

PROSPECTUS

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ELIOT-PEARSON DEPARTMENT OF CHILD DEVELOPMENT

History and Mission

The Eliot-Pearson Department of Child Development is a community devoted to the study and well-being of children and families. While today its members come from a variety of disciplines (including psychology, education, law, linguistics, and public policy), its historical roots reside in the early childhood movement of the first part of the 20th century, when Abigail Eliot and Elizabeth Pearson 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, the Training School became affiliated with Tufts University, and in 1964, it was absorbed into Tufts University and became the Eliot-Pearson Department of Child Study, an academic department within arts and sciences. In 1996, the Department's name was changed to 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 training and research center related to the understanding and support of children and their families.

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 enjoys close ties with other Departments also focusing on children, especially the Department of Education and the Department of Urban and Environmental Policy and Planning.

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.), 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 two joint degree programs, one with the Department of Education and the other with the Department of Urban and Environmental Policy. There is also a joint graduate program in Mathematics, Science, Technology, and Engineering Education (MSTE Education). 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.

Faculty

The Department has over 30 full- and part-time faculty members engaged in both teaching and research from various disciplines, all related to the study and service of children and families. Those disciplines represented by the faculty include developmental and clinical psychology, early childhood, children and technology, education, family studies, special education, child and family policy and evaluation, pediatric psychology, law, cultural psychology, neurolinguistics, and sociolinguistics. A general description of the faculty's teaching and research interests is included at the end of this Prospectus.

Facilities

The Department of Child Development is located at 105 College Avenue on the University's Medford campus. The building has four wings to accommodate faculty, staff, and student offices, a library, the Evelyn Pitcher Curriculum Research Laboratory, and the Eliot-Pearson Children's School. The Tufts Educational Day Care Center, which is affiliated with Eliot-Pearson, is located across campus at 165 Holland Street in the Tufts Administration Building. The Center for Applied Child Development is located at 177 College Avenue, next to Halligan Hall. The Department's outreach programs and several research laboratories are located in buildings on campus and near the Department.

The Laboratory Schools

The Eliot-Pearson Children's School and Tufts Educational Day Care Center are laboratory schools that play a central role in the life of the Department. The Eliot-Pearson Children's School operates under the auspices of the department; the TEDCC is affiliated with the department. Both schools serve the needs of diverse children and families, allow students and faculty to observe and conduct research, and provide students with rich applied experiences. Over the years, the laboratory schools have become models for developmental education. The schools provide a continuous opportunity to ground faculty and students in the real world of diverse groups of children. Both schools offer paid Graduate Teaching Assistantships. More information is provided towards the end of this Prospectus and on our website (<http://ase.tufts.edu/epcd>). Parents interested in enrolling their child in one of the laboratory schools should contact the appropriate school as soon as possible for more information.

The **Eliot-Pearson Children's School** offers 2, 3, or 5 mornings a week programs for preschoolers, a half-day kindergarten program and a full day program for first- and second-graders. There is also an extended day program until 3:00pm for the half-day programs. The staff of the Children's School has professional teachers with extensive training and experience in early childhood education. Each class is taught by a head teacher and at least one graduate teaching assistant. The Children's School supports a developmental, inclusive approach to education, where children are engaged in meaningful activity and are nurtured socially, emotionally, physically and intellectually. For more information, contact Debbie LeeKeenan, Director, at (617) 627-3434.

The affiliated **Tufts Educational Day Care Center** offers a full educational day care program for approximately 85 children ages 3-6, including a certified kindergarten. The Center provides developmental care and innovative education for children and families of varied ethnic backgrounds in the Tufts and Medford-Somerville communities. For more information, call (617) 627-3412.

The 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.

The Center for Reading and Language Research

The Center for Reading and Language Research was established in 1996 through grants from the National Institute for Child Health and Human Development (NICHD). It is directed by Dr. Maryanne Wolf. Research areas, besides literacy, include education, cognitive neurosciences, child development, and linguistics. The Center is located at Tufts University at Miller Hall in the North Wing. Part of the mission of the CRLR is to offer teaching and language services to local families in the Greater Boston area, and to offer workshops and seminars on literacy development for teachers and families in the surrounding community. The Center 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 invites graduates to serve as members of its assessment team. Please visit the web site at <http://www.ase.tufts.edu/crlr>, e-mail them for more information at crlr@egroups.com, or contact them at (617) 627-3815.

The Center for Applied Child Development (CACD)

Outreach Program. The Center for Applied Child Development Outreach Program has been offering high quality, customized professional development and consultation in public and private schools for the past 12 years. This outreach project is an expression of Eliot-Pearson's mission to integrate theory and practice to benefit children and families. CACD Outreach Program staff and consultants work closely with school districts to design innovative professional development models through long-term partnerships and collaborative efforts. Informed by the most current developmental theory and its practical application in classrooms, the program's work focuses on improving the quality of instructional practices in order to improve student achievement. Please visit their web site at <http://ase.tufts.edu/cacd>, or contact them at (617) 627-2892.

