University of Alabama at Birmingham Developmental Psychology

Policies, Procedures & Guidelines 2023-2024

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Mission and Goals

Developmental Psychology is a specialty area of psychology that aims to explain growth, change, and consistency over the course of the lifespan. Developmental psychologists study a wide range of areas such as biological, cognitive, social, and emotional processes, to describe, explain and optimize development. Students work under the guidance of their faculty research mentor(s) to focus on a particular research area. Training is individualized to meet student goals.

Our mission is to train students to discover and apply basic principles of development across the lifespan in an interdisciplinary research context. Our premise is that the application of psychological principles of development can contribute in important ways to solving problems encountered throughout the lifespan.

We support the overall mission of UAB by supporting the *"discovery, knowledge dissemination, education, creativity, and the application of groundbreaking solutions"* and recognize the shared values of integrity, respect, diversity and inclusiveness, collaboration, excellence and achievement, stewardship, and accountability.

History

The Psychology Department added a Ph.D. concentration in Developmental Psychology in 1991. This new specialty was the third Ph.D. specialty in Psychology, in addition to Behavioral Neuroscience and Medical/Clinical Psychology. This specialty, like the others, was a campus-wide training program involving faculty from Schools across campus dealing with developmental issues at all stages of life (e.g., Pediatrics to Geriatrics). The specialty was approved by the Board of Regents in 1990 with Dr. Norman Bray serving as the first program director. The first class was admitted in 1991. Drs. Craig and Sharon Ramey assumed directorship of the program from 1995 – 1997, Dr. Michael Windle was the director from 1998 – 2000, Dr. Jan Wallander served as director from 2000 – 2003, Dr. Karlene Ball served as director from 2003 – 2008, and Dr. Fred Biasini served as director from 2008 – 2018. Dr. Despina Stavrinos served as director from 2018 – 2022, and Dr. Olivio J. Clay is the current director of the program.

This Handbook

This document serves as a resource for students and faculty in Developmental Psychology at UAB. We aim to keep this document current and consistent with changing policies in Developmental Psychology, as well as policies in the Department of Psychology, College of Arts and Sciences, and Graduate School. Please forward comments, corrections, and suggestions for improvement to the Director.

Policies described in this Handbook are subject to change. Major changes are typically announced in e-mail and/or program meetings, but students are also encouraged to review the handbook from time to time, and are expected to review sections that apply to issues that are current for them.

Most forms mentioned in this handbook are available on the Graduate School website [Graduate School Forms - Graduate School (uab.edu)](uab.edu) (the department's website or the program's private (Canvas) website. Students receive access to the program's private site when they join the program. Note that web links (URLs) are provided as a convenience but they are managed outside the Program and are subject to change without notice. Please report "dead" links to the Director.

Administrative Structure

Developmental Psychology is one of three concentrations in the Department of Psychology at UAB. The program operates within the academic policies of the Department of Psychology, the UAB Graduate School, and the College of Arts and Sciences.

The program office is currently housed in Department of Psychology space in Campbell Hall. The Director has primary responsibility for administering the program. The program is supported by the Psychology Graduate Programs Manager, who also provides support for the Department's other doctoral concentrations.

Policies specific to Developmental Psychology are established by core program faculty and two elected student representatives. Student representatives have voting rights on all general program issues, but are excluded from discussions and votes pertaining to specific students and/or program personnel.
Student representatives serve term of two academic years. Nominations are solicited each spring and elections take place each summer. Developmental Psychology faculty and student representatives meet on approximately on a regular basis, at least once per semester.

Mentoring and Advising

Core faculty members hold primary appointments in the Department of Psychology and work together to mentor and advise students in research and teaching domains. Program faculty informally advise students on matters pertaining to their training through a number of roles, as instructors, research supervisors, thesis and dissertation committee members, and on an ad hoc basis as issues arise. Students are encouraged to take advantage of the broad experience and expertise represented by program faculty at all stages of their progress through the program.

Roles of specific faculty and faculty committees are described below. In addition, many past students of the program find it useful to maintain informal advisory relationships with faculty as they negotiate early stages of their post-doctoral careers.

The Research Mentor

Each student has a research mentor who directs the student's primary research activities, chairs his or her thesis and dissertation committees, and commits to helping the student advance toward readiness for postdoctoral training or entry-level employment in the area of developmental psychology.

Care is taken at admissions to ensure that incoming students are an excellent fit both to the program as a whole and to the interests of their prospective research mentor(s). As part of the application process, students are encouraged to identify principal areas of interest as well as a faculty mentor with whom they are interested in working on research. Once they arrive on campus, students are encouraged to finalize these arrangements so they can become involved in research at the earliest possible time.

The Director

The Director serves as an additional advisor to students. He or she meets individually with new graduate students upon their arrival at UAB. The Director arranges for an orientation meeting so that first year students can become familiar with the Developmental Psychology policies, procedures, and guidelines. The Director meets with graduate students thereafter as needed to assess progress, provide general advising, and address difficulties as necessary. The Director reviews grades and teaching evaluations of all students at the end of each semester, and discusses issues with students and their mentors. The Director is available for students to discuss concerns and/or celebrate their accomplishments at any time.

Curriculum

Coursework

Required courses for the PhD in Psychology (Developmental Psychology Concentration) are shown in **Table 1**. Electives allow students to acquire specialized knowledge that complements their other coursework and research activities. Students are encouraged to seek advice from their research mentors, thesis/dissertation committee members, and the Director regarding electives they should take to strengthen knowledge and skills that are relevant to their training goals. A list of required courses by term appears in **Table 2**.

The curriculum is reviewed on an ongoing basis. It is subject to change based on quality improvement efforts and pragmatic considerations such as instructor availability. Students are not guaranteed that course requirements in place when they enter the program will be the only requirements they will need to satisfy in order to graduate. When changes are made, faculty consider their applicability to students who are already in the program and an effort is made to avoid changes that would delay progress toward graduation. The Department of Psychology and the program establish the class schedule with the goal of ensuring that students can complete requirements and elective courses in a rational sequence that provides a foundation for research and teaching skills and does not delay graduation. Advance planning is critical. Consult the Course Scheduling Plan on the Department of Psychology website for the most up-to-date information on course scheduling.

Table 1. Curriculum Requirements for Developmental Psychology

Curriculum Area	Course	Title	Credit Hours
A. Developmental Psychology (21 hours)	PY 708	Developmental Psychology	3
	GRD 717	Principles of Scientific Integrity	3
	PY 729	Seminar in Adolescent Development	3
	PY 785	Psychology of Aging	3
Elective A (choose 3)±	PY 711, PY 712, PY 713, PY 734, PY 764, PY 683/783		9
B. Research Design and Statistics (15 hours)	PY 716	Introduction to Statistics and Measurement	3
	PY 716L	Lab for Introduction to Statistics and Measurement	1
	PY 717	Applied Statistical Methods	3
	PY 717L	Lab for Applied Statistical Methods	1
	PY 719	Multivariate Statistical Methods	3
	PY 719L	Lab for Multivariate Statistical Methods	1
Elective B (choose 1)±	PY 700 + PY 718, PY 727, PY 746		3
C. General Psychology and Related Disciplines (9 hours)	*Either PY 753 (4 hours) or PY 707 (3 credit hours):*		3-4
	PY 619	Diversity, Equity, and Inclusion in Research and the Workforce	1
	PY 753	Foundations of Behavioral Neuroscience	4
	PY 707	Brain and Cognition	3
Elective C (choose 2)±	PY 704, PY 705, PY 706, PY 720, PY 731, PY 740, PY 743, PY 753, PY 788, PY 791		6
D. Teaching (6 hours)	PY 796	Practicum in the Teaching of Psychology*	3
E. Research (30 hours)	PY 699	Master's Level Thesis Research	6
	PY 798	Pre-doctoral Dissertation Research	12
	PY 799	Doctoral Dissertation Research	12

*PY 796 should be taken across two consecutive terms (3 hours per term) in the third year of training.
± Other electives may be considered with written approval from Director.

