developmental Psychopathology and Adaptation
CD192 Approaches to Problem Behaviors in Children

CD193 Pediatric Psychology
CD195 Developmental Disorders in Language and Reading
CD196 Curriculum for Children with Special Needs
CD197 Learning Disorders
CD291 Advanced Seminar in Clinical-Developmental Psychology

The course requirements for the Ph.D. concentration in Children with Special Needs are as follows:

Theory: Three of the following:

CD211 Contemporary Perspectives in Child Development or CD243RL Applied Developmental Science*

*Note: Only 1 of these two courses may be selected to meet the 3 theory course requirements.

CD151 Advanced Intellectual Development
CD155 The Young Child's Development of Language
CD161 Personal/Social Development
CD156 Applied Aspects of Physiological Development
CD190 Children with Special Needs

Theory: One of the following:

CD195 Developmental Disorders in Language and Reading
CD197 Learning Disorders

Statistics:

CD140 Statistics

Research Methods: Two of the following:

CD142 Problems of Research: Method and Design
CD144 Qualitative and Ethnographic Methods
CD120 Evaluation of the Young Child

Two Concentration Electives
Internship
Two Qualifying Papers
Doctoral Dissertation

Ph.D. Children with Special Needs Concentration Electives:

Child Development

CD137 Supervised Teaching: Children with Special Needs
CD143 Technologies of the Self
CD145/ED182 Technological Tools for Thinking and Learning
CD158 Psychological Study of Creativity
CD164 Cultural Diversity in Child and Family Services
CD173 Curriculum for Young Children: Math, Science and Technology
CD177 Bilingualism and Bilingual Education

CD191 Developmental Psychopathology and Adaptation
CD192 Approaches to Problem Behaviors in Children
CD193 Pediatric Psychology
CD195 Developmental Disorders in Language and Reading
CD196 Curriculum for Children with Special Needs
CD197 Learning Disorders
CD281 Consultation Strategies
CD291 Advanced Seminar in Clinical-Developmental Psychology
CD296 Seminar in Special Education

Education

ED112 Mathematics Learning Environments
ED142 Education of the Exceptional Child
ED162 Class, Race, and Gender in the History of the U.S. Education
ED243 Assessment and Diagnosis of Cognitive Abilities

Psychology

PSY103 Brain and Behavior
PSY129 Cognitive Neuroscience
PSY144 Memory and Retention
PSY149 Psychology of Language
PSY244 Cognition and Learning
PSY247 Cognition

Occupational Therapy

OT281 Early Intervention: An Ecological Approach

3. Concentration in Clinical Developmental Psychology

Faculty supervisor: Donald Wertlieb

The concentration in Clinical Developmental Psychology focuses on children at risk in a variety of settings, including schools, families, clinics, hospitals, early intervention centers, and foster care. The concentration provides training in understanding clinical issues from a developmental perspective and viewing psychopathology in the context of a child's family, community, and culture. Though the concentration is not a clinical training program leading to clinical licensure, it does prepare students to pursue further training and advanced degrees in clinical work.

The M.A. concentration includes preparation for applying to Ph.D., Ed.D., and Psy.D. programs in clinical child psychology, M.S.W. programs in clinical social work, and advanced degrees or supervised training in counseling, early intervention, and psychoeducational assessment.

Although the Ph.D. concentration is not tailored to prepare students for clinical psychology licensure, this concentration may further the preparation of those students seeking licensure. Whether or not the concentration is sufficient preparation will depend on the courses taken as electives and the requirements of a particular state. The clinical developmental psychology concentration is different from clinical programs in that the focus is on the normal and atypical

development of children, studied in the contexts of home, school, and society; this approach integrates clinical psychology with other disciplines within child development. Given this focus, Eliot-Pearson doctoral students are well-positioned to assume leadership positions in early intervention, counseling, programs for learning disabled children, and psycho-educational assessment.

The course requirements for the M.A. concentration in Clinical Developmental Psychology are as follows:

Theory: CD151 Advanced Intellectual Development

Theory: CD161 Advanced Personal-Social Development

Research Methods: One of the Following:*

CD142 Problems of Research: Methods and Design

CD144 Qualitative and Ethnographic Methods

CD247 Program Evaluation may count as a Research Methods course, if the student's interests are in social policy.

*Note: All students must check with their Program Advisors to determine which of the three Research Methods courses best fits their program goals.

Evaluation of the Young Child (CD120)

Developmental Psychopathology and Adaptation (CD191) or the equivalent is required; if this requirement has already been fulfilled, then students should take Advanced Seminar in Clinical-Developmental Psychology (CD291)

Two Concentration Electives

Two Open Electives (CD 40 Statistics required for M.A. Thesis)

Internship or Thesis related to clinical developmental psychology

The course requirements for the Ph.D. with a concentration in Clinical Developmental Psychology are as follows:

CD211 Contemporary Perspectives in Child Development or CD243RL Applied Development Science.*

*Note: Only 1 of these two courses may be selected to meet the 3 theory course requirements.

Theory: CD151 Advanced Intellectual Development

Theory: CD161 Advanced Personal-Social Development

Research Methods: Two of the following:

CD140 Statistics or

CD142 Problems of Research: Method and Design

CD120 Evaluation of the Young Child

CD191 Developmental Psychopathology and Adaptation or

CD291 Advanced Seminar in Clinical-Developmental Psychology

Three Concentration Electives, including an advanced seminar or independent study

Four Open Electives

Internship
Two Qualifying Papers
Doctoral Dissertation

M.A. and Ph.D. Clinical Developmental Psychology Concentration Electives:

CD122 Assessing Young Children with Special Needs
CD143 Pediatric Consultation
CD143 Technologies of the Self
CD143 Neuropsychological Assessment
CD143E Child, Family, and Society
CD164 Cultural Diversity in Child and Family Services
CD190 Children with Special Needs
CD192 Approaches to Problem Behaviors in Children
CD193 Pediatric Psychology
CD195 Developmental Disorders in Language and Reading
CD197 Learning Disorders
CD199 Community Field Placement (in a clinical setting)
CD240/241 Directed Research (in Clinical Developmental Psychology)
CD281 Consultation Strategies
CD291 Advanced Seminar in Clinical-Developmental Psychology

4. Concentration in Cognitive Development

Faculty supervisor: David Henry Feldman

The M.A. concentration in Cognitive Development is intended to prepare students to: continue their studies beyond the M.A. in the field of cognitive development; participate in applied fields where cognitive development is an appropriate background; and acquire a set of techniques and skills that will contribute to their development as researchers and/or practitioners.

The Ph.D. concentration in Cognitive Development prepares students for careers in higher education, research, and applied settings for which cognitive development training is appropriate background.

Note: Courses offered change with some frequency; please consult with your advisor and the concentration advisor for advice on specific courses.

Course requirements for the M.A. concentration in Cognitive Development are as follows:

CD151 Advanced Intellectual Development
CD142 Problems of Research: Methods and Design
CD144 Qualitative and Ethnographic Methods

*CD247 Program Evaluation may count as a Research Methods course, if the student's interests are in social policy.

*Note: All students must check with their Program Advisors to determine which Research Methods courses best fit their program goals.

Three Concentration Electives (see list below)
Two Open Electives (CD140 Statistics required for M.A. Thesis)
Internship or Thesis related to cognitive development

Course requirements for the Ph.D. with a concentration in Cognitive Development are as follows:

CD151 Advanced Intellectual Development
Two other courses in Cognitive Development (see list below)
Two other courses in Developmental Psychology outside the field of cognitive development (physiological, social, biological, language, personal, etc.)
CD140 Statistics
CD142 Problems of Research: Methods and Design
CD144 Qualitative and Ethnographic Methods
CD243 Applied Multivariate Data Analysis (or equivalent)
CD285 Advanced Research Methods in Applied Developmental Science (or equivalent)

Two Advanced Seminars in Cognitive Development
(e.g. CD251 Seminar in Intellectual Development, CD253 Advanced Seminar in Piagetian Psychology, PY243 Structure and Process in Cognitive Theory)

Four or more Concentration Electives
Two Open Electives
Internship
Two Qualifying Papers
Doctoral Dissertation

M.A. and Ph.D. Cognitive Development Concentration Electives:

Child Development

CD143 Technologies of the Self
CD145/ED182 Technological Tools for Thinking and Learning
CD152 Development of Thought and Language
CD153 Culture and Learning: Issues for Education
CD155 The Young Child's Development of Language
CD156 Applied Aspects of Physiological Development
CD157 Theories of Spiritual Development
CD158 Psychological Study of Creativity
CD197 Learning Disorders
CD251 Seminar in Intellectual Development
CD243 Applied Multivariate Data Analysis
CD243-MW Reading Dyslexia and the Brain
CD285 Advanced Research Methods in Applied Developmental Science
CD253 Advanced Seminar in Piagetian Psychology

Computer Science

CS131 Artificial Intelligence

Education

ED112 Mathematics Learning Environments

ED130 Human Development and Learning

ED191A Symbols, Knowing & Learning

ED230 Seminar in Psychological Studies in Education

ED243 Assessment and Diagnosis of Cognitive Abilities

ED273 Seminar in Research Methods

Philosophy

PH103 Logic

PH114 Topics in Logic

PH116 Philosophy of Science

PH117 Philosophy of Mind

PH126 Theories of Human Nature

PH131 Epistemology

PH133 Philosophy of Language

PH134 Philosophy of Social Science

PH161 Empiricism

PH163 Rationalism

PH170 Computation Theory

Psychology

PSY103 Brain and Behavior

PSY107 Advanced Statistics I

PSY129 Cognitive Neuroscience

PSY144 Memory and Retention

PSY146 Comparative Cognitive and Behavior

PSY149 Psychology of Language

PSY152 Development of Gender

PSY232 Core Course in Cognitive Psychology

PSY243 Structure and Process in Cognitive Theory

PSY244 Cognition and Learning

PSY247 Cognition

PSY234 Core Course in Developmental Psychology

5. Concentration in Early Childhood Education

Faculty supervisor: Becky New

The M.A. concentration in Early Childhood Education is designed for graduate students with a wide assortment of professional interests in the care and education of young children ages birth through 8 years. The program is especially appropriate for those students previously certified as well as those seeking positions other than as a classroom teacher in the broad field of early childhood education. This concentration allows students to design individualized programs leading

to competencies in program administration and development, curriculum design, supervision and staff development, social policy, early intervention, museum education, teacher education, teaching child development and early education on a secondary level, or some other related area.

It is possible in many states to teach in early care and educational settings, including private preschools and kindergartens, without holding state licensure by accumulating sufficient relevant course work, including field-based experiences. However, licensure enables a teacher to enter the public schools, an increasing number of which now offer programs for preschool-aged children. See page 38 for a description of the MAT program leading to licensure as an early childhood teacher.

The Ph.D. concentration in Early Childhood Education prepares students for careers in higher education, research, and applied settings where this specialization is appropriate. The program allows students to pursue an individualized course of study focused on in-depth study of the teaching and learning process with young children, schools and the educational process, adult/teacher development and supervision, early educational policy and reform, early childhood educational administration, curriculum design and implementation, educational publishing,, education and media, science and technology education, parent education, teaching child development and early childhood education at secondary or college level, and other related areas.

The concentration in Early Childhood Education includes course requirements in child development theory and research, a core course on sociocultural perspectives on teaching and learning, research and concentration electives. The concentration electives consist of courses offered in the Department of Child Development or in other departments that focus on any aspect of early childhood education (e.g., the teaching-learning process, schools and society, curriculum, teacher development, technology, educational policy and other related topics). Internships may be designed as applied or research experiences. Examples of applied internships include supervised teaching in a classroom and an internship focused on parent education in a school or other organization; examples of research internships include an independent study of cultural diversity and developmentally appropriate practices and an internship with an educational research organization focused on piloting a new math curriculum for young children.

The course requirements for the M.A. concentration in Early Childhood Education are as follows:

Theory: two of the following:

CD211 Contemporary and Critical Perspectives on Child Development

CD151 Advanced Intellectual Development

CD155 The Young Child's Development of Language

CD161 Personal-Social Development

Research Methods: One of the following:*

CD142 Problems of Research: Methods and Design

CD144 Qualitative and Ethnographic Methods

CD247 Program Evaluation may count as a Research Methods course, if the student's interests are in social policy.

*Note: All students must check with their Program Advisors to determine which of the three

Research Methods courses best fits their program goals.

CD270 Sociocultural Perspectives on Teaching and Learning

Three Concentration Electives

Two Open Electives (CD140 Statistics required for M.A. Thesis)

Thesis, Internship, Supervised Teaching (CD238), or Supervision (CD235) relevant to early childhood education

M.A. Early Childhood Education Concentration Electives:

CD145/ED182 Technological Tools for Thinking and Learning

CD153 Culture and Learning

CD170 Development of Literacy

CD171 Curricula for Young Children

CD172 Reading and Language Arts for Young Children

CD173 Curriculum for Young Children: Math, Science and Technology

CD174 Designing Educational and Therapeutic Environments

CD176 Children's Literature

CD177 Bilingual Children in U.S. Schools

CD178 Creative Movement

CD179 Child Art

CD181 Child Care: Policy and Practice

CD183 Child Advocacy and Educational Rights

CD184S Science and Math Curricula for Teachers of Young Children

C 190 Children with Special Needs

CD196 Curriculum for Children with Special Needs

CD197 Learning Disorders

CD281 Consultation Strategies

CD296 Seminar in Special Education

Courses offered by other departments, such as the Department of Education, may be used to fulfill the concentration elective requirements with approval from the Program Advisor.

The course requirements for the Ph.D. degree with a concentration in Early Childhood Education are as follows:

Theory: Three of the following:

CD270 Seminar in Early and Elementary Education or

CD151 Advanced Intellectual Development

CD155 The Young Child's Development of Language

CD161 Personal-Social Development

CD211 Contemporary Perspectives on Child Development or

CD285 Advanced Research Methods in Applied Developmental Science

*Note: Only 1 of these 2 courses may be selected.

Research Courses:

CD140 Statistics

CD142 Problems of Research: Methods and Design
CD144 Qualitative and Ethnographic Methods

Four Concentration Electives

Five Open Electives

Internship

Two Qualifying Papers

Doctoral Dissertation

Ph.D. Early Childhood Education Concentration Electives:

CD145/ED182 Technological Tools for Thinking and Learning
CD153 Culture and Learning
CD170 Development of Literacy
CD171 Curricula for Young Children
CD172 Reading and Language Arts for Young Children
CD173 Curriculum for Young Children: Math, Science and Technology
CD174 Designing Educational and Therapeutic Environments
CD176 Children's Literature
CD177 Bilingual Children in U.S. Schools
CD178 Creative Movement
CD179 Child Art
CD181 Child Care: Policy and Practice
CD183 Child Advocacy and Educational Rights
CD190 Children with Special Needs
CD281 Consultation Strategies
CD235 Supervision
CD243 Special Topics
CD272 Observation & Analysis of Classrooms

Courses offered by other departments, such as the Department of Education, may be used to fulfill the concentration elective requirements with approval from the Program Advisor.

6. Concentration in Early Intervention (Master's-level Concentration Only)

Faculty supervisor: Ann Easterbrooks

The concentration in early intervention provides a foundation needed for working with diverse groups of families with children from birth to age three. Since the passage of PL 98-199 in 1983, the field of early intervention has been providing career opportunities that are attractive to many of our graduate students. An Early Intervention concentration will help students take advantage of these opportunities and provide them with the foundation needed if, later on, they wish to seek E.I. certification from the state. It will also provide a foundation for anyone contemplating specializing in research or clinical work with infants, toddler, and their families.