Several faculty research projects also are housed at the Center for Applied Child Development, 177 College Avenue. They include the **Massachusetts Healthy Families Evaluation**, an evaluation of the Healthy Families Massachusetts program. This program aims to prevent child abuse and neglect by supporting young families through home visiting services. The **Child and Family WebGuide** is a directory that evaluates,

describes and provides links to hundreds of internet sites containing child development research and practical advice. The **Home-School Connection Program** is a mediation program in the Somerville school that aims to help bridge the gap between home and school cultures for immigrant children, their families, and their teachers. These applied research projects are among those housed in the Center for Applied Child Development.

The Institute for Applied Research in Youth Development: The Institute for Applied Research in Youth Development 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

Tufts University Center for Children: The Tufts University Center for Children (TUCC) is a resource of and for members of the Tufts community with interests in child development, health and policy. TUCC facilitates interdisciplinary research, service, education, training and social action to advance the well being of children, their families and their communities. TCC seeks to promote interdisciplinary research and its use to influence public opinion and public policy concerning needs of children and their families. TUCC maintains a clearinghouse, identifies and matches partners and resources within the University and its various schools, facilitates collaborative partnerships and cultivates and supports projects with significant dissertation opportunities. TUCC also convenes and supports workshops, colloquia, conferences and training opportunities consistent with its missions and activities. www.tucc@tufts.edu

Statement on Diversity

The Eliot-Pearson Department of Child Development is committed to enhancing the educational community by making it truly diverse along a number of dimensions. Specifically, its goals are to:

Increase the diversity of the students, faculty, and staff, as well as families served in the laboratory schools.

Encourage a broader application of child development theory to encompass families from a range of different backgrounds and life circumstances.

Create an accepting and welcoming community for all people, regardless of ethnicity, social class, sexual orientation, or physical abilities.

MASTER'S DEGREE INFORMATION

Overview

The Department of Child Development offers graduate programs leading to the Master of Arts (M.A.) in child development and the 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 experiences 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

For students interested in teacher certification, the Department offers the M.A. and the M.A.T., as well as the Certificate of Advanced Graduate Study (C.A.G.S.). Depending on the student's background and goals, he or she will work toward an M.A.T., an M.A.-Applied, and/or a C.A.G.S. The program administered through the Eliot-Pearson Department of Child Development prepares candidates for licensure as an Early Childhood Teacher (pre-K to grade 2). The program preparing candidates for licensure as an Elementary Teacher (grades 1 to 6) is administered jointly between the Departments of Education and Child Development. There is more information on teacher licensure in the following pages of this Prospectus.

These graduate programs are designed to facilitate the integration of child development research and theory with effective practice; they offer a number of opportunities for working, observing, and conducting research with young children in a variety of settings, including the Eliot-Pearson Children's School and the Tufts Educational Day Care Center. They are designed to prepare students for careers that demand knowledge of theoretical and empirical issues in child development, as well as the skills necessary for effective work in a variety of applied settings.

Opportunities for Applied Experiences

The Department offers a variety of applied experiences for students wishing to work with, or on behalf of, children and adults in child-oriented settings. Placement opportunities for graduate students include educational organizations, hospitals, child advocacy programs, social service centers, museums, children's media production studios, family courts, and government agencies. Although only students in the Master of Arts in Teaching and M.A.-applied programs are required to participate in a field experience, all students are encouraged to plan experiences that will provide the opportunity for working directly with children and/or with adults whose work brings them into contact with children.

Opportunities for Research

All students are encouraged to participate in research projects conducted by faculty members in the Eliot-Pearson Department of Child Development. A listing describing the research interests and activities of faculty in detail is available at the main desk in the administrative wing of the Department and on the Department's website. Openings for research projects are distributed at the graduate student orientation in the fall. Research projects include:

- Evaluation of Healthy Families Massachusetts
- Study of prodigies during young adulthood
- Overcoming the Odds (OTO)
- The 4-H Study of Positive Youth Development
- The Thriving Indicators Project (TIP)
- The Spiritual Development Project
- The Planning and Evaluation Resource Center (PERC)
- Parenting Beliefs of Indian-American Parents: Reflections on an Indian World View?
- The Sociocultural Construction of Home-School Relations: The Case of Reggio Emilia and Contemporary Italy
- Child and Family WebGuide (CFW)
- Children's Play and the Developing Imagination
- Neuropsychological study of timing deficits in dyslexic children
- Children and Technology
- Bridging the gap through design: Technological learning environments to engage marginalized populations in SMET (Science, Math, Engineering and Technology Education)
- Robotics Academy
- Early Childhood Technologies: Project Inter-Actions
- Virtual Communities of Learning and Care: Kaleidostories and Zora

