Master’s Program Overview

Welcome to Eliot-Pearson Department of Child Study and Human Development. Our program is designed to prepare you for a profession that supports the healthy development of children, youth, and families. Eliot-Pearson faculty and students use a strengths-based approach in our research, practice, and teaching. We value diversity and are committed to pursuing equity and justice in our work and in the world. All entering MA students take the Master’s Pro-Seminar in the Fall of their first year and begin charting their course through the program and decide whether to pursue the thesis track or the applied track. This handbook provides details for the thesis track.

Master’s Thesis Program requirements:¹

- 31 credits total
- MA pro-seminar: 2 credits
- 2 foundational/theory courses
- 1 research methods course
- 1 statistics course
- Thesis: 5 credits
- 4 additional courses depending on concentration

The Master’s Pro-Seminar acquaints students with all of these requirements, and it is the responsibility of the Academic Advisor to help guide the student through program requirements.

MA Thesis Handbook

This handbook has been developed to assist you in planning and carrying out the thesis that partially fulfills the requirements for the degree of Master of Arts with a Thesis from the Eliot-Pearson Department of Child Study and Human Development at Tufts University. This thesis is intended as the culmination of graduate study for the MA Thesis degree, and is comparable in effort and rigor to other departmental master’s theses. This handbook provides a roadmap through the program.

Students should plan carefully for their thesis experience. This handbook outlines all stages of the process, and serves as a guide to help students plan, initiate, evaluate, and successfully complete the MA Thesis degree requirements. The Graduate School of Arts and Sciences (GSAS) Handbook, found on the Tufts GSAS website, should also be consulted to ensure the thesis meets the University requirements as well as the department’s requirements. GSAS requirements are incorporated in this handbook.

¹In Fall 2018, Tufts University switched from a system of course credits to semester hour units (SHUs) or credit (hours).
What is a Thesis?

CSHD 245 (Fall Thesis) and CSHD 246 (Spring Thesis) provide an opportunity for the student to choose a topic of research to investigate under the supervision of a faculty member who typically is the thesis advisor. The thesis provides the student with an opportunity to further examine an investigator’s body of research, or to pursue an independent research project. The thesis for the master's degree, and accompanying work, are equivalent to five credits.

The thesis serves these purposes:

▪ To give the student *laboratory and/or research experience*, in order to:
  o Gain research and/or experience in a laboratory setting
  o Meet necessary qualifications for a career in research, and/or
  o Meet requirements to pursue further graduate work.
▪ To use the research experiences as a way to *reflect on theory and research* that has been learned in coursework and will continue to be learned in the research setting.

Student Thesis Requirements and Overview

The following guidelines give a general overview and more in-depth information can be found in subsequent pages of this handbook.

▪ Students explore thesis and internship track options during Pro-Seminar.

▪ The decision to pursue a thesis must be made by the end of the first semester, in consultation with the Academic Advisor, who helps the student identify a topic and obtain a Faculty Thesis Advisor.

▪ Student must receive approval of the thesis topic by the Academic Advisor and the Faculty Thesis Advisor.

▪ Student forms a thesis committee with guidance of the Faculty Thesis Advisory.

▪ Student submits a proposal to the thesis committee to receive feedback on topic of study.

▪ Under guidance of the Faculty Thesis Advisor, and in regular meetings, student designs and conducts thesis according to GSAS requirements and timeline.

▪ Student presents thesis work at the department’s Student Presentation Day as either a poster or a talk.
- Student must enroll in CSHD 245 (Fall Thesis) and CSHD 246 (Spring Thesis) during the 2nd year of the MA program.

- Student submits a final thesis in APA style. The GSAS has specific guidelines about the format and content of the thesis.

- Student defends thesis in a public forum in which student presents research findings and the thesis committee evaluates the thesis through questions and discussion.

- Student must also attend the defense of two other students in the department and actively participate in the Q&A and discussion, by reading those theses ahead of the defense.