The course requirements for the M.A. concentration in Early Intervention are as follows:

Theory: Two of the following three:

- CD 151: Advanced Intellectual Development
- CD 155: The Young Child's Development of Language
- CD 161: Advanced Personal-Social Development

Research Methods: One of the following three:

- CD 142: Problems of Research: Methods and Design
- CD 144: Qualitative and Ethnographic Methods
- CD 247: Program Evaluation (if student is interested in social policy)

Additional Required Courses:

- CD 120: Evaluation of the Young Child
- CD 163: Infancy
- CD 164: Cultural Diversity in Child & Family Services
or CD 143 EP: Child Development in Diverse Family Settings

Two Concentration Electives:

- OT 281: Early Intervention
- Any course in American Sign Language
- Additional Concentration Electives to be decided by petition to the Appointed EI "concentration supervisor" (currently Ann Easterbrooks)

One Open Elective

Internship or Thesis related to work with infants, toddlers & families

7. Concentration in Family Studies

Faculty supervisor: Ellen Pinderhughes

The concentration in Family Studies provides students with a core body of knowledge relevant for work in a variety of career settings serving families and children. Through course work, students become well-grounded in theories and research on family development and interaction. Through internships and thesis work, students apply their knowledge by serving families or by researching issues directly relevant to families.

The Family Studies concentration is designed to incorporate knowledge from a variety of disciplines; students are encouraged to enroll in courses representing allied disciplines. Some course work may be in other departments at Tufts or other schools within the Boston Consortium (Boston College, Boston University, and Brandeis University).

The M.A. concentration prepares students for careers or further academic work requiring knowledge of family processes. These include careers focusing on families (e.g., careers in public

policy for families, family counseling, parent education, research on families) as well as careers focusing on children but requiring knowledge of families (e.g., early intervention, child therapy, school psychology).

The Ph.D. concentration emphasizes the study of theories of family development and interaction, including (but not limited to) the history of family/cultural socialization, and family systems theories. As the student moves through the doctoral program there will be opportunities to apply these theoretical frameworks beyond the classroom in the qualifying papers, internship, and dissertation. The Family Studies concentration provides a background in current research in family studies, with emphasis both on methodological and thematic issues (e.g. family structure, cultural studies). Training in research methods relevant to the family is recommended through courses such as qualitative research methods, evaluation of child/family policy, or through in-depth research apprenticeships or directed readings courses with faculty members. The application of theory and research to current practice may be pursued through various avenues, including participation in family-related practica.

The concentration in Family Studies prepares students for a wide range of careers related to families, extending from positions with agencies that set family policy, to academic positions combining research and teaching, to organizations that serve families with special needs. The field of family studies is expanding rapidly, and provides a growing variety of career options.

The course requirements for the M.A. concentration in Family Studies as follows:

Theory: One of the Following:

CD151 Advanced Intellectual Development or
CD155 The Young Child's Development of Language
CD161 Advanced Personal-Social Development

Research Methods: One of the following:*

CD142 Problems of Research: Methods and Design
CD144 Qualitative and Ethnographic Methods
CD247 Program Evaluation may count as a Research Methods course, if the student's interests are in social policy.

*Note: All students must check with their Program Advisors to determine which of the three Research Methods courses best fits their program goals.

Family Theory Course: One of the following:

CD243 Theories of the Family
CD162 Child, Family, & Society
CD143 EP Child Development in Diverse Family Settings
CD260 Seminar in Research on the Family
Or other approved theory course

"Applied" Family Course: One of the following:

CD164 Cultural Diversity in Child and Family Services
CD182 Social Policy for Children and Families

CD199 Community Field Placement
CD263 Cultural Sensitivity in Child and Family Research

One Concentration Elective

Three Open Electives (CD140 Statistics required for M.A. Thesis)

Thesis or Internship related to family studies

M.A. Family Studies Concentration Electives:

Child Development

CD162 Child, Family and Society
CD164 Cultural Diversity in Child and Family Services
CD182 Social Policy for Children and Families
CD188 Seminar in Government Policy and the Family
CD260 Seminar in Research on the Family

Psychology

PSY119 Family Dynamics and Therapy
PSY138 Family Interaction

The course requirements for the Ph.D. concentration in Family Studies are as follows:

Theory: One of the following:

CD151 Advanced Intellectual Development
CD155 Development of Language
CD161 Advanced Personal/Social Development

Research Methods:

CD142 Problems of Research: Methods and Design

Statistics:

CD140 Statistics
Or other approved statistics course

Family Theory (One of the following):

CD243 Theories of the Family
CD260 Seminar in Research on the Family
CD162 Child, Family, & Society
CD143 EP Child Development in Diverse Family Settings

"Applied" Family Course: One of the following:

CD164 Cultural Diversity in Child and Family Services
CD182 Social Policy for Children and Families
CD199 Community Field Placement

Two Concentration Electives
Four Open Electives

"In-depth" experience in Family Studies: One of the following:

CD141 Independent Study
CD240 Directed Research

Internship

In the family area

Two Qualifying Papers

One of which must be in the family area

Doctoral Dissertation

Must be in the family area

Ph.D. Family Studies Concentration Electives:

Child Development

CD143 EP Child Development in Diverse Family Settings
CD164 Cultural Diversity in Child and Family Services
CD182 Social Policy for Children and Families
CD188 Seminar in Government Policy and the Family
CD240, 241 Directed Research
CD260 Seminar in Research of the Family
CD263 Cultural Sensitivity in Child and Family Research

Psychology

PSY119 Family Dynamics and Therapy
PSY138 Family Interaction

BSOT

OT281 Early Intervention: An Ecological Approach

Other related courses may be approved as concentration electives as determined by the student's faculty Program Advisor.

8. Concentration in Language and Literacy

Faculty supervisor: Calvin Gidney

Both the M.A. concentration and the Ph.D. concentration in Language and Literacy prepare students for careers in areas where knowledge of child language and literacy is required. These include the areas of language and reading disorders, bilingualism and bilingual education, language arts and literacy, and language and culture.

The M.A. course requirements for the concentration in Language and Literacy are as follows:

CD243MW Reading, Dyslexia, and the Brain
CD155 The Young Child's Development of Language
Theory: One of the following:
CD151 Advanced Intellectual Development
CD161 Advanced Personal-Social Development

Research Methods: One of the following:*

CD142 Problems of Research: Methods and Design
CD144 Qualitative and Ethnographic Methods
CD247 Program Evaluation may count as a Research Methods course, if the student's interests are in social policy.

*Note: All students must check with their Program Advisors to determine which of the three Research Methods courses best fits their program goals.

Three Concentration Electives
Two Open Electives (CD140 Statistics required for M.A. Thesis)
Thesis or Internship related to language and literacy

M.A. Language and Literacy Concentration Electives:

The following list of sub-specialties and concentration electives suggests courses most appropriate for different sub-specialties. However, any course listed below counts as a concentration elective regardless of a student's sub-specialty.

Language and Reading Disorders

CD124,125 American Sign Language CD152 Development of Thought and Language
CD156 Applied Aspects of Physiological Development
CD195 Developmental Disorders of Language and Reading
CD196 Curriculum for Children with Special Needs
CD197 Learning Disorders
CD243CG Bilingualism/Bilingual Education
CD124,125 American Sign Language
CD152 Development of Thought and Language
CD153 Culture and Learning
CD177 Bilingual Children in U.S. Schools

Note: Up to two courses in a language other than English may be counted as concentration electives if they result in a student's achieving Level 4 proficiency.

Language Arts/Literacy

CD143 Technologies of the Self
CD152 Development of Thought and Language
CD170 Development of Literacy

CD172 Reading and Language Arts
CD176 Children's Literature

The course requirements for the Ph.D. concentration in Language and Literacy are as follows:

CD243MW Reading, Dyslexia and the Brain
CD155 The Young Child's Development of Language
CD151 Advanced Intellectual Development

One introductory linguistics course taken outside the University
CD142 Problems of Research Methods and Design
CD144 Qualitative and Ethnographic Methods
CD140 Statistics

Four Concentration Electives
Four Open Electives
Internship
Two Qualifying Papers
Doctoral Dissertation

Ph.D. Language and Literacy Concentration Electives:

The following list of sub-specialties and concentration electives suggests courses most appropriate for different sub-specialties. However, any course listed below counts as a concentration elective regardless of the student's sub-specialty.

Language and Reading Disorders

CD124,125 American Sign Language
CD152 Development of Thought and Language
CD156 Applied Aspects of Physiological Development
CD195 Developmental Disorders of Reading and Language
CD196 Curriculum for Children with Special Needs
CD197 Learning Disorders

Bilingualism/Bilingual Education

CD124,125 American Sign Language
CD152 Development of Thought and Language
CD153 Culture and Learning: Issues for Education
CD177 Bilingual Children in U.S. Schools

Language Arts/Literacy

CD143 Technologies of the Self
CD152 Development of Thought and Language
CD170 Development of Literacy
CD172 Reading and Language Arts for Young Children
CD176 Children's Literature

Related Courses Outside the Department

CSC131 Artificial Intelligence
PH133 Philosophy of Language
PSY149 Psychology of Language
AP160 Linguistic Anthropology
ED185 Language Development in the English Curriculum
ED243 Assessment and Diagnosis of Cognitive Abilities
PSY103 Brain and Behavior
PSY129 Cognitive Neuropsychology
PSY144 Memory and Retention
PSY244 Cognition and Learning
PSY247 Cognition

9. Concentration in New Technologies and Human Development

Faculty Supervisor: Marina Bers

The M.A. concentration on New Technologies and Human Development is intended to prepare students to use, design and evaluate new technologies for young people; to participate and direct the implementation of programs aimed at using new technologies to foster children's personal, social, emotional, spiritual, linguistic and intellectual development; and to acquire technical skills and theoretical knowledge that will contribute to their development as researchers and/or practitioners in this emergent field. The Ph.D. concentration on New Technologies and Human Development also prepares students for careers in higher education, research, and applied settings.

This transdisciplinary concentration requires students to take courses in different departments such as Child Development, Education, Computer Science, Engineering, Psychology, Urban Environmental Planning and Policy and the School of the Museum of Fine Arts and to complete an internship and/or thesis in this area.

Coursework components

Students and advisors will tailor a program based on students' needs, interests and background. The course requirements for the M.A. concentration are as follows:

1. Core developmental courses: Students need to choose two courses out of the following six courses. The two selected courses need to be in different domains or special consent of the advisor is required.

CD151 Advanced Intellectual Development
CD155 The Young Child's Development of Language
CD161 Advanced Personal-Social Development
CD251 Advanced Seminar in Intellectual Development
CD261 Advanced Seminar in Personal-Social Development
CD211 Contemporary and Critical Perspectives on Child Development

2. CD145/ED182 Technological Tools for Thinking and Learning

3. CD143 Technologies of the self

4. CD270 Sociocultural perspectives on teaching and learning

5. Research methods courses: Students need to choose one course out of the following courses or an approved alternative, in consultation with the advisor.

CD142 Problems of Research: Methods and Design

CD144 Qualitative and Ethnographic Methods

CD247 Program Evaluation

CD140 Statistics

CD285 Advanced Research Methods in Applied Developmental Science

6. Computer Science courses: Students must choose one course out of the following courses or an approved alternative, in consultation with the advisor.

Comp0272 User Interface Software

Comp0020 Multimedia Programming

Comp0010 Computer Science Primer[2]

Comp0171 Human-Computer Interaction

CMP2031-01Multimedia Computing [3]

CMP2027-01Making Art on the World Wide Web [3]

CMP2037 C1 Introduction to Java Programming[3]

7. Engineering and Engineering Psychology courses: Students must choose one course out of the following courses, or special consent of the advisor is required[1].

ME102 Inventive Design

ENP166 Applied Design of Software User Interfaces

PSY53 Engineering Psychology:

PSY130 Advanced Engineering Psychology

EN10 Prototyping Robots

8. Concentration electives: Students must choose one elective from the course offerings of the Dept. of Child Development, the Dept. of Education, the School of Engineering, the Program on Urban & Environmental Planning and Policy or the School of the Museum of Fine Arts (Computer Arts area) [1]

9. Thesis or internship

The course requirements for the PhD. concentration are as follows:

1. Core developmental courses: Students need to choose two courses out of the following six courses. The two selected courses need to be in different domains or special consent of the advisor is required.

CD151 Advanced Intellectual Development

CD155 TheYoung Child's Development of Language

CD161 Advanced Personal-Social Development
CD251 Advanced Seminar in Intellectual Development
CD261 Advanced Seminar in Personal-Social Development
CD211 Contemporary and Critical Perspectives on Child Development

2. CD145/ED182 Technological Tools for Thinking and Learning
3. CD143 Technologies of the self
4. Independent Study: Advance seminar on Technology and Human Development [4]
5. CD270 Sociocultural Perspectives on Teaching and Learning

6. Research methods courses: Students need to choose three courses out of the following courses, or special consent of the advisor is required[1].

CD142 Problems of Research: Methods and Design
CD144 Qualitative and Ethnographic Methods
CD247 Program Evaluation
CD140 Statistics
CD285 Advanced Research Methods in Applied Developmental Science

7. Computer Science courses: Students must choose two courses out of the following courses, or special consent of the advisor is required[1].

Comp0272 User Interface Software
Comp0020 Multimedia Programming
Comp0010 Computer Science Primer
Comp0171 Human-Computer Interaction
CMP2031-01Multimedia Computing [3]
CMP2027-01Making Art on the World Wide Web [3]
CMP2037 C1 Introduction to Java Programming[1]

8. Engineering and Engineering Psychology courses: Students must choose one course out of the following courses, or special consent of the advisor is required[1].

ME102 Inventive Design
ENP166 Applied Design of Software User Interfaces
PSY53 Engineering Psychology:
PSY130 Advanced Engineering Psychology:
EN10 Prototyping Robots
Robotics in Education[5]

9. Concentration electives: Students must choose three electives from the course offerings of the Dept. of Child Development, the Dept. of Education, the School of Engineering, the Program on Urban Environmental Planning and Policy or the School of the Museum of Fine Arts (Computer Arts area) [1].

10. Internship

11. Two qualifying papers
12. Doctoral Dissertation

Internship component

Students will have the possibility of a field experience doing internships in settings where technology is used, designed and evaluated with respects to children and youth. For example, at a local or international computer clubhouse (this might be combined with a study abroad program), at different research institutions and companies developing technologies for children, at schools that have a strong educational technologies component and at hospital implementing technology programs for children. Students will also have the possibility to do their internships at the Curriculum Lab at Eliot-Pearson, the Center for Reading and Language, the Center for Educational Engineering Outreach (CEEEO) at Tufts University and the Museum of Sciences.

Uniqueness of the concentration

This concentration is unique in the U.S. Most of the programs including the study of children and technology are specifically focused on educational technology, and therefore are housed in schools of education. Other programs are mostly focused on the development and implementation of new technologies for children and therefore are housed in schools of Computer Science or related disciplines. These programs require students to have a strong computer background.

This concentration at Tufts University, housed in the Department of Child Development, focuses on the use, design and study of new technologies to support the positive development of children and youth. It takes a psychosocial approach to technology and includes, but is not limited to, the use of technology for teaching and learning. The concentration prepares students to understand and work towards the positive role that technology can play in all aspects of human development.

