

Ph.D. PROGRAM HANDBOOK

Dear Students:

Welcome to the Eliot-Pearson Department of Child Development! This handbook is a guide for current and prospective students seeking a Ph.D. in Applied Child Development at Tufts University. For additional information on graduate programs and faculty in the Department of Child Development, students should refer to the Eliot-Pearson Graduate Student Handbook, or the web site, <http://ase.tufts.edu/epcd>. For information on guidelines for graduate study at Tufts University, students should refer to Tufts' Office of Graduate and Professional Studies Bulletin, or visit the web site <http://ase.tufts.edu/gradstudy>. If after reading the guide you have questions about particular programs, you should consult with your advisor or with Dr. Fred Rothbaum, Director of Graduate Studies. On behalf of the Department, we are glad that you have joined us in our work to understand and serve children and their families, and we welcome you as a part of our community.

Jayanthi Mistry, Ph.D.
Associate Professor
and Department Chair

W. George Scarlett, Ph.D.
Assistant Professor
Department Deputy Chair

Doctoral Program in Applied Child Development

For more than 75 years, the Eliot-Pearson Department of Child Development at Tufts University has prepared students for a variety of careers requiring a comprehensive understanding of children and their development. Initially, the primary focus of the Eliot-Pearson Department was the training of early childhood teachers. Then, as now, the underlying philosophy emphasizes the importance of child development to teachers' work in the classroom, and to professionals in many venues. 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 are significant contributors to the fields of child and adolescent development as well as early childhood education, special education, program evaluation, policy, and pediatric psychology.

Criteria for Admission and Application Procedures

Those interested in applying to the Ph.D. program in Applied Child Development (ACD) should request an application and financial aid packet from the Office of Graduate Studies. You may contact them at <http://ase.tufts.edu/gradstudy>, or contact them by phone (617) 627-3395. Applications for admission to the Child Development Ph.D. Program must be submitted to the Office of Graduate Studies, Ballou Hall, Tufts University, Medford, MA, 02155. All application materials must be received by January 15. Applications are forwarded from the Graduate School to the department only after they are complete.

Prospective students are expected to have successfully completed (a) a Bachelor of Arts or Bachelor of Science degree at an accredited college or university; or (b) a master's degree at an accredited college or university. Although applications from prospective students with only a Bachelor's degree are welcomed, in prior years the majority of students who have been admitted to the Ph.D. program have come with a master's degree and several years of experience in child development or a related field. The completion of a research thesis at the bachelor's or master's level and experience working with children or families in applied settings are advantages for those being considered for acceptance into the program. By the time of the Preliminary Review of Student Progress in the doctoral program (described below), students must demonstrate research competence. The department offers a MA/PhD program for students who are interested in obtaining a PhD but who have not yet earned a master's degree. Requirements for the MA/PhD degree are listed on page 18.

Before sending an application, potential applicants should familiarize themselves with the faculty and resources of the Department of Child Development and Tufts University. Students generally work closely with one or two faculty mentors whose interests match those of the student. To learn about the department and program, applicants may attend

informational sessions with faculty members and current graduate students. Please visit the Child Development Department's website (<http://ase.tufts.edu/epcd>) for dates of information sessions and information about the department and faculty.

As part of the application procedure, students are expected to submit:

1. a completed application form provided by the Office of Graduate Studies, including a listing of academic and professional work experiences.
2. a statement of career goals and research interests, citing particular reasons why the student is interested in the Applied Child Development program at Eliot-Pearson and the nature of the "match" between the program faculty and student interests.
3. official transcripts of grades from undergraduate and graduate institutions where the student has studied.
4. a minimum of three letters of recommendation, at least two of which can attest to the student's academic and research potentials.
5. verbal, quantitative and analytic writing scores received on the Graduate Record Examination. (Although not required, test scores on the Psychology section of the G.R.E. may also be submitted.)
6. for international students from countries where English is not the primary language, scores received on the TOEFL (Test of English as a Foreign Language)..

Applications are not forwarded to the department until they are complete. It is the applicant's responsibility to make certain that all required material has been received by the Office of Graduate Studies. After student applications and accompanying materials have been processed by the Office of Graduate Studies, they are forwarded to the Department of Child Development. Members of the Eliot-Pearson's Graduate Programs Committee review each application. Generally, interviews are not required. The committee makes recommendations for acceptance of students to the Department faculty. Typically, four to five students are admitted into the Ph.D. program each year. In addition to the applicants' portfolio, the decision to admit students is based on a number of program factors: the number of students currently enrolled; availability of resources and financial assistance; availability of advisors to supervise the training of incoming students; and match among applicants' interests, faculty interests and resources in the program.

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

- ❖ a strong academic background.
- ❖ clear and thoughtful goals for their doctoral study that match the strengths and objectives of the Department and, more specifically, align with the scholarly

interests of one or more faculty who may serve in the role of chair of a doctoral dissertation committee (see below for a list of these faculty).