**Structuring the Thesis: Student Timeline**

It is expected that a student complete **at least five courses** before beginning a thesis. Given that students typically take between 2-3 courses per semester, students will begin the primary thesis work during the summer and fall of the second year. Although specific timelines may vary, initial planning for all students should begin during the first year of the program. The following chart shows a visual outline of the thesis course of study for the first year.

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<tr>
<th><strong>First Semester MA Student</strong></th>
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<tr>
<td>Upon entering the program student is assigned an Academic Advisor and should begin discussing the applied track and thesis track options.</td>
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<td>Student and Advisor will select two courses to take in along with the Pro-Seminar as interests become clearer.</td>
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<td>At end of the semester student will decide which track to take and Advisor will help pick classes that help prepare the student for the thesis track.</td>
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<td>As spring semester advising begins, the student should be prepared to discuss potential topics of consideration for thesis.</td>
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<th><strong>Second Semester MA Student</strong></th>
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<td>Student should begin gathering information on potential areas of research interest. In addition to consulting with the Academic Advisor, student should talk with other faculty members and fellow students, and attend informational research sessions.</td>
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<td>Halfway through the semester, student should identify the intended topic of research for the thesis and schedule a meeting with the Academic Advisor to review the topic. It is the student's responsibility to schedule this meeting.</td>
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<tr>
<td>At the meeting, a decision is made on the substantive focus for the research, the necessary supporting courses, the sequence of courses, the timetable for fulfilling these requirements, and a recommendation for selecting a Faculty Thesis Advisor.</td>
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<th><strong>Third Semester/ Summer Semester MA Student</strong></th>
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<tr>
<td>Student drafts a proposal for intended thesis and has the document approved by the Faculty Thesis Advisor. Once approved, a meeting with the student's thesis committee will</td>
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take place to decide if the thesis proposal should be approved. The committee will give feedback on thesis and a form to be given to Justina Clayton.

How to Select a Research Project

The typical thesis is conducted within an ongoing faculty research project and laboratory. For a complete list of projects and laboratories visit the Eliot-Pearson Child Study and Human Development website. The thesis project might include new data collection within an existing research project, or the use of ongoing and existing data with new data analysis.

Sometimes a student does research in a lab outside Eliot-Pearson and/or outside of Tufts. In this case, the Academic Advisor consults with the principal investigator of the outside lab to make sure a thesis is possible.

A student may conduct an independent project and does not have to work in an existing research project or laboratory. If this pathway is chosen, this requires the early decision of the research topic and extensive planning with an advisor who can supervise a thesis.

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<tr>
<th>How to choose which route to pursue?</th>
<th>Thesis Using Existing Research Project</th>
<th>Thesis as an Independent Project</th>
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</table>
| PROS                                | •Existing body of literature has been collected on the topic  
•Existing data may be available  
•Opportunity to become part of a lab with other grad student colleagues | •Ability to pursue an interest not currently being studied at E-P  
•Experience starting a research project from the ground up | |
| CONS                                | •Must conform to existing data set and, often, requirements of the lab  
•You may not be able to pursue your exact area of interest  
•If your Faculty Internship Advisor is not a lead research at the lab, balancing responsibilities to each might be tricky | •Requires early and extensive planning and initiative in conducting thesis  
•Requires independent imitative  
•Faculty may not have expertise in the specific area of research | |
Example of Thesis Topics

The Association Between Maternal Attachment Styles and Dyadic Synchrony: Exploring a Home Visiting Program for Young Mothers

This student pulled from the Healthy Families research project using subjects who were first-time mothers under the age of 21. The study compared mothers who were referred to the program and those in a control group. The student found that mothers active in a home visiting program were more likely to have a secure attachment relationship with their children than the control group. Information from this study will be used to help develop intervention programs.