Please call the Department for the latest updates and information at (617) 627-3355 or visit the website at <http://ase.tufts.edu/epcd>

Selecting a Master's Degree Program

Many times, entering students have been unsure as to which program and degree they should seek. All the degree programs in Child Development are based on the notion that an understanding of child development is best achieved when theory, research and practice are integral parts of the student's program. Students who seek careers in administration and supervision, or clinical work, as well as those headed toward continued study in 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 certification, or who wish to work in other ways on family or child issues should enroll in the M.A. degree program with applied emphasis; those wishing to teach should enroll in the appropriate program leading to teacher licensure.

Requirements for Master's Degree Programs

All M.A. students must complete ten (**10**) credits; the number of credits completed by students seeking teacher licensure varies. To receive graduate credit, graduate students must take upper level courses (100 level or higher). Two of the courses may be taken outside of the Department of Child Development in related areas of interest. However, written approval by the student's advisor is needed in order to have these courses fulfill the requirements for the degree program. All of the courses in the graduate program must be taken on a graded basis (with the exception of the Ph.D. Proseminar described in the Graduate Handbook). 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 graduate degree.

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 a course in a related area. The substitution of a course must be approved in writing by the student's advisor and course instructor before the alternative course is arranged. No students are exempted from required courses.

M.A. with Thesis

Students selecting this M.A. degree program are expected to complete **ten** credits, including the **five** required courses indicated below (***Note: The two courses chosen may be dictated by a particular concentration area – please see the Department's Graduate Student Handbook for more information:***

Courses:

Choose two theory courses from the following options:

Advanced Intellectual Development (CD 151) **or** other approved courses in Intellectual Development

Advanced Personal-Social Development (CD 161) **or** other approved courses in Personal-Social Development

Young Child's Development of Language (CD 155) **or** other approved courses in Language Development

Contemporary Perspectives in Child Development (CD 211)

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

1. Statistics: Problems in Research: Statistics (CD 140). Students who have a background in statistics and who can demonstrate equivalent preparation may plan an alternative experience to fulfill this requirement

2. Research Methods: *One of the following three courses:*

- a) Problems in Research: Methods and Design (CD 142); or
- b) Qualitative and Ethnographic Methods (CD 144). Or,
- c) If the student's thesis is in social policy, Program Evaluation (CD 247) may also 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. Methods courses should be chosen in consultation with the Program Advisor and should be consistent with the student's program or future goals. Students desiring to fulfill the requirements for a particular concentration must make sure the courses reflect those requirements)

3. Thesis credit must be taken for one or two course credits. Before students begin the main body of thesis work, they must prepare a proposal that contains a review of relevant readings and gives a theoretical argument for the hypotheses and methods proposed. Guidelines for the preparation of theses are included in the Handbook from the Office of Graduate and Professional Studies and the Department's own Graduate Handbook. These booklets will be distributed to incoming students at the orientation meeting.

The rest of the 10 credits are filled with elective courses. As noted previously, M.A. thesis students are encouraged to complete an applied experience. Please consult with your advisor as to which options are most appropriate for your program of study. In fulfilling the requirements for the M.A. degree with Thesis, students may choose to focus their work in a particular concentration area. Those concentrations are listed in another section of this Prospectus.

M.A. with Supervised Applied Experience

Students selecting the M.A. degree program with a supervised applied experience are expected to complete **ten** credits including the following **five** required courses (**Note: If a student intends to complete the requirements for a concentration, some choices of theory and research methods courses noted below may be required. Please see the Department's Graduate Student Handbook for more information**):

Choose two theory courses (choose two from the following three options):

Advanced Intellectual Development (CD 151) **or** other approved courses in Intellectual Development

Advanced Personal-Social Development (CD 161) **or** other approved courses in Personal-Social Development

Young Child's Development of Language (CD 155) **or** other approved courses in Language Development

Contemporary Perspectives in Child Development (CD 211)

Choose one research methods course:

- a) Problems in Research: Methods and Design (CD 142) **or**
- b) Qualitative and Ethnographic Methods in Applied Social Science Research (CD 144) **or**
- c) Program Evaluation (CD 247) (This course may count as a research methods course if the student's focus is on social policy).