- ❖ experience in working with children and families.
- ❖ demonstrated potential for leadership in the field.

Early review and notification may occur in the case of extremely promising candidates. Students accepted into the program will be required to respond before April 15th. If the Department has not been notified of a student's intention by that date, the position will be made available to the student next on the waiting list. All acceptances and offers of financial aid become official only when confirmed in writing by the Dean of the Graduate School of Arts and Sciences.

Overview of the Ph.D. Program in Applied Child Development

Students enrolled in the Ph.D. program in Applied Child Development are preparing to become the next generation of experts in child development, gaining competence in research and developmental methodology (including multivariate, longitudinal statistical analysis and quantitative and qualitative research design), and an understanding of contemporary theories and research and policy pertaining to the systematic, developmental integration of social, emotional, intellectual, cultural, linguistic, and physiological growth of children and adolescents. Students learn to apply this theoretical, methodological, and substantive knowledge in both academic and practical situations, including educational or medical settings, program and policy development, prevention and intervention programs, and applied research. The Child Development program offers numerous opportunities for this integration of practice and academic work through supervised field experiences, course work, colloquia, study groups and other Department 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, museums, television studios, government offices, non-governmental and not-for-profit organizations, child and family advocacy centers, and court-related service programs.

Although the program has a common goal--the training of highly qualified specialists in child and adolescent development--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. In an effort to help students focus and organize their course of study, several optional areas of concentration are available, each of which has its own set of requirements. Successful completion of a concentration is noted on the student's transcript. The concentrations are:

- | | |
|-------------------------------|---|
| (1) Early Childhood Education | (6) Clinical Developmental Psychology |
| (2) Cognitive Development | (7) New Technologies and Human
Development |
| (3) Family Studies | (8) Early Intervention |
| (4) Language and Literacy | (9) Arts and Child Development |
| (5) Child with Special Needs | |

For details about the requirements for each of the concentrations, please refer to the Graduate Student Handbook. Some concentrations are available only at the Master's level.

In recent years there has been an increased awareness of the need to apply theory and research on child, adolescent, 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 child, adolescent, and family development professionals who are knowledgeable about theory and research, and competent in the application of their knowledgewill help to fill the gaps that exist between theoreticians,

researchers and practitioners. Thus an emphasis on application as well as on scholarship characterizes all of our Child Development programs.

The Plan of Study

There are four major components to the Ph.D. program:

1. Students are expected to pursue a rigorous course of theoretical and methodological study in general child development, which will become part of the documentation required for the Preliminary and Qualifying Reviews of student progress.
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 development. The development of this expertise will culminate in a supervised internship in an applied setting.
3. Students must demonstrate their ability to conceptualize, plan and produce scholarly research, culminating in the preparation of a doctoral dissertation.
4. Students choosing a concentration are expected to complete its requirements.

Requirements for the Ph.D. Program

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

- ❖ 16 credits for course work (See below for listings);
- ❖ 4 credits for Internship;
- ❖ 2-4 credits for Dissertation Work.

The specific course requirements for each of these are as follows:

A. A minimum of 16 courses taken from Department or University offerings. These include 6 required course credits:

Courses

1 & 2

Graduate Proseminar (Students are required to take this course for 1/2 credit for each semester during the first and second years of the doctoral program, for a total of 2 credits. Students are encouraged to participate in the seminar during subsequent semesters.

3 & 4 **Research Methods*** Problems in Research: Methods and Design (CD142, which is a prerequisite for the others.)

(Any 2 of these 3 courses or any other advanced statistics course)

Qualitative Research Methods (CD144)
Program Evaluation (CD247)
Advanced Research Methods in Applied Developmental Science (CD285)

***Note:** Student must choose 2 courses from the 4 listed above. As is the case for other required courses, if the student has this competency, this requirement may be filled by taking another course in the research methods area, selected in consultation with the advisor.

5 & 6 **Statistics*** (2 courses)
Statistics (CD140, which is a prerequisite for the others)
Applied Data Analysis (CD143)
Advanced Statistics (CD 243)

Students may select alternative statistics courses to be approved by their advisor. Approved alternatives may be taken outside the dept. (e.g. Psychology) or outside the university (e.g. the New England Consortium Schools; Boston University, Boston College, and Brandeis University). In deciding on approved alternatives, be sure to consider concentrations and to discuss your choices with your advisor.

7, 8 & 9 **“Theory Courses” in content areas**

Students must complete 3 courses in the core “developmental content” areas. These areas are:

- (a) intellectual development (CD151, 251, 253 or approved alternative),
- (b) language development (CD155 or approved alternative),
- (c) personal/social development (CD161, 261, or approved alternative),
- (d) Either CD 211 , Contemporary Perspectives on Child Development or CD248, Applied Developmental Science: Theoretical, Methodological, and Empirical Foundations may count as one of the 3 developmental content courses.

