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, you should consult with your advisor or with Dr. Tama Leventhal, Director of Graduate Studies. On behalf of the Department, we are glad that you have joined us in our work to understand and serve children and their families, and we welcome you as a part of our community.

Marina Umaschi Bers, PhD
Professor and Chair
Doctoral Program in Child Study and Human Development

Elliot-Pearson is an interdisciplinary department, with faculty from fields including psychology, child and adolescent development, family studies, education, neuroscience, linguistics, technology and public policy. Our scholarship and service are built on the intrinsic value of children and aimed at enhancing the development of the assets possessed by children and their families. For over 75 years, the Elliot-Pearson Department of Child Study and Human Development has been dedicated to the study and well-being of children and families, and the doctoral program in Applied Child Development was established in 1981. Today, Elliot-Pearson’s perspective integrates theory and research from multiple disciplines with knowledge of effective practice to promote understanding and thriving of diverse young people, from infancy through adolescence.

The goal of Elliot-Pearson’s doctoral program in Applied Child Development is to prepare PhDs who have a “signature” of research-practice integration. We aim to achieve these goals through a competency-based approach, with the goal of embedding students’ accomplishments in the process of their training within an overarching vision of applied child development as necessarily integrative, extending beyond boundaries of particular disciplines, theories, and methodologies. Key components of this approach include training in a) the theories and knowledge base that comprise applied child development, b) research methodologies, c) integration of this knowledge across “domains”, and d) application to policies, programs, and practice.

The program aims for the highest standards of excellence in all areas of preparation: courses, supervised applied experiences, research preparation, and individual mentoring. Students will take multiple trajectories in their doctoral training and their careers, served by a common foundation of preparation that includes competency in core areas: foundation knowledge of the field, research methods and statistics, professionalism, publication, grantsmanship, applied work, teaching and mentoring, dissemination, scholarly specialization, and cultural sensitivity. Competence in these areas can be demonstrated through a variety of mechanisms such as coursework (including independent study and directed research courses), independent writing and research (e.g., Qualifying Papers), research training with faculty mentors, presentations at professional conferences and applied internships (e.g., universities and schools, hospitals, mental health clinics, museums, television studios, government offices, non-governmental and not-for-profit organizations, child and family advocacy centers).

This competency-based approach ensures that all Elliot Pearson PhDs will achieve in-depth mastery of a particular specialty area (e.g., positive youth development, emotional development in early childhood, intervention approaches to reading disabilities), competence in communicating and disseminating their work, and the skills necessary for success in their professional development, such as teaching and mentoring, and participation in the grantsmanship process. Each student’s program forms a unique configuration of experiences 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.

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1 Department name change was voted by Department in Fall, 2013 and approved by Board of Trustees, May 2014.
This approach reflects our understanding of what it means to be a professional in Applied Child Development in the 21st century, and the knowledge base, skills, and experiences our program can provide to support the dynamic challenges that will face graduates of the E-P Ph.D. program as they assume their professional identities. Graduates of our doctoral program assume positions of leadership in academic institutions, research centers, government and nongovernment organizations, medical centers, arts and cultural centers, and other settings concerned with the generation and application of scholarship to the welfare and education of children and families. Whether Eliot-Pearson graduates enter positions emphasizing research-based or practice-based knowledge production, or positions emphasizing knowledge-utilization in service delivery or policy-making, they are especially well-suited to bridge the gap that often separates these worlds. Zigler (1998) argued that in order to hold applied intervention and policy research to the high standards recognized for basic science, rigorous training of young scholars interested in the boundaries of basic and applied science is essential. This emphasis on the interplay of application and scholarship characterizes our Applied Child Development doctoral program.

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 section titled, Doctoral Student Competencies).

Requirements for the Ph.D. Program

Each student is required to complete a minimum of 58 credits² as part of their fulfillment of the requirements for the Doctor of Philosophy degree. These include:

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²In Fall 2018, Tufts University switched from a system of course credits to semester hour units (SHUs) or credit (hours). There may be some discrepancies in this handbook as the program re-aligns with this new system.
❖ 46 credits of course work (See below for listings)
❖ 12 credits for Internship
❖ Dissertation Work

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

A. A minimum of 48 credits taken from Department or University offerings.

Includes 33 credits for required course:

**Graduate Proseminar** (2 courses or 4 credits)

(Students are required to take this course for 1 credit each semester during the first and second years of the doctoral program, for a total of 4 credits.

