THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Resolution

Approving the Submission of a Notification of Intent to Submit a Proposal (NISP) for a Master of Science (M.S.) Degree in Applied Developmental Psychology (CIP Code 42.2703)

WHEREAS, the College of Arts and Sciences at The University of Alabama at Birmingham strives to deliver quality programs that are relevant and innovative; and

WHEREAS, the program will train students who are in demand by employers to support discoveries of the basic principles of psychological development across the lifespan; and

WHEREAS, the program will prepare graduates to enter the workforce with the terminal Master of Science or enter a Ph.D., program; and

WHEREAS, the program is built upon a successful history of the current Ph.D., in Psychology;

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that it approves submission of a Notification of Intent to Submit a Proposal (NISP) for a Master of Science (M.S.) degree in Applied Developmental Psychology (CIP Code 42.2703) by The University of Alabama at Birmingham
This collection of proposals aims to: 1) separate the 3 existing PhD concentrations in Psychology into distinct PhD programs to better reflect their distinct focus, curricula, and admission and program procedures; 2) change the master's degree from MA to MS to align with the scientific nature and research focus of the programs; and 3) separate the master's degree into the same 3 areas as the PhD to reflect the distinct focus, curricula, and admission procedures associated with the master's degree in each area.

**Current**

- MA Psychology\(^{1,2}\)
- PhD Psychology

**Proposed**

- MS Medical / Clinical Psychology\(^2\) (Joint program with the School of Medicine)
- MS Applied Developmental Psychology\(^2\)
- MS Behavioral Neuroscience\(^3\)

**Concentrations**
- Medical / Clinical Psychology
- Developmental Psychology
- Behavioral Neuroscience

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\(^1\) Behavioral Neuroscience does not currently offer a master's degree.  
\(^2\) No terminal master's degree offered.  
\(^3\) Behavioral Neuroscience plans to offer a terminal master's degree.
NOTIFICATION OF INTENT TO SUBMIT A PROPOSAL (NISP) FOR A NEW PROGRAM OF INSTRUCTION

1. **Institution:** University of Alabama at Birmingham

2. **Date of NISP Submission:** October 27, 2021

3. **Contact Person and Title:** Katrina Bradley, PhD
   - Telephone: (205) 934-2384
   - E-mail: kmintz@uab.edu

4. **Program Identification:**
   - Award Level: Masters
   - **Title:** Applied Developmental Psychology
   - Degree nomenclature (e.g., MBA, BS): MS
   - 6-digit CIP: 42.2703

5. **Program Administration and Implementation:**
   - Name of College/ School: College of Arts and Sciences
   - Name of Dean: Kecia Thomas, PhD
   - Name of Department: Psychology
   - Name of Chairperson: Christopher Henrich, PhD

   Proposed program implementation date: Fall 2023
   Anticipated ACHE meeting to vote on proposal:
   Anticipated date of approval from institutional governing board: 2/4/2022
   Other considerations for timing and approval (e.g., upcoming SACSCOC review):
6. Program Design:

Brief Description of Program and Objectives:

The objective of the Applied Developmental Psychology MS Program is to train students who are in demand by employers and who lead fulfilling careers through their abilities to 1) support discoveries of the basic principles of psychological development across the lifespan, 2) assist in the application of developmental psychology principles to solve complex, real-world issues of professional interest and importance in a variety of interdisciplinary contexts, and 3) demonstrate Master’s level proficiency in professional skills needed to be successful in the Applied Developmental Psychology field.

Specific Program Objectives include training students to:
• Demonstrate a broad foundation in the concept and methodologies of developmental psychology
• Demonstrate the ability to read, review, and critically evaluate the developmental psychology literature
• Select and utilize scientific techniques/methods to test an applied developmental psychology research question
• Demonstrate research skills that include the ability to design experiments and collect, analyze, and interpret data
• Communicate effectively, both orally and in writing, about developmental theories, methods, and concepts.
• Act in accordance with ethical standards of professional conduct and research.

Currently, students in our PhD program in Psychology (Concentration in Developmental Psychology) are awarded an MA in Psychology after completion of a master’s thesis and completion of relevant coursework. The MA is not intended to be a terminal degree.

Rather, all students in our Developmental Psychology concentration are awarded the MA on the way to the PhD.

In the future, students in our newly established (pending approval) PhD in Applied Developmental Psychology program will be awarded an MS in Applied Developmental Psychology on the way to their PhD.

Proposed delivery format (100% in-person, 100% online, hybrid, multiple formats):
If hybrid, what % of program will be delivered online?
If multiple formats, which ones?