The Development of a Community-Based Adolescent Health Promotion Social Media Intervention

During adolescence preventative health behaviors decrease. This study aimed to use theories of adolescent development, decision-making, and health self-concept to develop a program to improve health behaviors. Focus groups were conducted to design a social media intervention to be used with adolescents. This study was conducted within the Child Health Equity Research Lab.


This thesis examined parental response to children experiencing chronic pain. Parental response is critical to children's ability to cope with illness. A sample of chronically ill children and their parents were interviewed to look for common themes or experiences with pain characteristics and age examined as moderator. This thesis was conducted at the Pediatric Pain Clinic at Children’s Hospital, Boston.

What Makes a Toy Educational? The Impact of Educational Toys on Spatial Development in Preschoolers.

Play interventions and interviews were used in this thesis to examine toy company claims of the educational benefit of their products. This student looked at toys marketed as helping to develop spatial skills and used a test of spatial ability to see if the claims were correct. This study concludes that more research in the field is needed, especially when toys are marketed as educational.

The Language Development of Children of Adolescent Mothers: An Investigation of Factors that Promote Resilient Functioning.

This student looked at the language trajectory of children over 2 years old, and examined language delay moderators of maternal sensitivity, participation in early intervention programs, and participating in home visiting programs. The results of this study suggest that early intervention is key to promoting successful language development.
Obtaining a Faculty Thesis Advisor

During the Pro-Seminar and the second semester, students explore different research projects within and outside Eliot-Pearson to hone in on a path for their thesis. If the student wishes to conduct a thesis within Eliot-Pearson, typically the principal investigator of that lab will serve as the student’s Faculty Thesis Advisor. In some cases, the Academic Advisor will serve as the Faculty Thesis Advisor even if the student does research elsewhere within E-P. If the student pursues a thesis in a lab outside of E-P or outside Tufts, the student’s Academic Advisor usually serves as the Faculty Thesis Advisor and the PI of that lab serves as second advisor. If the student pursues an independent project for the thesis, the Academic Advisor usually serves as the Faculty Thesis Advisor. It is the Academic Advisor’s responsibility to talk over thesis ideas early in the student’s program and help the student find an appropriate Faculty Thesis Advisor.

Role of Faculty Thesis Advisor

- Meet with the student at end of second semester of the first year, or summer session following the first year, to identify topic and parameters of thesis.
- Meet and guide the student’s thesis proposal writing to ensure that the project is not too ambitious and can be completed within the two-year MA program. Review and approve the student’s thesis proposal.
- Guide the student in composition of the thesis committee. See section Thesis Committee.
- Together with the student, arrange and hold the thesis proposal meeting. The Faculty Thesis Advisory is the chair of the meeting as well as the chair of the thesis committee. Make sure the necessary paperwork is available at that meeting for signatures to approve the proposal.
- Help student obtain IRB approval for the thesis and guide student through the IRB submission and revision process.
- During regularly scheduled meetings over the course of the second year:
  - Review student’s progress on research and writing.
  - Help student set goals and stay on track.
  - Help trouble shoot or assist with potential problems in thesis.
  - Read repeated drafts, and suggest improvements, of thesis.
- When thesis is completed, help the student prepare for the defense.
- Help the student coordinate the submission of thesis to committee members.
- Chair the student’s defense.
- Review student’s thesis and complete the “Approval of Thesis” form.
- Assure that the student submits the thesis to GSAS by the due date, which is published in the GSAS Handbook.
**Thesis Committee**

The thesis committee members approve the thesis proposal and then critique and approve the thesis. The committee consists of three members: The chair must be a member of the Eliot-Pearson full-time faculty; the second member must be a Tufts faculty member and may be from E-P or outside the department; the third member must be outside Eliot-Pearson and may be outside Tufts.

Your Faculty Thesis Advisor helps you identify appropriate professionals to serve on your thesis committee. The third member, who may be outside the university, does not need to be a faculty member. To identify members of your committee, start by discussing this with your Faculty Thesis Advisor, and then if s/he approves, meet with that person in person or, if appropriate, send an email asking if they are available and stating why you would like them to serve on your committee. The Faculty Thesis Advisor is instrumental in helping you navigate this process and in selecting people to serve on your committee.