(Note: The choice of a course for meeting the methods requirement should be consistent with the student's overall program focus. Methods courses should be chosen in consultation with the Program Advisor and should be consistent with the student's program or future goals. Students desiring to fulfill the requirements for a particular concentration must make sure the courses reflect those requirements)

Two approved courses culminating in a related applied experience. What follows are typical areas of specialization, with courses recommended for each. These are only examples:

Working at a center with emotionally disturbed children, the student might take:
Children with Special Needs (CD 190)
Developmental Psychopathology and Adaptation (CD 191)

Teaching early childhood education at the high school or community college level, the student might take:
Seminar in Early and Elementary Education (CD 270)

Curricula for Young Children (CD 171)

Supervising visitation of parents with children in consultation with the courts, the student might take:

Child Advocacy and Educational Rights (CD 183)

Children and Family Change (CD 160)

Working at a child and family advocacy center, the student might take:

Social Policy for Children and Families (CD 182)

Seminar in Government Policy and the Family (CD 188)

Working as an intern at a children's museum, the student might take:

Curricula for Young Children (CD 171)

Child Art (CD 179)

Students also are required to complete an **Applied Internship Experience**. The internship may be taken for **one or two course credits**. This internship is intended as 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 or advanced graduate study. Throughout this intensive experience, the student is expected to apply 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. Detailed procedures for the Internship are contained in the Internship Student and Advisor Handbook available in the administrative wing of the Department and on the Department's website.

Combined Degree Program with Urban & Environmental Policy and Planning

The Master of Arts combined Applied Child Development/Urban and Environmental Policy and Planning degree is a 14-credit graduate program in child and family policy. Students will 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 (intellectual, personal-social, physiological and/or language development), policy analysis and planning (such as economics, the theoretical foundations of policy and planning, field projects), and research methods and statistics. In addition, they will follow a specific course of study in child and family policy, which culminates with a master's thesis. The program is expected to take two years to complete. The program is designed for individuals interested in child and family program development, program evaluation, public and private agency administration, policy-oriented research, child advocacy, and community organizing around child and family issues. Both departments are highly selective in their admission

decisions. Prospective students with strong undergraduate records, excellent recommendations, prior work experience, and commitment to the field are encouraged to apply. For additional information, please contact Ann Urosevich, Department Manager, in the Department of Urban and Environmental Policy and Planning at (617) 627-3394.

Joint Degree Program with the Department of Education

The Department of Child Development offers teacher licensure for grades one through six in conjunction with the Department of Education at Tufts University. This program, which awards a degree in Education, provides students with a background in child development and elementary education, drawing on the resources of both departments. Work within the Curriculum Resource Center is central to the training of teachers, where students study and develop relevant materials for teaching children and expand their own creative capacities. Students also complete practicum experiences on both the lower and elementary grade levels. A more complete description of the options for teacher licensure begins on the following pages. For additional information, please contact the Department of Education at (617) 627-3244.

Cross-Registration

Within the University: Other Departments or Schools

Graduate students in the Department of Child Development may enroll in up to two graduate courses in another department to satisfy degree requirements. Permission to do so must be obtained from the student's 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 Office of Graduate and Professional Studies to another school, contact the school in which you are interested.

Outside the University: 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.

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 School office of the consortium institution. The student should consult with the instructor of the particular course, and should expect to satisfy the normal prerequisites and requirements for the course. A maximum of two courses may be taken at the consortium schools. For more information, visit the office of the Registrar, Dowling Hall, or call (617) 627-2000.

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 the Tufts University 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. Students seeking professional licensure must have three years of classroom teaching experience in addition to completing an appropriate graduate program.

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.)

Students who have already completed a graduate program and have prior initial certification can be admitted to a program of study that leads to a Certificate of Advanced Graduate Study.

DOCTORAL PROGRAM INFORMATION

Overview

To date, few programs in Applied Child Development exist in this country, especially doctorate programs. In recent years, there has been an increased awareness of the need to apply theory and research on child and family development to the many problems and issues confronting those who are concerned about the care, education, and welfare of children. It is our belief that the preparation of applied child development professionals who are knowledgeable about theory and research, and competent in the application of their knowledge, will help to fill the gaps that exist between theoretician, researcher and practitioner.

Students enrolled in the Ph.D. program in Applied Child Development (ACD) gain both a competence in conducting research and an understanding of theories pertaining to social, emotional, intellectual, linguistic, and physiological growth of children. Students are expected to apply this theoretical and empirical knowledge in practical situations. Our program offers numerous opportunities for this integration of practice and academic work, through supervised field experiences, course work preparations, colloquia, study groups and other activities. We believe this integrated approach provides the best training for postgraduate positions in a wide assortment of academic and applied settings such as universities and schools, hospitals, day care centers, mental health clinics, educational museums, television studios, government offices, child and family advocacy centers, and court-related service programs.

Although the program has a fixed goal -- the training of highly qualified child development specialists -- there is considerable flexibility in its implementation. Students designate areas of particular interest and develop individualized programs. Faculty members help each student design a program that both reinforces individual strengths and complements previous applied child development training and experience. Students may choose to focus their work in one or more particular concentration areas.