[1] All students must check with their advisors to determine which of the Research methods courses best fits their program goals.

[2] Depending on students 's familiarity with programming they might choose to take comp 11 or 15, which are the next two levels up.

[3] Taught at the School of the Museum of Fine Arts

[4] This independent study will be directed by Prof. Marina Bers, according to the student's research interest.

[5] This course is in the process of being developed.

Teacher Licensure Programs

Tufts University offers several state-approved programs for initial teacher licensure, two within the Eliot-Pearson Department of Child Development. Eliot-Pearson degree programs are designed for students seeking state licensure through the Massachusetts Department of Education in the following two areas: Early Childhood Teacher [pre-K to Grade 2] and Elementary Teacher [Grades 1-6]. The Elementary Teacher license is offered in conjunction with Tufts University's Department of Education. These two teaching licenses are reciprocal in most states through the Interstate Certification Compact (ICC).

Students seeking teacher licensure will make application to one of the above programs and, upon admission, will pursue a program of study that includes course work as well as a series of field-based practicum and student teaching experiences. Students seeking initial licensure may enroll in programs of study at either the graduate or undergraduate levels. **At the present time, Tufts University does not have an approved program for professional licensure in early or elementary education.**

Students seeking teacher licensure have several program and degree options depending on their educational background, certification or licensing status, and prior classroom teaching experience. Students with a Bachelor's degree in child development or another field of study who do not have prior certification or licensure can be admitted to the Master of Arts in Teaching (MAT). Upon completion of the approved program of study, these students will be eligible for the initial licensure. Following three years of mentored classroom teaching experience, these students can submit an application to the Massachusetts Department of Education to determine their eligibility for a professional licensure.

Students with a Bachelor's degree in the liberal arts or sciences and prior initial or provisional certification can be admitted to the MA-Applied or MA-Thesis programs of study. These students will select a program of study in consultation with their faculty advisor that acknowledges and builds upon their previous degree program. The Early Childhood concentration is one suggested area of study. Among the areas of specialization available to students in the early childhood concentration are special needs; bilingual education; literacy; math, science, and technology.

Certificate of Advanced Graduate Study – (C.A.G.S.)

MA students in good standing may be eligible to fulfill the requirements for Massachusetts Initial Licensure by earning a CAGS (Certificate of Advanced Graduate Studies). This entails completing 6-8 courses chosen in careful consultation with a student's academic advisor and the coordinator of the early childhood education or the joint elementary program. Courses taken beyond the number required for the master's degree will be subject to additional payment. Students completing the MA program who are interested in obtaining initial licensure are encouraged to apply to the CAGS program.

Early Childhood Teacher Education Program

Initial Licensure, Early Childhood Teacher (Pre-K to Grade 2) Course of Study (M.A.T.)

The program of study for the Initial Early Childhood Teacher licensure in the State of Massachusetts consists of course work in child development theory, culture, special needs, educational practice, and curriculum. This program of study also includes an extensive practicum component, including supervised student teaching placements at both the preschool and primary levels. Further, in accordance with increased and more rigorous requirements as set forth in the *Regulations for Educator Licensure and Preparation Program Approval 603 CMR 7.00* and new understandings of children's early learning and development, the Early Childhood Teacher Education program has been revised to include increased emphasis in subject matter knowledge—including early literacy as well as science, math, and technology--and instructional strategies for culturally and linguistically diverse children and children with special needs. These changes are reflected in revised program requirements [approved by the department, pending university approval].

(We are in the process of obtaining approval for our proposed professional licensure program.)

All starred () courses are required*

1. Foundations

1 credit

CD270* Sociocultural Perspectives on Early Learning and Education
(*proposed new title*)

2. Pre-practicum Component³

1 credit

Note: Graduate Teaching Assistantships in the Eliot-Pearson Children's School or Tufts Educational Day Care Center fulfill this prepracticum requirement.

CD171* Curricula for Young Children

This course now includes a fieldwork component [4 hours per week], or 8 hours per week for those students who wish to use this course to satisfy prepracticum requirements.

3. Child Development Component

2 credits

Choose two of the following. For students with no prior background in child development, CD211 should be one of the two.

CD151 Advanced Intellectual Development or
ED130 Human Development & Learning

CD251 Seminar in Intellectual Development

CD155 Young Children's Development of Language

CD161 Advanced Personal/Social Development

CD211 Child Development: Critical and Contemporary Perspectives

³ *Students with no prior classroom experience may determine, in consultation with advisor and teacher education faculty, to take CD 130 Fieldwork with Young Children which may satisfy the pre-practicum component. These students will still need to take CD 171, and will have one less elective in their program of study.*

4. *Special Needs Component* **1 credit**

CD 190 Children with Special Needs or approved alternate

5. *Curriculum Component* **2 credits**
All three courses are required

CD171 Curricula for Young Children [credit counted, above]

CD172 Reading and Language Arts

CD173 Math, Science and Technology

6. *Practicum Component* **2 credits**
Students must complete two practica—one in a pre-K classroom and one in a K-2 classroom

CD135 Practicum One: semester- or year-long student teaching

CD136 Practicum Two: semester- or year-long internship

7. *Electives* **2 credits**

Total credits **11 credits**

In combination with the above required courses, elective courses may be selected to create areas of specialization in such fields as *Special Needs, Bilingual and Multicultural Education; Math, Science, and Technology; Language and Literacy; Art and Creativity; Child and Family Policy; and Early Intervention.*

C.A.G.S. (Certificate of Advanced Graduate Study) in Early Childhood Education

Students who already have a master's degree and are seeking the C.A.G.S. (Certificate of Advanced Graduate Study) will take 6-8 courses. The following program of study is recommended.

1. CD270 Seminar in Early & Elementary Education or approved alternative

2. One or two Child Development theory courses:

CD151 Advanced Intellectual Development

CD251 Seminar in Intellectual Development

CD155 Development of Language

CD161 Advanced Personal/Social Development

CD211 Contemporary and Critical Perspectives on Child Development

3. *One Research course* **1 credit**

CD142 Problems of Research: Methods & Design

CD144 Qualitative and Ethnographic Methods in Applied Social Science Research

CD247 Program Evaluation

ED271 Methods of Educational Research

ED272 Teachers as Researchers
ED273 Seminar in Research Methods or approved alternate

4. One of the following Special Needs courses **1 credit**

CD190 Children with Special needs
CD197 Learning Disorders

5. One of the following Analysis of Teaching/Curriculum courses **1 credit**

CD171 Curricula for Young Children
CD173 Curricula for Young Children: Math, Science & Technology
CD130 Fieldwork with Young Children
CD145/ED182 Technological Tools for Thinking and Learning
CD153 Culture and Learning
CD170 Development of Literacy
CD171 Curricula for Young Children
CD172 Reading and Language Arts for Young Children
CD173 Curriculum for Young Children: Math, Science and Technology
CD174 Designing Educational and Therapeutic Environments
CD176 Children's Literature
CD177 Bilingual Children in U.S. Schools
CD178 Creative Movement
CD179 Child Art
CD181 Child Care: Policy and Practice
CD183 Child Advocacy and Educational Rights
CD190 Children with Special Needs
CD281 Consultation Strategies
CD235 Supervision
CD243 Special Topics
CD272 Observation & Analysis of Classrooms

6. 1-3 specialization courses or electives **2 credits**

Joint Elementary Licensure Program

Initial Elementary Licensure Program (M.A.T.)

The Joint Elementary Licensure Program, sponsored by the Department of Child Development and the Department of Education at Tufts University, prepares undergraduates and post-baccalaureate graduate students for **Initial Licensure** at the **elementary (first through sixth grades)** level in the state of Massachusetts. This program complies with the Massachusetts Department of Education Regulations for approved preparatory programs, stipulated as Routes 1 and 2. The faculty designed the Joint Elementary Licensure Program to ensure that pre-service teachers achieve the Professional Standards for Teachers required for Massachusetts Teacher Licensure. Students engage in a course of study that carefully coordinates supervised practical field experiences in public and private elementary classrooms with the examination of theoretical and research-based teaching practices, child development, exceptionalities in learning, the socio-

political, cultural, and historical foundations of education, and subject matter knowledge through readings, class discussions, practical assignments and exercises, and written assignments in a set of ten to eleven academic courses.

Each graduate student candidate for Initial Elementary Licensure simultaneously earns a Masters of Arts in Teaching while completing the required course work and practica experiences for their program of study. Typically, a student does so within an academic year and two summer semesters. Candidates may choose to extend the period of time for completion over a longer period of time.

The pre-practicum and practicum placements fulfill the field-based requirement for Massachusetts initial teacher licensure. The fall semester pre-practicum provides each student teacher with 150 hours of classroom experience under the supervision of a licensed elementary teacher and a Tufts supervisor. Subsequently, all students acquire no less than 300 hours of supervised student teaching, typically in the spring semester. The pre-practicum seminar, CD/ED115, and the supervised student teaching seminar, ED103/CD143 meet for three hours weekly for the duration of each semester. The seminars are designed to integrate the field experiences and the theoretical and research based knowledge encountered in academic coursework.

All students must be in good academic standing, earning no less than a 3.0 average in the course work toward licensure in order to progress to the full-time semester of supervised student teaching.

Initial Elementary Licensure Program (M.A.T)
(1-6) - Course of Study

Each student's specific sequence of courses must be chosen in consultation with Program Advisor.

Educational Theory Component **1 course**
CD270 Sociocultural Perspectives on Teaching and Learning

Human Development Theory Component **2 courses**

Choose one course from each group.
ED130 Human Development and Learning
or
CD151/251 Advanced Intellectual Development
CD211 Contemporary Perspectives on Child Development

CD161/261 Personal/Social Development
or
CD155 The Young Child's Development of Language

Culture Component **1 credit**
CD153 Culture and Learning
ED162 Class, Race, and Gender in the History of U.S. Education

ED161 Sociology of the School or approved alternative

Special Needs Component

1 credit

CD190 The Exceptional Child

ED142 Education of the Exceptional Child or approved alternative

Pre-Practicum Component

1 credit

CD/ED115 Applied Elementary Curriculum and Science Education

Curriculum Component

2 credits

CD/ED116 Interdisciplinary Elementary Curriculum A: Focus on Reading, Language Arts & Social Studies

CD/ED117 Interdisciplinary Elementary Curriculum B: Focus on Math

Practicum Component

2 credits

CD143/ED103 Elementary Supervised Teaching

Guided Electives

1 credit

One curriculum/academic discipline elective

TOTAL Credits

11 credits

Certification for Preschool and Day Care Teaching

The Massachusetts Department of Early Education and Care has regulations governing eligibility for teaching and administering programs for young children. Although these guidelines are more flexible than are those in the public schools, they still demand specific academic experiences, and those students who anticipate working in preschool settings should avail themselves of this information. Of particular importance is the regulation that students of child development and education have completed supervised work with young children to be eligible for employment as a head teacher in a private preschool setting. Please visit the Massachusetts Department of Early Education and Care website for information on current requirements and regulations (www.eec.state.ma.us)

In all certification programs, students must complete course work and participate in supervised teaching experiences that meet certification requirements. Students who have completed equivalent course work in the past may be allowed to waive certain requirements, enabling them to complete a given program more quickly. Please see a faculty member involved in teacher education at the Department of Child Development if you have questions about the process or requirements for certification.

Master of Arts in Child Development and Urban and Environmental Policy and Planning

Combined Degree Program

The Master of Arts combined Child Development/Urban and Environmental Policy and Planning degree is a 14-credit graduate program in child and family policy. Students matriculate into two nationally-renowned departments at Tufts University -- the Eliot-Pearson Department of Child Development and the Department of Urban and Environmental Policy and Planning -- and fulfill the general requirements for each, including courses in developmental psychology, policy planning and analysis, and research methods and statistics. In addition, they follow a specific course of study in child and family policy, culminating in a master's thesis. The program is expected to take two years to complete.

The program is designed for individuals interested in the following kinds of work:

child and family program development
program evaluation
public and private agency administration
policy-oriented research
child advocacy
community organizing around child and family issues

General courses required by each department (**seven courses/credits**):

1. UEP250 Foundations of Public Policy and Planning
2. UEP251 Economics for Planning and Policy Analysis
3. UEP254 Quantitative Reasoning for Policy and Planning, OR
UEP294Q Intermediate Quantitative Reasoning, OR
CD140 Problems of Research: Statistics
4. UEP255 Field Projects: Planning and Practice
5. Child development theory courses (at least two are required), for example:

CD151 Advanced Intellectual Development
CD155 The Young Child's Development of Language
CD156 Applied Aspects of Physiology
CD161 Advanced Personal-Social Development
CD251 Seminar in Intellectual Development
CD261 Seminar in Personal-Social Development
CD211 Contemporary Perspectives in Child Development*

**Note: CD211 is recommended for students with no prior background in child development. In these cases, generally three theory courses are recommended.*

7. Research design course (at least one is required):

CD142 Problems in Research: Methods and Design OR
CD143 Problems in Research: Quantitative Research Methods OR
UEP256/CD247 Program Evaluation (with permission)

8 - 10: Child and family policy courses (at least three are required):

1. CD182/UEP182 Social Policy for Children and Families
2. CD188/UEP188 Seminar on Government and the Family
3. One other policy course chosen from offerings in Child Development, Urban and Environmental Policy and Planning, Education, Nutrition, or Occupational Therapy, for example:

CD 183 Child Advocacy and Educational Rights
ED 162 Class, Race, and Gender in the History of the U.S. Education
OT 281 Early Intervention: An Ecological Approach

Comparable courses may also be found in the Consortium and would be acceptable with consent from the Program Advisor.

Electives

2 - 3 courses/credits

Electives may be chosen from courses in UEP, Child Development, other Tufts departments, or through the Consortium. They must be approved as applicable by both departments, and may include courses that are highly recommended by each individual department, such as UEP 285 Advanced Seminar in Urban and Social Policy and Planning, a course taken by most urban/social policy students in UEP to prepare for writing their theses.

Thesis

1 credit

All students must write a thesis acceptable to both departments. The thesis committee must contain members from Child Development and from UEP. Committee may be chaired by an appropriate faculty member from either Child Development or UEP.

Internship

0 - 1 credit

Students must present evidence of having taken an internship or an applied experience. This can be done as an elective, under the rubric of a Child Development course (CD199 or CD232), or independently, for no credit, as is customary for UEP students.

For more information on this program, please call one of the following persons with questions, comments, and requests:

Ms. Ann Urosevich, Department Administrator, Department of Urban and Environmental Policy and Planning, (617) 627-3394

Ms. Mary Ellen Santangelo, Department Administrator, Eliot-Pearson Department of Child Development, (617) 627-3355

Dr. Francine Jacobs, Associate Professor, Child Development and Urban and Environmental Policy and Planning, (617) 627-3355

University Policies and Procedures

Request for Change of Degree Program

Candidates' folders are reviewed during the admissions process and students are accepted into specific degree programs within Child Development based on their interests, abilities, experiences, and the availability of faculty sponsors and supervisors for the various degree programs.

Occasionally, a student may decide that a program other than the one to which he or she was originally accepted is more suitable to her/his professional interests. For example, a student in the M.A.-Applied program may decide that it would be preferable to complete a thesis and may request to transfer into the M.A.-Thesis program. Similarly, a student in the M.A.-Thesis program may decide that he or she would prefer to obtain an M.A.T. degree with teacher certification. Students in the M.A. programs may apply to transfer to another M.A. degree program by completing a formal application for transfer (see the Request for Transfer to New Degree or New Program form in Appendix). Transfer requests must be approved by the advisor and the Graduate Programs Committee.