Table 2. Required Developmental Psychology Courses by Term*

Term	Course	Title	Credit Hours
Fall of Year 1	GRD 717	Principles of Scientific Integrity	3
	PY 708	Developmental Psychology	3
	PY 716	Introduction to Statistics	3
	PY 716 L	Lab for Introduction to Statistics	1
Spring of Year 1	PY 717	Applied Statistical Methods	3
	PY 717 L	Lab for Applied Statistical Methods	1
	PY 619	Diversity, Equity, and Inclusion in Research and the Workforce	1
Fall of Year 2	PY 719	Multivariate Statistical Methods	3
	PY 719 L	Lab for Multivariate Statistical Methods	1
Fall of Year 3	PY 796	Practicum in the Teaching of Psychology	3
Spring of Year 3	PY 796	Practicum in the Teaching of Psychology	3

*Additional required courses are scheduled every year or every other year. Consult the *Course Scheduling Plan* on the UAB Psychology website for details. There are also research enrollment requirements, which are described in the next section.

Research and Teaching Enrollment

Research activities begin in the first semester of enrollment, and students are continuously involved in research until graduation. Teaching as the lead instructor for a course begins later, typically in the spring term of the third year. The program documents student engagement and performance in research and teaching activities through enrollment in dedicated courses and regular evaluations. Details regarding enrollment in research and teaching practicum credits appear below:

Research. Students are strongly encouraged to register for at least 1 credit hour of research during each academic term, beginning with the Spring semester of Year 1 and continuing until the student graduates. Course numbers depend on the student's progress with respect to the master's and dissertation benchmarks as shown in **Table 3**.

Table 3. Research Course Enrollment Guidelines	
PY 698 Premaster's Degree Graduate Research	Before admission to candidacy for the MA
PY 699 Master's Level Thesis Research	After admission to candidacy for the MA, and until the degree is awarded. 6 hours are required for the degree.
PY 798 Predoctoral Degree Graduate Research	After the MA is awarded and before admission to candidacy for the PhD.
PY 799 Doctoral Dissertation Research	After admission to candidacy for the PhD, and until the degree is awarded. 12 hours are required for the degree.

Students admitted with a master's degree should begin with PY 798. There are multiple sections of these courses, but students in Developmental Psychology should always register for the section that is associated with the Director. Other sections are reserved for students in the other Psychology doctoral concentration areas.

Additional hours of research may be taken in any term to meet minimum enrollment requirements, which are currently 9 semester hours in the Fall and Spring and 5 hours in the Summer. Depending on the source of the student's funding, different enrollment requirements may apply.

The research mentor serves as the supervisor for these research credits. Students and mentors are expected to keep in close contact, set reasonable timelines and goals, and work together to ensure steady progress. Progress benchmarks, described later in this document, provide an additional framework for gauging progress.

A Research Evaluation Form must be completed by the research mentor, signed by the student, and submitted at the end of each term that the student is registered for Research Hours. A copy of this evaluation form is provided in Appendix B. Students do not receive a passing grade in their research "course" until the required evaluation is submitted. Students engaged in research with additional faculty should discuss this activity with the Director (including their research mentors), and may submit evaluations from these additional supervisors to be placed on file and shared during the student annual review, described later in this document. A student with thesis or dissertation co-chairs should request and submit separate evaluations from each chair.

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.

Special note: Some students are awarded Graduate Teaching Assistantships for their financial support. Please note that these teaching assignments do not count towards your requirement for the PY 796 Teaching Practicum coursework.

Steps Prior to Teaching Practicum. The purpose of PY 796 Teaching Practicum is to offer students a supervised learning experience where they work with a faculty member to acquire and practice the skills necessary for competent instructional delivery and effective teaching.

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.

- Prior to the fall semester of the third year, students should meet with the Director of Undergraduate Studies, Dr. Maria Hopkins (mhopkins@uab.edu), about selecting a course to teach in the spring. Students should contact Dr. Hopkins via email no later than July 1 prior to the academic year in which they wish to complete the practicum.
- Dr. Hopkins will work with students to arrange for them to shadow and serve as a Teaching Assistant for a UAB Psychology faculty member who is teaching the course they are interested in during the fall semester. Students teaching for the first time typically teach PY212. Other courses which are related to the student's teaching interests, such as PY216 or PY101, may also be arranged with approval of the Director, the course instructor of the selected course, and Dr. Hopkins.

Fall Semester of Practicum Year (Take 3 credit hours of PY 796). PY 796 – Part 1 students will be involved in course planning and implementation as well as assessment of students, as requested by the course instructor in the course they shadow. PY 796- Part 1 students may assist the instructor with group activities, lead a lesson or activity, tutor students, grade assignments, or other related activities. The instructor will determine what's pedagogically best for the student in each class.
- PY 796 – Part 1 students will also conduct 1-2 lectures in the course that they shadow. Students will be given feedback by the course instructor and by Dr. Hopkins.
- PY 796 – Part 1 students are expected to meet with Dr. Hopkins during the fall semester to discuss pedagogy, assessment, syllabus development, etc. Students will begin assembling a Teaching Portfolio to be used when they teach the course on their own in the spring semester. The portfolio will include a complete syllabus, lesson plans and one exam.

Spring Semester of Practicum Year (Take 3 credit hours of PY 796). PY 796 – Part 2 students will have responsibility for teaching an undergraduate course on their own. The course will be capped at maximum 30 students.
- Dr. Hopkins will observe at least two class periods, take notes, and provide the student with feedback.

- PY 796 – Part 2 students are expected to meet with Dr. Hopkins during the spring term to discuss the teaching experience. Following the spring term, students are expected to review the course evaluations with Dr. Hopkins.

Graduate School Electives

The UAB Graduate School offers elective courses that focus on skills and tasks that are relevant to students across a variety of disciplines, such as teaching and grant writing. Check the UAB Graduate School Professional Development Program for more information.

Other Required Training and Preparation for Lifelong Learning

As a research-intensive university and academic health center, UAB and its associated health care facilities offer many opportunities for learning outside of regularly-scheduled classes. Students are encouraged to develop habits of lifelong learning while in graduate school by attending and participating in colloquia, journal clubs, workshops, and intensive courses as such opportunities arise. In addition to the course requirements, students must complete the following before graduation:

- **Students must submit a grant fellowship application before their dissertation proposal.** Students are encouraged to consult with their mentor and the Director for opportunities to pursue such funding. Note: The Graduate School provides a monetary incentive for students who apply for individual fellowships funded by extramural agencies through the *Graduate School Individual Fellowship Incentive Program.*
- **Students must complete a review paper in the form of a *Psychological Bulletin* or *Psychological Review* article prior to admission to candidacy for the doctoral degree. This review paper is similar to a comprehensive exam and must be approved by the dissertation committee.**
- All students are **strongly encouraged** to have at least two papers published or in press, prior to their graduation.

Finally, to keep abreast of developments in their field, students are strongly encouraged to join and actively participate in local, national and international professional and scientific organizations that are most relevant to their interests. Students must present at a national scientific conference by the end of their third year in the program, and must be first author for the conference presentation.

Degree Requirements and Associated Procedures

General Considerations

Although UAB does not offer a terminal master's program in Psychology, all Developmental Psychology students complete a master's thesis and are awarded the M.A. as part of their progress through the doctoral program. Formal steps for completion of the master's and doctoral degrees are summarized below. A substantially higher level of performance and degree of independence is expected at the doctoral vs. master's degree level.

Students are responsible for reviewing and following the steps described below and in the Graduate Catalog (http://catalog.uab.edu/graduate/; http://catalog.uab.edu/graduate/completionofadegree/). Students should also be aware of and meet Graduate School deadlines for submission of required forms and completion of associated steps, and allow time for processing of forms in the Psychology Graduate Programs Office. Consult with the Graduate Programs Manager and Director if questions arise. All forms submitted to the Graduate School by Psychology graduate students must be submitted through the Psychology Graduate Programs Manager.

Thesis and Dissertation Guidelines

Although there is no formal requirement that students conduct their thesis or dissertation on a specific topic, it is understood that a student's work will make strong connections to the field of *Applied Developmental Science (Fisher et al., 1993)* owing to the *applied* and *lifespan focus* of the Developmental Psychology concentration.

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."*

Thesis and Dissertation Defined
- The thesis and dissertation each consist of two parts: a) the written document and b) the oral presentation and public defense.
- Its purpose is to demonstrate that the candidate has earned his/her degree through independent scholarship that has made a novel scientific contribution to the field and can effectively communicate his or her work orally and in writing.
- The main differences between the thesis and the doctoral dissertation are the scope and degree of independence, with the dissertation being larger in depth and breadth and conducted more independently than the thesis.

Requirement for Primary Data Collection
As a core pedagogical principle for graduate training in developmental psychology, it is *required* that each graduate student obtains mentored experience engaging in primary data collection with human subjects. Primary data collection involves the student interacting with human subjects (see definition of human subject) in any of the following ways: consent or assent, screening, and data collection (e.g., observation, interviews, questionnaires, assessments).