**Research Methods** (3 courses or 9 credits)
Qualitative Research Methods (CSHD144)
Program Evaluation (CSHD247)
Advanced Research Methods in Applied Developmental Science (CSHD285)

Other advanced research methods courses offered at Eliot-Pearson (e.g., CSHD 252 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).

**Statistics** (3 courses or 9 credits)
Applied Data Analysis (CSHD146)
Advanced Statistics (CSHD 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).

**“Theory Courses” in content areas** (3 courses or 9 credits)
Students must complete 3 courses in the core “developmental content” areas. These areas are:
1. Intellectual Development (CSHD151, 251, 253 or approved alternative*)
2. Language Development (CSHD155 or approved alternative*),
3. Personal/Social Development (CSHD161, 261, or approved alternative*),
4. Either CSHD 211, Theories of Human Development or CSHD248,
   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
   Graduate Studies must give approval. Students must present the syllabus with the request. The 5
   remaining courses (15 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. Twelve 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 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 CSHD 297 (fall) and 298 (spring). If
   the dissertation is not completed at the end of the semester in which a student has enrolled in
   CSHD 297 or 298, a "Y" grade will be assigned. Doctoral students continuing beyond this time
   must complete a petition to enroll in CSHD 502 FF Doctoral Continuation.

Requirements for the MA/PhD Program

Completion of the 31-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.

Courses:
Theory Courses in Content Area (as described in requirements for MA degree) (6 credits)
Statistics (as described in requirements for MA degree) (3 credits)
Research Methods (as described in requirements for MA degree) (3 credits)
Master’s Thesis Credits (6 credits)
Doctoral Proseminar (2-4 credit)*
Electives (6-9 credits)*
*Note: Before completing the PhD program, the student must complete 4 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 2 credits of Doctoral Proseminar are completed as part of the MA degree, s/he would take 4 credits of electives as part of the MA program.

Approval of courses taken prior to the PhD Program

Students may receive credit for up to eight courses of graduate work (or 24 credits) completed prior to admission to the PhD program and apply them toward the PhD degree. The number of credits required for the PhD degree is 58. 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 (6 credits) 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 completed the MA degree at Eliot-Pearson may have 24 of their 30 credits (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 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: Because 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 are admitted to the program with a mentor-mentee match. On very rare occasions, this match does not work for the student or the faculty. When students develop a concern, they should first speak with their program advisor to see if the situation can be resolved. A next course of action would be to consult with the Director of Graduate Studies about the process
and possibility of changing advisors.

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 (please see website for Declaration of Second Advisor form). 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.

**Progress Reports**

After student’s first year in the PhD Program, students complete a Progress Report in early fall. The Progress Report is intended to track students’ coursework, grades, and fulfillment of program requirements and competencies. Forms and deadlines will be sent to all students by the Administrative Coordinator for Graduate Programs. All forms, along with a transcript must be submitted to student’s Program Advisor for signature and approval. Progress Reports will be used to determine if students are in good academic standing (please refer to the Graduate School of Arts and Sciences [GSAS] Handbook, found on the Tufts GSAS website, for additional details on the Academic Standing policy).

**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 the Director of Graduate Studies. 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:

1. 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)

2. Successfully complete CSHD 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

In addition to annual Progress Reports, there are two formal reviews of a student’s progress in the doctoral program prior to the Dissertation. These reviews include, but are not limited to, fulfillment of the Doctoral Competencies.
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 coursework, 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 Administrative Coordinator for Graduate Programs, and can be signed-out overnight.

Qualifying Papers

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 Graduate Studies is required.

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

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

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

**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 competencies (see section, Doctoral Student Competencies). 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; or (d) recommend withdrawal from the program.

**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 Graduate Studies.

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

6. Documentation of Doctoral Student Competencies (see section below)

7. A two-page dissertation prospectus
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 Director of Graduate Studies 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

**Dissertation**

**Doctoral Student Competencies**

This section summarizes the Ph.D. program requirements at Eliot-Pearson and provides a detailed summary of the competencies through which these requirements may be met. The formal requirements of the doctoral program comprise one component or mechanism toward preparation of doctoral-level professionals with a “signature” of research-practice integration. Sitting alongside the program requirements is a set of competencies, or skills, that we consider essential to working as a professional in Applied Child Development. Students enter the Ph.D. program with different profiles of experience, knowledge and strengths. Working to further augment competence in these areas will more fully prepare doctoral students to become professionals in this field, with expertise in an area of specialization. The “competencies” are not extensions of, or additions to, program requirements, but provide a potential “roadmap” for conversations between students and their advisors, and are meant to enhance the advising experience. Because students have different career goals (e.g., academic roles versus positions in state or federal government), we expect there will be different profiles for fulfilling the competencies. The competencies are intended to foster students’ scholarship in knowledge generation, the transmission of knowledge, application and preservation/integration (Boyer, 1990)

The Preliminary and Qualifying Reviews are the means of documenting progress towards achieving the competencies.