Teaching

Students are expected, and strongly encouraged, to acquire teaching experience while in the program. Teaching experience is essential for those students expecting to work in a university setting after completion of the doctorate. Most of our ACD doctoral students serve as teaching assistants for one or more years during their doctoral program. Serving as a T.A. can provide valuable experience, as well as opportunities for observation of faculty teaching and supervision from faculty. Course credit may be received for teaching, provided that there is extensive supervision by a faculty member. The extent and type of involvement of T.A.'s in teaching will vary with instructor and course. Experiences may include conducting small study groups or review sessions with students, planning and conducting supplemental experiences for students, such as field trips or other special events, preparing and offering lectures, developing quizzes and examinations, and grading student work.

Students may also consider teaching courses in the Tufts Summer School or the Experimental College. Students may also consider teaching courses at other area colleges and universities. For information on teaching in the Experimental College, contact the Experimental College Office at (617) 627-3384.

Research

Research is a central component of a doctoral student's program in ACD. Students are encouraged to participate in departmental research activities early on in their programs. Opportunities for working on faculty projects and on advanced doctoral student research projects are available at orientation and by contacting faculty members. The Department and faculty members with research funding have available a limited number of paid research assistantships; students also may enroll in a Directed Research course for credit.

Plan of Study

The ACD doctoral program seeks to train individuals who can function equally well in academic or applied settings involving children and their families. Accordingly, intensive training in theory and research methodology is involved, as well as extensive field experience. Upon completion of course work, usually by the end of the second year, students will complete qualifying papers covering theory, research, and methodology. Successful completion of these papers is a necessary prerequisite to further doctoral study, including the internship. There are three major components to the Ph.D. program:

1. Students are expected to pursue a rigorous course of theoretical and empirical study in child development, which will become part of the documentation required for the Preliminary and Qualifying Reviews of student progress. Required courses include statistics, research methods, intellectual development, language development and personal-social development, as well as a doctoral proseminar that emphasizes the major research domains of the field and particular applications.
2. Students are required to develop their ability to transfer theoretical knowledge to applied problems. They may do this by gaining expertise in any of a wide range of applied skills, including assessment techniques and evaluation methods, curriculum design, social policy development, and program evaluation. The development of this expertise will culminate in a supervised internship in an applied or research setting. Internships will be selected according to the participant's career interests. Internships can be chosen from among such sites as: school systems; government agencies administering child development, education or health-related programs; clinical research centers; or medical centers. Students will serve as supervised trainees in the service and research functions of the particular settings.
3. Students must demonstrate their ability to conceptualize, plan, and produce scholarly research, culminating in a doctoral dissertation.

Requirements for the Ph.D. Program

Each student is **required to complete a minimum of 22 credits** as part of the fulfillment of the requirements for the degree of Ph.D. in Applied Child Development. These include:

- 16 course credits
- 4 credits for Internship
- 2-4 credits for dissertation work

The **16 course credits** are taken from the Department or University offerings, and include **6 required** courses as follows:

- Proseminar (2 credits required)
- Research Methods (2 credits required)
- Statistics (2 credits required)

Developmental content courses: Choose 2 of the options below:

- Advanced Intellectual Development
- Advanced Personal-Social Development
- Language Development
(in some cases either Contemporary Perspectives on Child Development or Applied Developmental Science may count as one of the developmental content courses)

The **remaining** course credits may be selected from the variety of offerings. Students should meet with their program advisors to plan their course of study. **Courses that are strongly recommended are:** Community Field Placement or another applied course; Directed Research; and Independent Study. **Four course credits of Internship** are required, and a **minimum of two and a maximum of four** course credits for **Dissertation Study**. Generally, the dissertation work is begun after completion of the course work and internship.

MA/PhD Program

Most students enter our PhD program having already earned a Master's degree. We offer a MA/PhD program for students who desire to obtain a PhD but who have not yet earned a master's degree. The requirements for the MA portion of the MA/PhD program are listed below:

Completion of the 10-credit MA with thesis degree (please see the Graduate Student Handbook for a full description of the MA thesis program).

Courses

- 1 & 2 **Theory Courses in Content Area** (as described in requirements for MA degree)

- 3 **Statistics** (as described in requirements for MA degree)
- 4 **Research Methods** (as described in requirements for MA degree)
- 5 & 6 **Master's Thesis Credits**
- 7 (8) **Doctoral Proseminar** (1-2 credits)*
- (9)-10 **Electives** (2-3 credits)*

***Note:** Before completing the PhD program, the student must complete 3 credits (3 years) of Doctoral Proseminar. If the student completes 2 credits of Doctoral Proseminar before completing the MA, s/he would take 2 credits of electives; if 1 credit of Doctoral Proseminar is completed as part of the MA degree, s/he would take 3 credits of electives as part of the MA program.