The use of distance education technology is not currently planned.

Total Credit Hours required to complete the program (if range, enter minimum):
Minimum 30 Credit Hours

Please identify any specialized accreditation agency that may apply to this program and
explain why your institution does or does not intend to seek specialized accreditation.

Will the curriculum require work-based or experiential learning (internship, practicum, etc.)? If yes, please explain. Definitions and examples of different types of work-based learning are available at https://www.alaprentice.org/.

No

Will the program be designed to meet educational requirements licensure and/or certification required for entry-level employment? If yes, please list license and/or certification(s).

7. Employment Occupational Alignment
Using the federal Standard Occupational Code (SOC) System, please indicate the top three occupational codes related to post-graduation employment from the program. A full list of SOCs can be found at https://www.onetcodeconnector.org/find/family/title#17. A list of Alabama’s “In-Demand Occupations” is available at https://ache.edu/Instruction.aspx

SOC 1 25.1066
SOC 2 19.3033
SOC 3 11.9199

8. Relationship to other programs within the institution:
Is the proposed program associated with any existing offerings, including options within current degree programs? If yes, please explain. If this is a graduate program, please list any existing undergraduate programs which are directly or indirectly related. If this is a doctoral program, also list related master's programs.

The Applied Developmental Psychology MS Program will be affiliated with the Department of Psychology in the UAB College of Arts and Sciences. The Applied Developmental Psychology MS Program will be supported by the Psychology Department, which agrees to provide the necessary infrastructure for the program, including teaching faculty. Students will take electives from faculty in other schools (e.g., Public Health and Medicine). Faculty from other schools can also serve as research mentors for students in the Applied Developmental Psychology MS Program.

Will this program replace any existing programs or specializations, options, or concentrations within existing programs? If yes, please explain.
9. **Relationship to programs at other Alabama public institutions:**

List programs at the same degree level that use the same or similar CIP codes. If no similar programs exist within Alabama, please list similar programs offered within the 16 SREB states.

If the proposed program duplicates, closely resembles, or is similar to any other offerings in the state, please provide justification for any potential duplication.

The Applied Developmental Psychology MS Program does not duplicate other programs in the state.

The University of Alabama has a Developmental Science concentration in the Experimental Psychology PhD program, which is focused on early childhood development, developmental disabilities, and youth aggression. Auburn University offers MS and PhD degrees in Human Development and Family Studies with a focus on family interaction among adult family members and the development of the child in the context of family. Our program also includes research across the lifespan in areas such as injury prevention, aging and biopsychosocial development.

If you plan to explore program collaboration with other institutions, please explain.

Collaboration with other institutions may be possible in the future, but nothing formal is planned at this time.

10. **Projected program demand**

What is the primary methodology you will use to determine the level of student demand for this program? (Survey of current or former students, enrollments in existing programs or courses)

Students will need to complete this master’s program or a substantially equivalent program to enter the doctoral program in Applied Developmental Psychology. Because the Ph.D. is the terminal degree in our field, the purpose of this master’s program is solely to lay the foundation for admission to and completion of the corresponding doctoral program. To determine the need for our master’s program, and its success, we will track the percentage of our master’s program graduates who go on to enter and complete our doctoral program. Based on past experience, we expect that percentage to be close to 100%.

Demand for this program has already been established and is reflected by the approximately 20 applications we receive for admission to the Developmental
Psychology concentration (PhD in Psychology) each year. We receive applications from across the United States and from international students. On average over the past decade, 3 students have been awarded MA in Psychology (concentration in Developmental), though this degree is not intended to be a terminal degree. Rather, students in our PhD program complete a master’s thesis on the way to the PhD. With recent increases in applications received (i.e., 28 applications received for Fall 2020 entry to our PhD concentration in Lifespan Developmental) and plans to increase enrollment, we anticipate 4 students will be awarded a master's degree each year over the next 5 years. We anticipate this number will continue to grow to 5 graduates per year as planned increases in enrollment take full effect.