- For the Preliminary Review students develop a coherent, integrative plan with his or her committee to attain as many of these skills and experiences as feasible
- The Qualifying Review documents the PhD candidates’ abilities to integrate multiple substantive areas, theory and method, and basic and applied dimensions of the field.

**Plan for Completion of Competencies**
a) Students, at the Preliminary Review, will indicate how they plan to achieve the competencies. Preliminary Review plan would be approved by the student’s Preliminary Review Committee, and by the Director of Graduate Studies.

b) Qualifying Review: portfolio would address how the student has achieved the competencies; Qualifying Review Committee and Director of Graduate Studies approval required.

Graduates of the Eliot-Pearson Department of Child Development doctoral program in Applied Child Development shall develop competence in the following areas during their doctoral training:

- Foundation Knowledge of the Field
- Methods and Statistics
- Research
- Professionalism
- Publication
- Grantsmanship
- Applied Work
- Teaching & Mentoring
- Dissemination
- Development of an Area of Scholarly Specialization
- Cultural Sensitivity (being developed)

**Foundation Knowledge of the Field**
Goal: Student will have a knowledge base that reflects mastery of important areas in field of child development.

- Competency primarily is fulfilled through coursework and attendance at department colloquia

- Consists of following areas:
  - History & Theory
  - Critical and cultural perspectives
  - Contexts (e.g. family, school, neighborhood)
  - Cognitive Development
  - Social and Emotional Development
  - Language Development
  - Physiological/Developmental Neuroscience

Policy: Over the course of student's doctoral program, a student must attend a minimum of two department-sponsored colloquia or related events (e.g., workshop, community discussion) each year.

**Methods and Statistics**
Goal: Student will have knowledge of methodologies and working ability in statistical techniques used in applied child development research.
Competency is documented through coursework, papers and publications.

Research Methods:
- Student must complete three courses in research methods:
  Examples include:
  - Problems in Research Methods and Design (CSHD 142)
  - Qualitative Research Methods (CSHD 144)
  - Program Evaluation (CSHD 247)
  - Advanced Research Methods in Applied Developmental Science (CSHD 285)
  If student has already taken equivalent of one of the above-listed courses, the requirement may be fulfilled by another course in the research methods area, selected in consultation with the advisor.

Statistics:
- Student must complete three courses in statistics above and not including CSHD 140, Introductory Statistics:
  Examples include:
  - Applied Data Analysis (CSHD 143)
  - Applied Multivariate Analysis (CSHD 249)
  - Structural Equation Modeling (CSHD 252)

Students may select alternative statistics courses as approved by their advisor. Approved alternatives may be taken outside the department or university.

Professionalism
Goal: Student will demonstrate ability to assume the role of a professional in the field. The role of a professional includes both assuming membership in professional organizations, attending professional meetings, and presenting one’s own ideas and work to members of the community. Student also will demonstrate this ability through providing service to the department and/or university.

Goal should be met by A, B and C (all).

A) Presentation skills: One of the following:
   1. Serve as primary presenter at a professional conference or meeting, (may be either a paper or poster presentation); or
   2. Serve as primary presenter at a professional workshop to an external (non-EP) audience; or
   3. Both of the following:
      a. serve as primary presenter at E-P Student Presentation Day; and
      b. present one’s own work at a “brown bag lunch” or informal colloquium to either an internal or external audience.

B) Membership in professional society, association, or other organization: Both of the following:
1. Demonstrate membership in at least one professional society or organization; and
2. Attend at least 3 professional conferences or meetings while a student at Eliot-Pearson.

