Ph.D. PROGRAM HANDBOOK

Dear Students:

Welcome to the Eliot-Pearson Department of Child Study and Human Development! This handbook is a guide for current and prospective students seeking a Ph.D. in Child Study and Human Development at Tufts University. For additional information on graduate programs and faculty in the Department of Child Study and Human Development, students should refer to the Eliot-Pearson Graduate Student Handbook, or the web site, http://ase.tufts.edu/epcshd/. 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://gradstudy.tufts.edu/. If after reading the guide you have questions about particular programs, you should consult with your advisor or with Dr. Ellen Pinderhughes, Director of the Doctoral Program. 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.

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Professor
and Department Chair

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Senior Lecturer
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Doctoral Program in Child Study and Human 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 study and human 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 Child Study and Human Development 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 Study and Human 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 December 1st. 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 study and human 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 19.

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1 Department name change was voted by Department in Fall, 2013 and approved by Board of Trustees, May, 2014. Program name change is pending approval from the Graduate School of Arts and Sciences Policy and Programs Committee.

2 Now named Eliot-Pearson Department of Child Study and Human Development (EPCSHD)
Before sending an application, potential applicants should familiarize themselves with the faculty and resources of the Department of Child Study and Human 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 Study and Human 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 Child Study and Human 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 EPCS HD. Members of the Eliot-Pearson’s Doctoral Program 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 (tenured and tenure-track 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 Child Study and Human Development

Students enrolled in the Ph.D. program in Child Study and Human Development are preparing to become the next generation of experts in child study and human 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 Study and Human Development program offers numerous opportunities for this integration of practice, research 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 study and human development training and experience.

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 knowledge will 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 Study and Human 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 study and human 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. In addition to the requirements (described below), there are competencies that student must acquire. These competencies, designed to complement the requirements are demonstrated through a variety of mechanisms, including (but not limited to) the course, internship and research requirements. See Doctoral Student Competencies Handbook.

Requirements for the Ph.D. Program

Each student is required to complete a minimum of 20 course credits as part of their fulfillment of the requirements for the Doctor of Philosophy degree. These include:

- 16 credits for course work (See below for listings);
- 4 credits for Internship;
- 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 & 5  **Research Methods*** (3 courses)
Qualitative Research Methods (CD144)
Program Evaluation (CD247)
Advanced Research Methods in Applied Developmental Science  (CD285)

Other advanced research methods courses offered at Eliot-Pearson (e.g., CD xxx Structural
Equation Modeling in Developmental Science)

*Note: Student must choose 3 courses from those 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. 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).

6, 7 & 8  **Statistics*** (3 courses)
Applied Data Analysis (CD146)
Advanced Statistics (CD 249)

Other advanced statistics courses offered at Eliot-Pearson (e.g., Structural Equation
Modeling in Developmental Science)

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).

9, 10 &11  **“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.

*NOTE: Students who wish to have a course other than those listed above count toward
the theory requirement must get that course approved by their program committee. If a
student only has one primary mentor (i.e., the second has not been confirmed yet), then the
Director of the PhD Program must give approval. Students must present the syllabus with
the request.

The 5 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 plan their course of study. When available course offerings do not meet students’ individual program of study needs, students are encouraged to discuss with their advisors and consider designing courses that meet their needs. These possibilities include: Directed Research, Independent Study, or Community Field Placement and other applied courses.

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 total at least 600 hours. (In some cases, students complete an internship during one semester (working an average of 37-38 hours per week). See Internship Section below for greater detail.

C. Dissertation Study is undertaken for zero course credits. In general, the dissertation work is begun after successful completion of the course work, internship and qualifying review. When undertaking dissertation work students must register for CD 297 (fall) and 298 (spring). If the dissertation is not completed at the end of the semester in which a student has enrolled in CD 297 or 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.

Approval of courses taken prior to the PhD Program

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 course credit from other institutions is dependent upon approval by the student’s Program Advisor(s). Application should be made before, or at the time of, the Preliminary Review. 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 2 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 approved would count as electives.

Students who have completed the MA degree at Eliot-Pearson may have eight of their ten credits (the thesis or internship credits cannot be applied to the PhD) count towards the PhD degree, contingent on approval of their advisors. Students can propose to apply from 1 to 4 courses from their Eliot-Pearson MA degree to meet course requirements in the PhD program (including 1 or 2 courses from any area: e.g., two statistics courses or two theory courses). Individual advisors or committees can require additional courses in specific areas.