**Whom should you ask to serve on your committee?**

- Someone whose work/interests aligns with yours and whose opinion you respect.
- Someone with previous experience in thesis and research. Depending on your topic, this may not be essential, because your Faculty Thesis Advisor will be knowledgeable in these respects.
- Someone who can fill in the gaps or knowledge that your Faculty Thesis Advisor does not have, for example in statistical analysis.
- Someone who is available for the full year of your thesis project.
  - Make sure the person isn’t going on sabbatical or taking a leave.
  - Make sure the person has flexibility of schedule and can be available to be present for your proposal, defense, meetings and other obligations.

**What is the role of your committee?**

Your committee members’ involvement varies from simply reading and approving your proposal at the initial meeting and the defense, to being closely involved in your research and writing. The involvement of specific members depends on their availability, their expertise, and their willingness and desire to want to help you. Your Faculty Thesis Advisor, of course, provides close supervision all along the way; individual committee members may also provide close supervision but usually their involvement is a lot less than the Faculty Thesis Advisor. Sometimes a member may be chosen for statistical or methodological expertise and may be called upon at that particular stage of the study.
Navigating the IRB

All research must be authorized by an approved Institutional Review Board (IRB) before the project begins. Even if you are using an existing data set from a research project that already has approval from a Tufts or outside IRB, you still need Tufts IRB approval for your thesis. For Eliot-Pearson Child Study and Human Development (CSHD) graduate students, this is the Tufts Medford Campus Institutional Review Board, which is overseen by the Vice Provost.

The process of getting approval by the IRB can be long and arduous, so it is essential to start early, as soon as you have enough information about your study to complete the IRB application. Many students have been delayed in their thesis progress because they are waiting for IRB approval. The Medford IRB typically meets monthly (but not during holidays) and there are deadlines to submit required applications and supporting documents several weeks in advance of the monthly meetings, so get an early start on this!

Usually, simple studies that do not entail actually working with children (e.g., observing a classroom from the observation booths at Eliot-Pearson Children's School) will likely require a simpler and quicker process than will, for example, actually testing individual students. Some of these studies will even be approved via an “expedited” format, which can be quite fast. However, if observing identifiable individuals (adults or children) or testing/interviewing individuals is part of your study design, this will require consent forms that need to be approved by the IRB in advance, and this process can sometimes take weeks or months. It is strongly advised that you meet in person with someone in the Medford Campus IRB office as you begin your study design and establish a relationship with them, as well as get information about how easy or complicated the approval process will be.

For more information about the IRB and the process of having your study approved, please refer to their website: [http://viceprovost.tufts.edu/HSCIRB/review-process/](http://viceprovost.tufts.edu/HSCIRB/review-process/)
Drafting the Thesis Proposal

The proposal document is a means to communicate the plan for your thesis to your thesis committee in order to gain approval to execute your thesis, and to provide a timeframe for the study. The proposal, once drafted, should be approved by your Faculty Thesis Advisor before you bring it before the thesis committee. Proposals for the MA are often about 15 pages long and are written in APA format. Consult the Purdue Online Writing Lab (OWL) for information about writing format, specific information about using culturally sensitive language, and APA style.

Proposal must include:
➢ Background for the study
➢ Literature review
➢ Hypotheses or research questions
➢ Your proposed study design
➢ Methodology (subjects, procedures, measures, etc.)
➢ How you plan to analyze the data
➢ A timeline for accomplishing the thesis

Approving the thesis proposal: Your committee has the responsibility of approving your thesis proposal. This typically occurs during the proposal meeting; see below for this process.