CONCENTRATIONS IN CHILD DEVELOPMENT

Students in the M.A. or Ph.D. programs may choose to focus their work in particular concentration areas. These concentrations are not required; they are intended to help students organize their courses 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 summary statements for the nine concentration programs. Full descriptions of concentration requirements may be found in the Department's Graduate Student Handbook.

Concentration in Arts and Child Development¹

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

¹ Pending approval of the Graduate Policy and Programs Committee.

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.

Concentration in Children with Special Needs

This concentration prepares students for a wide range of careers serving children with special needs, including special education, early intervention, pediatric psychology, and assessment of children with special needs. Through course work, internships, and research, this concentration offers students a way 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 with special needs and encouraging their inclusion in the mainstream culture and community.

Concentration in Clinical Developmental Psychology

This concentration focuses on children at risk in a variety of settings, including schools, families, clinics, hospitals, early intervention centers, and foster care homes. The concentration provides training in ways to understand clinical issues from a developmental perspective and to view mental health and psychopathology in the context of a child's family, community, and culture. Courses include the study of pediatric psychology, behavior problems, and early intervention.

Concentration in Cognitive Development

This concentration is intended to prepare students to: continue their studies in the field of cognitive development; participate in applied fields where cognitive development is an appropriate background field; and acquire a set of techniques and skills that will contribute to their development as researchers and/or practitioners. Courses include the study of technology and learning, brain development, and creativity.

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

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.

Concentration in Educational Studies

This concentration is designed to accommodate students with a wide assortment of professional interests in the field of education. Students may pursue the traditional route leading to certification or design individualized programs leading to administration, curriculum development, supervision, teaching child development and early education on a secondary level, or some other related areas. Courses include the study of educational programs, curriculum development, policy, and supervision.

Concentration in Family Studies

This concentration 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 applied experiences and research, students apply their knowledge when serving families or when researching issues directly relevant to families. Courses include the study of theories of the family, social policy for children and families, and cultural diversity in child and family services.

Concentration in Language and Literacy

This concentration is intended to prepare students for careers in areas where knowledge of child language and literacy is required. Courses include the study of language disorders, bilingualism and bilingual education, language arts and literacy, and language and culture.

Concentration in New Technologies and Human Development

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.

APPLICATION AND ADMISSION PROCEDURES

Those interested in applying to the Ph.D. or master's programs should request an application form from the Office of Graduate and Professional Studies online at <https://webcenter.studentservices.tufts.edu/Admissions/Inquiry/gradinq.asp>, or download the application at <http://ase.tufts.edu/gradstudy/admissiongrad.htm>. Application for admission to Child Development programs must be submitted to the Graduate School of Arts & Sciences, Ballou Hall, Tufts University, Medford, MA, 02155. **All application materials should be received by January 15.** Later applications are reviewed if spaces are available. *Earlier applications are encouraged, as applications are processed in the order in which they are received.*

M.A. Programs

Prospective students are expected to have successfully completed a Bachelor of Arts or Bachelor of Science degree at an accredited college or university. Applicants should have a strong preparation in the behavioral sciences. Along with the standard material sent to the Office of Graduate and Professional Studies, applicants for admission to the Department of Child Development graduate programs must include a statement of two to three typewritten pages describing their motivation for applying for graduate work in child development, the ways in which they envision that an Eliot-Pearson education will forward their goals, and how they plan to use the education received at Tufts. Scores from the general test section of the Graduate Record Examination (GRE) are required. Students come from a wide variety of backgrounds and have different goals and objectives, but an interest in and involvement with children and their families is a common thread. Experience working with children is highly recommended as preparation for enrollment in a master's degree program.

Ph.D. Program

Prospective Ph.D. students are expected to have successfully completed a Bachelor of Arts or Bachelor of Science degree at an accredited college or university. Applicants should have a strong preparation in the behavioral sciences. Admission to the program is very competitive. Most matriculated students have come with a master's degree and several years of experience in the field of child development. An applicant may be admitted to the Ph.D. program without a master's degree; however the completion of a research thesis at the bachelor's or master's level and experience in working with children or families in applied settings are advantages for those being considered for acceptance into the program.

Applicants with the best chance for acceptance are those who have:

- a) experience in working with children and families;
- b) carefully articulated their goals for their doctoral study and the ways in which an Eliot-Pearson education is a good match for meeting these objectives;
- c) a strong academic background.

A decision to admit also depends upon the availability of resources in the program and an appropriate faculty mentor to initially direct the students' Ph.D. program. Each application is read by as many as five different faculty reviewers. Typically four to six students are admitted into the Ph.D. program each year.

For students who apply to the Ph.D. program and who do not have master's degrees, a decision is occasionally made to offer admission to the MA/PhD program, or the M.A. program at Eliot-Pearson. For those admitted to the MA program, after completion of the MA degree, some of these students have applied to our Ph.D. program, as well as other strong PhD programs. Alternatively, others have found that they would benefit most from time in the field, and several have pursued professional interests prior to entering Ph.D. programs.