The following are examples of relevant professional organizations:

C) Service to Department and/or University.
Each student is expected to have a record of professional service to the Department and/or University as part of fulfilling the Professionalism Competency, along with any service provided to the field. Professionals contribute to their organizations in major and, as well, more circumscribed ways. At the QR the student should review his or her record of professional contributions to and provide evidence of its quality (through the comments of supervisors, professors, or colleagues). Examples of major contributions include representing students on committees (department –search, co-organize student presentation day; leader of graduate student committee, graduate school – Graduate Student Council; Graduate Student Research Competition review), and examples of more circumscribed contributions include assisting during interview day (housing/hosting; transportation); assisting during student information or orientation sessions.

Research
Goal: Student will have exposure, to experience with, and develop expertise in, the conduct of research in the field of Applied Child Development.

As a guide to the achievement of mastery in this area, the following activities are recommended, in order from those that can be begun early in the program to those that may require greater preparation and/or practice. It is expected that doctoral candidates will be able to document evidence of this competence during the Qualifying Review so that the candidate is prepared to assume the challenges of doctoral dissertation research.

- Brief written description of experience to be provided at Qualifying Review
- Required: Documentation of having completed Tufts IRB online course; certificate of completion must be included in Qualifying Review Portfolio

In addition, either A or B below must be met:

A) Equivalent of 2 semesters of Directed research credit; documentation will be provided by transcript.
B) Research assistantship (paid or unpaid) in research lab at EP or outside EP (e.g., another academic, medical, or research facility). (2 semesters). Documentation to be provided via a letter from student’s research advisor describing research activities and accomplishments.
Description of research experience may include the following categories:

- Review of Literature
- Statement of Problem
- Institutional Review Board Application
- Data Collection
- Qualitative Data Analysis
- Quantitative Data Analysis
- Research Administration
- Report Writing
- Publication

**Publication**

Goal: Students will gain experience in the process of reading and critically evaluating empirical research, and in preparing their own work for publication. As a guide to the achievement of mastery in this area, the following activities are recommended, in order from those that can be begun early in the program to those that may require greater preparation and/or practice. It is expected that doctoral candidates will be able to document evidence of this competence during the Qualifying Review.

1. Participation in reviewing papers under the guidance of advisors or other faculty who review papers submitted to journals (e.g. several faculty are editors or consulting editors of journals).

2. Familiarity with various publication outlets which are relevant given areas of interest.

3. Participation in the process of preparing papers for presentation and publication – earning joint authorship on papers, chapters, etc. with faculty or through research projects.

4. Presenting papers and posters at conferences, including Student Day presentations.

5. Preparing at least one of the Qualifying Papers for publication.

6. Students are expected to have submitted at least one paper to a refereed journal by the time of their Qualifying Review. The paper should be one on which the student has made a major contribution, preferably as 1st or 2nd author. If available, student must also submit reviewers’ comments.

This Goal can be met by completing both A and B.

A) Student submits an article for publication in which s/he is an author, and includes this paper, along with responses to reviewer comments (if they are available), in QR. If student is not first author, a letter from the first author must certify that the student has participated fully in the writing and submission process.

B) One of the following:
   1. student serves as a student reviewer for a professional journal and, in that context,
reviews at least one article (review must be included in the QR portfolio); or
2. student takes a course that has substantial reviewer-related experiences (e.g., Advanced Research Methods in Applied Developmental Science, CSHD 285). Documentation (e.g., reviews completed during the course must be included in the QR portfolio).

**Grantsmanship**

Goal: Students will gain experience in the evaluation, preparation, and submission of grant proposals.

As a guide to the achievement of mastery in this area, the following activities are recommended, in order from those that can be begun early in the program to those that may require greater preparation and/or practice.

Note: A proposal for funding is required by the time of the Qualifying Review.

1. Participation in grant reading and in reviews of grants applied for by faculty and other students under the guidance of experienced recipients of grants and fellowships.

2. Achieving knowledge about funding sources: agencies, foundations, government sources, and associations.

3. Attendance at workshops on grant writing and fellowship preparation.

4. Applications for support for projects, travel, and/or research from departmental and university resources.

5. Applications for major fellowships from foundations or government agencies such as the W.T. Grant Foundation, the Spencer Foundation, the Templeton Foundation, NIH, NSF, or NIE.

6. Students are expected to have submitted a proposal for funding (fellowship and/or research grant) by the time of their Qualifying Review.

This goal can be met by any one of the following below, A, B, C, or D.