What is the primary methodology you will use to determine state need for this program? (Labor market information, expert market analysis, state or regional economic development strategy)

This program will be broadly measured by standard employment metrics such as the U.S. Bureau of Labor Statistics (BLS). Current estimates suggest employment opportunities for all psychologists are expected to rise by 19% during the 2014-2024 decade. This information will be supplemented with domain-specific information from the American Psychological Association (APA) Center for Workforce Studies. Need will also be determined by alumni outcomes. Based on information from current concentration alumni, the largest portion of alumni obtain academic (research and/or teaching), government (e.g., CDC), or non-profit sector positions. We will continue to monitor alumni job placements to assess the continued need for this program or to proactively make programmatic changes to ensure successful placements.
THE UNIVERSITY OF ALABAMA AT BIRMINGHAM

Resolution

Granting Initial Approval of and Submission to the Alabama Commission on Higher Education (ACHE) a Proposal for a Master of Science (M.S.) Degree in Applied Developmental Psychology (CIP Code 42.2703)

WHEREAS, the Board of Trustees approved a Notification of Intent to Submit a Proposal (NISP) for the Master of Science (M.S.) degree in Applied Developmental Psychology on June 10, 2022; and

WHEREAS, the College of Arts and Sciences at The University of Alabama at Birmingham strives to deliver quality programs that are relevant and innovative; and

WHEREAS, the program will equip students with skills necessary to manage and analyze data and design research projects; and

WHEREAS, M.S in Applied Developmental Psychology students will enter the workforce with the ability to perform competently as psychologists, social scientists, and providers of professional services; and

WHEREAS, the program is built upon the successful history of the current Ph.D., in Psychology;

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that it approves granting approval of and submission to the Alabama Commission on Higher Education (ACHE) a proposal for a Master of Science (M.S.) Degree in Applied Developmental Psychology (CIP Code 42.2703) by The University of Alabama at Birmingham.
The University of Alabama System: Outline for a New Proposal: MS in Applied Developmental Psychology

Executive Summary

The MS degree in Applied Developmental Psychology is a program within the Department of Psychology in the College of Arts and Sciences at the University of Alabama at Birmingham (UAB). This program offers a MS degree, however students admitted to the Applied Developmental Psychology PhD program, who meet requirements for the MS degree, will earn an MS in Applied Developmental Psychology en route to the PhD. The department currently offers a concentration in Developmental Psychology in the current Ph.D. Psychology. The pipeline from the MS in Psychology is currently in place and we expect it to remain unchanged as we transition concentrations to three distinct masters and doctoral degrees. The program will replace an existing Applied Developmental Psychology concentration within the Psychology Department. Developmental Psychology is currently one of three Psychology concentrations (i.e., Behavioral Neuroscience, Developmental Psychology, and Medical/Clinical Psychology) at UAB. These three concentrations largely operate independently, with separate directors, admissions procedures, and steering committees that have distinct foci, admissions, curricula, and training goals. Thus, our aim is to separate the three existing concentrations in Psychology into three distinct programs.

This program will be the only MS in Applied Developmental Psychology program in the state. The proposed new program in Applied Developmental Psychology leverages strengths from our existing concentration (Developmental Psychology) which includes a successful 31-year history of graduating students who have secured prominent positions within academia, government, non-profit organizations, and industry. To keep up with the rapidly evolving workplace needs, our rationale for this new program includes a new name and rebranding that is likely to appeal to new generation students and future employers, emphasizing the important training our students receive in applying basic psychological principles and cutting-edge methodologies and statistics to tackle complex, real-world (applied) issues.

Applied developmental science involves the programmatic synthesis of research and applications to describe, explain, intervene, and provide preventive and enhancing uses of knowledge about human development. The conceptual base of applied developmental science reflects the view that individual and family functioning is a combined and interactive product of biology and the physical and social environments that continuously evolve and change over time. Applied developmental science emphasizes the nature of reciprocal person-environment interactions among people, across settings, and within a multi-disciplinary approach stressing individual and cultural diversity. This orientation is defined by three conjoint emphases (1) Applied: Direct implications for what individuals, families, practitioners, and policy makers do. (2) Developmental: Systematic and successive changes within human systems that occur across the lifespan. (3) Science: Grounded in a range of research methods designed to collect reliable and objective information systematically that can be used to test the validity of theory and application.
2. Steps taken to determine if other UA System Institutions might be interested in collaborating in the program.

We have not yet explored collaboration with other University of Alabama System institutions. We already have long-standing internal collaborations established, and opportunities for partnership with other University of Alabama System Institutions will be considered.

3. Desegregation Impact Statement:

The UAB College of Arts and Sciences and Department of Psychology are committed to ensuring recruitment and retention of students from diverse backgrounds in all programs. We will ensure this program, like all other degree offerings at the University of Alabama at Birmingham, is accessible and available to diverse population.