The 7 remaining course credits may be selected from a variety of offerings, including directed research courses and independent studies. Students should meet with their Program Advisors to select a concentration (if desired) and plan their course of study. Courses which are strongly recommended are: Community Field Placement and other applied courses; Directed Research; and Independent Study.

B. Four (4) course credits of Internship are required. The duration of the internship may vary, but it typically will extend for two consecutive semesters, and it must involve at least 20 hours per week. (One course credit is awarded for each 10 hours per semester of internship experience.)

C. A minimum of two (2) and maximum of four (4) course credits are allowed for Dissertation Study. In general, the dissertation work is begun after completion of the course work and internship. After completion of the course work students must register for CD 298 for 1-2 credits for the following semester. If the dissertation is not completed at the end of the semester in which a student has enrolled in CD 298, a "Y" grade will be assigned. Doctoral students continuing beyond this time must complete a petition to enroll in CD 502 FF Doctoral Continuation.

Transfer Credit

Students may receive credit for up to eight courses of graduate work completed prior to admission to the PhD program and apply this to course credits for the PhD degree. The number of courses required for the PhD degree is 16. Acceptance of transfer credit is dependent upon approval by the student's Program Advisor(s) and the Graduate Programs Committee. Application should be made before, or at the time of, the Preliminary Review. Students should submit a written petition to the Director of Graduate Programs, with signed approval of the program advisor(s). Petition for course credit for courses completed outside of Eliot-Pearson must include appropriate documentation, including course syllabi and transcripts of grades received.

Students who have completed the MA degree outside of Eliot-Pearson may petition for approval of 1 or 2 of the courses from the MA degree to substitute for PhD requirements (e.g., the research methods, statistics, or theory requirements). If credit for two required courses is desired, the courses must fulfill different requirements (e.g., 1 statistics and 1 research methods, or 1 theory and 1 statistics; but not 2 statistics, or 2 research methods). The rest of the courses to be transferred would count as electives.

Students who have completed the MA degree at Eliot-Pearson may have all of those credits count towards the PhD degree, contingent on approval of their advisors.

Program Advisors

Upon entry into the program, each student is assigned a Program Advisor from among the faculty who may be chairs of doctoral committees. Typically, faculty serving as primary advisors are members of the full-time tenured or tenure-track faculty. Advisors offer guidance regarding courses, concentrations, field placements, internships, and the

planning of dissertation research. Students are expected to actively seek out their advisors for guidance. Note: Since faculty appointments are for the academic year (September-May), students should not assume faculty will be available for active guidance and committee work during the summer months. Students may change advisors by following the procedures outlined in the Eliot-Pearson Department of Child Development Graduate Student Handbook.

By the end of the first year (or second semester) of the student's program, each student is required to select an additional Program Advisor, in consultation with the student's Program Advisor; assistance from the Director of Graduate Studies also may be requested. This faculty member may or may not be eligible to chair a doctoral committee, but he or she must be a faculty member of the Department. Formal notification of the selection of the second Program Advisor must be made to the Director of Graduate Studies before the Preliminary Review is scheduled.

The two Program Advisors will work in collaboration to advise the student on program matters until dissertation work is begun. At that time, the student will identify a Chairperson and members for his/her dissertation committee. A student may ask one or both of the Program Advisors to serve on his/her dissertation committee, or may select other faculty members depending upon the dissertation topic and availability of faculty for dissertation supervision.

Research

Research is an integral component of a doctoral student's training in Applied Child Development. Students are encouraged to participate in Departmental research activities early on in their program. Opportunities for working on faculty projects and on advanced doctoral student research projects are made available throughout the year. Faculty members with research funding have available a limited number of paid Research Assistantships. Students should seek out research opportunities by approaching faculty.

Students also are strongly encouraged to engage in supervised independent research activity with faculty or to plan and conduct small-scale research projects with other graduate students. Students may do this by enrolling in Directed Research courses under the supervision of a faculty member.

Students admitted to the M.A./Ph.D. program must complete a research-based master's thesis under the direction of their primary advisor before the end of their second year in the program.

All research plans must be approved by the university's Institutional Review Board. Guidelines for applications are available on the Arts & Sciences website.

Teaching

The combination of supervised experiences in research and in teaching is an essential component of doctoral training at Eliot-Pearson. It is expected that all doctoral students

will acquire some 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. Our doctoral students serve as Teaching Assistants for one or more years during their doctoral program as a component of their financial aid package. All students are required to serve as Teaching Assistants for a minimum of two semesters for 10 hours each semester; this typically occurs during the first two years of doctoral study. Serving as a TA can provide valuable experience as well as opportunities for observation of faculty teaching and supervision from faculty. The extent and type of involvement of TAs 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, and preparing and offering lectures, development of quizzes or examinations, as well as grading student work.