Proposal Due Date: You should begin to think about your proposed thesis during the second semester of your first year in the program and should be working on your proposal over the summer between the first and second year. Typically, committees are established and proposal meetings take place over the summer (if your Faculty Thesis Advisor and committee are available, which is not always the case) or, at the latest, at the beginning of the first semester of the second year.
Proposal Meeting

The proposal meeting is held to review and vote on the approval of your thesis proposal. This is typically held over the summer between the first and second year (if your committee members are available) or early in the first semester of the second year. The committee consists of your Faculty Thesis Advisor and two other members. For more information see section Thesis Committee. Your Faculty Thesis Advisor should have seen and approved your proposal in advance, although the entire committee is responsible for granting the final approval.

During the meeting:
✓ You present your proposed thesis for about 15 minutes.
✓ Your committee members then ask questions and discuss your proposal with you.
✓ Your committee then asks you to leave the meeting while you wait outside the room; they then decide exactly what they require of your thesis work.
✓ You rejoin your committee members and hear the recommendations and requirements for modifications, sometimes asking the student to do less rather than more so the thesis is manageable within the time frame.
✓ Your committee then typically approves your proposed thesis, but almost always with some modifications. It is usually the job of your Faculty Thesis Advisor to oversee the required changes and authorize the final version after the proposal meeting, but sometimes the entire committee may wish to see your revised thesis before it is approved.

Signatures on the Proposal Approval Form (found in the Forms section) are required to authorize the beginning of your thesis work. Usually members sign at the meeting; occasionally, signatures are gained later if the committee members need to see the proposal again before signing off.

Once your thesis is approved you are authorized to begin your thesis work and keep to your timeline for completion of the thesis.

If IRB Approved Thesis BEFORE your proposal meeting, any changes that will be made to the thesis as result of feedback from your Committee will need to be submitted again to the IRB. The IRB can usually approve modifications quickly by expedited procedures (this takes approximately 5-10 days).

If you have your proposal meeting BEFORE you get IRB approval, you should schedule a tentative follow up contact, or meeting if necessary, with your Committee in order to review any changes the IRB deems necessary for approval of your thesis.
Structure of Thesis

The structure and format of the thesis should be crafted according to the guidelines in the Graduate Student (GSAS) Handbook. Additionally, Eliot-Pearson theses use American Psychological Association (APA) style. Consult the Publication Manual of the American Psychology Association for vital information on not only the technical aspects of writing, but also on the content, organization of a manuscript, writing style, grammar, and guidelines to reduce bias in language.

As stated in the GSAS Handbook, the thesis should include:

1. Title page
2. Abstract (150 words or less, double-spaced)
3. Acknowledgments (optional)
4. Table of contents
5. List of tables (if applicable)
6. List of figures (if applicable)
7. Text (main body of thesis)
8. Appendix or appendices (if applicable)
9. Endnotes (if compiled at the end of the text)
10. Reference list

For specific information on spacing and margins, pagination, and other technical requirements consult the most recent edition of the Publication Manual of the American Psychological Association.
Master’s Thesis Defense

The thesis is presented to the community in a public forum called the Master’s Thesis Defense. The purpose of the defense is so the E-P community will have an opportunity to benefit from your thesis work and contribute to a discussion about your thesis. This is a meaningful academic opportunity for both the student and the community.

The defense must be scheduled with your Faculty Thesis Advisor, your committee members, and with the department through the Graduate Administrator. You need to plan early for a smooth scheduling experience. Below are some guidelines for the master’s thesis defense. Your Faculty Thesis Advisor may have additional suggestions, so consult with your Faculty Thesis Advisor early. Also see the GSAS Graduate Student Handbook.

1. Scheduling your defense: The thesis defense is typically held in March or April of the second semester; consult with your Faculty Thesis Advisor as to possible dates. Committee members come from varied locations and have busy schedules; thus, at the very latest, it should be scheduled early in the second semester. It is encouraged that students obtain information about a possible defense date at the proposal meeting. The Graduate Administrator will help you schedule a room.