4. Summary of Consultant’s Comments

N/A

5. Summary of Other Campuses’ Comments

N/A

6. Other pertinent information

N/A
PROPOSAL FOR A NEW DEGREE PROGRAM (Part 1: Proposal)

1. Date of Proposal Submission: June 9, 2023

   Full program name and level: Applied Developmental Psychology – Master’s

   Degree nomenclature (e.g., MBA, BS): MS

   CIP Code: 42.2703

2. Learning Outcomes:

   Succinctly list at least four (4) but no more than seven (7) of the most prominent student learning outcomes of the program.

   i. Demonstrate a broad foundation in the concepts and methodologies of developmental psychology.

   ii. Demonstrate the ability to read, review, and critically evaluate the developmental psychology literature.

   iii. Select and utilize scientific techniques/methods to test an applied developmental psychology research question.

   iv. Demonstrate research skills that include the ability to design experiments, and collect, analyze, and interpret data.

   v. Communicate effectively -- both orally and in writing -- about developmental theories, methods, and concepts.

   vi. Act in accordance with ethical standards of professional conduct and research.

3. Employment Outcomes and Program Demand

   Please describe how the proposed program prepares graduates to seek employment in the occupations (SOC codes) identified within the NISP. Note: you may also indicate any updates to those codes here.

   This program prepares graduates to continue on and complete the requirements for obtaining their doctoral degree. This is clearly communicated to applicants. Therefore, with very few exceptions, we will expect graduates of the master’s program in Applied Developmental Psychology to continue without interruption to enrollment in the doctoral Program in Applied Developmental Psychology. However, students who choose to end their formal education after completing the master’s program in Applied Developmental
Psychology will be well-prepared, though completed coursework and research training, for the following occupations:

19-4061.00 Social Science Research Assistant. Master’s program graduates will have acquired experience with many of the activities associated with this occupation, including collection of data from individuals through observation, interviews, surveys, and administration of psychological tests. Those experiences, and graduates’ competitiveness for employment, will have been augmented by courses in domains that are relevant to social and behavioral science research such as psychopathology, personality, assessment, and statistical analysis.

25-1066.00 Psychology Teachers, Postsecondary. All graduates of the master’s program in Applied Developmental Psychology would have completed an undergraduate degree or equivalent coursework in psychology and specialized graduate-level coursework in relevant topics such as developmental psychology, research methods, and statistics. With this training they would be competitive for teaching positions at some small liberal arts and junior colleges in Alabama and across the U.S.

The program has some goals in common for all students so that they will begin training to later be able to perform competently as psychologists, social scientists and providers of professional services after graduation. Initial instruction in the following competencies will begin during the master’s program and will prepare graduates to move to the doctoral phase of their training:

- **Plan a program of research**
  - Evaluate and synthesize scientific literature
  - Identify and sequence research problems and questions
  - Identify and operationalize constructs relevant to a study
  - Generate plausible and testable alternate hypotheses
  - Recognize the significance of research questions and problems for application to real-world settings.

- **Design a study**
  - Make well-justified research design decisions appropriate to the questions, hypotheses, and context
  - make well-justified decisions regarding the study population
  - select and appropriately justify measures that are well-suited to the research questions and context
- design a treatment, intervention or other experimental manipulation to generate data relevant to a research problem, question or hypothesis.
- make well-justified decisions regarding appropriate methods for statistical analysis
- determine sample size and adjust study design based on statistical power considerations
- identify, explain, and control for potential confounds (e.g., by blinding experimenters or raters, counterbalancing stimulus order, use of multiple stimuli or raters, inclusion of control conditions or comparison groups that share non-specific characteristics with the condition or group of interest)
- describe and justify the feasibility of a study, as well as a reasonable timeline for study completion.

**Conduct a study**

- write a research protocol that provides detail sufficient to ensure consistency in the conduct of the study procedures
- monitor and maintain fidelity to a research protocol throughout the course of a study
- generate and implement successful recruitment strategies
- master and implement relevant technical skills (e.g., structured interview, cognitive assessment, data processing technique)
- collect, maintain, and manage study data and associated records
- carry out and appropriately interpret statistical analyses
- seek and ensure continuing compliance with the requirements of the IRB and other appropriate bodies throughout the course of the research and associated data analyses
- work constructively with other members of a research team, including the research mentor, other investigators, professional staff, other students, and research assistants as appropriate
- interact productively with professionals from disciplines other than developmental psychology
- monitor progress with respect to study timeline and consult appropriately with others (e.g., research mentor) if problems arise.

**Communicate research**
• Effectively communicate the rationale, methods, and findings for a study in oral presentations and in writing
• Effectively respond to questions and challenges
• Critically evaluate their own and other’s research.