- Students are required to collect their own data (i.e., conduct human subjects research) for either their thesis or dissertation research. Students may conduct secondary data analysis for the remaining project (thesis or dissertation).

- In practice, it would be theoretically possible to meet this requirement by doing the bare minimum necessary. However, this approach is harmful to the student's education and directly undermines his or her training. Students who are concerned they are not obtaining sufficient primary data collection experience should speak with their mentor and/or Director.

- Using administrative data or existing data (e.g., data collected as part of a panel survey, trial data etc.) is acceptable for either the thesis or dissertation, but cannot be used for both.

Committee
The student chooses a Thesis/Dissertation Committee (3 members for thesis; 5 members for dissertation). For the thesis, two members must hold primary appointments in the Department of Psychology and one must hold a primary appointment outside the Psychology Department. For the dissertation, three members must hold

primary appointments in the Department of Psychology and two must hold a primary appointment outside the Psychology Department (not just outside the specialization). The student's mentor serves as the chairperson of the Committee. If the mentor is outside of the Department of Psychology, a co-chair will be selected to ensure that Departmental requirements are met.

All committee members must hold Graduate Faculty Status (see Graduate School website). It is usually possible to obtain this status for a doctoral-level faculty member who does not already have it. Once committee membership is finalized, the student prepares a Graduate Study Committee Letter (see Graduate School Website, online forms) and submits it to the Psychology Graduate Programs Manager. The form is signed by the Director and forwarded to the Graduate School, where the Dean requests changes or issues final approval.

The Committee meets with the student at the proposal meeting and the Public Defense. An optional Progress Report meeting can be called by the student and/or the Chair.

The committee is best viewed as a group of individuals who have the following characteristics and should be selected on this basis:
- They should have some expertise in one or more aspects of the proposed research.
- They should have a commitment to working with the student to successfully complete the proposed research. This includes being actively involved in discussing the project and providing any suggestions that will improve its design, and being available to the student at mutually convenient times to discuss the project and provide assistance.
- Students should consult with their committee members at any time during preparation of the proposal, the collecting and analyzing of data, and the preparation of the dissertation.
- Viewing the committee as allies who share a commitment to the dissertation project will improve the quality of the experience and avoid unnecessary anxiety about the dissertation process. If the student is concerned that his or her committee is not functioning as described above, then the Director should be informed and the situation will be investigated.

Proposal Guidelines
- 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 thesis/dissertation. In general, the thesis/dissertation research should answer one or more substantive questions and the student should demonstrate his or her status as an expert in their field.
- Suggested Scope
    o *Thesis*: 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.
    o *Dissertation*: 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)).
    o The thesis and 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.

- For the dissertation, students should also indicate which type they will complete (3 paper; standard). In the event that a manuscript-based dissertation is planned, the contribution of the student to each manuscript must be delineated. Furthermore, no two students can include the same manuscript as part of their respective dissertations, regardless of the effort from each.
- The student should electronically distribute their document to the committee, including the Director, at least **2 weeks** (14 calendar days) before the scheduled proposal meeting.
- Note: Serving on the committee does not imply authorship should the proposal be submitted for publication.

Proposal Meeting
- The proposal meeting should be scheduled with the graduate programs manager for no less than 120 minutes.
- The committee chair will call the meeting to order and start time.
  - The student will present their proposal for approximately 20 minutes.
  - Each member of the committee will have *up to* 20 minutes to ask questions of the student. The chair will go last.
  - *At no time will the chair attempt to answer questions on the behalf of the student, nor attempt to "clarify" the student's answers.*
- 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 will be called back in when the committee has reached a decision.
  - Oral and written feedback will be provided to the student in a constructive manner.
  - The student will summarize the feedback, required changes (as appropriate), and the outcome of meeting and distribute a written document with this information to the committee with a copy to the Director within 48 hours of the meeting.

Documentation of IRB Compliance
A human subject is defined as research about a living individual about whom an investigator conducting research obtains information or biospecimens:
- through intervention or interaction with the individual, and uses, studies or analyzes the information or
- obtains, uses, studies, analyzes, or generates identifiable private information or identifiable biospecimens.

If the student is conducting **human subjects research** as defined above as part of their thesis/dissertation, the student and his or her chair should ensure that study protocol was reviewed by the IRB *as appropriate* to the nature of the project. Specifically, if IRB approval was required for the student's study protocol based on federal and official IRB guidance documents, a copy of the IRB's determination letter must be in an appendix. The student should be named as the PI, co-PI or, have an amendment indicating that they will be using data from the protocol for their thesis/dissertation. In some cases an exemption determination or a determination of not human subjects research might be appropriate.

Example common scenarios are outlined below, but the student should consult with their chair and the IRB for guidance regarding the student's project specifically.

a) *If the project is sponsored externally in the student's name, or if no prior protocol covering the planned human subjects research has been submitted*, then the student should submit a protocol specifically for the project. Scientific review at the department level is required; consult the Department of Psychology website for the appropriate forms. The student should be listed as Co-PI with the research mentor.
b) ***If there is already IRB approval in place for a broader project the student can submit an IRB exemption to use de-identified data from the broader project or must obtain a separate IRB approval referencing the broader project in the IRB application.***

Admission to Candidacy and Registration for Research Hours
As soon as possible after the proposal is successfully defended the student works with the Graduate Programs Manager to submit the Admission to Candidacy and Research Compliance Verification forms to the Graduate School. The students will receive e-mail notification when he or she has been admitted to candidacy. The student is then eligible to register for master's or dissertation research hours (PY 699 or PY 799, respectively). Six hours of PY699 are required for the master's and 12 hours of PY 799 are required for the doctorate, and the Graduate School has deadlines for when the student must be admitted to candidacy before they can register for these hours (https://www.uab.edu/graduate/students/current-students/theses-dissertations/candidacy-deadlines). Master's candidates confer with the Director regarding scheduling of these hours alongside required and elective courses.

Private Progress Report to Committee
The purpose of the progress report is to provide an opportunity to get everyone on the same page about thesis/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.

- o At least 6 weeks *prior* to the planned defense date the student should distribute their progress report to their committee. A meeting is not required but either the chair or the student can request a full committee meeting and it is the members' obligation to make every attempt to attend.
- o Slides and a formal presentation are not needed at this time and there is no formal written or oral defense.
- o For the traditional dissertation, the progress report should include draft results, but need not contain a drafted discussion.
- o All manuscripts that will be submitted as part of the 3 paper dissertation should be sent to the committee members at the time of the FIRST submission to the journal if it occurs prior to the progress report deadline. *Reviewing and providing feedback on the document does not imply authorship on the manuscript. The department will adhere strictly to authorship guidelines from the APA.*
- The committee may make suggestions for modifications of the document or papers prior to the defense. Members should provide feedback within 2 weeks or indicate that they have no feedback.
- The student, in consultation with the chair, will summarize the feedback, required changes (as appropriate), and the outcome and distribute a written document with this information to the committee.
- It is strongly recommended that if there are continuing disagreements about the quality of the thesis/dissertation that these are promptly resolved among the student and committee members with the assistance of the Director if necessary.

Submission of the Application for Degree
As the student nears completion of the thesis or dissertation, he or she should check the relevant Graduate School deadlines. Degrees are awarded on a specified date at the end of each term, and each graduation date has associated deadlines for submission of the Application for Degree (AFD), for the date of the final defense, and for submission of the final document to the Graduate School (https://www.uab.edu/graduate/students/current-students/completing-yourdegree/application-deadlines). Note that the AFD commits the student, research mentor and committee to meet the deadlines associated with the specified degree date, and failing to meet those deadlines requires the student to submit a new AFD and pay the associated fee a second time. The AFD is submitted online (see Graduate School Website, online forms, for instructions).

Preparing for the Final Defense
As completion of the thesis or dissertation approaches, committee members should be consulted regarding their availability around the projected defense date. The defense should be scheduled for a date and time

when all members can attend in person unless a committee member is permanently located far from Birmingham and unable to attend. At least 120 minutes should be scheduled for this meeting. In addition, students should avoid scheduling thesis defenses immediately prior to the Graduate School deadline, or immediately prior to periods of extended unavailability of the student or committee members, in case extensive changes are required at the defense and the research mentor or full committee needs to be available to review those changes.