2. Important dates: Consult the GSAS Handbook for the deadline for final online submission of the thesis; typically, it is the last Monday in April. You will undoubtedly have some edits and revisions to do, so the very latest you can have your defense is early in the previous week. Your committee will need at least 1-2 weeks to read your thesis draft before the defense, therefore it is important to plan accordingly. Consult with your thesis advisor and committee members about your time frame—they may want you to allot more time.

3. Coordinating your defense with the department: Email the Graduate Administrator and the Director of Graduate Studies as to the proposed time and location of your defense, along with the title of your thesis, and get their approval to proceed. Once approved by them, the Graduate Administrator will send out an announcement to the community. You are welcome to invite family and friends outside of Eliot-Pearson to your defense, but be sure you schedule a room big enough to accommodate everyone. Consult with the Graduate Administrator for a room; most people like to the schedule their defense in the E-P library.

4. Defense Procedure:
   a) Time allotted is usually 1-2 hours.
   b) Your thesis chair welcomes everyone & introduces you and your committee.
   c) You give a short presentation (often with slides) of your study and findings; the public is invited to attend this. This usually takes about 20 minutes.
   d) Questions & answers: the audience is invited to ask a few questions. (This is usually short.)
   e) The guests leave and you remain with your committee members for further questions and discussion. This is the “defense” portion. Be sure to have your guests, who are waiting, assemble far away so as not to disturb the proceedings in the thesis room.
f) You will be asked to leave the meeting room, but will remain in the building while your committee forms its recommendations. It is common to have some revisions and edits required. The committee will make one of the following recommendations: “pass,” “pass with revisions,” or “do not pass,” the thesis requirements at that time.

g) You will be invited to rejoin your committee to hear their recommendations, and if you “pass with revisions,” what will be needed before your thesis can be submitted to the Graduate School of Arts and Sciences. You take detailed notes of the revisions that are requested.

h) After the defense, you compose a “Memorandum of Understanding” which outlines in an email the required revisions necessary for the thesis to be accepted. You send this to your committee members for their approval, and make any recommended changes. Once it is in its final form, this becomes the official requirements for completing your thesis. Typically, the faculty thesis advisor oversees the final changes and corrections, but if necessary your committee members may wish to see your final thesis.

i) If you “pass” or “pass with revisions,” your committee members sign the “Certificate of Fitness” form that you have brought to the defense. That form must be turned in to the Graduate Administrator.

Following a successful defense, guests and candidate usually like to celebrate. However, the defense is a formal academic and scholarly event. While they wait, have your guests adjourn to a place at a location other than the place where the defense is held. Guests should wait quietly, and only after it is all over—and the thesis defense is approved—should the celebration begin. (Example: no one should arrive with a cake that says, "Congratulations [your name]!")

4. Forms: There is one form you must bring to your defense, and another form to submit with your final thesis; be sure you have them. See Forms section below for links to the forms. At your defense, you need the "Certificate of Fitness" form, which your committee members sign, and which officially approves your thesis. (They can sign this even if you need to do edits and revisions after the defense; see below.) The second form is the "Approval of Thesis for Submission" form, and your Thesis Chair signs this after you have done the agreed-upon edits and revisions and have shown the final version to your Thesis Chair for her/his approval. Make a copy of both signed forms and give them to the Graduate Administrator before you submit them to Dowling.

5. Attending the defenses of two of your classmates: A requirement of the MA thesis program is that you attend the defenses of two of your fellow thesis students. You must email the Director of Graduate Studies (or other designee) with the names and times of the two defenses you will attend. You are not merely an observer, but should come having read the thesis in advance and prepared some questions. Therefore, you also need to let the person whose defense you are attending know that you're coming as a "colleague attender" and the thesis defense student needs to send you the draft of her/his thesis (when s/he sends it to the committee) so you can read it in advance. Plan ahead! You may want to email some comments to your colleague after the defense, but this is not required.