• Gain initial knowledge and apply relevant knowledge to the planning, design, conduct, and communication of research

  • Apply knowledge about lifespan development, cultural and individual variation, health conditions, and relevant legal and ethical issues to effectively design and conduct research.

Please explain whether further education/training is required for graduates of the proposed program to gain entry-level employment in the occupations you have selected.

No further education or training is universally required to gain entry-level employment in the professions noted to be accessible to students who end their formal education after completion of the master’s program in Applied Developmental Psychology (Social Science Research Assistant, Psychiatric Technician, and certain Postsecondary Psychology Teacher positions).

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, you should discuss alignment with Alabama’s Statewide or Regional Lists of In-Demand Occupations (available at https://ache.edu/lnstruction.aspx under “Policy/Guidance”) or with emerging industries as identified by Alabama’s Innovation Commission or the Economic Development Partnership of Alabama (EDPA).

According to the U.S. Bureau of Labor Statistics, employment opportunities for all psychologists are expected to rise by 19% during the 2014-2024 decade. In addition, STEM (Science, Technology, Engineering, and Mathematics) fields continue to grow in line with projected increases in jobs requiring STEM skills. This program aligns with emerging industries identified by Alabama’s Innovation Commission, specifically the Alabama Innovation Corporation retention program targeting talent in STEM fields. Our graduate students will be equipped to tackle real-world issues related to developmental psychology, and our program will work to connect Alabama employers to talent that is already in Alabama receiving training.

Please describe how you will determine whether graduates are successful in obtaining relevant employment or pursuing further study.

Graduates of the master’s program will continue on to complete doctoral training. Based on information from current concentration doctoral alumni, the largest portion of alumni obtain academic (research and/or teaching), government (e.g., CDC), or non-
profit sector positions. We will continue to track alumni job placements (first job after MS, pursued further study) and current positions to assess the continued need for this program or to proactively make programmatic changes to ensure successful placements.

Briefly describe evidence of student demand for the program, including enrollments in related coursework at your institution if applicable. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.

Students will need to complete this master’s program or a substantially equivalent program to enter the doctoral program in Applied Developmental Psychology. Because the Ph.D. is the terminal degree in our field, the purpose of this master’s program is solely to lay the foundation for admission to and completion of the corresponding doctoral program. To determine the need for our master’s program, and its success, we will track the percentage of our master’s program graduates who go on to enter and complete our doctoral program. Based on past experience, we expect that percentage to be close to 100%.

Demand for this program has already been established and is reflected by the approximately 20-30 applications we receive for admission to the Developmental Psychology concentration (PhD in Psychology) each year. We receive applications from across the United States and from international students. On average over the past decade, 4 students have been awarded MA in Psychology (concentration in Developmental) annually, although this degree is not intended to be a terminal degree. Rather, students in our PhD program complete a master’s thesis on the way to the PhD. With recent increases in applications received (i.e., 28-30 applications received for each year for the past 3 years for entry to our PhD concentration in Developmental) and plans to increase enrollment, we anticipate 4 students will be awarded a master’s degree each year over the next 5 years. We anticipate this number will continue to grow to 5 graduates per year as planned increases in enrollment take full effect. We will monitor student demand over time and will continue to be responsive to student needs.

4. Specific Rationale (Strengths) for Program

What is the specific rationale for recommending approval of this proposal? List 3-5 strengths of the proposed program.

i. Developmental Psychology is currently one of three Psychology concentrations (along with Behavioral Neuroscience and Medical/Clinical Psychology) at UAB. Our aim is to separate the three existing concentrations in Psychology into three distinct programs. The rationale for doing so is that these concentrations largely operate independently, with separate directors, admissions procedures, and steering committees for existing concentrations that have different foci, admissions, curricula, and training goals that map onto different CIP codes.
ii. The proposed new program in Applied Developmental Psychology leverages strengths from our existing concentration (Developmental Psychology) which includes a successful 31-year history of graduating students who have secured prominent positions within academia, government, non-profit organizations, and industry. To keep up with the rapidly evolving workplace needs, our rationale for this new program includes a new name and rebranding that is likely to appeal to new generation students and future employers, emphasizing the important training our students receive in applying basic psychological principles and cutting-edge methodologies and statistics to tackle complex, real-world (applied) issues.