If request for transfer means that the total number of courses taken to complete the degree are in excess of the ten-course program requirement, an extra per course charge will be made by Graduate and Professional Studies, School of Arts & Sciences.

Pre-registration

Continuing students must pre-register for courses. Pre-registration facilitates planning and program development and may assure students entry in courses that is not otherwise guaranteed. Pre-registration for spring courses takes place in November, while pre-registration for fall courses takes place in April. Please check your calendar for exact pre-registration dates. You will need to meet with your Program Advisor during or before those weeks. It is the student's responsibility to contact the advisor prior to pre-registration to schedule a registration appointment.

Registration

Students who are working on a degree program must formally register each semester up to and including the semester they graduate. After the student and Program Advisor have agreed on the courses for which to register, the Advisor will clear the student for online registration. Those students who have completed all required courses but are returning to work on their thesis or dissertation must register for CD 401 (part-time) for M.A. students, CD 501 (part-time) or CD 502 (full-time) for Ph.D. students. Students who fail to register will be withdrawn from the program and asked to pay a \$350 fee for re-enrollment in the program.

Transferring Courses

After matriculating into the Graduate School of Arts and Sciences, students may apply for transfer of credit for graduate-level courses taken at Tufts or other institutions. A maximum of two relevant courses may be transferred to a Child Development master's degree. However, this sometimes varies for Tufts special students who took courses prior to September 1997 or Tufts certificate students. Please contact the GSAS for more information at (617) 627-3395.

To receive transfer credit, the course must be approved by the faculty member in the Department who teaches the course most similar to the course for which credit is sought. The appropriate form for this purpose must be completed and placed in the student's Department file. These courses must carry the grade of B- or better, have been taken since the completion of a baccalaureate degree, and not have been counted towards another degree (except toward the Ph.D.). (Please see the Petition for Transfer of Credit form in the Office of Graduate Studies Handbook.)

Students accepted into the doctoral program who have earned master's degrees at Tufts or other institutions need not transfer any courses taken through the master's program toward the Ph.D., since the master's degree is accepted "in toto" upon acceptance into the doctoral program.

Auditing

During the academic year, there is no auditing through the registrar's office. A student may discuss with an instructor the possibility of unofficially attending a course for no credit, but this does not appear on the student's transcript. During summer sessions, students may officially audit courses for a fee.

Dropping a Course

During the first four weeks of the semester, students may petition to drop courses without record of enrollment upon approval of the student's Program Advisor, Academic Dean, and the course instructor. Withdrawal after the fourth week of classes will be recorded on the transcript with a "W." Check with the Registrar's office for exact deadlines.

Incompletes

Upon request, the instructor may allow more time to complete the requirements of the course. An incomplete may be awarded only if the student has already done substantial work in the course, and the instructor judges the reason for granting incomplete status to be valid (e.g., illness, personal crisis, accident).

If an "I" grade is granted, work in the course should be completed as soon as possible. Work must be completed by the date that the course instructor specifies. All work in the course must be completed on or before the date six weeks after the first day of classes in the subsequent semester (fall or spring only; summers excluded). If the student has completed the work within the stated time, it will be judged without prejudice. The instructor and student agree in writing about what is necessary to finish the incomplete grade. When the work has been completed, the instructor records the new grade with the registrar. Grade submission must occur within eight weeks of the first day of classes of the semester following the Incomplete. Students failing to complete course work in the stated time period will be awarded the grade specified by the instructor on the Incomplete Form.

Cross-Registration with Consortium Schools

Tufts University is part of a consortium with Boston College, Boston University, and Brandeis University. This relationship allows Tufts students to register in those institutions as guest students in courses offered during the academic year. Catalogs and schedules for these institutions are available at the Graduate School office of each institution.

Students wishing to enroll in a graduate course at one of the consortium institutions must obtain a registration permit from the office of the Tufts Registrar and should present this permit to the Graduate Office of the consortium institution. The student should consult with the instructor in that particular course, and should expect to satisfy the normal prerequisites and requirements for the course.

Students may enroll in one graduate course per semester at an institution other than Tufts. For more information, visit the office of the Registrar, Dowling Hall, extension 72000.

Registration in Other Departments or Schools at Tufts

A graduate student of the Graduate School of Arts and Sciences in the Department of Child Development may enroll for courses in another department to satisfy degree requirements. Permission to do so must be obtained from the student's Program Advisor.

Students are also allowed to enroll in graduate courses at other schools of the University, including the Sackler School of Biomedical Sciences, the School of Nutrition, and the Fletcher School of Law and Diplomacy. Permission must be obtained from the Dean of the Graduate School. To find out the fall and spring deadlines for submitting a cross-registration from the Graduate School of Arts and Sciences to another school, phone the school in which you are interested.

Explanation of Transcript

The Colleges of Arts and Sciences at Tufts University credit by course value (i.e., .5, 1.0). Except as otherwise specified, there is no differentiation made in course credit value between courses that require laboratory work and those that do not require laboratory work. In certain cases, although a student has completed a course for credit value and received a passing grade, the column headed "degree course value" will contain a figure of 0.0. There are in general three explanations for such an occurrence:

The student has taken the course more than once. Although a student at Tufts may repeat a course, degree credit is assigned only once.

The student has chosen to take the course "for grade only". A student electing this option will complete the course and have the letter grade figured into the cumulative average, but it may not be used to satisfy any degree requirements.

The student is enrolled in the Graduate School of Arts and Sciences seeking a degree other than Master of Education and has received a grade lower than B-.

Grades of Scholarship Awarded for Graduate Students

- A:** Superior work
- B:** Meritorious work
- C:** Unsatisfactory work not acceptable for graduate credit

No Grade Status

- I:** (Incomplete) An indication by the instructor that more time will be allowed to complete the requirements of the course. In accordance with University policy, incomplete grades are

only awarded under exceptional circumstances (see guidelines explained earlier).

NG: The student has not completed the requirements of the course and there is no expectation that the work will be completed in the future.

S, U: Grades of S "Satisfactory" and U, "Unsatisfactory," may be given by the instructor in special courses, in courses in supervised teaching, in research courses, in certain graduate colloquia, and in thesis and dissertation courses.

Y: Work not scheduled for evaluation during the current term.

P/F: There is pass/fail grading for students enrolled in a few courses.

Application for Degree

Students who expect to complete the work for their degree must fill out a Recommendation for Award of Master's (or Ph.D.) Degree form (also known as the Degree Sheet) that is included in the Office of Graduate Studies Handbook. After this form has been signed and approved, the Degree Sheet must be submitted to the Graduate School of Arts and Sciences at the beginning of the semester in which a student expects to receive a degree. *For the May degree, the deadline is in January; for the August degree, the deadline is in June; for the November degree, the deadline is in September; for the February degree, the deadline is in November.* The exact due dates for degree sheets to be submitted to the Graduate School are noted on the form.

Students completing a department concentration must submit a Declaration of Concentration form signed by their Program Advisor to the Department's main office. For May graduation, the deadline to submit the Declaration of Concentration form is in January; for the August degree, this must be done in June; for the November degree, this must be done in September; for the February degree, this must be done in November. Please submit the form to your Program Advisor 1-2 weeks prior to the deadline. (Please see Declaration of Concentration form in the appendix.)

Requests for Leaves of Absence, Extension of Time, Transfer of Credit

The Office of Graduate Studies offers online forms that describe the procedures to be followed by students wishing to request a leave of absence, extension of time or transfer of credit to their graduate program at Tufts. These requests are not always granted. Each department of the University, as well as the Graduate School of Arts and Sciences Executive Committee, reserves the right to accept or deny requests.

Go to: <http://ase.tufts.edu/gradstudy/studentervices.htm>

A leave of absence may be granted for no more than one year. Time spent on leave does not count toward the regular limit for degree completion (i.e., up to five calendar years for a M.A. degree and seven years for a Ph.D. degree).

Financial Aid Information

The 2007-2008 tuition costs are \$35,052 for master's degrees and \$35,052 for one year of the Ph.D. program. The 2007-2008 tuition for one year of the joint program with Urban and Environmental Policy and Planning is \$26,288. Please note that M.A. Applied and Thesis students pay for their

entire degree in the first year; M.A.T. students are charged tuition over two years, and Ph.D. students pay per year. Ph.D. students are charged tuition for two years if they enter with an appropriate master's degree and for three years if they enter without a master's degree. Please check with the Office of Graduate Studies to verify current tuition and other costs. Part-time students should also contact the OGS for billing procedures.

There are several types of financial aid available through the University. First, there is departmental aid available in the form of tuition scholarships and teaching assistantships. Second, there are teaching assistantship positions available at the two laboratory schools affiliated with the Department. Third, there are a limited number of assistantships available through the Cambridge-Somerville Early Intervention Program (see next page) and through individual faculty members. Finally, the Office of Financial Aid makes work-study awards and loan decisions. Students requiring aid should pursue all possible options. Financing graduate study often is a combination of scholarship, assistantship, work-study, and loans.

Award decisions will be made during the spring and summer. Generally, T.A. assignment decisions are made at the end of the summer.

Departmental Financial Aid

Departmental aid decisions are based primarily on financial need, as determined by the Office of Graduate Studies' Financial Aid form. This form can be found on the OGS website:

<http://ase.tufts.edu/gradstudy/studentervices.htm> The Department Chair is responsible for making recommendations to the Dean of the Graduate Office, who makes final decisions concerning the allocation and dispensation of monies. Written confirmation through the Graduate Office is the only mechanism through which awards are formalized. Awards are made at the time of admission and pertain to the cost of the entire degree.

Tuition Scholarships

Most scholarships are awarded on the basis of financial need with merit also considered. Tuition scholarships usually range from 10% to 50% of a year's tuition; occasionally more is awarded. In certain cases, tuition scholarships are accompanied by a 20-hour per week assistantship.

Teaching Assistantships

Teaching assistantships usually require assisting an instructor with an undergraduate course. The particular duties of a T.A. vary from instructor to instructor. Assistantships are usually awarded for 10, 15, or 20 hours. Acceptance of a 20-hour teaching assistantship necessitates that the recipient take only two courses per semester. It is expected that students accepting assistantships plan their time so as not to compromise their availability to the Department in fulfilling the requirements of the assistantship. Additional outside employment can be problematic and is not recommended. Students should be aware that commitments associated with financial aid can severely limit flexibility in course scheduling and should be prepared to delay courses or construct appropriate alternatives with their Program Advisors.

First priority for teaching assistantships is given to first- and second-year doctoral students. Nonetheless, other variables affect the allotment process, such as: other sources of financial aid; class enrollments; numbers of students applying; academic match between student and course need;

competence, etc. It should be clearly understood that priority is given to Ph.D. students in the application process, but that student aid is not guaranteed.

The Graduate School of Arts and Sciences has a policy regarding student aid from multiple sources. Students who are receiving financial aid in the form of stipends (e.g., fellowships) from outside agencies are not awarded teaching assistantships. The only exception to this rule would be if the outside agency award was much less than a Tufts stipend.

Graduate Teaching Assistantships (GTA)

Graduate Teaching Assistantships are available at both the Eliot-Pearson Children's School and Tufts Educational Day Care Center. These awards are not based strictly on financial need. The packet of departmental information sent to prospective applicants includes a letter from the directors of both schools providing application information for GTA awards. The GTA awards vary according to the schools' program needs. The Children's School requires GTAs to work from September to June for two years, with a full tuition scholarship plus a stipend. The second year assignment is contingent upon successful completion of the first year. The Day Care Center asks for a one-year commitment, from August to August, with a half-tuition scholarship, plus a stipend. Ph.D. Students are not encouraged to apply for GTA positions until after their 2nd year in the Ph.D. program.

**NOTE:* Should you wish to apply for a teaching assistantship, please apply at the same time as submitting your application for acceptance into the program. Positions are usually filled by January or February. If you did not receive an application in your information packet, you may contact the Eliot-Pearson Children's School at (617) 627-3434, or the Tufts Educational Day Care Center at (617) 627-3412.

Sydney Fellowship

The Fellowship is available for a student entering graduate study and pursuing the degree of Master of Arts (M.A.) or Master of Arts in Teaching (M.A.T.). ***Students from underrepresented groups are strongly encouraged to apply.*** This award is directed toward those interested in the integration of theory, research and practice in health, education or human services. The Fellowship program reflects our Department's commitment to increasing diversity in the graduate student population, and in the field of applied child development itself. **To be considered for the Fellowship, students must meet the following requirements:**

- **Demonstrated financial need**
- **Acceptance into the Child Development Master's Program at Tufts University, *except joint degree programs.*** Please note that the Sydney Fellowship is not available for students in the joint degree programs between the Department of Child Development and the Department of Education (CD/ED) or the Department of Urban and Environmental Policy and Planning (CD/UEP). Preference will be given to individuals demonstrating personal experience and career objectives that further program goals.

Office of Financial Aid

The Office of Financial Aid awards federal money in the form of work-study and loans. Application information is mailed to accepted applicants. You may contact the Office of Financial Aid, Dowling Hall, at (617) 627-2000.

Helpful Resources for Graduate Students

Publications:

Publication manual of the American Psychological Association. 5th edition. (2001). Washington, D.C. American Psychological Association.

Bolker, J. (1998). *Writing your dissertation in fifteen minutes a day.* New York: Owl Books.

Cone, J.D., & Foster, S.L. (1993). *Dissertations and theses from start to finish.* Washington, D.C.: APA.

Dominowski, R. (2002). *Teaching undergraduates.* (2002). Mahwah, N.J.: Erlbaum.

Locke, L.F., Spirduso, W.W., & Silverman, S.J. (2000). *Proposals that work: A guide for planning Dissertations and grand proposals.* Thousand Oaks, CA: Sage.

Walfish, S., & Hess, A.K. (2001). *Succeeding in graduate school.* Mahwah, N.J.: Erlbaum.

Academic Resource Center

The Tufts Academic Resource Center offers general information and referrals for writing and critical thinking tutoring and assistance for graduate students and undergraduates. Members of our student community have found the ARC services very useful as they navigate their graduate studies. The Center is open from 9 a.m. to 5p.m., Monday through Friday and is located at Dowling Hall, 7th Floor, Room 720. Please visit their web site at:

<http://ase.tufts.edu/arc/arcnew/homeframe.htm>

Grievance Procedures and Reporting of Concerns

Each member of the Tufts community has methods of recourse if he or she feels unfairly treated by another member of the University community, or has concerns about a policy or program. The Department of Child Development recommends the following steps be taken to address concerns:

The student should first discuss the problem directly with the person or persons involved.

If the problem is not resolved, the student is encouraged to discuss the problem with his or her Program Advisor.

If additional assistance is needed in addressing the student's concern or problem, the student may discuss the problem with the Director of Graduate Studies for the Department of Child Development.

If there is need for further consultation, the problem may be presented to the Department Chair.

If, after conferring with his or her Program Advisor, the Director of Graduate Studies, and the Department Chair, the student feels that the problem is still unresolved, he or she may discuss the problem with the Dean of the Graduate School of the Arts and Sciences. However, it is important that the student inform the appropriate Department representatives of the problem before taking it to the Dean. If necessary, the Dean of the Graduate School of Arts and Sciences will make further recommendations for referral.

Students who have any questions about the appropriate procedures for voicing concerns should consult a faculty member or the Director of Graduate Studies of the Department.