A) Both of the following:
   1. student participates in writing a grant proposal that is submitted for funding, with a letter from the PI documenting that the student has made a substantial contribution to the written proposal; and
   2. student submits a written critique of a grant proposal, included as part of the QR.

B) All of the following:
   1. student submits a grant proposal to the Graduate School for dissertation (or other) funding; and
   2. student sits on the GSAS student research awards committee as a student member (for at
least 1 semester); and
3. student submits a written critique of a grant proposal, included as part of the QR.

C) Student takes a semester-long course for credit, or workshops (totaling at least 12 hours) on grantsmanship that has as products both a written grant proposal and critique of a grant proposal. These documents are submitted as part of the QR.

D) If student has already had grant-writing experience prior to coming to E-P, student submits documentation of competency in both writing and critiquing via a letter from PI plus other documentation (e.g., copy of grant proposal; critique of grant proposal).

Note: the grant proposals mentioned above must have the components of those submitted for government or foundation funding, including specific aims, literature review, methodology, and budget.

**Applied Work**

Goal: Students in the Ph.D. Program at Eliot-Pearson will be actively engaged in work that promotes health and positive development among children and families. There are a number of ways to become involved, and there is a framework that is part of the Department's strategic plan to help guide students as they approach their applied activities.

Eliot-Pearson has included the goal of "Research/Practice Integration" as its primary commitment as it moves toward future efforts on behalf of children and families. There are several ways that research, theory, policy, and practice have been conceptualized to impact each other in the Department's strategic plan summary. A key feature of the interactions among areas of emphasis (theory, research, practice, policy) in the Department is that they go in all directions. One can start with any area (e.g. practice) and see how it may impact research, policy, and/or theory. All combinations of mutual influence are considered part of the mandate of Eliot-Pearson.

For students’ applied activities, it is assumed that they will become familiar with, and develop skills in, an area of practice (e.g., clinical, educational, early intervention, health, social service). Students who enter the program with professional skills already in hand will be expected to enrich and extend those skills while in the Ph.D. program. Supervised experiences beginning as early as the first semester should be part of the student's program, with the culmination of training occurring during the year long (halftime, or semester-long full-time equivalent) internship required of all students.

Numerous ways to develop practice expertise are available within the Eliot-Pearson community. These may include field placements for course credit, summer internship opportunities, assistantships, clerkships, or staff positions in clinics, institutes, professional practices, consulting firms and the like.

Documentation of Competence: For the student's Preliminary Review, a summary of previous applied activities before entering the Ph.D. program as well as any additional applied activities since entering the program will be prepared. Documentation of all applied activities while in
the program, letters from supervisors, and a summary of progress toward high levels of expertise, are required as part of the student's Qualifying Review Portfolio. Where available, students may apply for licenses, certificates or other professional qualifications in applied areas in which they hope to continue to practice post-degree.

**Teaching and Mentoring**

**Goal:** Student will develop skills in communicating knowledge and supporting the intellectual growth of others through teaching and mentoring.

It is recommended that student complete both Teaching and Mentoring competencies, as described below:

**Teaching:**

Teaching Assistantship: complete the TA requirement of 10 hours/week for two semesters for an Eliot-Pearson course or through teaching elsewhere. If TA responsibilities do not include teaching one’s own section (and receiving student evaluations), then additionally student must do 1 or 2 below:

1. The student must develop and deliver a lecture or class session at Tufts (for a course in which student is not enrolled) or another school, with written evaluation provided by students and/or supervising faculty.

2. Complete a teaching internship, with written evaluation provided by students and/or supervising faculty.

**Mentoring:**

Complete at least one of the following:

1. Undertake a mentoring role for a new graduate student for one year, as documented by program advisor;

2. Function in a supervisory role within a research lab or project; for example, supervise a senior thesis student, a summer scholar, or directed research student, documented by faculty lab director, course instructor, or advisor;

3. Serve as a lead TA for a multi-TA course, documented by the course instructor;

4. Serve as an advisor to the undergraduate Child Development Association, documented by the CDA advisor;

5. The student’s program committee will consider other proposals, which must be submitted before the project is initiated. Supervision/documentation provided by faculty advisor.
**Non-Academic Dissemination**

Goal: All students in the Eliot-Pearson Ph.D. program will demonstrate their experience in disseminating the results of their work to non-academic audiences. This competency will be developed through the following steps, each of which should be demonstrated for a successful Qualifying Review.