iii. Applied developmental psychology is an emerging subdiscipline in psychology. There is no other Applied Developmental Psychology program in the state. At the University of Alabama, Developmental is a concentration within Experimental Psychology that is different than our current Developmental program as we are a lifespan program. Additionally, making our concentration a program and accurately rebranding it as Applied Developmental Psychology will further differentiate our program from Developmental Psychology at the University of Alabama. A fundamental aspect of our new program is that a student’s work will make strong connections to the field of Applied Developmental Science, owing to the applied and lifespan focus of the program. Applied Developmental Science is defined as the following (Fisher et al., 1993, pg. 4):

“Applied developmental science involves the programmatic synthesis of research and applications to describe, explain, intervene, and provide preventive and enhancing uses of knowledge about human development. The conceptual base of applied developmental science reflects the view that individual and family functioning is a combined and interactive product of biology and the physical and social environments that continuously evolve and change over time. Applied developmental science emphasizes the nature of reciprocal person- environment interactions among people, across settings, and within a multi-disciplinary approach stressing individual and cultural diversity. This orientation is defined by three conjoint emphases:

- Applied: Direct implications for what individuals, families, practitioners, and policy makers do.
- Developmental: Systematic and successive changes within human systems that occur across the lifespan.
- Science: Grounded in a range of research methods designed to collect reliable and objective information systematically that can be used to test the validity of theory and application.”

Please list any external entities that have supplied letters of support attesting to the program’s strengths, and attach letters with the proposal.
5. Program Resource Requirements

A. Faculty. Please provide or attach a brief summary of primary and support faculty that includes their qualifications specific to the program proposal. Note: Institutions must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active, but you do not need to submit CVs with this proposal.

Primary Faculty

**Karlene Ball, PhD**
**Qualifications:** Teaches required program courses (e.g., PY 785: Psychology of Aging), serves on student Master’s thesis committees, and trains graduate students in the lab.

**Olivio Clay, PhD**
**Qualifications:** Teaches required program courses (e.g., PY 619: Diversity, Equity, and Inclusion; PY 716: Introduction to Statistics), serves on student Master’s thesis committees, and trains graduate students in the lab.

**Michael Crowe, PhD**
**Qualifications:** Teaches required program courses (e.g., PY 785: Psychology of Aging), serves on student Master’s thesis committees, and trains graduate students in the lab.

**Kristi Guest, PhD**
**Qualifications:** Teaches elective program courses (e.g., PY712: Seminar in Social Development), serves on student Master's thesis committees, and trains graduate students in the lab.

**Christopher Henrich, PhD**
**Qualifications:** Teaches required program courses (e.g., PY 708: Developmental Psychology), serves on student Master's thesis committees, and trains graduate students in the lab.

**Maria Hopkins, PhD**
**Qualifications:** Teaches required and elective program courses (e.g., PY 683: Developmental Disabilities; PY 708: Developmental Psychology; PY 796: Practicum in the Teaching of Psychology), serves on student Master's thesis committees, and trains graduate students in the lab.

**Sylvie Mrug, PhD**
**Qualifications:** Teaches required and elective program courses (e.g., PY 729: Adolescent Development Seminar; PY 719: Multivariate Statistical Methods; PY 746: Structural Equation Modeling), serves on student Master’s thesis committees, and trains graduate students in the lab.

**Sarah O'Kelley, PhD**
**Qualifications:** Serves on student Master’s thesis committees and trains graduate students in the lab.
Caroline Richter, PhD
Qualifications: Teaches elective program courses (e.g., PY 683: Developmental Disabilities), serves on student Master’s thesis committees, and trains graduate students in the lab.

David Schwebel, PhD
Qualifications: Serves on student Master’s thesis committees and trains graduate students in the lab.

Despina Stavrinos, PhD
Qualifications: Teaches required program courses (e.g., PY710: Seminar in Lifespan Developmental Psychology; PY 729: Adolescent Development Seminar), serves on Master’s thesis committees, and trains graduate students in the lab.

Support Faculty

Heather Austin, PhD
Qualifications: Serves on student Master’s thesis committees and trains graduate students in the lab.

Caitlin Clevenger, PhD
Qualifications: Serves on student Master’s thesis committees and trains graduate students in the lab.

Edwin Cook, PhD
Qualifications: Teaches required program courses (e.g., PY 717: Applied Statistical Methods) and serves on student Master’s thesis committees.

Karen Cropsey, PhD
Qualifications: Serves on student Master’s thesis committees.

Robin Ennis, PhD
Qualifications: Serves on student Master’s thesis committees.

Burel Goodin, PhD
Qualifications: Serves on student Master’s thesis committees.

Kathryn Kaiser, PhD
Qualifications: Serves on student Master’s thesis committees and trains graduate students in the lab.