When the thesis or dissertation is approved by the research mentor, the defense date, time and venue are finalized. Thesis and dissertation defenses are open to the public so the student must provide this information, along with the final thesis or dissertation title, to the Psychology Graduate Programs office **at least three weeks prior to the date of the defense** so it can be adequately publicized. To facilitate attendance, all defenses are held in Room 327 of Campbell Hall, another meeting room in Campbell Hall or UAB as approved by the committee chair, or via Zoom video conferencing.

==**At least two weeks prior to the defense** the student must request approval forms from the Graduate School. The Graduate School will notify the student when the forms are ready for pick-up, and the student should take the forms to the defense so that all signatures can be obtained.==

The research mentor and other committee members should be provided with a copy of the completed thesis or dissertation at least two weeks (14 calendar days) ahead of the defense unless a shorter lead time has been negotiated with all members of the committee.

The Defense and the Final Document
The UAB Format Manual for Theses and Dissertations contains extensive information on the required format of the thesis and dissertation, as well as the format for the defense meeting and procedures for committee review, approval, and dissent from approval. In general, theses and dissertations should be in APA style with exceptions described in the Format Manual.

Final Public 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 45-minute talk leaving 10-15 minutes for questions from those in attendance. Power point or other visual aids are optional, but strongly recommended.
- This is an oral presentation and formal defense (e.g., an evaluation). As such, it is recommended that friends and family are not invited to this presentation as it presumes the outcome of the exam and undermines the professional nature of the process.
- **Food is not permitted.**
- **After the public portion is complete, the "public" is dismissed and the committee asks any final questions in a closed meeting for the formal oral defense.**
- The committee chair will call the meeting to order and start time.
    - Each member of the committee will have dedicated time to ask questions of the student. The chair will go last.
    - At no time will the chair attempt to answer questions on the behalf of the student, nor attempt to "clarify" the student's answers.
- 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.
- "*Signatures of committee members and program directors on the approval forms indicate their assurance that they have examined the document and have found that it is of professional quality from all standpoints, including writing quality, technical correctness, and professional competency, and that the document conforms to acceptable standards of scholarly presentation* (Graduate School website)." If deficiencies are identified, the committee decides on specific steps that the student must complete before the document can be accepted and the student can be recommended for the degree.

- The student will be called back in when the committee has reached a decision.
  - Note: If, in the opinion of two or more members of the committee, the student has failed, there is no consensus to pass. The chair shall notify the student in writing (and cc Director) that the thesis/dissertation fails to meet the requirements of the program and will share the reason(s) for failure. If the student resubmits or submits a revised dissertation for consideration by their graduate program, at least three members of the new examining committee shall be drawn from the original committee. If the revised dissertation also fails to meet the requirements of the program, the student shall be dismissed from the graduate program.
  - In the event that only one of the committee members dissents, that individual must submit a letter outlining the reason(s) for their dissent to the student's chair. The student (in consultation with the chair) may then prepare a response statement that is submitted, along with the letter of dissent, to the director for review. The director can decide to accept or reject the response statement. If the rebuttal is accepted, the student is passed on their dissertation defense. If the response is rejected, the director can recommend to the student or advisor potential steps necessary to remediate the thesis/dissertation and potentially also the work therein (i.e., revise and re-defend), or it can be recommended that the student be dismissed from the program.

Revisions

The committee may recommend further changes to the dissertation document before the M.A./Ph.D. is awarded. At least one member of the committee – typically the chair – withholds his or her signature from the approval documents until all issues have been addressed to the full committee's satisfaction.

If revisions from the proposed research are necessary, then the student has the responsibility of consulting with the committee about proposed changes. If a major change in the aims or research plan is considered, consultation with the committee *is required.* Revisions to the proposed research plan should be delineated in the form of a memo to all committee members (cc Director) and may require an interim meeting of the committee. This can happen at the Progress Report, an ad hoc meeting, or through email. This memo will serve as an amendment to the proposal and will be viewed as mutually binding after approval by the committee. This memo should indicate what was deleted from the original proposal. The memo should also describe in detail the experiment(s) that will be added (if applicable), including the rationale, design and specific methods. Committee members will review this memo and indicate to the student their assent or their wish to further discuss the proposed changes. The intent of these procedures is to increase communication between the student and their committee and prevent misunderstandings about the scope of the project.

Final Submissions

Once the thesis or 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 thesis or dissertation to the Graduate School, following instructions on the Graduate School website.

Helpful Links and Resources
- Timeline: Thesis and Dissertation Timeline - Graduate School (uab.edu)
- Templates: https://www.uab.edu/graduate/students/current-students/theses-dissertations/resources/templates
- Checklist: https://www.uab.edu/graduate/images/documents/resources/current_students/Thesis-Dissertation-Submission-Checklist.pdf
- Tips from APA: https://www.apa.org/gradpsych/2004/04/stand

Progress through the Program

The Program seeks to ensure that all students learn and work in environments that allow them to make steady progress toward completion of program requirements and preparation for graduation and entry-level employment or a post-doctoral fellowship. Progress benchmarks and policies are established to provide students and faculty with consistent guidance regarding program expectations. Research mentors, primary Developmental Psychology faculty, and the Director serve as resources to help students maintain steady progress on an ongoing basis. These individuals evaluate student progress and performance, and implement related program policies.

Progress Benchmarks

Recommended Progress is consistent with completion of thesis work by the end of year 2 and dissertation proposal in year 3, optimal preparation to apply for post-docs and/or post-graduation employment in year 4, and graduation in year 5 for students who enter with a bachelor's degree. Students who enter with a Master's degree are expected to complete these benchmarks a year to two earlier, depending on which program requirements for master's degree are waived (e.g., coursework, thesis).

Tables **4a and 4b** articulate benchmarks for *recommended progress* for students entering the program after completion of a bachelor's or master's degree, respectively.

Table 4a. Progress Benchmarks for Students Entering with a Bachelor's Degree

Year: Term/Date	Tasks Completed by This Term For Recommended Progress
1: Fall	**Thesis** Topic identified
1: Spring	Committee appointed
1: Summer	Thesis proposal defended; IRB approval documented; Admitted to candidacy
2: Fall	Data collection started
2: Spring	Data collection completed
2: Summer	Thesis defended; MA Awarded
3: Fall	Thesis submitted for publication or presentation
3: Spring	**Dissertation** Topic identified
3: Summer	Committee appointed; Dissertation proposal defended
4: Fall	Grant/Fellowship application submitted; IRB approval documented; Admitted to candidacy
4: Spring	Data collection started; *Required courses completed*
4: Summer	At least one first-author paper submitted

5: Fall	Data collection completed
5: Spring	Dissertation defended; Dissertation submitted for publication PhD Awarded
5: Summer	*Funding no longer guaranteed after this term*

Table 4b. Progress Benchmarks for Students for Whom the Master's Thesis Requirement was Waived

Year: Term/Date	Tasks Completed by This Term For Recommended Progress
1: Fall	Dissertation topic identified
1: Spring	Committee appointed
1: Summer	Dissertation proposal defended
2: Fall	Grant/Fellowship application submitted; IRB approval documented; Admitted to candidacy
2: Spring	Data collection started
2: Summer	At least one first-author paper submitted
3: Fall	Data collection completed
3: Spring	*Required courses completed*
3: Summer	Dissertation defended; Dissertation submitted for publication; PhD Awarded

Probation. Students may be placed on academic probation when they fail to meet program benchmarks in a timely manner. For students entering with a bachelor's degree, program probation will typically be assigned when a student fails to defend their master's thesis by the end of the third year in the program or complete their dissertation and all program requirements by the end of the fifth year. For students coming in with a Master's degree who do not need to complete a master's thesis, program probation will typically be assigned when a student fails to complete their dissertation and all program requirements by the end of the fourth year.

Individual circumstances are considered when evaluating student progress. Documents stipulating probationary status typically describe the requirements and terms that will lead a student to re-instatement of good standing, continuation of probationary status, or program dismissal.

Grades

Courses Graded on the A-F Scale. At the graduate level, grades of A and B indicate that the individual has passed the course, while lower grades indicate a substantial failure to demonstrate acquisition of course content. D's are not assigned in graduate courses at UAB.

Please note the following policies regarding grades of C or F:

1. **Receipt of a grade of C or below does not count as credit toward a degree.** The receipt of a grade of C or below in a required course necessitates that the student re-take the course. Receipt of a second grade of C or below in a required course that is repeated results in termination from the program.
2. Students receiving a C or below in any required coursework must re-register and re-take the course in which the grade was received.
3. Receipt of a grade of C or below in two or more required courses results in termination from the program.
4. Students receiving a C in an elective course are not required to re-take the course in which the grade was received, **but it will not count towards a degree**.