Department of Child Development Academic Standing Policy

The department adheres to the policies of the Graduate School of Arts and Sciences regarding academic standing, stated in the Tufts University Bulletin.

General Information Graduate School of Arts and Sciences

The following is additional information on academic regulations and resources, student services, the university-wide Graduate Student Association, financial assistance, job opportunities, University library services, and University policies and procedures. Guidelines and procedures for the award of degrees can be found in the Office of Graduate Studies' Graduate Student Handbook.

Student ID Cards

Graduate Student IDs are available any time from the Tufts Police Department (419 Boston Avenue, Dowling Hall, Medford Campus). Bring your Bursar's bill (or sticker) to verify your student status and a driver's license or other form of I.D. There is no charge for this service.

Barnes & Noble Bookstore

Located next door to the Campus Center, the bookstore is operated primarily to provide the Tufts community with books and other educational supplies. The University bookstore welcomes special orders for books not stocked. Questions regarding the special order policy should be directed to the manager or assistant manager. In addition the store offers a variety of paperbacks, records, clothing, toiletries, gift items, art supplies, etc. A valid Tufts I.D. must be presented when paying by check. In-session hours: Monday - Thursday 9:00 a.m. - 6:00 p.m., Friday 9:00 a.m. - 5:00 p.m., Saturday 11:00 a.m. - 4:00 p.m. Summer and inter-session hours vary. The bookstore is open additional hours, as posted in advance, during the beginning of each semester. For more information, browse the website at www.bkstore.com/tufts/.

You can purchase required books early, or reserve them online for in-store pickup, providing you have the course number. Buying books before registration may help you avoid the lines. In case of error or change of plans, the bookstore will take returns with a receipt up until a week after classes have started. Students then have 30 days to return a book provided they can show an add/drop form. You must have a photo ID if you wish to make a purchase with a credit card. Because we are a Barnes and Noble Bookstore, we do accept Barnes & Noble gift cards/certificates.

Parking

Parking stickers are necessary if you wish to use campus parking. They can be purchased from the Tufts Police Department (419 Boston Avenue, Dowling Hall, Medford Campus). You will need to know the model and year of your car, the license plate number and the year of license expiration; you must also produce a driver's license and the car's registration. Your sticker does not allow you to park in either of the Eliot-Pearson parking lots. Students are advised to park in the Cousen's Parking Lot on College Avenue across from the gym.

Counseling Services

All graduate students who have paid the health fee are eligible to be seen at the Tufts Counseling Center. Students may be seen for a variety of personal concerns including anxiety, depression, relationship issues, work and study difficulties, sexuality issues and other matters. Individuals are seen at the Counseling Center at no charge and do not require insurance. Graduate students and alumni who have not paid the health fee are eligible for an initial assessment and assistance in finding an appropriate referral. Counselors are also available for after hour emergencies. You can reach the on-call counselor through the university police (617-627-3030). To make an appointment at the Counseling Center call extension 73360 (off campus dial 617-627-3360).

Graduate Student Lounge

A lounge for Tufts graduate students is located in the lower level of West Hall. It is equipped with computers where students can print documents on their own paper.

Child Development Graduate Student Association (CDGSA)

Each year, Eliot-Pearson graduate students gather to form the CDGSA. This group with support from the department, coordinates professional, social, and intellectual activities, including the annual Student Presentation Day.

Office Space for Child Development Graduate Students

A very limited amount of office space and work station space is available through the Department for assignment primarily to students acting as Teaching Assistants. Persistent efforts are being made to improve the situation of limited space, but allocation of space within the Department will continue to present some problems. Students should submit applications for space to the Chair. Students will not automatically have space available to them. Students are urged to engage in constructive problem-solving with their Program Advisors to develop alternative work spaces.

Graduate Student Travel Awards

Typically, Graduate and Professional studies, School of Arts and Sciences, the Department of Child Development, and the Tufts Graduate Student Association have limited funds to assist in the travel expenses related to professional activities of graduate students. Priority is given to those students who are scheduled to give a paper or presentation at a professional conference. Students may apply for travel assistance by completing the Travel Reimbursement Request and submitting it to the Child Development Department Chair, the Graduate School of Arts and Sciences, or the president of the Tufts Graduate Student Association. Funds are distributed on a first-come first-served basis.

Graduate Student Research Awards

Typically, the School of Arts & Sciences has instituted a Graduate student Research Award competition through which graduate students may apply, twice yearly, for funds to assist with research expenses. Contact the Graduate School for more information.

Teacher Placement

Tufts offers a unique service to the students in the various educational programs. Housed in the Education Department, the Coordinator of Certification and Placement assists students seeking certification in the preparation of application documentation and works with them to find jobs in educational settings.

A series of meetings and workshops are arranged throughout the academic year to keep students apprised of the requirements they must meet and how those requirements must be documented. Application packets are collected by the Coordinator and submitted to the Bureau of Teacher Certification in "batches." Information is also available on the certification requirements in other states. Programs and workshops are offered on topics such as the mechanics of applying for a job, educational job search time lines, interviewing techniques, letter and resume writing, contractual and legal issues, and issues faced by new professionals.

A book of graduate student resumes (the "resume book") is produced and sent to approximately 500 school districts nationwide; in addition, personnel administrators from many school districts conduct interviews on the Tufts campus. Job listings as well as pertinent information about schools and communities are kept on file in the Education Department. Tufts maintains associations with the Massachusetts Educational Recruiting Consortium, which organizes a national job fair each spring, and the American and New England Association for Employment in Education, which offer publications and programs for potential educators. Requirements for certification change from time to time; check with Professor Rebecca New in Child Development or Nancy Carroll, Coordinator of Certification and Placement in Education for current information.

Life Support Systems for New Arrivals

Living Accommodations

There are several options for obtaining housing:

There is a limited amount of designated graduate student housing on the Medford/Somerville campus. Applications are available at the Office of Residential Life, (617) 627-3248.

The Office of Residential Life also publishes a web site with off-campus housing listings at <http://ase.tufts.edu/och>

The Walnut Hill Properties Corporation, a Tufts University affiliate, owns and manages a number of unfurnished apartments within walking distance of campus. A one-year lease is required. Contact Walnut Hill Properties Corporation, Tufts Branch Box 53, Medford, MA 02153, (781) 391-5300.

Students may also check local papers such as: The Boston Globe (www.boston.com/globe), The Boston Phoenix (www.bostonphoenix.com), The Tufts Observer, or local papers in adjoining towns (e.g. Medford, Arlington, Somerville, Cambridge, and Winchester) for up-to-date information on available housing. Links to local newspaper classified ads can be found at this web site: www.townonline.com

Other rental links include:

gbproperties.com (Greater Boston Properties)
boston-rentals.com
bostonforrent.com
bostonapartments.com
www.vacancynet.com

There is a bulletin board in the Department where students seeking roommates or apartments can post fliers. You can also find listings on the bulletin board at the Campus Center.

Public Transportation

There are several bus lines that link the Medford campus to the surrounding areas. To obtain information about the routes and schedules of buses in the area, call the Massachusetts Bay Transit Authority (MBTA) at (617) 722-3200 or look them up on the internet at <http://www.mbta.com>. Several routes in the area that may be of use are: #80 to Lechmere Station (the Lechmere subway stop on the Green line), #94 to Davis Square, #96 to Davis and Harvard Squares, and #101 to Sullivan Station and Malden Station. To access the #101 bus, you must go to Main Street. All other buses can be accessed on Boston Ave., or on College Ave. at Memorial Steps or across the street depending on your direction of travel. The closest subway or "T" stop is the Davis Square stop on the Red line. Monthly passes for both the bus and the subway may be purchased at the Bursar's office on the last 5 days of the month, or the fare can be paid on the bus or at the "T" station.

Mail Services

The Tufts University branch of the U.S. Post Office is in Curtis Hall, at the intersection of Boston and College Avenues. The telephone number is (617) 625-5370. Complete facilities, including locked mailboxes, are available.

Places to Eat and Shop

The Campus Center has reasonably priced lunches and snacks. It is located on Professor's Row. The Brown and Brew is a campus coffeehouse located at the intersection of College and Boston Avenues. Students new to the Tufts and Boston area may find it useful to purchase a copy of the Harvard publication *The Unofficial Guide to Life at Harvard* available at the Coop in Harvard Square. This guide provides information about shopping, entertainment, dining, drinking, dancing and transportation in and around the Boston area. Some local restaurants and coffee shops within walking distance of Tufts are:

Alexander's Food Store, 277 Main Street, Medford (one block from Eliot-Pearson)
Bolocos, 340 Boston Avenue, Medford
Campus Center, Professor's Row, Medford Campus
Danish Pastry House, 330 Boston Ave., Medford
Dunkin' Donuts, 154 Boston Avenue, Medford
Espresso's 336 Boston Avenue, Medford
Nick's House of Pizza, 372 Boston Avenue, Medford
Papa Gino's Pizza, Medford Square
Picante Mexican Restaurant, 217 Elm Street in Davis Square, Somerville
Redbones Barbecue, 55 Chester Street in Davis Square, Somerville
Rudy's 248 Holland Street in Teele Square, Somerville
The Rosebud Diner, 381 Summer Street in Davis Square, Somerville
Texas Roadhouse, 31 Mystic View Rd., Route 16 East, Everett

There are also small shopping areas with drugstores, bakeries, hair salons, etc., located on Boston Avenue and on Main Street in the South Medford Square section of Medford. The Meadow Glen Mall in Medford, located on Route 16, has many clothing shops, including Marshall's, and home goods stores such as Kohl's and CVS. Assembly Square Mall in Somerville has many stores including Home Depot, as well as a large movie theater complex. There is also a new strip mall in Everett on Route 16. There you will find Target, Dress Barn, Home Depot, Old Navy, and many other great stores.

Tufts Publications

Several Tufts publications may provide helpful information about what's happening at Tufts and in the area. Each of these is free and can be picked up in the nearby Brown and Brew, the Library, dining halls, and campus academic buildings. In addition, you can find Tufts news and events online at:

<http://www.tufts.edu/source/new.html>

Graduate Matters – Graduate Matters is an online magazine about graduate students, programs, and issues published by the School of Graduate and Professional Studies. It can be found at:

<http://ase.tufts.edu/gradstudy/graduatematters.htm>

The Tufts Daily - The Daily, a four- to eight-page tabloid, comes out Monday through Friday during the school year, and is delivered to Eliot-Pearson. The Daily features abbreviated news, sports, features and arts coverage, editorial commentary, and listings of meetings, lectures, social events, dining hall menus and the weather forecasts. Also listed in The Daily are non-Tufts academic and arts events of interest taking place in the Boston area.

The Tufts Observer - The Observer comes out each week on Thursdays. Printed in The Observer are University news, University sports coverage, feature stories on interesting Tufts people, entertainment reviews of Tufts arts, editorial commentary on University happenings, and a back page calendar listing lectures, parties, and other events taking place in the week to come at Tufts. Although The Observer focuses primarily on what's happening at Tufts, there is limited coverage in the paper on non-Tufts events, especially in the editorial, arts, and calendar sections.

Tufts Magazine – Tufts Magazine is published by the University's Office of Communications four times throughout the year and sent, free of cost, to Tufts alumni and parents. Copies can be picked up at the Communications office located at 200 Boston Avenue. Tufts Magazine includes in-depth features on university people, happenings within the University, as well as extensive coverage of alumni news.

Tuftslife.com – This website lists all relevant Tufts resources for students.

Wear comfortable shoes the first several weeks of class. You really will do a lot of running around before you are oriented, and the campus is all uphill from Eliot-Pearson! Welcome!

Faculty Profiles

Mary Antón-Oldenburg (Ed.D. Harvard University, 2000)

Lecturer

INTERESTS

Literacy development in the young child; Cultural differences in literacy acquisition; Literacy development in struggling populations; teacher research; development of teacher leadership; literacy for English Language Learners; public school – university partnerships; cross cultural comparisons in public education (US – Kenya); strategic planning and program evaluation for school systems; RAVE-O research partner – Grade One RAVE-O, METCO RAVE-O.

PROFESSIONAL ACTIVITIES

Principal of Bowman Elementary School, Lexington, MA; RAVE-O Grade One curriculum consultant; Advanced RAVE-O curriculum consultant; Consultant to school districts in Literacy, ELL, Professional Learning Communities Development; Consultant to Kisumu Medical and Educational Trust, Kisumu, Kenya; Founder Bowman-Sagam Sister School Partnership (Saiya, Kenya).

SELECTED PUBLICATIONS

Antón-Oldenburg, M. (2000). Celebrate Diversity! How to create a caring classroom that honors your students' backgrounds. *Instructor Magazine*.

Gallas, K., **Anton-Oldenburg**, M., Ballenger, C., Beseler, C., Griffin, S., Pappenheimer, R., & Swaim, J. (1996). Talking the talk and walking the walk: Researching oral language in the classroom. *Language Arts*, 73(8), 608-617

Marina Bers (Ph.D. Massachusetts Institute of Technology)*

Assistant Professor

Math, Science, Technology and Engineering Initiative

For more information about Prof. Marina Bers, see : www.tufts.edu/~mbers01/
<<http://www.tufts.edu/%7Embers01/>>

For more information about the Developmental Technologies group directed by Prof. Bers see: <http://ase.tufts.edu/devtech/>

INTERESTS

Educational technology, new technologies to support positive youth development, collaborative virtual environments for young children and teachers, impact of new technologies for personal, social and moral development, design of innovative human-computer interfaces for learning and teaching, use of technology in hospitals, schools and communities, robotics for early childhood education.

PROFESSIONAL ACTIVITIES

Directs the interdisciplinary research group Developmental technologies (<http://ase.tufts.edu/devtech/>). See website for current projects. Research at Boston's Children's Hospital using the Zora virtual world to help young patients, families and hospital staff cope with illness. Educational technology projects in both rural and urban educational settings in Argentina, Thailand and Costa Rica. Directed web-based family-tree project at the Computer Clubhouse, Boston's Computer Museum. Directed online educational technology project for bilingual students and teachers in the USA, Argentina, Spain and Colombia. Designed and implemented innovative human computer interfaces such as virtual environments, storytelling programming languages, robotic contraptions and tangible interfaces. Worked with robotics in early childhood education.

SELECTED PUBLICATIONS

Bers, M. (2008.) *Blocks to Robots: Learning with Technology in the Early Childhood Classroom*. Teachers College Press, NY, NY.

Bers, M. U. (2008). Civic identities, online technologies: from designing civic curriculum to supporting civic experiences. *Civic Life Online: Learning how digital media can engage youth/*. Bennett, W. L. (Ed.). The John D. and Catherine T. MacArthur Foundations Series on Digital Media and Learning. Cambridge, MA: The MIT Press. 139-160.

Bers, M. (2007). Project InterActions: A multigenerational robotic learning environment. *Journal of Science and Technology Education*. Volume 16, Number 6 December, 2007 Springer. 537-552

Bers, M. (2006). The role of new technologies to foster positive youth development” *Applied Developmental Science*. Lawrence Erlbaum Associates, Mahwah, NJ, Volume 10, Number 4, 2006

Bers, M. (2003). We are what we tell: designing narrative environments for children. In, *Narrative intelligence*. P.Sengers & Mateas. Amsterdam (Eds.) : John Benjamins.