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2 Enrollments provided.
Submitting the Thesis

After completing the defense, you must officially submit your thesis to the appropriate parties. You must make necessary revisions and then submit your thesis as indicated below:

a) Following the defense, you submit to your committee a “memorandum of understanding” (via email), which outlines exactly what is needed in the way of edits and revisions; they respond that they agree to the terms of the memorandum. Also see Master’s Thesis Defense, above.

b) You make the necessary changes to your thesis.

c) Sometimes, only your Faculty Thesis Advisor needs to oversee the changes to your thesis and the other committee members entrust the Faculty Thesis Advisor with the responsibility of making sure that the committee’s requests are adhered to. At other times, the changes need to be overseen and approved by the thesis committee. This is up to the committee to decide at the thesis defense.

d) When it’s ready, carefully proofread the thesis, make sure it is in “near perfect” condition, then send it to your Faculty Thesis Advisor, and give her/him the “Approval of Thesis for Submission”. See forms section below.

e) Make a copy of both forms—the “Approval” form and the “Certificate of Fitness” form that was signed at the defense by your whole committee. Give those copies to Graduate Administrator, and then submit the two forms to Student Services in Dowling.

f) Submit your thesis on-line to: dissertations.umi.com/tuftsase

g) When you submit it on-line, you will be given an opportunity to order bound copies of your thesis from ProQuest or to bind it yourself.

h) Give a copy of your thesis to the Director of Graduate Studies who will arrange to have it put in a folder and into the Eliot-Pearson library for display.
Thesis FAQs:

**Is it possible to complete a thesis in a two-year program?**
Yes, it is very possible to complete a thorough and highly competent thesis within the time frame of a two-year program and almost all full-time students do so. It does require careful planning and hard work, but most students have been successful at fulfilling all thesis requirements within the two-year MA program.

**Do I need to copyright my research?**
Students are the copyright holders of their thesis. No additional steps are necessary. If you intend to publicize portions of your thesis you should seek advice on retaining sufficient permissions to re-use your work. University Microfilm International maintains pertinent copyright information and can advise candidates on intellectual property issues, their website is www.proquest.com. During the electronic submission process a student may have ProQuest/UMI file for copyright on their behalf should they want the extra benefits of registration. For additional information visit www.copyright.gov. Additionally, Tisch library offers periodic workshops on copyright, fair use and seeking permissions. If your thesis involves a secondary data analysis or was based on data that were drawn from a faculty or other research lab or project, you will need to obtain information about publication regulations for that laboratory or project.

**Who gets a copy of my finished thesis?**
An electronic copy of your thesis must be submitted to dissertations.umi.com/tuftsase (See GSAS website).
You should also give a print copy or, if preferred, an electronic copy of your finished thesis to your Faculty Thesis Advisor and to each committee member.
The Department must also receive a hard copy of the final thesis to display in the library; submit a copy to the Director of Graduate Studies.
Bound copies of your thesis are not required by the GSAS. When you submit your thesis on-line, you will be given an opportunity to order bound copies of your thesis from ProQuest or you may bind it yourself if you wish.

**Should I publish my research?**
Your Faculty Thesis Advisor and committee members will be able to help you decide whether, and in what form, your thesis might be published. Typically, MA theses are not published as is, but often a condensed version might be published. If you are using someone else’s data and your thesis is a secondary data analysis, this should have been discussed early in the process as the Principal Investigator of that study may retain any and all publication rights. If your thesis is published, authorship (and order of authors) should also be discussed early in the process. Even though it is your thesis, you may not be able to be the first author due to research lab guidelines, granting agency requirements, etc. The *Publication Manual of the American Psychological Association* has valuable information on determining authorship of academic work.
Obtaining Help with Thesis

Tufts University offers numerous resources to help students navigate the thesis route. Students are encouraged to reach out to advisors and to take advantage of university resources, including research methods courses within the Department that provide information on completing research that may lead to a thesis.