<u>Courses Graded as Pass or Non-pass.</u> Students receive grades of Pass (P) or Non-pass (NP) in the following experiential learning courses:

> PY 698, 699, 798, 799: Pre-Master's, Master's Thesis, Pre-Doctoral, and Doctoral Research

<u>Incompletes.</u> A grade of Incomplete (I) is assigned when there is good reason why the work for a course could not be completed by the end of the term (e.g., illness). In such cases, the student and instructor work out a schedule for prompt completion of coursework once the reason for the Incomplete has resolved. I's are automatically converted to F's if they are not changed to another grade by the end of the subsequent term.

Good Academic Standing and Dismissal from the Graduate School

UAB grades are represented numerically on a 4-point scale (A=4, B=3, etc.). The Graduate School defines good academic standing as a grade point average of at least 3.0 based on courses graded on an A-F basis, and more Passes than Non-Passes in courses graded on a P/NP basis.

A graduate student whose grade point average and/or performance on P/NP courses do not meet the Graduate School's criteria for good academic standing is placed on academic probation (also known as conditional dismissal) by the Graduate School. The student then has two terms to rectify the situation to avoid dismissal from the graduate program and the Graduate School.

Program Probation and Dismissal

Although academic standing, probation and dismissal is determined by the Graduate School, additional criteria for satisfactory and unsatisfactory performance are established by Developmental Psychology faculty. Students in Developmental Psychology may be placed on probation for reasons related to academic performance, failure to complete funding requirements (GTA or GRA), research competency, professional conduct, interpersonal conduct, or failure to make adequate progress as outlined in Tables 4a and 4b. When a student is placed on probation, a letter from the Director is sent to the student and the Graduate School. The same procedures are followed for removing the student from probation.

A student who is placed on probation must be informed as to the reasons and must be given a deadline by which time the situation, grade, condition, or behavior is to be remedied. If the deadline is not met, the decision to extend the deadline or dismiss the student from the program is at the discretion of the program faculty.

Students may also be dismissed for unethical conduct or behavior to the extent to which their further participation in the program is judged to be detrimental to themselves, others, the integrity of the Developmental Psychology program or the profession of psychology. In such cases students may be dismissed from the program without being first placed on probation.

Leave of Absence

Requests for leave of absence will be considered on a case-by-case basis. A leave of absence must be for serious and substantial reasons that cannot readily be addressed during a period of full-time enrollment. Requests must be submitted to the Director and require approval of the Graduate School. The length of the leave of absence must be specified. A student considering such a request is encouraged to discuss their options with their mentor in advance. Official notice of return must be submitted to the Director in writing, and requires consultation with the Developmental Faculty (by the Director on behalf of the student), and approval of the Graduate School dean. Additional guidance about leave is provided in Appendix F.

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The Annual Review Process

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Annual Review by Developmental Psychology Faculty

At the end of each Spring semester and prior to the Summer annual review by Developmental Psychology Faculty, students are required to submit the following materials:

1. A completed *Individual Development Plan* (IDP) that includes career goals, a self-assessment of required knowledge and skills, and plans and goals for the upcoming year, including coursework,

research, and applied training. This document is also required by the Graduate School and by some federal research grants. Please see [Home Page (sciencecareers.org)](sciencecareers.org) for more information.

2. A *Developmental Psychology Annual Review Evaluation Form*, which requires a meeting with the primary research mentor to discuss progress and to set goals for the upcoming academic year.
3. An updated vitae
4. Copies of research and teaching evaluations from the current reporting period (past academic year).

These materials should be submitted by email to the Director (cc: the Graduate Programs Manager and primary research mentor) no later than May 15.

Developmental Psychology faculty meet for a half-day session that is structured around scheduled reports from primary faculty mentors regarding the progress of individual students. Research mentors are responsible for preparing and presenting a brief report of their students' goals, training plans and accomplishments, as well as any concerns that may require remediation. The Director provides information on relevant metrics such as GPAs, publications, and presentations for the faculty's reference and consideration at this meeting as well.

The faculty ask questions and provide feedback during the meeting, and may make additional recommendations or set additional requirements for individual students based on the review. Such feedback is provided in constructive and specific terms so that students understand the steps they need to take to address areas of difficulty.

The discussion is summarized and an evaluation letter is prepared by the Director. A draft is provided to the primary research mentor for any additional suggestions. Written feedback will be provided to the students no later than the beginning of the next academic year. When appropriate, the Director and research mentor will meet with the student in person to convey feedback (i.e., if there are substantial modifications to annual goals or major concerns regarding progress).

A decision may be made that the student's progress should be reviewed again by the faculty prior to the next annual review. Reasons for such mid-year reviews can vary; they need not reflect a specific concern about the student's progress or performance but may instead reflect a desire of the faculty to ensure that a potential problem has been resolved. The timing of such midyear reviews is set on a case-by-case basis, balancing the need to monitor situations carefully while allowing reasonable and sufficient time for any problems to be addressed. Any requirement for a mid-year review is conveyed to the student in writing. Students are encouraged to discuss concerns that led to such requirements with their research mentors and/or the Director.

Student Funding

Funding for Admitted Students

Students in Developmental Psychology are admitted on either a Blazer Graduate Research Fellowship, funded by their mentor, or a Department of Psychology Teaching Assistantship.

Blazer Graduate Research Fellowship

Students admitted on a Blazer Graduate Research Fellowship have stipend support plus payment of all tuition and fees for the first four academic semesters (typically Fall of Year 1 through Fall of Year 2). Eligible students may also be nominated for other fellowships (e.g., minority and diversity fellowships) that provide at least the same level of support. Graduate fellowships do not have a specific work requirement but the student is expected to be engaged full-time in their graduate studies, including research activities with their research mentor.

Department of Psychology Teaching Assistantship

Students admitted on a Department of Psychology Teaching Assistantship have stipend support plus payment of all tuition and fees. They are assigned as TAs for undergraduate courses beginning in the Fall of Year 1 and continue as TAs each term. TAs are expected to be engaged full-time in their graduate studies, including research activities with their research mentor.

Funding via Research, Clinical/Applied, and Teaching Assistantship
After the first four semesters, most students are supported on graduate assistantships, which fund students for activities that contribute to the research, or teaching missions of the University. Graduate assistantships also serve a training function. Research assistantships include a 20 hour/week commitment, which usually begins the first day of the Fall semester in one year and ends the day before the start of the Fall semester in the subsequent year. During the Spring of each year, students explore opportunities for assistantship that will begin during the following Fall. Students are encouraged to meet with their primary research mentors to discuss funding opportunities, and to discuss all relevant aspects of the assistantship including tasks to be performed, training goals, weekly schedule, holiday and leave arrangements, supervision, and evaluation. The Developmental Psychology *Memorandum of Agreement for Assistantships* and the sample *CCTS Mentoring Contract (see Appendix D and E*) provide a reasonable basis for a successful discussion as they cover most of these issues. For example, it is the student's responsibility to inform the assistantship mentor of their projected class schedule for the following year, and students should not pursue an assistantship if there are serious conflicts between the class schedule and the assistantship site's requirements. The assistantship mentor should also clarify their policy with regard to holiday leave for students. Appendix F includes the UAB Department of Psychology leave guidelines for graduate students.

If a student accepts an offer of a research assistantship then the student and the mentor should notify the Department of Psychology's Graduate Program's Office of the decision as soon as possible. If a student instead accepts a teaching assistantship, then the student should also notify the Graduate Program's Office as soon as possible.

Institutional Training Grants
These grants are funded to provide training to students in particular areas of institutional strength, such as neurodevelopmental disabilities and other areas related to health care. Students who are funded through such training grants generally complete a training program that consists of some combination of research, clinical/applied experience, and didactics, which may include prescribed courses, seminars and/or lectures. Most such requirements will overlap with activities in which the student would participate even if they did not receive this funding, but some additional required training experiences should be expected because such experiences provide part of the justification for grant funding. Applications for funding through such training grants can occur at any time during the year.