Bers, M., Gonzalez-Heydrich, G., & DeMaso, D. (2003) "Use of a computer-based application in a pediatric hemodialysis unit: A pilot study". *Journal of the American Academy of Child and Adolescent Psychiatry*. 42:4, April 2003

Bers, M., Ponte, I., Juelich, K., Viera, A., & Schenker, J. (2002). Teachers as designers: Integrating robotics in early childhood education information technology in childhood education. (2002). *AACE* 123-145

Bers, M. (2001). Identity construction environments: developing personal and moral values through

the design of a virtual city. *The Journal of the Learning Sciences*, 10 (4) pp 365-415. NJ: Lawrence Erlbaum Associates, Inc.

Bers, M., Gonzalez-Heydrich, G., & DeMaso, D. (2001). Identity construction environments: Supporting a virtual therapeutic community of pediatric patients undergoing dialysis. In, *Proceedings of computer-human interaction/ (CHI'01) ACM*. pp. 380-387

Bers, M., & Urrea, C. (2000.) Technological prayers: Parents and children working with robotics and values. In, *Robots for kids: Exploring new technologies for learning experiences*. Edited by A. Druin & J. Hendler. NY: Morgan Kaufman, pp. 194-217.

Kathleen A. Camara (Ph.D., Stanford University, 1979)

Associate Professor

INTERESTS

Family influences on children's development and education; family support of children's learning in formal and informal settings, with a particular focus on the role of music, drama and the arts in child development. Children's concepts of preparation and practice in music and other academic pursuits. Program evaluation and research methods.

PROFESSIONAL ACTIVITIES

Director of Evaluation and Research, Tufts University-Berklee College of Music CityMusic Research and Evaluation Project. Evaluation consultant to Conservatory Lab Charter School on Learning Through Music Program. Consultant to museums and schools in U.S. and Europe on curriculum development and assessment; Board Member, Science Museum, Acton, MA; Member, Editorial Board, *Journal of Research in Rural Education*; Consultant to schools around topics of children's writing, drama and music education, and family involvement in children's learning.

SELECTED PUBLICATIONS

Brach, E.L., Camara, K.A. & Houser, R.F. (2000). Patterns of dinnertime interaction in divorced and non-divorced families. *Journal of Divorce and Remarriage*, 32 (3/4), 125-139.

Brach, E.L., Camara, K.A. & Houser, R.F. (2000). Patterns of interaction in divorced and non-divorced families: Conflict in dinnertime conversation. *Journal of Divorce and Remarriage*, 33 (1).

Camara, K. A. & Resnick, G. (1989). Styles of conflict resolution and cooperation between divorced parents: Effects on child behavior and adjustment. *American Journal of Orthopsychiatry*, 59(4), 560-575.

Terrell A. Clark (Ph.D., Boston College, 1977)

Lecturer

INTERESTS

Promoting language acquisition and development in infants and toddlers who are deaf or hard of hearing, cognitive processing and linguistic development in children with hearing loss, and family focused intervention on behalf of deaf and hard of hearing children.

PROFESSIONAL ACTIVITIES

Director, Deaf and Hard of Hearing Program of the Children's Hospital Boston; Instructor in Psychology, Consolidated Department of Psychiatry, Harvard Medical School; Senior Associate in Psychiatry (Psychology), Associate Scientific category of the Children's Hospital Medical Staff; Lecturer, Department of Child Development, Tufts University.

SELECTED PUBLICATIONS

Mondell, S. and Clark, T. "Psychological Testing" in K. Robson (Ed.), *Handbook of clinical psychiatry*, Washington, D.C.: American Psychiatric Press, 1986.

Mondell, S. and Clark, T. "Psychological Testing" in K. Robson (Ed.), *Manual of clinical child and adolescent psychiatry*, Washington, D.C.: American Psychiatric Press, 1994.

Clark, T. "Attention Deficit Hyperactivity Disorder" in D. Medwid & D. Weston (Eds.), *Kid-friendly parenting with deaf and hard of hearing children*. Washington, D.C.: Gallaudet University Press, 1995.

Kammerer, B., Coffman, H., Brown, M., Clark, T. "*Clinical use of the Rey Osterrieth complex figure in neuropsychological assessment with deaf children*," Journal of the International Neuropsychological Society (abstract) 1:329, 1995.

Clark, T. & Vesey, K. Next Steps... In, *Providing effective, family-centered early intervention with deaf and hard of hearing infants*. Compendium to the consortium, 2001.

Clark, T. "Psychological Evaluation of Deaf Children". In, Glickman, N.S. and Gulati, S. (Eds.), *Mental health care of deaf people: A culturally affirmative approach*, Mahwah, NJ: Lawrence Erlbaum Associates, 2003.

Julie Dobrow (Ph.D. University of Pennsylvania, 1987)

Lecturer and Director of the Communications & Media Studies and Media and Public Service Programs

INTERESTS

Effects of media on children; media literacy; ethnic and gender representation in media and its effects on different groups; cross-cultural communication.

SELECTED PUBLICATIONS

Dobrow, J. (2003). "Electronic Media in Young Children's Lives." *In Proactive Parenting: Guiding your Child from Two to Six*. New York: Beakley Books.

Vale, L.J. and Dobrow, J.R. (2001). "Urban Images on Children's Television." In Vale, L.J. and Warner, S. B. (Eds.) *Imaging the City*. New Jersey: Rutgers University Press.

Dobrow, J. (1998). "The Power of Numbers." *Better Viewing Magazine*,

November/December 1998.

Dobrow, J.R. and Gidney, C.L. (1998). "The Good, the Bad and the Foreign: Use of Dialect in Children's Animated Television". *The Annals of the Academy of Political and Social Science*.

Dobrow, J. (1997). "The Problem with Pink: Dealing with Gender Roles on Children's Television." *Better Viewing Magazine*, March/April 1997

Ann Easterbrooks (Ph.D., U. of Michigan, 1982)*
Professor and Director of Graduate Studies

INTERESTS

Social and emotional development; developmental risk and resilience; attachment and family relationships; infancy; adolescent pregnancy and parenting.

PROFESSIONAL ACTIVITIES

Co-President, Boston Institute for the Development of Infants and Parents; Advisory Board, Connected Beginnings; Publications Committee, Society for Research in Child Development; Editorial Board, *Infant Mental Health Journal*; Ad Hoc Reviewer to journals including: *Attachment and Human Development*, *Child Development*, *Development and Psychopathology*, *Developmental Psychology*, *Journal of Consulting and Clinical Psychology*, *Journal of Family Issues*.

SELECTED PUBLICATIONS

Bureau, J.F., Easterbrooks, M.A., & Lyons-Ruth, K. (in press). Maternal depression in infancy: Critical to children's depression in childhood and adolescence? *Development and Psychopathology*.

Easterbrooks, M.A., Barrett, L.R., Brady, A.E., & Davis, C.R. (in press). Complexities in Research on Fathering: Illustrations from the Tufts Young Fathers Study. *Applied Developmental Science*.

Lyons-Ruth, K., & Easterbrooks, M.A. (2006). Assessing mediated models of family change in response to infant home-visiting: A two-phase longitudinal analysis. *Infant Mental Health Journal*, 27, 55-69.

Easterbrooks, M.A., Chaudhuri, J.H., & Gestsdottir, S. (2005). Patterns of emotional availability among young mothers and their infants: A dyadic, contextual analysis. *Infant Mental Health Journal*, 26 (4), 309-326.

Thompson, R., Easterbrooks, M.A., & Padilla-Walker, L. (2003). Social and emotional development in infancy. In I.B. Weiner (Ed.), *Handbook of psychology: Vol. 6, Developmental Psychology*. (pp. 91-112). New York: Wiley.

Easterbrooks, M.A., Biesecker, G., & Lyons-Ruth, K.A. (2000). Infancy predictors of emotional availability in middle childhood: The role of attachment and maternal depression. *Attachment and human development, 2*, 170-187.

Easterbrooks, M.A., & Abeles, R. (2000). Windows to the self in eight-year-olds: Bridges to attachment representation and behavioral adjustment. *Attachment and human development, 2*, 85-106.

David Elkind (Ph.D., U. of California, Los Angeles , 1955)
Professor Emeritus

INTERESTS

Cognitive and social development in children and adolescents; causes and effects of stress on children, youth and families.

PROFESSIONAL ACTIVITIES

Editorial Board Member for: Bulletin of the Menninger Clinic; Journal of Youth and Adolescence; Journal of Experimental Education; Developmental and Behavioral Pediatrics; Education Digest; Journal of Science and Education; and Montessori Life. Board Member: National Parenting Association and Institute for Family Values, National Forum on Leadership in Early Childhood Education. Consultant to schools, mental health associations and private foundations. Local and national media presentation on subjects relating to children, youth and families. Co-hosted *Kids These Days*, weekdays and Sundays on Lifetime.

SELECTED PUBLICATIONS

Elkind, D. (1981/1988/2001). *The Hurried Child*. Reading, MA: Addison-Wesley.

Elkind, D. (1998). *Reinventing Childhood*. Rosemont, NJ: Modern Learning Press.

Elkind, D. (1998). *All Grown Up and No Place to Go*. (2nd edition) Reading, MA: Addison-Wesley.

Elkind, D. (1994). *Ties That Stress: The New Family Imbalance*. Cambridge, MA: Harvard University Press.

Elkind, D. (1987). *Miseducation*. New York: Knopf.

Sylvia G. Feinburg (Ed.D., Harvard University, 1976)
Professor Emerita

INTERESTS

Human development and early childhood education; supervision and teacher education; the development of children's artistic ability.

PROFESSIONAL ACTIVITIES

Lecturing and consulting to day care centers, preschools, private and public schools on issues relating to child development, children's artistic development, and education.

SELECTED PUBLICATIONS

Feinburg, S & Mindess, M. (1994). *Eliciting Children's Full Potential: Designing and Evaluating Developmentally Based Programs for Young Children*. Pacific Oaks, CA.

Chen, J. & Feinburg, S. (1993) "A Review of Chinese Early Childhood Education: Implications for American Developmental Education." In *International Education*, October.

Feinburg, S. (1993) "Children's Art." In *Early Childhood Today*. NY: Scholastic Publications, 8, #2.

David Henry Feldman, (Ph.D., Stanford, 1969)*

Professor

INTERESTS

Cognitive development; expertise; extreme giftedness and creativity; developmental theory; development of spirituality

PROFESSIONAL ACTIVITIES

Media activities including appearances on NOVA, the Today Show, 48 Hours, In Search of Mind (PBS), Future Watch (CNN), NPR. Member, Office of Education Panel on National Policy for Gifted Education [see *National Excellence: A Case for Developing America's Talent* (1993)]. Member, Mozart Bicentennial Celebration, Smithsonian Institute (1991).

SELECTED PUBLICATIONS

Feldman, D.H. (2004). Piaget's stages: The unfinished symphony of cognitive development. New ideas in psychology, 22, 175-231 (with commentaries).

Feldman, D.H. & Benjamin, A.C. (2006). Creativity and education: An American retrospective. Cambridge Journal of Education, 36, 3, 319-336.

Feldman, D.H. (2008 in press). The role of developmental change in spiritual development. In R. Lerner, E. Phelps, & R. Roeser (Eds.). Positive youth development and spirituality: From theory to research (pp. 167-196). Philadelphia: Templeton Press.

Feldman, D.H. (in press). Darwin? Lamarck? Piaget? All of the Above? Commentary on Joe Becker. Human Development.

Calvin L. Gidney III (Ph.D., Georgetown University, 1995)*

Associate Professor

INTERESTS

Linguistics; literacy, sociolinguistic development; dyslexia in African-American children; language of children's cartoons; children's name-calling.

PROFESSIONAL ACTIVITIES

Former Lecturer, University of the District of Columbia Department of Speech-Language Pathology and Audiology; former research assistant and consultant at the Center for Applied Linguistics in Washington, D.C.; former teacher of grades 6 and 7 at both the Colegio Americano de Quito and the Universidad Catolica de Ecuador, Quito, Ecuador, English as a Second Language, music, African American culture, and American literature.

SELECTED PUBLICATIONS

Gidney, C. and Dobrow, J. (1998) The good, the bad, and the foreign: The use of dialect in children's animated television. *The Annals of the American Academy of Political and Social Science*. (May, 1998) pp. 105-119.

Wolf, M., Gidney, C., Goldberg, A., Cirino, P., Morris, R., & Lovett, M. (1998). The question of a second core deficit in developmental dyslexia. Special issue of *Reading and writing*, Editors: Z. Breznitz & D. Share.

Gidney, C. (under review). Additive connectives in the narrative discourse of African-American children: Towards a new taxonomy. *Journal of Child Language*.

Francine Jacobs (Ed.D., Harvard University, 1979)*

Associate Professor, Departments of Child Development/Urban and Environmental Policy and Planning

INTERESTS

Child and family policy, including child welfare and child care policy; family development; family preservation and support programs; program evaluation and public policy analysis.

PROFESSIONAL ACTIVITIES

Committee member: National Academy of Sciences Committee on Family and Work Policies; Program evaluation consultant to community based child and family programs; Editorial Board member for the journal *Applied Developmental Science*; Former Director of National Child Welfare Research Center, Center for the Study of Social Policy, Washington, D.C.

SELECTED PUBLICATIONS

Jacobs, F. (2003). Child and family program evaluation: Learning to enjoy complexity. *Applied Developmental Science*, 7(2), 62-75.

Lerner, R., Jacobs, F., & Wertlieb, D. (Eds.) (2003). *Handbook of Applied Developmental Science: Promoting positive child, adolescent, and family development through research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Jacobs, F. & Kapuscik, J. (2000). *Making it count: Evaluating family preservation services: A guide for state administrators*. Medford, MA: Tufts University.

Dym, B. & Jacobs, F. (1998). Taking charge of evaluation. *The New England Nonprofit Quarterly*. Fall/Winter 1998, 36-41.

Jacobs, F. & Davies, M., (Eds.) (1994). *More than kissing babies? Current child and family policy in the United States*. Westport, CT: Greenwood Publishing Group.

Jacobs, F. (1994). Defining a social problem: The case of family homelessness. *American Behavioral Scientist*, 37(3), 396-403.

Debbie LeeKeenan (M.A., University of New Mexico)
Lecturer and Director, Eliot-Pearson Children's School

INTERESTS

Antibias/multi-cultural education; curriculum development and implementation; applications of Reggio Emilia to early childhood education; multi-level and differentiated instruction; inclusion; developmental education; teacher education; public school and university partnerships; the process of change and educational reform.

PROFESSIONAL ACTIVITIES

Educational Outreach Consultant and Staff Developer for the Center for Applied Child Development.

SELECTED PUBLICATIONS

LeeKeenan, D. & Nimmo, J. (1993). Connections: Using the project approach with two and three year olds in a university laboratory school. In Edwards, C., Forman, G. & Gandini, L. *The hundred languages of children*. Ablex Publishing Co.

LeeKeenan, D. & Edwards, C. (1992). Using the project approach with toddlers. *Young Children*. 47(4), 31-35.

LeeKeenan, D. (1988). Creative approaches for developing early childhood curriculum. *Handbook for the Human Development Laboratory School*, University of Massachusetts at Amherst.

Proactive Parenting: Guiding Your Child From Two to Six, written by Faculty of Tufts University's Eliot-Pearson Department of Child Development, 2003, New York: Berkley Books.