Students may also consider teaching courses in the Tufts Experimental College or in the summer teaching program. Students may also consider teaching courses at other area colleges and universities; on occasion, students interested in a university career have completed a teaching internship at another university.

On occasion, course credit may be received for teaching, provided that there is extensive supervision by a faculty member.

Review of Student Work

Prior to the dissertation, there are two formal reviews of a student's progress in the doctoral program; less-formal reviews may also be conducted by the Graduate Programs Committee on a periodic or yearly basis.

The **Preliminary Review** is scheduled after the student has completed at least 4, but not more than 6, courses within the doctoral program (not including courses that have been transferred in). This is different for the MA students – you take the PR after 7.5 – 10 courses. These courses may have been taken at Tufts or at one of the Consortium colleges or universities, but may not include those transferred from previous graduate study. The purpose of the Preliminary Review is to review the student's performance in courses, research initiatives and future directions of study, including possibilities for the internship and qualifying papers.

The **Qualifying Review** is scheduled upon completion of formal course work and the internship, and takes place before work is begun on the Dissertation. Samples of other students' review materials are available from the Department Administrator, and can be signed-out overnight.

Qualifying Papers in the Eliot-Pearson Ph.D. Program in Child Development

As part of a student's Qualifying Review, two Qualifying Papers (QPs) are required. The QPs are intended to demonstrate that students in the Ph.D. program have achieved a sufficiently high degree of mastery of their discipline to be ready to take on the

challenges of a Ph.D. dissertation. The papers may demonstrate mastery in a number of ways, but in general they should be of professional quality, up to the standards of the program, and suitable for publication in appropriate journals or other venues in the student's specialized area of study. A version of at least one of the QPs must be submitted for publication prior to the dissertation defense meeting. Appropriate publication outlets will be determined by the student and his/her advisor.

While the two QPs may pertain to the same general topic areas, they should reflect integration of knowledge across topic areas, processes, or levels of organization within the developmental system, and each should reflect different scientific skill sets and show mastery of different disciplinary knowledge. One of the two papers should be a review of the scholarly literature on a topic, with formulation of a research problem as its goal. In most cases, the second paper will be an empirical study that is pilot work for the dissertation, a project carried out on a topic relevant to the program of study, or an assigned problem, the solution of which shows mastery of methodological design and analytic skills. The second paper should provide evidence of the student's ability to analyze data and to discuss empirical work within the context of the field of child development. The student and his/her committee may decide that neither or both papers will be empirical ones, depending on the student's prior work/accomplishments, and his/her intended career goals. In this case, approval from the DGS or a representative is required.

Although generally the QPs are integrated into the student's dissertation, they need not be. In making decisions about the relationship between their QPs and their intended dissertation topic, students should rely on guidance from the members of their Preliminary Review Committee and ultimately, members of their Qualifying Review Committee.

Qualifying Paper topics should be crafted by the student and the student's Ph.D. Committee with the above requirements in mind. The main goal of these papers is to show that mastery of the foundational knowledge of the student's domain of expertise has been achieved, and that the student's skills in designing, carrying out, analyzing and applying results in appropriate contexts, meet the professional standards of the Eliot-Pearson Ph.D. program.

If there are questions about the appropriateness of QP topics and/or the scale and scope of a paper topic, the Director of Graduate studies and/or a designated reviewer can assist the student and the student's QR committee members in selection of QP topics and selecting criteria for evaluating them.

A. Preliminary Review Procedures

A preliminary review meeting with the student's two Program Advisors (and a representative of the Department Ph.D. Committee if one of the Advisors is not a member of this committee) is intended to assess progress to date and plan for subsequent studies.

In preparation for the Preliminary Review, the student prepares a portfolio, in duplicate, which is to be submitted to the advisors and Ph.D. Committee representative.

The Preliminary Review Portfolio should contain the following:

1. An updated curriculum vita, outlining experience and academic background.
2. A transcript of course work completed.
3. A plan of study, including a statement of goals and a proposal/timeline for the schedule of course work, internship, related experiences and plans for developing further competency. The student should also include a brief description of possible internship settings and qualifying review topics to be developed in consultation with the advisors.
4. Publications and/or sample term papers and reports demonstrating evidence of research competency. Term papers should include faculty comments.
5. Letters of recommendation from those who have supervised or collaborated on recent research or applied experiences. Typically these letters are requested from people outside the Department. Letters are not required if the student has had no courses nor applied nor research experiences outside the Department since entering the Department.

The Portfolio is reviewed by the Advisors and Ph.D. Committee Representative in preparation for the Preliminary Review Conference. The reviewing faculty must have the Portfolio to review at least 3 weeks prior to the scheduled review date. At the Preliminary Review Conference, the student, his/her two Advisors, and the Graduate Programs Committee Representative review the plan of study, course work completed and other Portfolio materials. Students may be advised at this meeting to take additional course work, participate in research activity or to plan applied experiences as part of their program and in preparation for their internship and dissertation work.