Individual Federal and Foundation Fellowships
The program strongly encourages students to seek extramural funding for their graduate training. The UAB Graduate School offers incentives for students who seek external grant funds, and greater incentives for those who are successful in obtaining such funds. Some options are for individual training grants are:

- Most institutes of the NIH award individual National Research Service Awards (NRSAs; also known as F31's or individual pre-doctoral fellowships), which generally fund students at a level higher than the minimum assistantship level and provide additional support for tuition, travel, research costs, and/or other expenses associated with graduate training. F31's typically fund students over a two-year period associated with completion of the dissertation.

- The National Science Foundation sponsors a Graduate Research Fellowship program that provides 3 years of full support at a stipend level that is significantly higher than that of program fellowships and assistantships. Graduate students apply for such awards as early as October of their first year of graduate school and students may not apply after their second year. Consult the NSF website for up-to-date information on deadlines and eligibility.

- Private foundations and other federal agencies (e.g., Federal Highway Administration Eisenhower Transportation Fellowship Program) are other potential sources of funding for support of graduate students and their research. Students are encouraged to consult with their research mentor, Director,

and/or to conduct an Internet search to learn about such opportunities and the optimal timing of such applications.

- Some foundation grants and scholarships, such as most of those that are offered by the American Psychological Foundation, are limited to a few applications per department. Students should e-mail both the Department of Psychology chair and their program director at least 1 month before the deadline if they would like to be a departmental nominee. If there are more requests than the number of nominees that are permitted for the same grant or scholarship, then the department chair will choose the nominee(s) based on draft applications submitted by each student.

Extra Paid Employment ("Additional Assignments")

In general, students on UAB fellowships (including new-student fellowships) are prohibited from engaging in extra paid employment of any kind. Rules concerning such employment for other students vary with the funding source. Students who are considering extra paid employment are encouraged to consult with the Director, who can assist the student with determining the rules related to his/her specific situation.

Not all sources of funds for extra paid employment are compatible with all sources of the student's primary funding. Students are encouraged to contact the Director and Graduate Programs Manager as soon as such employment is being considered to discuss this issue.

In addition to the approval of the Director, Graduate School approval is also required for students engaging in extra paid employment through UAB. Students considering such employment should consult with the Program Manager, who will guide the student through Graduate School procedures. Failure to follow those procedures will typically delay or prevent payment for services rendered.

Guaranteed Stipend, Tuition, and Fee Support for Graduate Students

Beginning in 2012, the Department of Psychology began guaranteeing stipend and tuition support to all Psychology graduate students for a period of 5 years beginning with their initial matriculation into the program. Departmental policies regarding the implementation of these commitments are provided in Appendix G. Questions concerning these policies should be directed to the Psychology Graduate Programs Manager or the Director. Please note that support originating outside the Department of Psychology does not extend the term of this guarantee.

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Miscellaneous Policies and Procedures

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Grievance and Appeal Procedures

Students and faculty are expected to handle minor difficulties and disagreements with face-to-face conversation among the parties involved. All program faculty, the Director, and research and teaching supervisors are responsible for working to ensure that the students' progress through the program is unimpeded by unnecessary difficulties. Students are encouraged to discuss concerns and disagreements with the Director to help determine whether they can be resolved informally.

If a student feels that the matter is more serious or intractable, and wishes to file a formal grievance or appeal a decision, then he or she should consult the policies related to student complaints in the Graduate Catalog (http://catalog.uab.edu/graduate/academicprogress/#academicethicsandmisconducttext). Due to the cross-campus nature of our program, grievances should generally be submitted to the Program Director, who will involve the department chair to the extent required. Should a grievance extend beyond Developmental Psychology, address the Program as a whole, or pertain to the Director or Chair of Psychology; or should a student wish to appeal the outcome of the grievance procedure as implemented at the program level; then a grievance or appeal may be filed with the Dean of the Graduate School. Students are encouraged to review all sections of Graduate Catalog dealing with Academic Progress (http://catalog.uab.edu/graduate/academicprogress/#text).

Other Relevant University Policies

The university has additional policies that are relevant to graduate students and other members of the UAB community, and are therefore described in documents available on the UAB website. These include:

- Policy Concerning the Responsible Conduct of Research and Other Scholarly Activities (http://www.uab.edu/policies/content/Pages/UAB-RA-POL-0000263.aspx)
- Copyright Policy (http://www.uab.edu/policies/content/Pages/UAB-RA-POL-0000035.aspx)
- Patent Policy (http://www.uab.edu/policies/content/Pages/UAB-RA-POL-0000115.aspx)
- Student Records Policy (https://www.uab.edu/students/one-stop/policies/student-recordspolicy)
- Drug-Free Campus Policy for Students (http://www.uab.edu/policies/content/Pages/UAB--POL0000046.aspx)
- Computer Software Copying and Use Policy (http://www.uab.edu/policies/content/Pages/UAB-ITPOL-0000028.aspx)
- Employee Falsification of UAB Records and Documents (http://www.uab.edu/policies/content/Pages/UAB-AD-POL-0000255.aspx)

Federal laws concerning academic and health records often apply to graduate students and faculty in Developmental Psychology, depending on their teaching, research, and/or participant/patient care responsibilities. These include:

- Family Educational Rights and Privacy Act (FERPA)
- Health Insurance Portability and Accountability Act (HIPAA)

The Code of Federal Regulations governs the conduct of human research and the roles of investigators and Institutional Review Boards. The most relevant section is 45CFR46 (Title 45 Part 46), dealing with protection of human subjects. Conduct of animal research is governed by a comparable set of regulations; consult the UAB Institutional Animal Care and Use Committee (IACUC) office for further information.

The Director and individual faculty (including research mentors and teaching supervisors) share responsibility for ensuring that applicable university policies and ethical standards are followed, and for informing students of policies, laws and regulations that are relevant to any activities in which students are engaged under their supervision.

APPENDIX A.
Developmental Psychology Annual Evaluation Form
Revised August 21, 2023

STUDENT NAME:	**CURRENT SEMESTER &YEAR:**
MENTOR:	**DATE ENTERED PROGRAM:**
Student Banner ID Number:	**LAST Undergraduate College/University:**
Month/Year Master's Received:	**College/University – Master Received:**
List Date and Degrees Earned:	
Current GPA:	

_____ *Updated CV, showing information through this reporting semester attached.*

I. PROGRESS TOWARDS COURSE REQUIREMENTS

Course #	Course Title	Credits	Semester/ Year Completed	Grade
A. Developmental Psychology		***21 required hours***		
PY 708	Developmental Psychology	3		
PY 729	Seminar in Adolescent Development	3		
PY 785	Psychology of Aging	3		
GRD 717	Principles of Scientific Integrity	3		
	Electives A: List PY # and Name of Class below:			
		3		
		3		
		3		
B. Research Design and Statistics		***15 required hours***		
PY 716	Introduction to Statistics and Measurement	3		
PY 716L	Introduction to Statistics and Measurement Lab	1		
PY 717	Applied Statistical Methods	3		
PY 717L	Applied Statistical Methods Lab	1		
PY 719	Multivariate Statistical Methods	3		
PY 719L	Multivariate Statistical Methods Lab	1		
	Elective B: List PY # and Name of Class below:			
		3		
C. General Psychology and Related Disciplines		***10 required hours***		
PY 707	Brain and Cognition	3		
PY 619	Diversity, Equity, and Inclusion in Research and the Workforce	1		
	Electives C: List PY # and Name of Class below:			
		3		
		3		

Course #	Course Title	Credits	Semester/ Year Completed	Grade
D. Teaching (Add More lines as needed)		**6 required hours**		
PY 796	Teaching Assistant Practicum	3		
	Approvals forwarded, if necessary, to Graduate Programs Manager			
	TA for Class # and Professor name:			
	Syllabi forwarded to Graduate Programs Manager			
PY 796	Teaching Practicum	3		
	Class Taught: # and Name			
	Syllabi forwarded to Graduate Programs Manager			
	Written critique from Faculty Observer sent Graduate Programs Manager			
	Faculty Observer: Name			
	Written critique from Faculty Observer sent Graduate Programs Manager			

Please go to next page.