Richard M. Lerner (Ph.D., City University of New York, 1971)*
Bergstrom Chair in Applied Developmental Science

INTERESTS

The application of developmental science across the life span; developmental systems theory; positive youth development and youth contributions; spiritual development in adolescence; the development of entrepreneurship; developmental methodology; programs and policies for children, youth, and families; university-community collaboration and outreach scholarship

PROFESSIONAL ACTIVITIES

Director, Institute for Applied Research in Youth Development, Tufts University;
Editor (with Celia B. Fisher and Lawrence Gianinno), *Applied Developmental Science*, 1997-present; Associate Editor, *Developmental Psychology*, 2004-present; Author, *The Good Teen: Rescuing Adolescents from the Myths of the Storm and Stress Years*; *Concepts and theories of human development* (3rd ed.); *Liberty: Thriving and civic engagement among America's youth*; Editor-in-Chief, *Handbook of Life-span Development*, Co-Editor-in-Chief (with William Damon), *Handbook of Child Psychology* (6th ed.); Editor (with Laurence Steinberg), *Handbook of Adolescent Psychology* (2nd ed.; 3rd ed. In preparation); Editor (with Celia B. Fisher), *Applied Developmental Science Encyclopedia*; Editor (with Francine Jacobs and Donald Wertlieb), *Handbook of Applied Developmental Science*; Editor (with Ann Easterbrooks and Jayanthi Mistry), *Handbook of Psychology . Volume 6. Developmental Psychology*; Member of the National Task Force on Children's Safety; Mount Sinai Adolescent Health Center Evaluation and Research Expert Group; Board of Trustees, The Milton S. Eisenhower Foundation; Massachusetts Children's Trust Fund Program Committee; National Mentoring Partnership's Research and Policy Council; Child Trends Applied Research Roundtable; Research Council, America's Promise Alliance; Board of Advisors, John Templeton Foundation; Chair, Board of Advisors, Center for Applied Developmental Science, Friedrich-Schiller-Universität, Jena, Germany.

SELECTED PUBLICATIONS

Lerner, R. M., & Steinberg, L. (Eds.). (in press). *Handbook of Adolescent psychology* (3rd ed.). Hoboken, NJ: John Wiley & Sons.

Lerner, R. M., Roeser, R. W., & Phelps, E. (Eds.). (In press). *Positive youth development and spirituality: From theory to research*. West Conshohocken, PA: Templeton Foundation Press.

Damon, W., & Lerner, R. M. (2008). *Child and adolescent development: An advanced course*. Hoboken, NJ: Wiley.

Silbereisen, R. K., & Lerner, R. M. (Eds.). (2007). *Approaches to positive youth development*. London: Sage Publications.

Lerner, R. M. (2007). *The Good Teen: Rescuing Adolescents from the Myths of the Storm and Stress Years*. New York, NY: The Crown Publishing Group.

Lerner, R. M., Alberts, A. E., & Bobek, D. (2007). *Thriving youth, flourishing civil society: How positively developing young people may contribute to democracy and social justice: A Bertelsmann Foundation White Paper*. Gutersloh, Germany: The Bertelsmann Foundation.

Gestsdottir, S., & Lerner, R. M. (2007). Intentional self-regulation and positive youth development in early adolescence: Findings from the 4-H Study of Positive Youth Development. *Developmental Psychology*, 43(2), 508-521.

Jelicic, H., Bobek, D., Phelps, E., D., Lerner, J. V., Lerner, R. M. (2007). Using positive youth development to predict contribution and risk behaviors in early adolescence: Findings from

the first two waves of the 4-H Study of Positive Youth Development. *International Journal of Behavioral Development*, 31(3), 263-273.

Damon, W., & Lerner, R. M. (Eds.). (2006). *Handbook of Child Psychology* (6th ed.). Hoboken, NJ: John Wiley & Sons.

Fisher, C. B. & Lerner, R. M. (2005). *Applied developmental science: An encyclopedia of research, policies, and programs*. Thousand Oaks, CA: Sage Publications.

Lerner, R. M. (2004). *Liberty: Thriving and civic engagement among America's youth*. Thousand Oaks, CA: Sage Publications.

Lerner, R. M. (Ed.). (2002). *Concepts and theories of human development* (3rd ed.). Mahwah, NJ: Erlbaum.

Tama Leventhal (Ph.D., Columbia University, 1999)*
Assistant Professor

INTERESTS

Neighborhoods and community influences on children, youth, and families; family and home environment, social contexts of children and adolescents, achievement; adjustment; poverty, social policy, and intervention

PROFESSIONAL ACTIVITIES

William T. Grant Scholar; Assistant Scientist, Project on Human Development in Chicago Neighborhoods; Adolescence Investigator, NICHD Study of Early Child Care and Youth Development; Editorial Board Member, *Developmental Psychology* and *Research in Human Development*,

SELECTED PUBLICATIONS

Leventhal, T. & Brooks-Gunn, J. (2000). The neighborhoods they live in: Effects of neighborhood residence on child and adolescent outcomes. *Psychological Bulletin*, 126(2), 309-337.

Leventhal, T. & Brooks-Gunn, J. (2003). Moving to Opportunity: An experimental study of neighborhood effects on mental health. *American Journal of Public Health*, 93 (3), 1576-1582.

Leventhal, T., Selner-O'Hagan, M. B., Brooks-Gunn, J., Bingenheimer, J. B., & Earls, F. (2004). The Homelife Interview from the Project on Human Development in Chicago Neighborhoods: Assessment of parenting and home environment for 3 to 15 year olds. *Parenting: Science and Practice*, 4(2-3), 211-241.

Browning, C. R., Leventhal, T., & Brooks-Gunn, J. (2005). Sexual initiation in early adolescence: The Nexus of parental and community control. *American Sociological Review*, 70(5), 758-778.

Fauth, R. C., Leventhal, T., & Brooks-Gunn, J. (2007). Welcome to the neighborhood? Long-term impacts of moving to low-poverty neighborhoods on poor children's and adolescents' outcomes. *Journal of Research on Adolescence*, 17(2), 249-284.

Kohen, D., Leventhal, T., Dahinten, V. S., & McIntosh, C. (2008). Neighborhood disadvantage: Pathways of effects for young children. *Child Development*, 79(1), 156-169.

Jim Lipsky (M.A., Boston University, 1999)

Lecturer

INTERESTS

American Sign Language Studies; Deafblind interpreting; the function of the Deaf interpreter.

PROFESSIONAL ACTIVITIES

American Sign Language instructor; American Sign Language Teachers Association (ASLTA): Professional Certificate; Certified Deaf Interpreter; Sign Language Interpreter for the Deafblind; President of the Massachusetts Registry of Interpreters for the Deaf (MassRID); past President of the Massachusetts chapter of ASLTA; past Board president and current member, Deaf-Blind Contact Center; past Board member, and current member, Massachusetts State Association for the Deaf; 1997 recipient of Garth Pitman Award for Teaching Excellence in the Liberal Arts Program, University College, Northeastern University.

Lynn Meltzer

(Ph.D., University of the Witwatersrand, Johannesburg, South Africa, 1977)

Adjunct Associate Professor

INTERESTS

Special education; cognitive development; educational assessments; learning disorders; teacher training; delinquency; giftedness in children.

PROFESSIONAL ACTIVITIES

Director of Assessment and Research, Institute for Learning and Development, Lexington, MA. Associate in Education, Graduate School of Education, Harvard University. Member of the editorial board for *Learning Disability Quarterly* and *Journal of Learning Disabilities*. Conference Director, annual Conference on Learning Disorders, Harvard Graduate School of Education. Vice President (fellows), International Academy for Research in Learning Disabilities. Consultant to public and private schools on learning styles and strategies and methods of identifying and teaching children with different learning profiles.

SELECTED PUBLICATIONS

Meltzer, L.J. & Montague, M. (2001). Strategic learning in students with learning disabilities: What have we learned? In D. Hallahan & B. Keough (Eds.) *International Academy for Learning disabilities tribute to William Cruickshank*. Hillsdale, NJ: Erlbaum.

Meltzer, L.J., Roditi, B., Houser, R.F. & Perlman, M. (1998a). Perceptions of academic strategies and competence in students with learning disabilities. *Journal of Learning Disabilities*, 31 (5), 437-451.

Meltzer, L.J., Roditi, B., Houser, R.F. & Perlman, M. (1998b). The Strategies for Success program: Helping classroom teachers to address the needs of students with learning and attentional difficulties. *Thalamus*, 16 (1) 25-26.

Jayanthi Mistry (Ph.D., Purdue University, 1983)*
Associate Professor

INTERESTS

Cultural perspectives on child development; Construction of multiple identities and navigating multiple cultural worlds, with a focus on ethnic minority, immigrant, and under-represented communities in the United States; Interpretive methods in the study of children and families; Facilitating change in educational practice through teacher-research & collaboration

PROFESSIONAL ACTIVITIES

Consulting Editor, *Child Development*; Editor (with R. Lerner & A. Easterbrooks) *Handbook of Psychology. Volume 6. Developmental Psychology*, Advisory Board, *Global Moms*, Founding Member, *Association for Research on South Asian Communities*, Ad Hoc reviewer for journals, conference programs (*SRCD*), and grant review panels.

SELECTED PUBLICATIONS

Mistry, J., I. Deshmukh, & Easterbrooks, M.A. (2006). Culture and Infancy. In A. Slater & M. Lewis (Eds.), *Introduction to Infant Development*, 2nd edition, New York: Oxford University Press.

Mistry, J. (2006). Socio-Cultural Theory. In R. New & M. Cochran (Eds). Early Childhood Education: An International Encyclopedia. Westport, CT: Greenwood Publishing.

Mistry, J. & Diez, V. (2004). Culture and childhood. In H. Goelman & S. Marshall (Eds.) Multiple Lenses, Multiple Images: Perspectives on the Child Across Time, Space and Disciplines. Toronto, Canada: University of Toronto Press.

Mistry, J., Chaudhuri, J., & Diez, V. (2003). Ethnotheories of parenting: Integrating culture and child development. In R.M. Lerner, F. Jacobs, & D. Wertlieb (Eds.) Handbook of Applied Developmental Science: Promoting positive child and family development. CA: Sage Publications.

Mistry, J. & Saraswathi, T.S. (2003). The cultural context of child development. In Lerner, R.L., Easterbrooks, A., & Mistry, J. (Vol. Eds.) Developmental Psychology. Volume 6 of I. Siegel (Series Ed.) Handbook of Psychology. Vol. 6. New York, NY: John Wiley & Sons, Inc.

Lerner, R.L., Easterbrooks, A., & Mistry, J. (2003). (Vol. Eds.) Handbook of Psychology, Volume 6: Developmental Psychology. New York, NY: John Wiley & Sons, Inc.

Mistry, J. (2001). Narratives in cultural socialization. Human Development, Vol. 44(6), 337-339.

Mistry, J. Rogoff, B. (2001). What is the meaning of meaningful purpose in children's remembering? Istomina Revisited. Mind, Culture, and Activity, 8(1), 28-41.

Goncu, A., Mistry, J. & Mosier, C. (2000). Cultural variations in the play of toddlers. International Journal of Behavioral Development, 24(3), 321-329.

Rogoff, B., Mistry, J., Goncu, A. , & Mosier, C. (1993). Guided participation in cultural activity by toddlers and caregivers. Monographs of the society for research in child development, 58(8), Serial #236.

Roberta Pasternack (M.Ed., Lesley College, 1974)

Lecturer

INTERESTS

Stress management; peak performance; counseling and dance therapy: creative movement and body language; special education; environmental studies; use of the arts to teach environmental awareness and responsible stewardship.

PROFESSIONAL ACTIVITIES

Consultation to individuals and organizations in stress management; Producer, audio tape: "Relax, Revitalize, and Renew" and video tape: "Kinetics"; Lecturer and teacher in workshops and seminars on creative movement; Consultation to schools on the use of the arts in the classroom; Adjunct faculty Lesley College Graduate School; Licensed Mental Health Counselor; Certified Expressive Therapist.

Erin Phelps (Ed.D. Harvard University, 1981)

Research Professor and Deputy Director, Institute for Applied Research in Youth Development

INTERESTS

Use and development of longitudinal methodologies to address applied research questions. Use of mixed methods (i.e., quantitative and qualitative, variable- and person-centered) in developmental research. Training future researchers in appropriate data analysis methods and approaches. Positive youth development.

PROFESSIONAL ACTIVITIES

Editor of *Research in Human Development*

Member, Society for Research in Child Development, Society for Research in Adolescence, Society for the Study of Human Development, APA

Manuscript reviewer for *Child Development*, *Developmental Psychology*, *Human Development*, *Psychological Bulletin*, *Applied Developmental Science*, *Journal of Research in Adolescence*, *Journal of Adolescent Research*

SELECTED RECENT PUBLICATIONS

Balsano, A., Phelps, E., Theokas, C., Lerner, J. V., & Lerner, R. M. (In press). Early adolescents' participation in structured out-of-school-time (OST) activities: Implications of activity breadth and activity types for positive youth development. *Journal of Research in Adolescence*.

Lerner, R. M., Roeser, R. W., & Phelps. (Eds.). (In press). *Positive youth development and spirituality: From theory to research*. West Conshohocken, PA: Templeton Foundation Press.

Ma, L., Phelps, E., Lerner, J. V., & Lerner, R. M. (In press). Adolescents who bully and who are bullied: Ethical issues in longitudinal research on bullying. In D., Buchanan, C., Fisher, & L., Gable (Eds.). *Ethical and legal issues in research with high risk populations: Addressing threats of suicide, child abuse, and violence*. Washington, D.C.: American Psychological Association.

Ma, L., Phelps, E., Lerner, J. V., & Lerner, R. M. (In press). Academic competence for adolescents who bully and who are bullied: Findings from the 4-H study of positive youth development. *Journal of Early Adolescence*.

Zimmerman, S., Phelps, E., & Lerner, R. M. (In press). Positive and negative developmental trajectories in U.S. adolescents: Where the PYD perspective meets the deficit model. *Research in Human Development*.

Jelicic, H., Bobek, D., Phelps, E., Lerner, J. V., Lerner, R. M. (2007). Using positive youth development to predict positive and negative outcomes in early adolescence: Findings from the first two waves of the 4-H Study of Positive Youth Development. *International Journal of Behavioral Development*, 31, 263-273

Lerner, R. M., Phelps, E., Alberts, A., Christiansen, E., & Forman, Y. (2007). The many faces of urban girls: Features of positive development in early adolescence. In B. Leadbeater, & N. Way (Eds.). *Urban Girls Revisited: Building Strengths, Volume 2*. New York: New York University Press.

Phelps, E., Balsano, A., Fay, K., Peltz, J., Zimmerman, S., Lerner, R. M., & Lerner, J. V., (2007). Nuances in early adolescent development trajectories of positive and of problematic/risk behaviors: Findings from the 4-H Study of Positive Youth Development. Findings from the 4-H Study of Positive Youth Development. In N. Carrey, & M. Ungar (Eds.) Resilience in Children and Youth [Special issue]. *Child and Adolescent Clinics of North America*.

Zimmerman, S., Phelps, E., & Lerner, R. M. (2007). Intentional self-regulation in early adolescence: Assessing the structure of selection, optimization, and compensation processes. *European Journal of Developmental Science*, 1, 271-298.

Phelps, E., Giele, J., & Barbosa, S. (2006). Studying diverse lives: Using existing data for longitudinal research. *Research in Human Development*, 2006.

**Ellen Pinderhughes (Ph.D. Yale University, 1986)*
Associate Professor and Chair**

INTERESTS

Family socialization processes among families raising adoptive or foster children and among biological families raising children in high-risk communities; the impact of culture and context on parenting and family functioning; prevention activities with youth at-risk for problematic outcomes.