A summary of the recommendations and discussion held at the Preliminary Review Conference is prepared by the student and approved by the two Program Advisors. The summary is submitted with the completed Preliminary Review Certificate (you will find the form at the back of the PhD Handbook) and a copy of the complete Portfolio to the Director of Graduate Studies, with a recommendation for one of the following:

- a. pass
- b. pass, pending specific documentation due at a specified time
- c. deferred until a specified time, pending documentation
- d. recommend withdrawal from the program

B. Qualifying Review Procedures and Qualifying Papers

The Qualifying Review process must take place prior to the beginning of dissertation research and must be completed before a dissertation proposal will be accepted. The purpose of the Qualifying Review is to assess the student's performance in the doctoral program, and to qualify the student as a Candidate for the doctoral degree. The decision to hold the Qualifying Review is made jointly by the student and his/her Program Advisors. The goal of the Qualifying Review is to certify that all Eliot-Pearson students seeking the PhD have a breadth of knowledge in child development. This differs from the goal of the dissertation, which typically focuses on depth of knowledge in a particular subject area.

The student's Qualifying Review Committee will consist of the student's two Program Advisors. If neither advisor is a member of the Graduate Programs Committee, then a representative of that committee must be included as a third member of the Qualifying Review Committee. At the discretion of the advisors, additional faculty members may be asked to serve as reviewers for the Qualifying Papers, which are submitted as part of the Qualifying Review Portfolio.

To prepare for the Qualifying Review the student must submit the following materials in the Qualifying Review Portfolio:

1. Two qualifying papers¹ that have been reviewed by the student's two advisors, a member of the Department Ph.D. Committee, and other faculty members when deemed appropriate by the student's advisors. Comments made by faculty reviewers should be included with the papers (Guidelines for the Qualifying Papers are provided below).
2. Two or more papers from courses representing different foci within the Department (i.e., personal/social, cognitive, linguistic). The papers may address developmental, educational, clinical or policy-related issues. Faculty comments on papers should be included.
3. The plan of study submitted for the Preliminary Review, with an updated statement, including:
 - a. List of all courses taken and summary of concentration requirements met.
 - b. Description of all practical (applied) experiences, including summary of internship.
 - c. Syllabi of courses taken outside of Tufts.
 - d. Statement of professional goals and directions.
4. A current transcript.
5. An updated curriculum vita.
6. A two-page dissertation prospectus.

¹ Topics must be approved in writing by the student's Program Advisors and the Director of Graduate Studies.

Students must submit copies of the materials mentioned above to his/her Qualifying Review Committee members and must schedule a meeting to review the material. The meeting typically is held between 10 and 30 days after the materials are submitted. A summary of the Qualifying Review conference is prepared by the student and approved by the two Program Advisors.

Two papers of publishable quality are required as part of the preparation for the Qualifying Review. The goals of these papers are to demonstrate mastery in writing a theoretical and substantive review of the literature and/or in presenting a useful report of empirical work. Papers may or may not be related to the student's intended dissertation topic and should demonstrate the student's theoretical, substantive, and methodological mastery of the field of child or adolescent development.

The aim of the Qualifying Papers is to demonstrate a) the student's ability to integrate at a professional level theoretical, substantive, and methodological facets of child or adolescent development, and b) that the student has achieved a breadth of knowledge in child/adolescent/family development. . In order to document breadth of knowledge, the two Qualifying Papers should address separate content areas/foci within the department (e.g., personal/social, cognitive, linguistic), and may address developmental, educational, clinical, or policy-related issues. The qualifying papers may be the basis for conference presentations, may be submitted for publication, or may be work related to the student's dissertation (e.g., a review paper may serve as a version of the Literature Review chapter of the dissertation and an empirical paper may serve as a preliminary or pilot study for the dissertation research). Topics must be approved in writing by the student's Program Advisors and the Director of Graduate Studies. Qualifying papers may be begun at any time during the student's doctoral program. The two papers need not be submitted at the same time, but must be completed before the Qualifying Review is scheduled. Qualifying Papers must be 30-50 pages in length, excluding tables and references and must be written in APA style.

Qualifying Papers are graded by the Qualifying Review Committee with a "pass," "pass with revisions," or "fail." If a paper passes with revision, it is incumbent upon the student to make the necessary revisions by a time agreed upon by the student and his/her Advisors. If a paper receives a failing grade, the student will be advised as to whether it needs to be substantially rewritten or whether a new topic should be selected. If a student receives failing grades for both Qualifying Papers, his/her case will be brought to the Department Graduate Programs Committee to determine what further action will be taken.

The scheduling of the submission of the Qualifying Papers will be made by the student in consultation with the Advisors. Once the Qualifying Papers have been reviewed, the student must include them in the documentation for the Qualifying Review Portfolio.