GSAS Workshops: Throughout the year the GSAS offers workshops on effective writing, copying writing a thesis, data management, editing skills, presentation skills and more. See the Graduate School of Arts and Sciences website http://ase.tufts.edu/gsc/ for a calendar of workshops.

Academic Resource Center: The center offers free one-on-one tutoring and workshops in writing, presenting, studying skills and time management skills. To learn more about the ARC, go to http://students.tufts.edu/academic-advice-and-support/academic-resource-center/information/graduate-students or call 617.627.4345.

Counseling and Mental Health Services: Students are encouraged to reach out to the Counseling and Mental Health Services if they need mental health support and guidance. CMHS is located in Sawyer House at 120 Curtis Street. Appointments can be made by calling 617.627.3360. All contacts with the counseling center are confidential.

International Center: The International Center provides support and resources for international students including help with student’s writing and presentation skills. For more information visit the website http://ase.tufts.edu/icenter/.

Tisch Library: The library has numerous resources for students including experts in research pertaining to Child Study and Human Development. The library offers research support services, teaching support, publishing support and workshops, and multimedia help, including poster printing, in the Digital Design Studio. For more information go to https://tischlibrary.tufts.edu.

Student Accessibility Services: These services are committed to providing support and equal access for students with disabilities. Information about services can be found on the SAS website, http://students.tufts.edu/student-accessibility-services.

Tufts Technology Services: TTS offers a wide variety of technological help and services to all members of the Tufts community. They offer computer help, accessing the Internet and tufts web services help, and software help. For more information go to the website https://it.tufts.edu.
Academic Integrity

Students are expected to meet the highest standards of academic integrity. Plagiarism, fabrication, falsification, cheating, and other acts of academic dishonesty, or abetting the academic dishonesty of another, will result in sanctions and may lead to academic dismissal. The Tufts booklet Academic Integrity provides a primer on ethical academic work. It also includes a description of computer ethics and appropriate use of electronic resources. Students should familiarize themselves with the standards and policies outlined in the booklet, which is online at uss.tufts.edu/studentAffairs/publications. The Publication Manual of the American Psychological Association also has valuable information about professional, ethical writing. It is recommended that all students submit their written thesis to the Turnitin program before submitting the final draft. Your Faculty Thesis Advisor also may decide to submit your thesis to Turnitin.

Alleged violations of these policies will be considered and addressed within the Student Judicial Process.
Eliot-Pearson Department of Child Study & Human Development
Tufts University

Master’s Thesis Proposal Approval Form

Date: ________________________

Student Name: _____________________________ Tufts ID #: ___________________

Faculty Thesis Advisor: ______________________________________________________

Thesis Committee Members: ___________________________________________________
...........................................................................................................................
...........................................................................................................................

We have met and reviewed the thesis proposal. The following concerns were addressed:

We recommend that the Director of Graduate Studies:

_______ approve the thesis proposal as written

_______ approve after the following modifications are met, completion of which will be overseen by the Faculty Thesis Advisor:

...........................................................................................................................
...........................................................................................................................
...........................................................................................................................
Deferred until [date] pending documentation of the following, which will be overseen by a member or members of the thesis committee:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

____________________________________________ Date ________________
(Faculty Thesis Advisor)

____________________________________________ Date ________________
(Committee Member)

____________________________________________ Date ________________
(Committee Member)

____________________________________________ Date ________________
(Student)

Please submit to the Director of Graduate Studies, who will sign and forward to the Graduate Admissions Coordinator.

Director of Graduate Studies: ______________________ Date: ______________
Thesis Forms

The following forms are found by clicking the University links. Fill out the form electronically and print out copies to gain the appropriate signatures.

Certificate of Fitness:

http://asegrad.tufts.edu/sites/default/files/students_fitness_o.pdf

Approval of Thesis:

http://asegrad.tufts.edu/sites/default/files/students_thesis_o.pdf