Currently active projects: Adoption and Development Project – study of families raising girls adopted from China (see www.tuftsadp.org); International Adoption Project – study of infant and family adjustment following placement of infants (with Ann Easterbrooks, Laurie Miller of Tufts Medical Center); Gay Dads Project – study of parenting experiences of gay dads (with Ellen Perrin of Tufts Medical Center and Erin Phelps).

PROFESSIONAL ACTIVITIES

Principal Investigator, Adoption and Development Project; Principal Investigator, Fast Track; member, Study Group on Culture, Race and Ethnicity; member, SRCD Governing Council; member, Adoption Quarterly Editorial Board; Senior Research Fellow, Evan B. Donaldson Institute; member, Psychosocial Development, Risk and Prevention Study Section, NIH; Ad Hoc journal reviewer; consultant regarding cross-cultural clinical interactions.

SELECTED PUBLICATIONS

Ceballo, R., Chao, R. Hill, N.E., Le, H.N., Murry, V. M. & Pinderhughes, E. E.** (In press) Excavating Culture: Summary of Results. Submitted as part of Special Issue, (E. E. Pinderhughes & H.N. Le, Eds.) *Applied Developmental Science*. **All authors are in alphabetical order.

Conduct Problems Prevention Research Group (E.E. Pinderhughes, member) (in press) The Fast Track Randomized Controlled Trial to Prevent Externalizing Psychiatric Disorders. *Journal of American Academy of Child and Adolescent Psychiatry*

Milan, S., Pinderhughes, E. E., & the Conduct Problems Prevention Research Group. (2006). Family instability and child maladjustment trajectories during elementary school. *Journal of Abnormal Child Psychology*, 34(1), 43-56.

Pinderhughes, E. E., & Bebiroglu, N. (2007). Adoption. In R. S. New & Cochran, M. (Eds) *Early Childhood Education: An International Encyclopedia*. Westport, CT: Greenwood Publishing Group.

Pinderhughes, E. E., & Le, H. N. (In press). Eds. Special Issue, *Applied Developmental Science*.

Pinderhughes, E. E., Hurley, S., & the Conduct Problems Prevention Research Group, under review) Disentangling Ethnicity and Context among Youth Growing up in High-Risk Communities. Submitted as part of Special Issue, (E. E. Pinderhughes & H.N. Le, Eds.) *Applied Developmental Science*.

Pinderhughes, E.E., Jones Harden, B., & Schweder, A. E. (2006). Children in Foster Care, in D. Phillips, L. Aber, L. Allen, S. Jones (Eds.) Child Development and Social Policy: Knowledge for Action. American Psychological Association, Wash. D.C.

Pinderhughes, E. E., & Jones Harden, B. (2005) Parenting in Diverse Family Arrangements, in K. Dodge, V. McLoyd, & N. Hill (Eds.), Emerging Issues in African American Family Life: Context, Adaptation and Policy, NY: Guilford Press, 285-310

Brodzinsky, D. M. & Pinderhughes, E. E. (2002) Parenting and child development in adoptive families. In M. Bornstein (Ed). *Handbook of parenting*, 2nd Edition, Vol. 1.

Martha Pott (Ph.D. Tufts University, 1993)

Lecturer and Coordinator of MA Applied Program

INTERESTS

Social, personal, and emotional development of children, adolescents and emerging adults; evolutionary foundations of human developmental psychology; prosocial behavior in classroom settings; family functioning in high-stress situations.

PROFESSIONAL ACTIVITIES

Consultant to public and private schools regarding educational practice, student behavior, and school climate; consultant to public and private mental health and social service agencies regarding child development and especially antisocial behavior; Ad Hoc reviewer to journals, including *American Psychologist*, *Infant Mental Health Journal*, *Journal of Family Psychology*, and *Child Development*, member of professional organizations including Society for Research in Child Development, American Psychological Association, and Boston Institute for the Development of Infants and Children.

SELECTED PUBLICATIONS

Pott, M. (2007). John Bowlby. In R. New & M. Cochran (Eds.). *Early Childhood Education: An International Encyclopedia*. Thousand Oaks, CA: Sage Publications.

Pott, M. (2007). Family systems theory. In R. New & M. Cochran (Eds.). *Early Childhood Education: An International Encyclopedia*. Thousand Oaks, CA: Sage Publications.

Rothbaum, F., Pott, M., Azuma, H., Miyake, H., & Weisz, J. (2000). The development of close relationships in Japan and the U.S.: Paths of symbiotic harmony and generative tension. *Child Development*, 71, 1121-1142.

Rothbaum, F., Weisz, J., Pott, M., Morelli, G., & Miyake, H. (2000). Attachment and culture: Security in the United States and Japan. *American Psychologist*, 55, 1093-1104.

Marion Reynolds (M.A., University of New Mexico, 1980)

Lecturer, Departments of Child Development and Education

Coordinator, Joint Elementary Licensure Program

INTERESTS

Children's literature; elementary curriculum development; the professional development of student teachers; children's understanding of mathematics.

PROFESSIONAL ACTIVITIES

Participation in a Professional Development Study Group at EDC; participation in a children's literature instructors group; enhancement of math and science education in elementary schools.

SELECTED PUBLICATIONS

Reynolds, M.(2002) *Highlights of the Related Research*, an essay on children's geometric thinking, for the Developing Mathematical Ideas case book on geometric thinking at the elementary level, a joint project of EDC in Newton and SummerMath for Teachers at Mount Holyoke.

Fred Rothbaum (Ph.D., Yale University, 1977)*

Professor

INTERESTS

Cultural differences in close relationships; dissemination of research-based child development information to parents; children's emotional problems

PROFESSIONAL ACTIVITIES

Chairperson, Eliot-Pearson Dept. of Child Development (2003-2006); research on US-Japanese differences in parent child relationships; development of a website for parents and policymakers seeking research-based information (www.cfw.tufts.edu); counseling parents

SELECTED PUBLICATIONS

Rothbaum, F. & Dyer-Tarquino, E. (2003). Conflicts and routines: A family system approach. In Faculty of Tufts University's Eliot Pearson Department of Child Development (Ed.). *Proactive parenting: guiding your child from two to six*. New York: Berkley Books

Rothbaum, F., Rosen, K., Ujiie, T. & Uchida, N. (2002). Family systems theory, attachment theory, and culture. *Family process*, 41, 330-352.

Rothbaum, F., Morelli, G., Pott, M. & Liu-Constant, Y. (2000). Immigrant-Chinese and Euro-American parents' physical closeness with young children: Themes of family relatedness. *Journal of Family Psychology*, 14, 334-348.

Rothbaum, F., Pott, M., Azuma, H., Miyake, K., & Weisz, J. (2000). The development of close relationships in Japan and the US: Pathways of symbiotic harmony and generative tension. *Child Development*, 71, 1121-1142.

Rothbaum, R., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in Japan and the U.S. *American Psychologist*, 55, 1093-1104.

Martland, N. & Rothbaum, F. (2002). A new frontier for research dissemination: The world wide web, *Applied developmental science*, 6, 110-113.

W. George Scarlett (Ph.D., Clark University, 1978)
Assistant Professor and Deputy Chair

INTERESTS

Children's play; Spiritual development throughout the life-span; Behavior and emotional problems in childhood and adolescence; organized youth sports

PROFESSIONAL ACTIVITIES

Deputy Chair, Director of Undergraduate Studies; Coordinator of Summer Program

SELECTED PUBLICATIONS

Scarlett, W.G., I. Ponte., & J. Singh (2008). Approaches to Behavior and Classroom Management. Thousand Oaks, CA: Sage Publications.

Scarlett, W.G., G. Chertok, J.Lipton,, E. Johanson & C. Hovhanssian (in press). Small Ball: Coaching Youth Baseball. Jefferson, N.C.: McFarland & Co..

Dowling, E. & W.G. Scarlett (Eds.) (2005). Encyclopedia of Spiritual Development in Childhood and Adolescence. Thousand Oaks, CA: Sage Publications, Inc.

Oser, F, Scarlett, W.G., & Bucher, A. (2004) Religious and spiritual development in childhood and adolescence. In *Handbook of child psychology*. William Damon & Richard Lerner (Eds.) New York: Wiley.

Scarlett, W.G., Naudeau. S., Ponte, I., & Warner, D. (2004) *Children's play*. Sage Publications.

Scarlett, W. G. (1997). *Trouble in the classroom: Managing the behavior problems of young children*. San Francisco: Jossey Bass, Inc.

Scarlett, W. G. (1994). Play, cure and development: A developmental perspective on the psychoanalytic treatment of young children. In A. Slade & D. Wolf (Eds.) *Children's play: developmental and clinical approaches*. New York: Oxford University Press.

Donald Wertlieb (Ph.D., Boston University, 1978)*
Professor

INTERESTS

Stress and coping processes in childhood, including family adaptation to stressful experiences such as marital disruption, illness or disability; research, practice and public policy issues in pediatric psychology; developmental psychopathology; program evaluation emphasizing participatory quality enhancement approaches; international projects in Israel and Ukraine.

PROFESSIONAL ACTIVITIES

Independent mental health practice including assessment and psychotherapy, as well as consultation to families, schools and human service agencies, and state and federal officials. Evaluation of interventions for children and families experiencing stressful circumstances.

SELECTED PUBLICATIONS

Wertlieb, D. (2003, in press) Converging trends in family research and pediatrics: Recent findings for the AAP Task Force on the Family. *Pediatrics*, 111, xxx-xxx.

Wertlieb, D. (2003) Applied developmental science. In Lerner, R.M., Easterbrooks, M.A., and Mistry, J. (Eds) *Comprehensive handbook of psychology: Developmental psychology* Volume 6 (pp. 43-61). New York: Wiley

Wertlieb, D., Jacobs, F. and Lerner, R. (Eds.) (2003) Promoting positive youth and family development: Community systems, citizenship, and civil society. Volume 3 of the *Handbook of Applied developmental science*. Thousands Oaks, CA: Sage Publications.

Wertlieb, D. (2001, in preparation) Applied developmental science. In Lerner, R.M., Easterbrooks, M.A., and Mistry, J. (Eds) *Comprehensive handbook of psychology: developmental psychology*, Volume 6. New York: Wiley.

Wertlieb, D. (1999). Calling all collaborators: Advancing pediatric psychology. *Journal of Pediatric Psychology*, 24, 77-83

Wertlieb, D. (1997). Children whose parents divorce: Life trajectories and turning points. In I. Gotlib & B. Wheaton (Eds.) *Stress and adversity over the life course: Trajectories and turning points*, pp. 179-196. Cambridge University Press.

Wertlieb, D. & Feldman, D.H. (1996) Doctoral education in Applied Child Development. In *Applied developmental science: Graduate training for diverse disciplines and educational settings*, Vol. 13, pp.121-141. Norwood, NJ: Ablex Publishing Corp.

Evans, D., Noam, G., Paget, K., Wertlieb, D. & Wolf, M. (1994). Self-perception and adolescent psychopathology: a clinical developmental perspective. *American Journal of Orthopsychiatry*, 64, pp. 293-300.

Lash, M. and Wertlieb, D. (1993). A model for family centered service coordination for children who are disabled by traumatic injuries. *The ACCH advocate*, 1,19-27,39-41.

Wertlieb, D. (1993). Toward a family-centered pediatric psychology. *Journal of Pediatric Psychology*, 18, 541-548.

Hauser, S., Jacobson, A. M., Milley, J., Wertlieb, D., Herskowitz, R., Wolfsdorf, J., Lavori, P., Bliss, R. (1992). Ego development paths and adjustment to diabetes: Longitudinal studies of preadolescents and adolescents with insulin-dependent diabetes mellitus. In E. Susman,

L. Feagens & W. Ray, (Eds.), *Emotion, cognition, health and development in children and adolescents* (pp.133-152). Hillsdale, NJ: Erlbaum.

Weigel, C., Wertlieb, D., & Feldstein, M. (1989). Perceptions of control, competence and contingency as influences on the stress-behavior symptom relationship. *Journal of Personality and Social Psychology*, 56, 456-464.

Wertlieb, D. (1989). The psychological test report: An instrument of therapy and advocacy for the child with learning problems. In M. C. Roberts & C. E. Walker (Eds.), *Case book in pediatric/clinical child psychology* (pp. 16-36). NY: Guilford.

Wertlieb, D., Weigel, C., & Feldstein, M. (1987). Measuring children's coping. *American Journal of Orthopsychiatry*, 57, 548-560.

Maryanne Wolf (Ed.D., Harvard University, 1979)*

Professor

INTERESTS

Dyslexia; reading development and intervention; cognitive neurosciences; developmental psycholinguistics.

PROFESSIONAL ACTIVITIES

Distinguished Research Scholar Award from Tufts; Norman Geschwind Lecture Award from International Dyslexia Association; Fulbright Scholar (crosslinguistic research in Germany); Awarded National APA and Massachusetts APA Distinguished Teacher of the Year awards; Shannon Award from NICHD for innovative research; Director of NICHD Center for Reading and Language Research (with co-center sites in Toronto and Atlanta) and Tufts Literacy Corps reading intervention projects in Medford, Somerville, Dorchester, and Newton; Executive Director, Tufts-Malden model literacy centers and summer programs for at-risk readers; U.S. Executive Editor for Dyslexia.

SELECTED PUBLICATIONS

Wolf, M. (Ed.) (2001). *Dyslexia, fluency, and the brain*. York Press: Timonium, MD.

Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific studies of reading*. (Special Issue on Fluency Editors: E. Kameenui & D. Simmons).

Wolf, M., Goldberg, A., Cirino, P., Gidney, C., Morris, R., & Lovett, M. (2002). The unique and combined contribution of naming speed and phonological processes in reading disability: A test of the Double-Deficit Hypothesis. *Reading and writing* (Special Issue on Timing in Dyslexia; Special Issue Editors: Z. Breznitz & D. Share).

Wolf, M. & O'Brien, B. (2002). On issues of time, fluency, and intervention. In A. Fawcett and R. Nicolson (Eds.), *Dyslexia: Theory and best practice*.

Wolf, M. & Bowers, P. (2000). The question of naming-speed deficits in developmental reading disability: An introduction to the Double-Deficit Hypothesis. *Journal of Learning*

Disabilities, 33, p.322-324. (Special Issue on the Double-Deficit Hypothesis; Special Issue Editors: M. Wolf & P. Bowers).

Wolf, M., Bowers, P., & Biddle, K. (2000). Naming-speed processes, timing, and reading: A conceptual review. *Journal of Learning Disabilities*, 33, p.387-407. (Special Issue on the Double-Deficit Hypothesis; Special Issue Editors: M. Wolf & P. Bowers).

Wolf, M., Miller, L., & Donnelly, K. (2000). RAVE-O: A comprehensive fluency-based reading intervention program. *Journal of Learning Disabilities*, 33, p.375-386. (Special Issue on the Double-Deficit Hypothesis: Special Issue Editors: M. Wolf & P. Bowers).

Deeney, T., Wolf, M., & Goldberg, A. (2001). "I like to take my own sweet time": Case Study of a child with naming-speed deficits and reading disabilities. *Exceptional child* (Special Issue on Case Studies in Dyslexia; Special Issue Editor: R. Felton).

Wolf, M., & Bowers, P. (1999). The "Double-Deficit Hypothesis" for the developmental dyslexias. *Journal of Educational Psychology*, 91, 1-24.

Note: * denotes member of full-time tenured or tenure-track faculty eligible to serve as Ph.D. Dissertation Chair.