Internship

An internship is required of all Ph.D. students in Child Development. The duration of the internship may vary, but generally it will extend for at least two consecutive semesters

and it must involve at least 20 hours of work per week. However, a student may petition his/her Advisors and Graduate Programs Committee Representative to engage in a full-time (at least 35 hours per week) internship for one semester. Generally, the internship is undertaken following completion of most of the coursework. Students are expected to take a position of considerable responsibility such as directing a program or teaching or clinical work with children. In cases where the Department Graduate Programs Committee Representative and student Advisors agree that the candidate has had extensive applied experience before enrolling in the doctoral program, an applied research (AR) internship may be done. AR internships must have adequate supervision from the site and a Departmental faculty member and must be approved by the student's advisors and the Graduate Programs Committee Representative. For students pursuing specialized clinical or other goals, internships will be arranged so as to facilitate the achievement of those goals, within the limits of program resources.

Dissertation

The Ph.D. Dissertation represents the culmination of the student's graduate program. It is intended to provide an opportunity for the student to undertake a substantial piece of independent work that will contribute to existing theory or practice in the field. The dissertation should reflect the student's achievement of scholarly and professional capabilities and represent mastery of a well-defined research problem.

Although preliminary planning should occur earlier the Dissertation should begin only after the other requirements of the degree have been met. It is expected that many students will have a topic identified during their internship and will use their Qualifying Review Papers as a way to refine and extend their understanding of the problem they intend to pursue in the Dissertation research.

A. The Dissertation Committee

The Dissertation Committee works with the student during all phases of the Dissertation process, including preparation of the proposal, approval of the proposal, conduct of the study, analyses of data, interpretation of data, preparation of a draft of the Dissertation, revisions of the draft, and finally, defense of the Dissertation.

Two types of advisors have now been described for doctoral students: Program and Dissertation Advisors. As noted previously, one or both of the Program Advisors may be involved in advising the student's Dissertation, but this will not always be the case. Regardless of who eventually serves on the Dissertation committee, planning for the Dissertation should always begin with the Program Advisors. Students should discuss with their Program Advisors general ideas for the Dissertation, and if either or both of the faculty are not appropriate advisors for the Dissertation, they will assist in the selection of Dissertation Advisors. The Director of Graduate Studies can also provide assistance in identifying prospective Committee members.

The Dissertation Committee consists of three individuals, one of whom is designated as Chairperson. The dissertation chair normally is a member of the tenured or tenure-track

faculty; exceptions must be approved by the Graduate Programs Committee. Two of these individuals must be members of the Department of Child Development, including the Chairperson, and the third member can be either a member of the Department or a member of another Department at Tufts or another university whose area of expertise is relevant to the student's thesis. Assignment of a Chairperson for the Dissertation Committee is not final until the student has provided a written prospectus to the faculty member who has agreed to serve as Chair of the Committee. The student may then begin the process of selecting the two other members of the Committee in consultation with the Dissertation Committee Chair. A student should prepare a brief prospectus (less than 5 pages) which can be shared with faculty members s/he would like to have serve on the Dissertation Committee. **(See also section F. The Examining Committee)**

When a student has reached an agreement with the Dissertation Committee members to serve as advisors, the student should fill out the form designed for this purpose (form is included in the appendix to this handbook). This procedure will assure coordination of the student's Dissertation Committee assignment. The draft of a Dissertation Proposal should then be prepared by the student. It should be recognized that the preparation of a proposal is often a lengthy process, requiring several drafts and revisions. It is essential that this process be coordinated with the student's Dissertation Committee Chairperson, and to the extent possible, with Committee members as well. It should also be recognized that the proposal must be approved by the Committee and the Institutional Review Board (IRB) for the Protection of Human Subjects before data gathering for the Dissertation begins.

B. Dissertation Proposal

The Proposal is the document that defines the problem to be investigated in the Dissertation. It also outlines the methods and procedures to be used in conducting the study, the techniques of analysis, and a timetable for carrying out the proposed work. The proposal is more elaborate than the "prospectus" required as part of the Qualifying Review. The proposal serves as a contract between the student and his/her Committee.

Final authority for accepting or rejecting a student's Dissertation proposal rests with the student's Dissertation Committee. This may require one or more meetings among the student and Committee members before it is ready for approval. When a Dissertation proposal has been approved by the student's Dissertation Committee, a copy of the proposal, an approval form with Committee signatures and a certificate of approval from the University Institutional Review Board must be submitted to the Department Coordinator, who will place the documentation in the student's file. In most cases the form of the Proposal will conform to APA style guidelines for manuscripts and should include the following sections: Statement of the Problem; Review of the Literature; Hypotheses, Predictions or Research Questions; Design, Sample, Methods, Procedures; Proposed Plans for Data Analyses and Implications for Further Research and for Applied Issues. Variations of this format must be discussed and approved by the Dissertation Committee.