Program Advisors

Upon entry into the program, each student is assigned a Program Advisor from among the tenured or tenure-track faculty; these faculty members are able to serve chairs of doctoral committees. Advisors offer guidance regarding courses, 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 EPCSHD 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 must be a member of the tenure-line or tenured faculty. Faculty members who are full time lecturers or senior lecturers may serve as a third member of a program committee, at the discretion of the primary advisor and the respective lecturer/senior lecturer. 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. When students and primary advisors see a need for a third Program Advisor, arrangements can be made following the above guidelines.

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 Child Study and Human 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 Ph.D. program with an M.A. must show ability to conduct independent research through a thesis or its equivalent. E-P faculty will evaluate the thesis/equivalent – these faculty will include the prospective advisor and a member of the DPC. This evaluation should be completed by August 15th before the student enters the program. If the paper is not judged to be sufficiently empirical or to have a sufficient level of individual contribution, then the student will have to do one of the following: a) Conduct an individual research project resulting in a potentially publishable research paper as determined by faculty advisor during the first year (could be done through a directed research credit)
b) Successfully complete CD 285

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. All students are required to acquire teaching experience either by serving as Teaching Assistants for a minimum of two semesters for 10 hours each semester or by teaching elsewhere (see below).

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 leading recitation sections, 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.

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 external courses that have been accepted toward the PhD). This is different for the MA/PhD students – who undertake the PR after completing the MA degree. These courses may have been taken at Tufts or at one of the Consortium colleges or universities, but may not include those 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, two qualifying papers and the internship, and takes place before work is begun on the
Dissertation. Samples of other students’ review materials are available from the Graduate Coordinator, and can be signed-out overnight.

**Qualifying Papers in the Eliot-Pearson Ph.D. Program in Child Study and Human 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. 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 study and human 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 Director of the Doctoral Program 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 the Doctoral Program 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 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.

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. In the case of students who wish to transfer courses taken outside Tufts, syllabi must be included.

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 Program Advisors. 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 and his/her Advisors 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 Program Advisors. The summary is submitted with the completed Preliminary Review Certificate (you can find the form online) 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. Defer 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 study and human 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 Program Advisors. 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 papers that have been reviewed by the student's advisors 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). Please note that topics must be approved in writing by the student's Program Advisors and the Director of the Doctoral Program.

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 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.


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.

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. One qualifying paper must focus on theory. Some examples of the theoretical qualifying paper include an application of existing theory or theories to a poorly understood phenomenon, use of empirical data to general new theoretical ideas, integration of distinct theories to explain a phenomenon. The other qualifying paper must report on data analyses, whether qualitative or quantitative that the student independently conducted. 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 Doctoral 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 Study and Human Development. Students completing an academic internship are expected to teach two courses outside of Eliot-Pearson (and typically outside of Tufts). Students completing a non-academic internship are expected to work a minimum of 600 hours. These students can work in no more than two different settings. Students may complete an internship during the course of an academic year (part-time) or during a semester (full-time; working an average of 37-38 hours per week). 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 program 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. 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.

Documentation of the internship: Students are expected to write a one-page statement summarizing their internship. Students are encouraged to obtain a letter from the site-supervisor regarding their internship. Individual program committees may opt to require additional documentation of internship performance.

Residency Requirement
Residency provides exposure to the department’s emphasis on research-practice integration through participation in teaching/coursework, research, discussions, professional socialization/building relationships with faculty and peers, and in-person mentorship with the primary advisor.

Residency is met by completion of coursework at Tufts (or approved consortium courses) or completion of at least 2 years on site. (Note discussion below regarding internship.) After completing residency, student has to have approval of his/her PhD committee to finish the program while away.

Internship and residency: Residency does not apply to the internship experience and off-site internships are an option for students.

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 the Doctoral Program 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 Doctoral Programs Committee. The second person must be a member of the tenured or tenure-track faculty in Eliot-Pearson 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 can be found online). 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 Graduate 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 are joined by a fourth member 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 ensure 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 the Doctoral Program.

**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 liaison, 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 submitted to dissertations.umi.com/tuftsase so that it can be made available to other scholars interested in the work. Instructions for this are online in the GSAS Handbook for Graduate Students.

The Dissertation, once fully approved, is submitted by the student to the Graduate School electronically. 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. 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 will be conferred.

**Note:**

*The guidelines contained in this booklet are intended to apply to all doctoral students in the EPCSHD. 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 Doctoral 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 the Doctoral Program.

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) must be completed before students start milestones for the PhD (e.g., Preliminary Review). All MA/PhD students must comply with MA thesis requirements and processes set forth by the Master’s Program Committee.

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) of Doctoral Proseminar. This requirement is typically met during the first two years in the 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.