1. Exposure to various forms of dissemination. All students will become familiar with several types of media dealing with families and children. These include, but are not limited to, the following:
   - Web sites (e.g., agencies, companies, foundations, interest groups, organizations, etc.)
   - Print media (SRCD Policy Briefs, publications of policy organizations, such as Child Trends, newsletters of professional organizations, community research agencies, etc., newspapers and popular press and magazines)
   - Video media (Children’s TV, network talk shows, cable outlets)
   - Radio media (talk shows)
   - Social media

2. Demonstration of competency
   - Students prepare a written (1-2 page) or taped (5 minute) jargon-free report/article that could be used to disseminate findings from a Qualifying Paper or other study done by the student. This could be a report to a school or site where a study was conducted, a policy brief, a press release, etc.
   - Writing an op-ed column
   - Presentations to parent groups, professionals (non-academic audience), student groups
   - Writing blog

**Cultural Sensitivity**

Goal: Student will demonstrate cultural sensitivity in the conduct of research, teaching, policy work and engaging with others.

Cultural sensitivity describes a lifetime process, which includes 1) understanding how culture shapes one’s beliefs, values, attitudes and traditions; 2) being aware that as cultural beings, individuals interact with others whose beliefs, values, attitudes and traditions may be different than their own and should be respected; and 3) engaging in ongoing self-reflection to understand how one’s cultural views may impact one’s work. It is one’s ethical responsibility to reflect upon and incorporate cultural considerations during stages of research (theorizing, research design and data collection, data analyses, interpretation) and practice (assessment, delivery of services, and design of or advocacy for policies), especially when working with culturally diverse populations (Pinderhughes, Scott, Carvalho, 2017).

- Competency is demonstrated through:
  - Awareness of cultural processes in and social stratification influences on human behavior
  - Awareness of one’s own cultural background and intersecting social identities that shape the cultural lens through which one engages in research, teaches others and conducts policy-related work
• Understanding and appropriate use of culturally relevant theories regarding phenomena of interest with populations of interest in research, teaching and/or policy-related work
• Careful consideration of appropriateness of methods of data collection in assessing functioning of youth and families from diverse cultural groups
• QPs that incorporate critique of extant research in terms of researchers’ incorporation of culturally relevant theories and methods for populations in studies

This competency must be documented through two of the following:
1. Discussion or critique of theoretical models that guide or are relevant to one’s program of study for how they facilitate theorizing about the phenomena of interest with culturally diverse populations. This should be embedded either in the theoretical QP or personal statement.
2. Discussion or critique of the appropriateness of research methods employed in empirical QP for understanding the culturally related experiences of the study sample. This should be embedded into the QP.
3. Discussion of one’s social position/ and the impact of their social identities on their work. This should be embedded in the personal statement in the QP Portfolio.

Development of materials and/or evaluations of workshops/professional development that are included in the QR Portfolio. This competency can be met through any the following:

1. Coursework (CSHD 262, Cultural Sensitivity in Child and Family Research/Practice; ED 167 Critical Race Theory; note – students can petition committee to accept certain consortium courses)
2. Orientation retreat or series of retreats
3. Attend 3-4conferences/trainings (e.g., SRCD Black Caucus preconference, BC Diversity conference, list some others, including local events)
4. Participatory research with a culturally grounded organization
5. Internship with a culturally grounded organization
6. Active/leadership role with professional organization affinity group (e.g., SRCD Latino Caucus, etc.)
7. Development and teaching workshops/professional development training regarding cultural sensitivity
8. Students can propose other projects to be approved by program committee

Conclusion on Competencies
The competencies listed above should serve as a roadmap to help students and their advisors navigate the student’s pursuit of the doctoral degree, including program requirements. They provide suggestions and guidelines about possible pathways to pursue, but they do not dictate courses of action. Ultimately it is up to the student and advising team to determine the particular course to follow when fulfilling requirements.

This is a living document. As requirements change, it may also be necessary to change this document. Please bear in mind the possibility of a time lag between new policies and new descriptions of the competencies, and plan accordingly with your advisor. A student is held to program requirements that were in place upon his/her admission to the doctoral program.
Fulfillment of requirements that were approved during the course of the student’s program participation is at the discretion of the student and advising team, but is not required. Each student’s particular pathway through program requirements and competencies will be unique, determined in part by courses selected, timing of requirements, and nature of competency fulfillment. For example, the Chart provided on the next page lists the various requirements and competencies, but it does not indicate the sequence in which the various boxes (the points of intersection of the two dimensions) should be fulfilled, because that sequence will vary from student to student.