Application Process for all Degree Programs

It is recommended that potential applicants familiarize themselves with the faculty profile and the resources of the Department of Child Development and Tufts University before completing an application. Information sessions are held in the fall and spring to introduce prospective applicants to Eliot-Pearson. Informal interviews with selected faculty members may be arranged, upon request, during or prior to the application process; interviews are not required for admission. Please call the Department at (617) 627-3355 or visit <http://ase.tufts.edu/epcd> to find out more about arranging a visit or meeting. As part of the application procedure, students are expected to submit:

A completed application form provided by the Office of Graduate and Professional Studies, including a listing of academic and professional work experiences;

A statement of career goals and research interests, citing particular reasons for the student's interest in the program at Eliot-Pearson;

Official transcripts of grades from undergraduate and graduate institutions where the student has studied;

General test scores on the Graduate Record Examination are required of all applicants, except Tufts undergraduates who are entering the program directly from undergraduate studies. (Although not required, test scores on the Psychology section of the GRE may also be submitted.);

For international students from countries where English is not the primary language, scores received on the TOEFL (A score of 550 or higher is required).

Once student applications and accompanying materials have been processed by the Office of Graduate and Professional Studies, they are forwarded to the Department of Child Development. Only complete applications are forwarded from the Graduate Office. It is the applicant's responsibility to ensure that all materials are received by the application deadline. Members of the Department's Admissions Committee review each application. In special circumstances, interviews with applicants may be required during the review process.

Early review and notification may occur in the case of extremely promising candidates. All acceptances and offers of financial aid become official only when confirmed in writing by the Dean of Graduate and Professional Studies.

TUITION AND FINANCIAL AID

The 2008 - 2009 tuition costs are \$36,630 for the M.A. degree and the M.A.T. degree, and \$36,630 for one year of the Ph.D. program. The tuition for part-time students is \$3,663 per course, provided they are not enrolled in more than two classes. Please note that M.A.-applied and thesis students pay for their entire degree at once, whereas the cost of a PhD degree is tuition for two years if a student enters the program with a master's degree

and for three years if they enter without a master's degree. The cost of the joint program with the Department of Urban and Environmental Policy and Planning for the 2008 – 2009 academic years is \$27,472 for one year. This is a two-year program. These costs change each year. Please contact the Office of Graduate and Professional Studies at (617) 627-3395 or <http://ase.tufts.edu/gradstudy> to verify current tuition and other costs.

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. Last, the Office of Financial Aid makes work-study awards and loan decisions. Students requiring aid should pursue all possible options. Support of graduate study often involves a combination of scholarship, assistantship, work-study, and loans.

Award decisions will be made during the spring and summer. T.A. assignment decisions will be made during the summer.

Departmental Financial Aid

Departmental aid decisions are based primarily on financial need, as determined by the Office of Graduate and Professional Studies' Financial Aid form. This form is mailed to applicants when they request application materials for the graduate programs. 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. Each academic year is a separate situation and there can be no firm expectations that the awards made for one semester or full year will be duplicated a following semester or year. If you desire financial aid, please submit the financial aid form as soon as possible following your application.

Tuition Scholarships

Most scholarships are awarded on the basis of financial need. 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 10–20 hour per week assistantship.

Teaching Assistantships

Department teaching assistantships usually require assisting an instructor with an undergraduate course. The particular duties of a T.A. vary from instructor to instructor, course to course. 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 advisors.

The Department Faculty made a decision in 1985 to give first priority for teaching assistantships to first and second year doctoral students. This decision was made in part because the Graduate Office has a policy that provides one year's tuition to any Ph.D. student who has received a 20-hour per week assistantship for the academic year. Nonetheless, other variables affect the decision-making 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 while priority is given to Ph.D. students in the application process, student aid is not guaranteed.

The Office of Graduate and Professional Studies 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 all prospective graduate students 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.

***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 February. You may contact the Eliot-Pearson Children's School at (617) 627-3434, the Tufts Educational Day Care Center at (617) 627-3412. The **deadline for applications is January 15** of each year and an in person interview is required.

Sydney Fellowship

The Fellowships are 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 allots federal monies 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.

FACULTY PROFILES

Mary Anton-Oldenberg, Lecturer; (Ed.D., Harvard University, 2000) Early childhood education; literacy.

Marina Bers, Assistant Professor; Math, Science, Technology/Engineering Initiative (Ph.D., Massachusetts Institute of Technology, 2001); Educational technology, new technologies for mental health care, collaborative virtual environments for young children and teachers; design of innovative human-computer interfaces for learning and teaching.

Kathleen A. Camara, Associate Professor (Ph.D., Stanford University, 1979); Family influences on children's behavior; methodological issues in child and family study; curriculum development and teacher education; portfolio approaches to assessment.

