Resolution

Approving the Submission of a Notification of Intent to Submit a Proposal (NISP) for a Doctor of Philosophy (Ph.D.) 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 and who lead fulfilling careers through their abilities to independently discover basic principles of psychological development across the lifespan, apply developmental psychology principles to solve complex, real-world issues of a professional interest and importance in a variety of interdisciplinary contexts, and who demonstrate proficiency in professional skills needed to be successful; and

WHEREAS, the program will replace the Developmental Psychology Ph.D. concentration in the department of Psychology; 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 a Notice of Intent to Submit a Proposal (NISP) for a Doctor of Philosophy (Ph.D.) 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$^{1,2}$

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PhD Psychology

**Concentrations**

- Medical / Clinical Psychology
- Developmental Psychology
- Behavioral Neuroscience

**Proposed**

MS Medical / Clinical Psychology$^2$

Joint program with the School of Medicine

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PhD Medical / Clinical Psychology

MS Applied Developmental Psychology$^2$

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PhD Applied Developmental Psychology

**MS Behavioral Neuroscience$^3$**

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PhD 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: Graduate
   - Title: Applied Developmental Psychology Program
   - Degree nomenclature (e.g., MBA, BS): PhD
   - 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: 02/04/2022
   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 PhD Program is to train students who are in demand by employers and who lead fulfilling careers through their abilities to independently 1) discover basic principles of psychological development across the lifespan, 2) apply developmental psychology principles to solve complex, real-world issues of professional interest and importance in a variety of interdisciplinary contexts, and 3) demonstrate proficiency in professional skills needed to be successful. Specific Program Objectives include training students to:

• Synthesize, critique, and apply theories of developmental psychology.

• Critique, evaluate, and apply advanced quantitative developmental research design and statistical methods.

• Conduct independent research that makes an original contribution to applied developmental science.

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

• Implement and advance effective teaching practices.

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

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):

54 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.

None

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.alapprentice.org/.
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).

NO

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 11.9199
SOC 2 19.1029
SOC 3 19.1099

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 PhD Program will be affiliated with the Department of Psychology in the UAB College of Arts and Sciences. The Applied Developmental Psychology PhD 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 PhD Program.

Will this program replace any existing programs or specializations, options, or concentrations within existing programs? If yes, please explain.

Yes.
This program will replace the existing Developmental Psychology PhD concentration in the Department of Psychology. The Developmental Psychology PhD concentration is one of three concentrations (Behavioral Neuroscience, Developmental Psychology, and Medical/Clinical Psychology). The concentration has been functioning independently from the other Psychology PhD concentrations since its original conception. That is, it has its own administrative structure, admissions committee, and curriculum.
The proposed program will continue to receive the support from the Department of Psychology. That support will include funding to offer competitive graduate student packages (stipend, tuition, fees), dedicated staff (i.e., Graduate Program manager) for day-to-day operations, and support for its Director who will lead all efforts in achieving program objectives. Students will receive mentorship from 12 core program faculty, an additional 14 primary faculty members in the Department of Psychology, as well as faculty from units across UAB. The department recently recruited a new Chair who is a Developmental Psychologist, and several new faculty hires are expected in the next few years, some of which may be affiliated with this PhD program. Primary program faculty discussed and recommended a name change from Developmental (concentration) to Applied Developmental (program). The main impetus for changing the name was to better reflect the work previously and currently conducted by our faculty and students, and to improve marketability of graduates interested in research as well as those seeking to conduct work in applied settings such as industry, health care facilities, schools, clinics, non-profit organizations, government, and treatment facilities.

It is understood that students in this program will make strong connections to the field of Applied Developmental Science (Fisher et al., 1993) 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.”

The current mission of the Developmental concentration will not change as the new program is established. Rather, the mission already mentions “applied” work: “Using a lifespan perspective, our graduate program trains students to discover basic principles of psychological development and apply them in interdisciplinary contexts.”
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.