Bridge Kennedy, PhD
Qualifications: Serves on student Master’s thesis committees.

Robin Lanzi, PhD
Qualifications: Serves on student Master’s thesis committees and trains graduate students in the lab.

Maya Martin, PhD
Qualifications: Serves on student Master’s thesis committees.

Laura McGuinn, PhD
Qualifications: Serves on student Master’s thesis committees.
Kristi Menear, PhD  
**Qualifications:** Serves on student Master’s thesis committees.

Sarah Ryan, PhD  
**Qualifications:** Serves on student Master’s thesis committees.

Carolyn Pickering, PhD  
**Qualifications:** Serves on Master’s thesis committees and trains graduate students in the lab.

David Vance, PhD  
**Qualifications:** Serves on student Master’s thesis committees and trains graduate students in the lab.

Kristina Visscher, PhD  
**Qualifications:** Serves on student Master’s thesis committees.

Pariya Wheeler, PhD  
**Qualifications:** Serves on student Master’s thesis committees and trains graduate students in the lab.

Please provide faculty counts for the proposed program:

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<th>Faculty Type</th>
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<td></td>
</tr>
<tr>
<td>Additional Part-Time (to be hired)</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Note: Annual compensation costs for additional faculty to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3. Salary/benefits for current faculty should not be included.

Briefly describe the qualifications of any new faculty to be hired:

**B. Staff.** Will the program require dedicated staff?  
☐ Yes  ☒ No  
The existing graduate program already has a dedicated staff member.
If so, indicate the number or percentage of FTEs.

Note: Annual compensation costs for staff to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

C. Equipment. Will any special equipment be needed specifically for this program?

☐ Yes   ☑ No

If yes, please list. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

D. Facilities. Will any new facilities be required specifically for the program?

☐ Yes   ☑ No

If yes, please list. Only new facilities need be listed. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

E. Library. Will additional library resources be required to support the program?

☐ Yes   ☑ No

Please provide a brief description of the current status of the library collections supporting the proposed program.

Students at UAB have access to an extensive library resources. The Lister Hill Library of the Health Sciences is centrally located in the heart of the academic medical center and is the largest biomedical library in Alabama. In addition to an extensive collection of print books and periodicals, the library offers an excellent digital collection supporting biomedical research. The Mervyn H. Sterne Library maintains a collection of over one-million items that supports teaching and research in social and behavioral sciences, arts and humanities, business, education, engineering, and natural science and mathematics. The facility has special collections, including books, periodicals, and access to electronic titles, seminar rooms, collaborative study spaces, computers, printers and copiers, and seating for 1,350 users.
If yes, please briefly describe how any deficiencies will be remedied, and include the cost in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table.

**F. Assistantships/Fellowships.** Will you offer any assistantships specifically for this program?

[ ] Yes [ ] No

If “Yes”, how many assistantships will be offered? __________________________

The expenses associated with any *new* assistantships should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

**G. Other.** Please explain any other costs to be incurred with program implementation, including lab start-up expenses or specialized accreditation costs. Be sure to note these on the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.
PROPOSAL FOR A NEW DEGREE PROGRAM (Part 2: Course Info)

Name of Proposed Program:

Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

| Credit hours required in program courses | 16 |
| Credit hours in general education or core curriculum | NA |
| Credit hours required in support courses | NA |
| Credit hours in required or free electives | 9 |
| Credit hours in required research | 6 |

**Total credit hours required for completion**

31

Maximum number of credits that can be transferred in from another institution and applied to the program: 9 credits

Intended program duration in semesters for full-time students: 6 semesters

Intended program duration in semesters for part-time students: We do not intend to enroll part-time students.

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, through structured **work-based learning** with an employer partner, or through alignment with nationally recognized industry standards? If yes, please explain how these components fit with the required coursework.

No

Does the program include any options/concentrations? If yes, please give an overview of the options, and identify the courses for each in the table below.

No

Please indicate any prior education or work experience required for acceptance into the program:

Interested students will apply to the Applied Developmental Psychology program through the UAB Graduate School. Students with backgrounds in psychology, education, or public health are encouraged to apply. All students are expected to have
undergraduate research experience. Relevant research experience is advantageous and considered an important indication of the applicant's motivation and commitment to program goals. Qualified applicants will be invited for a personal interview. The admissions committee will consider all applicant information in a holistic manner to select students who will be offered program admission.

Describe any other special admissions or curricular requirements for the program:

Students will be required to complete a thesis project.