Terrell A. Clark, Lecturer (Ph.D., Boston College, 1977); Cognitive processing and development in children who are either deaf or hard of hearing and who also exhibit learning disorders or developmental disabilities; American Sign Language education

Julie Dobrow, Lecturer; Coordinator of Initiatives on Children and Media (Ph.D., University of Pennsylvania, 1987); Effects of media on children; ethnic and gender representation in media and its effects on different groups; cross cultural communication.

Ann Easterbrooks, Associate Professor; Director of Graduate Studies (Ph.D., University of Michigan, 1982); Social and emotional development; developmental psychopathology, attachment and family relationships; infancy.

David Elkind, Professor Emerita (Ph.D., University of California, Los Angeles, 1955); Cognitive and social development in children and adolescents; causes and effects of stress on children, youth and families.

Sylvia G. Feinburg, Professor Emerita (Ed.D., Harvard University, 1976); Human development and early childhood education; supervision and teacher education; the development of children's artistic ability.

David Henry Feldman, Professor (Ph.D., Stanford, 1969); Intellectual development; developmental transitions; expertise; extreme giftedness and creativity; educational and developmental theory.

Martha Julia García-Sellers, Assistant Professor (Ph.D., Harvard University, 1979); Infant-family assessment; early intervention; limit setting and children's self-regulation; culture and family service; school adaptation of Hispanic immigrant children.

Calvin L. Gidney III, Associate Professor (Ph.D., Georgetown University, 1995); Linguistics; literacy, sociolinguistic development; language of African-American children.

Francine Jacobs, Associate Professor, Department of Child Development; Chair and Associate Professor of the Department of Urban and Environmental Policy and Planning (Ed.D., Harvard University, 1979); Child and family policy, including child welfare and child care policy; family development; family preservation and support programs, program evaluation and public policy analysis.

Debbie LeeKeenan, Lecturer; Director of the Eliot-Pearson Children's School (M.A., University of New Mexico, 1979); Anti-bias/multicultural education; curriculum development and implementation; applications of Reggio Emilio to early childhood education; multi-level and differential instruction; inclusion; teacher education.

Richard M. Lerner, Bergstrom Professor in Applied Developmental Science (Ph.D., City University of New York, 1971); The application of developmental science across the life span; developmental systems theory; personality and social development in adolescence; developmental methodology; programs and policies for children, youth, and families; university-community collaboration and outreach scholarship.

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

James Lipsky, Lecturer (MA, Boston University, 1999); American Sign Language education; deaf-blind interpreting; the function of the deaf interpreter in legal settings; 1997 recipient of Garth Pitman Award for Teaching Excellence in the Liberal Arts Program, University College, Northeastern University.

Lynn Meltzer, Adjunct Associate Professor (Ph.D., University of the Witwatersrand, Johannesburg, South Africa, 1977); Special education, cognitive development, educational assessments, learning disorders, teacher training, delinquency, giftedness in children.

Jayanthi Mistry, Associate Professor (Ph.D., Purdue University, 1983); Sociocultural learning environments and implications for early childhood education; cultural perspectives on development, with a focus on cognitive and language development; qualitative research methods.

Roberta Pasternack, Lecturer (M.Ed., Lesley College, 1974); Counseling and dance therapy; creative movement and body language; special education; stress management, environmental studies, use of the arts to teach environmental awareness and responsible stewardship.

Ellen Pinderhughes, Associate Professor (Ph.D., Yale University, 1986); Family development; parenting adoptive and foster families and culture; developmental processes that occur within families with children at risk for developmental problems; influence of culture and context; processes of readjustment within adoptive and foster families; problematic parenting, and individual child characteristics within families with biological children.

Martha Pott, Lecturer (Ph.D., Tufts University,) Coordinator of capstone internships for MA applied program; education; personal-social development

Marion Reynolds, Lecturer (M.A., University of New Mexico, 1980) Children's literature; elementary curriculum development and teacher education; professional development of teachers; children's understanding of content and concepts in elementary subject matter.

Fred Rothbaum, Professor and Chair (Ph.D., Yale University, 1977); Parent-child relations; cross cultural differences in early care giving and later closeness; the development of children's problem behavior; children's perceptions of control; media coverage of children's issues.

W. George Scarlett, Assistant Professor and Deputy Chair (Ph.D., Clark University, 1978); Children's play; spiritual development throughout the life span; developmental psychopathology; parenting young children; organized youth sports; Head Start

Donald Wertlieb, Professor (Ph.D., Boston University, 1978); Stress and coping processes in childhood; 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.

Maryanne Wolf, Professor and Director for the Center for Reading and Language Research (Ed.D., Harvard University, 1979); Dyslexia; neuropsychology; cognition; developmental psycholinguistics; reading development and intervention.