There are no other graduate programs in Applied Developmental Psychology 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 a PhD 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)

The Applied Developmental Psychology PhD Program will replace an existing Developmental Psychology concentration in the Psychology Department at UAB. Demand for this program has already been established and is reflected by the approximately 20 to 30 applications we receive for admission each year. We receive applications from across the United States and from international students. On average over the past decade, 3 students have graduated from the Developmental Psychology concentration per year, and with recent increases in enrollment we anticipate 3 to 4 students will graduate with a Developmental Psychology PhD 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.

There is no reason to think that student demand will decrease as a function of a change in formal status within UAB. However, we will continue to track this metric in future years.
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)

Need for 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.
PROPOSAL FOR A NEW DEGREE PROGRAM (Part 1: Proposal)

1. Date of Proposal Submission: September 30, 2022
   Full program name and level: Applied Developmental Psychology – Doctorate
   Degree nomenclature (e.g., MBA, BS): PhD
   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. Synthesize, critique, and apply theories of developmental psychology.
   ii. Critique, evaluate, and apply advanced quantitative developmental research design and statistical methods.
   iii. Conduct independent research that makes an original contribution to applied developmental science.
   iv. Communicate effectively, both orally and in writing, about developmental theories, methods, and concepts.
   v. Implement and advance effective teaching practices.
   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 successfully seek employment through rigorous coursework and research training. In particular, courses in developmental theory, adolescence, and aging will provide students with the foundational knowledge in developmental psychology across the lifespan necessary to function in a psychology role. Advanced coursework in research methodology and statistics will equip graduates with the skills necessary to manage and analyze data and design research projects. Students will also complete a dissertation project.
   The program has some goals in common for all students so that they have the ability to perform competently as psychologists, social scientists and providers of professional
services after graduation. The following competencies are expected to be mastered by graduation to a level that suggests the student is ready to undertake this activity independently while seeking reasonable consultation with others as needed; i.e., performs at a level of competency and independence that is consistent with that of a beginning post-doctoral research fellow or assistant professor. These are transferable skills that will prepare graduates in a variety of contexts/careers:

- **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.

- Master 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.

We do not anticipate our graduates requiring any additional training to gain entry-level employment. However, post-doctoral training in Psychology is not uncommon to prepare PhDs for tenure-earning faculty positions, particularly at research-intensive institutions.
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/Instructor.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.

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 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.

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, 3 students have graduated from the Developmental Psychology concentration per year, and with recent increases in enrollment we anticipate 4 students will graduate with a Developmental Psychology PhD 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 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 dissertation 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 dissertation 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 dissertation 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 dissertation 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 dissertation 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 dissertation 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 dissertation committees, and trains graduate students in the lab.

Sarah O’Kelley, PhD
Qualifications: Serves on student dissertation 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 dissertation committees, and trains graduate students in the lab.

David Schwebel, PhD
Qualifications: Serves on student dissertation committees and trains graduate students in the lab.

Despina Stavrinos, PhD
Qualifications: Teaches required program courses (e.g., PY 710: Seminar in Lifespan Developmental Psychology; PY 729: Adolescent Development Seminar), serves on dissertation committees, and trains graduate students in the lab.

Support Faculty

Caitlin Clevenger, PhD
Qualifications: Serves on student dissertation 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 dissertation committees.

Karen Cropsey, PhD
Qualifications: Serves on student dissertation committees.

Robin Ennis, PhD
Qualifications: Serves on student dissertation committees.

Burel Goodin, PhD
Qualifications: Serves on student dissertation committees.

Kathryn Kaiser, PhD
Qualifications: Serves on student dissertation committees and trains graduate students in the lab.

Bridge Kennedy, PhD
Qualifications: Serves on student dissertation committees.

Robin Lanzi, PhD
Qualifications: Serves on student dissertation committees and trains graduate students in the lab.
Maya Martin, PhD  
**Qualifications:** Serves on student dissertation committees.