Master's Degree					
Entered Program with a Master's Degree (Y / N)					
E. Research (Note: The graduate school requires admission to candidacy in order to register for PY 699. You must be admitted to candidacy at least one semester prior to obtaining your Master's degree.)				*Required: 6 hours of PY 699*	
Initial IRB Training Completed & Graduate Programs Manager Notified:					
1.5 CEU IRB Training Completed & Graduate Programs Manager Notified:					
PY 698	Premaster's				
Hours	Semester / Year	Hours	Semester / Year	Hours	Semester / Year
				Total Hours	
Are you collecting your own data for your Master's research				*Yes _____*	*No _____*
If you are using someone else's data, please explain whose data you are using and what type.					
PY 699	**Master's**				
Hours	Semester / Year	Hours	Semester / Year	Hours	Semester / Year
				Total Hours	
EVENT				**MONTH/YEAR**	
Formed an approved Master's thesis graduate committee (*Chaired by the student's mentor and includes 2 other graduate school faculty members, one from outside the Developmental specialization*) ~**Form given to Graduate Programs Manager for submission.**					
List Master's Committee Members:			Chair (Mentor)		
			Faculty Member		

Faculty Member Outside of the Developmental Specialization	
Master's thesis proposal approved by committee	
IRB and/or IACUC Approval Obtained	
Admission to Candidacy *(must be requested no later than one semester before the term of expected graduation) ~ Signed forms given to Graduate Programs Manager for submission*	
Applied for Master's degree (*must be done within the first 3 weeks of the term of expected graduation)* ~ Signed forms given to Graduate Programs Manager for submission	
Request for Thesis Approval Forms *(no later than 10 business days prior to your public defense)*	
Reminder: Contact Graduate Programs Manager about reserving CH 327 <u>before</u> finalizing date for defense.	
Announcement of Public Defense *(must be announced at least 3 weeks in advance)*	
Master's thesis defended and approved by graduate school *(Defense date must be at least 30 days before the expected date of graduation)*	
PDF copy of final approved Thesis sent to committee and program director.	

Please go to next page.

II. PROGRESS TOWARDS DEGREE REQUIREMENTS
Please enter the <u>month and year</u> that the following events <u>were achieved</u> at UAB

Doctoral Degree					
E. Research (Note: The graduate school requires admission to candidacy in order to register for PY 799. You must be admitted to candidacy <u>at least two semesters</u> prior to your Doctoral degree)				*24 required hours* (of 798 or 799, **at least 12 must be 799**.	
1.5 CEU IRB Training Completed & Graduate Programs Manager Notified:					
1.5 CEU IRB Training Completed & Graduate Programs Manager Notified:					
PY 798	**Pre-doctoral**				
Hours	Semester / Year	Hours	Semester / Year	Hours	Semester / Year
					Total Hours
Are you collecting your own data for your Dissertation research				*Yes* _____	*No* _____
If you are using someone else's data, please explain whose data you are using and what type. Please note you must collect your own data for your dissertation, if you used someone else's data for your Master's Degree.					
PY 799	**Doctoral**				
Hours	Semester / Year	Hours	Semester / Year	Hours	Semester / Year
					Total Hours
<u>**EVENT**</u>				<u>**MONTH/YEAR**</u>	
Formed an approved dissertation committee (*Chaired by the student's mentor and includes at least 4 other graduate faculty members, two of whom should be from outside the graduate specialization*) ~***Signed form given to Graduate Programs Manager for submission***					
List Dissertation Committee Members: Chair (Mentor)					
Faculty Member					

Faculty Member	
Faculty Member outside of the Developmental specialization	
Faculty Member outside of the Developmental specialization	
Review paper (*Comprehensive Examination*) completed and approved by committee	
Dissertation proposal approved by committee (It is recommended student have <u>draft</u> of IRB prior to proposal.)	
IRB and/or IACUC Approval Obtained	
Admission of Candidacy for Doctoral Degree Granted *(must take place at least 2 regular terms before expected completion of the doctoral program)* ~ Signed forms given to Graduate Programs Manager for submission	
Fellowship Grant Application (Students must submit either a NSF or NIH Fellowship Grant Application before his/her dissertation proposal.	
Applied for Doctoral degree *(Must be done within the first 3 weeks of the term of expected graduation)* **~** Signed forms given to Graduate Programs Manager for submission	
Request for Dissertation Approval Forms *(no later than 10 business days prior to your public defense)*	
Reminder: Contact Graduate Programs Manager about reserving CH 327 <u>before</u> finalizing date for defense.	
Announcement of Public Defense *(must be announced at least 3 weeks in advance)*	
Dissertation defended and approved by Graduate School	
Have you submitted information about your first job after graduation to Graduate Programs Manager? Please include who you are working for, an address, telephone number, and email address.	

Please go to next page.

Please add additional pages as needed.

This section is to be completed with your Mentor, and reviewed by the Director. The Director will provide feedback by letter or e-mail for those students continuing in the program.

DATE / TIME OF MEETING WITH MENTOR: _____

1.   In a few sentences, describe your research progress during the past academic year just completed. Please include publications and presentations.

2.   Describe your progress toward completing your Master's thesis, Fellowship application, or Dissertation in the past academic year. Also, please give your anticipated semester of graduation for Master's or Doctoral Degree, if known.

3.   Briefly describe your specific goals and plans for progress in the upcoming academic year.

4.   Describe your career aspirations.

5.   Are there any special needs, circumstances, or conditions anticipated in the next year that may impede progress and should be shared among the mentor, student, and director (e.g., sabbatical leave by mentor, pregnancy leave, etc.?)

6.   Please list **all** citations for any publication(s) which are in preparation, submitted for review, in press, or published where you are listed as an author. Citations should be listed by category and published citations should be separated by year. Please break the citations into categories, according to the year in your program (i.e. … 1st Yr., 2nd Yr., 3rd Yr., etc.) **Please email a PDF copy of any published articles to Graduate Programs Manager at trobe@uab.edu. Do not write in "see CV".**

7.   Please list all citations for any presentations you have made, or been listed as an author on. Make sure to include both the month and year of presentation. Citations should be separated by the following categories: Year, presenter, secondary author, and if international, national, regional or a local/community venue. Please break the citations into categories, according to the year in your program (i.e. … 1st Yr., 2nd Yr., 3rd Yr., etc.)

8. Please list any scholarship and/or grant applications (internal and external) you have submitted ~ regardless if award was made or denied. Include the following: Funding Source, PI if other than yourself, Title, Beginning and End Dates, Total Funds. **Please send PDF copy of all application documents to Graduate Programs Manager for all submissions.** In the email, please indicate the year in your program (i.e. … 1st Yr., 2nd Yr., 3rd Yr., etc.) the application was submitted. **If awarded, the award notice should also be forwarded to Graduate Programs Manager.**

9. Please list any dissertation fellowship applications (internal and external) you have submitted ~ regardless if award was made or denied. Include the following: Funding Source, PI if other than yourself, Title, Beginning and End Dates, Total Funds. **Please send PDF copy of all application documents to Graduate Programs Manager** for all submissions. In the email, please indicate the year in your program (i.e. … 1st Yr., 2nd Yr., 3rd Yr., etc.) the application was submitted. **If awarded, the award notice should also be forwarded to Graduate Programs Manager.**

IV. MENTORSHIP
THIS SECTION TO BE <u>COMPLETED BY MENTOR</u>

1. **IS STUDENT MAKING SATISFACTORY PROGRESS TOWARD DEGREE? (PLEASE SEE HANDBOOK TABLES 4A AND 4B FOR GUIDANCE ON "RECOMMENDED" PROGRESS) IF UNSATISFACTORY, PLEASE CONTACT GRADUATE PROGRAMS MANAGER REGARDING UAB POLICY FOR CREATING A *COMPLETION PLAN.***

2. **HAS STUDENT MET GOALS SET FOR THE PAST ACADEMIC YEAR?**

3. **WHAT GOALS AND TIMELINES HAVE BEEN SET FOR STUDENT FOR THE UPCOMING ACADEMIC YEAR?**

| **Signature of Mentor** | **Date** |

V. PROFESSIONAL DEVELOPMENT PROGRESS

If you have chosen to take any of the Graduate School Professional Development Classes and/or Workshops, please list the year and semester.

GRD #	Course / Workshop Title	Year	Semester
Courses			
701	Presentations and Discussion Skills		
705	Teaching at the College Level and Beyond		
709	Writing Fellowships		
715	Preparing TAs to be Effective Teachers		
716	Developing a Teaching Portfolio		
727	Writing and Reviewing Research		
728	Professional Writing & Publishing		
729	Writing Your Journal Article in 12 Weeks		
730	Developing and Managing Your Professional Image		
Workshops			
706	Grants and Fellowships 101		
707	Presenting Effectively		
708	Writing Successfully		

_____

Original Signature of Student   Date

UAB DEVELOPMENTAL PSYCHOLOGY
PY 698/699/798/799
RESEARCH EVALUATION FORM
Revised August 21, 2023

NOTE: This form is designed to be completed, submitted and processed electronically.
Please follow instructions carefully to name the file, complete the form and submit it to the Program Director.