Thesis proposal:
The goals of the written proposal are to: a) contextualize the student’s original research investigation that they will undertake for their thesis, b) document the student’s breadth of knowledge in the area, and c) illustrate their ability to synthesize historical and contemporary research in their chosen topic.

Approval of the proposal by the committee has a contractual aspect. That is, the student agrees to complete the proposed studies and the committee agrees that completion of the proposed work (and any previous work) will constitute sufficient empirical work for the thesis. In general, the thesis should answer one or more substantive questions and the student should demonstrate his or her status as an expert in their field.

The introduction to the thesis proposal should be approximately no less than between 5,000 and 7,500 words (~10 to 15 pages) in length and cite about 50 references. The thesis proposals should also include – inclusive of the above: Aims and hypotheses, methods (e.g., participants, procedures, data analysis plan), and a proposed timeline.

The rationale for these guidelines is to ensure that students develop and demonstrate content-area expertise, gain experience with writing integrative literature reviews, and produce work that substantively connects and contributes to applied developmental theory (in any sub area). The faculty recognize there is a natural tension between generating publication “ready” empirical documents (which might be shorter and in a different format) and ensuring that students are receiving appropriate training.

A proposal meeting will be held with a 3-person faculty committee wherein the student will present, each member of the committee will have an opportunity to ask questions of the students, and then feedback will be provided in a constructive manner. Once IRB compliance is documented and a successful proposal defended, the student may apply for admission to candidacy.

Progress Report Meeting:
A progress report meeting will be held at least 6 weeks prior to the planned thesis defense. The purpose of the progress report is to provide an opportunity to get everyone on the same page about thesis milestones, unforeseen problems and alternative strategies, and any critical weaknesses prior to the formal defense so that they can be resolved in a timely fashion that preserves the quality of the project and is supportive of the student. The overall goal is to set the student up to succeed so that their public defense is successful and that they do not prematurely proceed to that stage.

Final Defense:
At the Public Defense the student will present their work and respond to questions from the general audience. The student should prepare approximately a 40 minute talk leaving 10-15 minutes for questions from those in attendance. Power point or other visual aids are optional, but strongly recommended. After the final public portion is complete, the “public” is dismissed and the committee asks any final questions in a closed meeting for the formal oral defense. After each member of the committee has indicated they have no more questions or their time has elapsed the chair will excuse the student so that the committee may deliberate. The student is called back in when the committee has reached a decision.

Final Submission:

Once the thesis has been successfully defended and all required changes have been made, the student submits an electronic copy of the final accepted version of the document in PDF form to the entire committee and the Director. The Director verifies with the committee chair that this final document reflects all changes required by the committee and archives it as required for accreditation. The Director then signs the Certificate of Approval for Electronic Theses and Dissertations, which is submitted to the Graduate School by the Program Manager. The student electronically submits the approved and accepted thesis to the Graduate School, following instructions on the Graduate School website.

Please complete the table below indicating all coursework for the proposed program, identifying any new courses developed for the program, along with courses associated with each option as applicable. Include the course number, and number of credits. Coursework listed should total the number of hours required to complete the program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Number of Credit Hours</th>
<th>* If New Course</th>
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<tbody>
<tr>
<td>PY619 Diversity, Equity, and Inclusion in Research and the Workforce</td>
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<tr>
<td>PY708 Developmental Psychology</td>
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<td>PY716 Introduction to Statistics and Measurement</td>
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<td>PY719 Multivariate Statistical Methods</td>
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<td>PY699 Master’s Level Thesis Research</td>
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Select three courses from the list below:  

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<th>Course Description</th>
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<td>PY683 Developmental Disabilities</td>
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<tr>
<td>PY711 Seminar in Cognitive Development</td>
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<tr>
<td>PY712 Seminar in Social Development</td>
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<td>PY713 Seminar in Language Development</td>
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<td>PY734 Applied Developmental Psychology</td>
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<td>PY764 Cognitive Assessment: Child and Adult</td>
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### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION:** University of Alabama at Birmingham

**PROGRAM:** Applied Developmental Psychology

| Select Level: Master's |

#### ESTIMATED "NEW" EXPENSES TO IMPLEMENT PROPOSED PROGRAM

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<th>Item</th>
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#### "NEW" REVENUES AVAILABLE FOR PROGRAM SUPPORT

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#### ENROLLMENT PROJECTIONS

*Note: "New Enrollment Headcount" is defined as unduplicated counts across years.*

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#### DEGREE COMPLETION PROJECTIONS

*Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.*

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<th>Year 3</th>
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