Laura McGuinn, PhD  
**Qualifications:** Serves on student dissertation committees.

Kristi Menear, PhD  
**Qualifications:** Serves on student dissertation committees.

Sarah Ryan, PhD  
**Qualifications:** Serves on student dissertation committees.

Carolyn Pickering, PhD  
**Qualifications:** Serves on dissertation committees and trains graduate students in the lab.

David Vance, PhD  
**Qualifications:** Serves on student dissertation committees and trains graduate students in the lab.

Kristina Visscher, PhD  
**Qualifications:** Serves on student dissertation committees.

Pariya Wheeler, PhD  
**Qualifications:** Serves on student dissertation committees and trains graduate students in the lab.

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Please provide faculty counts for the proposed program:

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<th>Status</th>
<th>Faculty Type</th>
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<tr>
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</tbody>
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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 | 27  |
| 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 | 12  |
| **Total credit hours required for completion** | **54** |

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 dissertation project.

**Dissertation proposal:**
The goals of the written proposal are to: a) contextualize the student’s original research investigation that they will undertake for their dissertation, 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 dissertation. In general, the dissertation 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 dissertation proposal should be approximately no less than between 10,000 and 15,000 words (~20 to 30 pages) in length and cite ~100 references. As a guide, students should look to review papers published in top developmental journals and should aim to submit the paper in such a journal (e.g., Child Development has an 8-page limit on references (APA style)).

Dissertation proposals should also include – inclusive of the above: Aims and hypotheses, methods (e.g., participants, procedures, data analysis plan), and a proposed timeline. This requirement holds for both the 3-paper dissertation and the traditional format.

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 5-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 dissertation defense. The purpose of the progress report is to provide an opportunity to get everyone on the same page about dissertation 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 dissertation 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 dissertation to the Graduate School, following instructions on the Graduate School website.

Students are also required to complete a 2-part teaching practicum. Teaching Practicum. The preparation and actual experience in undergraduate classroom teaching is an important aspect of preparing graduate students for a professional career in Developmental Psychology. Six credit hours of PY 796, Practicum in the Teaching of Psychology, are required in the Developmental Psychology Program. It is recommended that students complete this practicum in his/her third year; however, second year students may register with approval from their research mentor and the Director. The teaching practicum must be completed over the fall and spring terms of the same academic year. Students complete the first part of PY796 (learning about pedagogy/serving as TA) in the fall term and the second part of PY796 (teaching the course on their own) in the spring term.

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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<tr>
<td>PY707 Brain and Cognition</td>
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* Academic Program Proposal 10/28/21
<table>
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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>PY710 Seminar in Developmental Psychology (Required fall and spring semesters every year)</td>
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<tr>
<td>PY718 Advanced Research Design</td>
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<td>PY729 Seminar in Adolescent Development</td>
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<td>PY785 Psychology of Aging</td>
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<td>PY796 Practicum in Teaching of Psychology</td>
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<td>PY798 Pre-doctoral Research</td>
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<td>PY799 Doctoral Dissertation Research</td>
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**Select one course from the list below:**

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<th>Course</th>
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<td>PY746 Structural Equation Modeling</td>
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<tr>
<td>PY727 Longitudinal Data Analysis Laboratory</td>
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**Select two courses from the list below:**

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<td>PY720 Human Neuropsychology</td>
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<td>PY731 Health Psychology</td>
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<td>PY742 Sport Psychology</td>
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<td>PY788 Pediatric Psychology</td>
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<tr>
<td>PY795 Community Practicum in Psychology</td>
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</table>
# NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION:** University of Alabama at Birmingham

**PROGRAM:** Developmental Psychology

**Select Level:** Doctorate

## ESTIMATED "NEW" EXPENSES TO IMPLEMENT PROPOSED PROGRAM

<table>
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<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</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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