C. Committee for the Protection of Human Subjects

All proposals involving human subjects must be submitted to the University Committee for the Protection of Human Subjects Involved in Research (Institutional Review Board). A student may submit a proposal to the Dissertation Committee and to the University Committee on Human Subjects simultaneously. The student must obtain a certificate of approval from the University Internal Review Board (IRB) before a proposal is considered officially accepted and before beginning to gather data. Procedures for submitting an IRB application can be obtained on the University web site.

D. Conduct of the Study

Once approved, the student may begin to collect, code, analyze and interpret data for the proposed research. With assistance from Dissertation Committee members, the student is expected to carry out a study that fulfills the specifications of the proposal as approved. Any modifications in the study that depart from what has been stated within the proposal must be approved in writing by the student's Committee. The student should remain in contact with the Committee throughout the process of conducting and preparing the written Dissertation.

E. Preparation of the Draft of the Dissertation

When the proposed study has been completed, it is the student's responsibility to prepare a draft of the work done. The form of the Dissertation should conform to APA guidelines for manuscripts. In the case of a non-traditional Dissertation, the draft should conform to guidelines set within the approved proposal and by the Dissertation Committee. Students should also refer to the guidelines and directives of the Tufts Graduate School of Arts and Sciences when preparing their draft.

When a written draft of the study is ready, it should be submitted to the Dissertation Committee. At least one month should be allowed for the Committee members to read the draft and respond.

Reactions to the draft should be communicated to the student in writing by the Committee members. Meetings may be held when necessary to discuss revisions to the draft.

The student should revise the draft to conform to the directions of the Committee and return to the Committee a final draft, again conforming both to APA guidelines and to Graduate School of Arts and Science directives for Dissertations. When the Dissertation Committee agrees that the Dissertation is ready for defense, an Examining Committee will be formed, and a meeting for the oral defense of the Dissertation will be scheduled.

F. The Examining Committee

The examining Committee for doctoral candidates in Eliot-Pearson should be composed of four members. The three members from the Dissertation Committee and the fourth

member is from outside the university. The role of the outside member is to provide a perspective on the Dissertation that is independent of the process of preparation and to insure that the Dissertation meets the standards of the Graduate School of Arts and Sciences for a Ph.D. Dissertation. As with other appointments students will be consulted and their preferences for an outside examiner taken seriously. Officially, all appointments are coordinated through the Director of Graduate Studies.

G. Defense of the Dissertation

The thesis defense represents a doctoral student's formal entry, as a peer, into the scholarly community. Consequently, it is our community's expectation that all doctoral defenses shall be open to the entire community both within and outside Tufts University. Although the exact process for the thesis defense will vary depending on the chair of the Doctoral Thesis Committee, the general procedure shall be as follows:

1. The doctoral candidate, in collaboration with the other members of her/his Committee, shall agree upon a date, time, and location of the thesis defense. Whenever possible, the doctoral defense should take place at Eliot-Pearson.
2. The chair of the Thesis Committee should contact Justina Clayton, our graduate student liason, or other designated Department staff, who will then make a public announcement, by e-mail, of the thesis defense. Additionally, the doctoral candidate may also invite others whom she/he wishes to attend the defense.
3. On the day of the defense, the doctoral candidate's initial presentation shall be made before all present at the defense. Depending on the will of the Thesis Committee chair (who will consult with members of the Thesis Committee), members of the audience may ask questions. If such questions are allowed, it is the responsibility of the Committee chair to moderate the questions. Generally, questioning by the audience will proceed for no longer than 10 minutes.
4. After the general presentation, at the discretion of the Committee chair (in consultation with other members of the Thesis Committee), the audience members may be asked to leave so that the Thesis Committee may continue their conversation with the doctoral candidate. If the audience members are not required to leave, they must remain silent during the Committee questioning.
5. Audience members are required to leave when the candidate exits for committee deliberations.

The purpose of the Defense is to rigorously examine the Dissertation in discussion format. Further revisions to the draft may be decided by the Examining Committee, and if so, these revisions are to be carried out by the student before the Dissertation is submitted to the Graduate School. The Chair of the Dissertation Committee is responsible for making certain that all changes specified at the Defense have been incorporated into the Dissertation in a satisfactory manner.

Only when a student has successfully defended his/her dissertation and completed all revisions specified by the Committee may the Dissertation be considered complete. Successful completion of the Defense and Dissertation leads to the signing by the Examining Committee of a "Certificate of Fitness" statement (included in the GSAS Guide for Graduate Students) indicating that the student has fulfilled the requirements of the Dissertation for the Ph.D. degree.

H. Publication/Binding

Although not a requirement of the degree, it is expected that students will publish their Dissertations. Following Graduate School guidelines, the Dissertation 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 are in the GSAS Guide for Graduate Students.