**Doctoral Competencies Chart**

1. Requirements* (listed across in columns) ->
2. Competencies (listed down in rows) ↓

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<th>Requirements -&gt; Competencies</th>
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* The Preliminary Review & Qualifying Review are requirements not included on chart.

**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.

In planning your Dissertation, please note that the Dissertation Proposal Hearing and Final Defense cannot be scheduled within a single semester, unless there are extraordinary circumstances as approved by the Director of Graduate Studies.

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, review of results during the Data Hearing, 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 situation 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 a Dissertation Advisor. The Director of Graduate Studies also can provide assistance in identifying prospective Committee members.

The Dissertation Committee consists of three individuals with commensurate degrees, one of whom is designated as Chairperson. The Dissertation Chair must be a member of the Eliot-Pearson tenured or tenure-track faculty. The second person must be a member of the tenured or tenure-track faculty in Eliot-Pearson. The third member can be a member of Eliot-Pearson, a member of another Department at Tufts, or a faculty member at another university, whose area of expertise is relevant to the student’s dissertation. Typically, choosing the third member of the Dissertation Committee is done by the student and Primary and Secondary Advisors. The final committee for the student’s Dissertation Defense also includes a fourth member – see section on The Examining Committee for more details.

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. Note 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 (if the student is collecting their own data).

B. Dissertation Proposal Hearing
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.

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.

Final authority for accepting or rejecting a student's Dissertation proposal rests with the student's Dissertation Committee and is determined at the Dissertation Proposal Hearing. Upon scheduling the Proposal Hearing, students should submit the Dissertation proposal to the Dissertation Committee at least three weeks prior to the hearing. After the hearing, students should prepare a memo summarizing all changes agreed upon by the committee at the Proposal Hearing and should circulate the memo to the committee for approval.

When the Dissertation proposal has been approved by the student's Dissertation Committee, a copy of the proposal and an approval form with Committee signatures must be submitted to the Administrative Coordinator for Graduate Programs, who will place the documentation in the student’s file.

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. Data Hearing
After completing the collection and analysis of data, the student should schedule a Data Hearing with the three-person Dissertation Committee. The purpose of the Data Hearing is for the student to explain how the proposed method and data analyses address the questions(s) being addressed in the Dissertation and for the Committee to review the student’s data and analyses before the final Dissertation Defense. Typically, a draft of the Method and Results sections of the dissertation will be presented. The Dissertation Committee should decide in what form Results will be shared with the Committee (e.g., complete draft, summary, etc.) and when these materials should be given to the Committee prior to the Data Hearing. There are no requirements that Committee members attend the Data Hearing in-person. After the Data Hearing, students should prepare a memo summarizing all changes agreed upon by the Committee and circulate the memo to the Committee for approval. Students are expected to incorporate these changes prior to the Final Dissertation Defense.

When the Data Hearing is complete, a copy of the completion form with Committee signatures must be submitted to the Administrative Coordinator for Graduate Programs, who will place the documentation in the student’s file.

**F. Preparation of the Draft of the Dissertation**

Once the Data Hearing has been held and the Dissertation Chair decides that the Dissertation is ready for defense, an Examining Committee will be formed (i.e., a fourth member of the committee will be identified), and a meeting for the oral defense of the Dissertation will be scheduled.

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 Dissertation.

When a final draft of the Dissertation is ready, it should be submitted to the Dissertation Committee at least one month prior to the scheduled Dissertation Defense.

**G. 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, who must hold a commensurate degree. 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, it is the role of the Dissertation Committee Chair to coordinate the outside examiner.

**H. Defense of the Dissertation**
The dissertation 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 Dissertation 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 Dissertation Committee should contact the Administrative Coordinator for Graduate Programs, or other designated Department staff, who will then make a public announcement, by e-mail, of the thesis defense. In addition, 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 Dissertation Committee chair (who will consult with members of the Dissertation 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 Dissertation Committee), the audience members may be asked to leave so that the Dissertation 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. As with the other hearings, students should prepare a memo summarizing all changes agreed upon by the committee and circulate the memo to the committee for approval. 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.

I. 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:
1. 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 for approval. Any petitions for change should be made in consultation with the student's Program Advisors and/or Dissertation Advisor.
References