The Dissertation, once fully approved, is submitted by the student to the Graduate School with an Approval of Thesis/Dissertation for Binding form (in the GSAS guide) signed by the Chairperson of the Examining Committee. This form certifies that all revisions have been made to the Dissertation as specified by the Examining Committee. The student must also bring a receipt of payment of fees for binding to the Graduate School with the Dissertation.

A specified number of copies of the bound document are required by the Graduate School for various collections, including the Department's library. In addition, the student is expected, by custom, to provide Committee members with bound copies of the Dissertation.

Conferral of Degree

When the degree work has been completed, the student must complete a degree sheet listing all courses and certify that a concentration has been completed (when applicable). The student should then obtain his/her Advisor's signature on the Degree Sheet, and submit final documents to the Department Chair. These forms confirm the completion of course work leading to the degree of Ph.D. The student's name will be placed on the list of those graduating at the next scheduled date for graduation.

Degrees are conferred at several times during the year. Students should refer to the Graduate School Calendar for information on due dates for submission of final materials for graduation. Graduation ceremonies are held in May of each year. At this time, the student, accompanied to the stage by his/her Dissertation Advisor, will receive the doctoral hood, which is part of the academic regalia, and the degree of Doctorate of Philosophy in Child Development will be conferred. A concentration will appear on the student's transcript as a "Major Option;" the major is Child Development.

Note:

The guidelines contained in this booklet are intended to apply to all doctoral students in the Department of Child Development. As with other aspects of the program, there is

flexibility in the implementation of each student's plan of study. In cases where a student wishes to organize parts of his/her program in ways which vary from those described, the student may petition the Director of Graduate Studies and the Department Graduate Programs Committee for approval. Any petitions for change should be made in consultation with the student's Program Advisors and/or Dissertation Advisor.

MA/PhD Program

Students who enter the PhD program without a master's degree are admitted to the MA/PhD program. The MA/PhD is a fulltime program. After successful completion of the MA degree, students must submit a letter of intent to continue on for the PhD to the Director of Graduate Studies.

Requirements for the MA/PHD Program

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) (two credits)

- 3 **Statistics** (as described in requirements for MA degree) (one credit)

- 4 **Research Methods** (as described in requirements for MA degree) (one credit)

- 5 & 6 **Master's Thesis Credits** (two credits)

- 7 & 8 **Doctoral Proseminar** (1-2 credits)*

- 9 & 10 **Electives** (2-3 credits)*

***Note:** Before completing the PhD program, the student must complete 2 credits (2 consecutive years, during years 1-3) of Doctoral Proseminar. The student, advisor, and Director of Graduate Studies, in consultation, will determine whether this will be years 1 and 2 or years 2 and 3 of the graduate program.. For those who complete 2 credits of Doctoral Proseminar before completing the MA, such students will be required to take only 2 credits of electives as a part of the MA program; 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.

APPENDIX

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 Development, 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. For a complete description of the concentrations, please refer to the Graduate Student Handbook, page 24.

Addendum

We have received a large number of inquiries from prospective students interested in becoming licensed psychologists qualified to provide mental health services and receive third party payments. Our program is not specifically designed to serve that goal. The following general statement attempts to lend clarity to this complex matter. We encourage students to discuss with faculty the circumstances surrounding their particular case after having familiarized themselves with this statement.

Students with clinical interests are encouraged to apply to our Ph.D. program *if and only if* they intend to combine academic and service pursuits involving children. By academic, we refer to work of a scholarly nature, involving research and/or theory. In contrast to traditional clinical training programs, our students are encouraged to integrate their clinical interests with an understanding of family, educational and policy implications for child development. All facets of the program, including field work courses and internship experiences, are designed to reflect this program orientation. Students graduating from the program will be best prepared to assume positions in universities, schools, health care agencies, media and museum centers, government and human service agencies, and child advocacy centers. It is expected that graduates will function as scholar-researchers, as administrators, and as consultants in these varied settings. The student interested primarily in a traditional direct-service clinical career would not be well matched with the goals of this department.

Many students interested in our program have asked whether they will be eligible for state licensing upon completion of the degree. Because each state has different eligibility requirements, we encourage prospective students to write to the State Board of Licensing in the state or states in which they intend to reside.

In Massachusetts the address is:

**The Commonwealth of Massachusetts
Board of Registration of Psychologists
Division of Registration
239 Causeway Street
Boston, MA 02114
(617) 727-9925
<http://www.psychologyinfo.com/directory/MA/board.html>**

To reiterate, preparation for state licensure is **not** a primary goal of the program. Because we believe that licensure can be a valuable asset for professionals in child development and psychology, we will offer guidance to students in selecting courses and structuring internship experiences that might meet licensure requirements. Towards that end, the concentration in Clinical Developmental Psychology was developed to begin to prepare students to apply to sit for the licensure exam, but it does not offer students the opportunity to complete clinical work requirements towards licensure.