<u>**Students:**</u> **Complete your part of this form and send it to your mentor at least 1 week ahead of the due date.**

1. Add your name and the name of your faculty research mentor/supervisor to this table:

STUDENT:		**EVALUATION YEAR:**	
RESEARCH MENTOR OR OTHER RESEARCH SUPERVISOR:		**EVALUATION TERM:**	

2. Under Goals 1-5, below, <mark>highlight</mark> activities in which you were engaged with the Faculty Supervisor **over the past semester**.
3. Save the file to a convenient location, changing its name to reflect the year and term ("Sp", "Su", or "Fa") and your own last name and first initial along with those of your research supervisor. For example: "RS_2020-Fa_SvancaraA_ClayO.docx".
4. Send the file to your research supervisor as an e-mail attachment.

<u>**Faculty Research Mentors/Supervisors:**</u>

1. Review the Supervisor's Rating Scale below. Then use the scale to indicate the level of independence that the student demonstrated in those activities and competencies listed under Goals 1-5 that <u>you observed within the past semester in any research context</u> (e.g., secondary data analysis as well as original data collection).
   a. Students should have already highlighted most of those activities (see Student instructions, above) though final decisions about which activities you observed are up to you.
   b. Activities and competencies that were *not* observed within the past semester should be indicated. You are encouraged to discuss with the student how any of these will be included in future training experiences. <u>Competencies marked on this form at the end of one term are not intended to represent the entire set of competencies that the student has acquired.</u>
2. Add any additional comments on the student's research progress or competency in the spaces provided at the end of the form.
3. Finally, "sign" the form by typing your name in the space provided. Then return it to the student, copying oclay@uab.edu.

SUPERVISOR'S RATING SCALE		
Based on your observations of this student over the past semester, please use the following scale to rate the student's competency with regard to each of the listed components of Goals 1-5, below. Please enter your ratings as integers between 1 and 4 (i.e., no fractional numbers, +/-, ranges, etc.).		
Rating	**Interpretation**	
NO	No information. No activities related to this competency were observed over the past semester.	
1	Requires considerable guidance from the research mentor to successfully complete this activity.	
2	Requires moderate levels of guidance from the research mentor to successfully complete this activity.	
3	Is nearly able to complete this activity independently but as a graduate student still requires occasional guidance from the research mentor.	
4	Ready to undertake this activity independently while seeking reasonable consultation with others as needed; performs at a level of competency and independence that is consistent with that of a beginning post-doctoral research fellow or assistant professor.	
Please do not include comments or any non-numeric text in the Ratings column below.		

	Ratings (1-4); NO for not observed)
Goal 1. 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 for applications to real-world settings	
Goal 2. Design a study. • Make well-justified research design decisions • Select and appropriate justify measures that are well-suited to the research questions • Design a treatment, intervention, or other experimental manipulation • Make well-justified decisions regarding statistical analysis • Determine sample size and adjust design based on power considerations • Identify, explain, and control for potential confounds • Describe and justify the feasibility of a study	
Goal 3. Conduct a study. • Write a research protocol • Monitor and maintain fidelity to a research protocol • Generate and implement successful recruitment strategies • Master and implement relevant technical skills • Collect, maintain, and manage study data • Carry out and interpret statistical analyses • Seek and ensure continuing IRB compliance • Work constructively with other members of a research team • Interact productively with professionals from disciplines other than developmental • Monitor progress with respect to study timeline	
Goal 4. Communicate research. • Effectively community in oral presentations • Effectively communicate in manuscript writing • Effectively communicate in grant writing • Effectively respond to questions and challenges • Critically evaluate his or her own and other's research	
Goal 5. Master and apply relevant knowledge to the planning, design, conduct, and communication of research. • Apply knowledge about lifespan development to effectively design and conduct research • Apply knowledge about cultural and individual variation • Apply knowledge about relevant health conditions • Apply knowledge about relevant legal and ethical issues	

Research Commitments in the Upcoming Term
Completed by student and primary research mentor (i.e., thesis/dissertation chair or co-chair)

Students: Please indicate below the dashed line your anticipated weekly commitments to required program-related activities outside your research mentor's lab over the upcoming term. Categories might include: coursework, clinical practica, and/or assistantship (TA, or RA with another investigator). Specify average hours/week for each category.

Research Mentors: Please review the student's answer, discuss questions or concerns with the student and/or program director, and adjust your expectations for commitment to activities in your lab (including thesis or dissertation research) accordingly. Briefly describe those expectations below.

Supervisor Comments and Signature
Please do not leave any answer blank.

In the space below the dashed line please indicate any research competencies (areas of knowledge and skill, including but not limited to those listed above) that <u>have shown the greatest strength this semester</u>.

Likewise, please indicate below any research competencies that <u>are currently in greatest need of further development</u>.

Please comment below on any other issues, or elaborate on lower-than-expected ratings or slower-than-expected progress, for the student, Developmental Faculty, or Program Director.

Faculty Signature: Please <u>type your name in the box to the right</u> (please do not insert a signature image) to affirm that your ratings reflect your appraisal of <u>only those research competencies that you observed over this semester</u>.	
Date (mm/dd/yy):	

Please return this form to the student, copying oclay@uab.edu, and provide the student with an opportunity to discuss any concerns or questions about the evaluation with you. Please do not modify the file name.

Please note that the comments that students provide on this form have the same purpose and status as course evaluations, and as such they are intended to be anonymous. That said, you are encouraged to use the discussion of this evaluation as an opportunity to solicit your student's responses to their research training experience as well as any ideas they may have for how that training could be improved in the future.

Student Comments and Signature
Please review the form and discuss any concerns or questions with your supervisor. Feel free to bring to your supervisor's attention any competencies that you believe may have been left blank in error. Then add comments, sign and date the form. *After ensuring that the file is still correctly named, please send it to oclay@uab.edu.*

Student comments on research experience or evaluation: Enter below the dashed line. The program will collect these from multiple students and, when sufficient comments are available, provide them to supervisors without revealing student names. Regardless of your comments, please avoid including information that would reveal your individual identity. You are, of course, encouraged to discuss all relevant issues directly with your faculty supervisor(s).	
Student Signature: Please <u>type your name in the box to the right</u> (please do not insert a signature image) to indicate that you have read this evaluation and have had the opportunity to discuss it with your supervisor. Your signature does *not* indicate your agreement with all ratings and comments.	
Date (mm/dd/yy):	

The following "best practices" document was provided by the UAB Graduate School with a request that it be used in individual graduate programs. Students and mentors are encouraged to review these best practices and are asked to "sign" in the space provided at the end of the document to acknowledge receipt.

Best Practices for the Mentor-Student Relationship

This document provides guiding principles to support the development of positive relationships between mentors and their students. The purpose of these principles is to promote mutual understanding of expectations, effective communication, and commitment of both individuals as necessary components of a successful training experience.

Expectations of the Mentor

- To understand that the educational period is devoted to advanced training intended to support development of the knowledge, skills, attitudes and professionalism that are needed to prepare the student for a successful career.
- To provide a supportive training environment to facilitate the student's professional growth.
- To work with the student, beginning early in the training period, to develop a mutually agreed upon research and training plan with reasonable and well-defined expectations and goals, and to be willing to modify that plan as necessary in response to changes in the student's training needs and professional goals.
- To demonstrate a professional tone of communication and constructive criticism to the student through ongoing informal feedback on the student's performance, and to communicate openness to constructive feedback from the student.
- To provide a formal evaluation at least annually, or more frequently if required by the student's graduate program.
- To encourage the student to seek input from multiple faculty including Graduate Study Committees (where applicable) and peer mentors.
- To encourage and facilitate the interaction of the student with fellow scientists, both intra- and extra-murally, through attendance at and participation in professional meetings that provide opportunities to network and present research findings.
- To assist the student in submitting research for publication in a timely manner, and to give appropriate credit to the student for their contributions to all published work.
- To acknowledge the student's contribution to the development of any intellectual property as appropriate and consistent with all applicable University policies.
- To foster career development and to encourage and assist the student to apply for appropriate fellowships and awards that support the transition to independence.
- To understand that there are multiple career options available for students and to provide assistance in exploring appropriate options, calling on other experts as appropriate.
- To maintain a relationship with the student that is based on trust, mutual respect and tolerance, and to comply with all University policies that govern student-faculty relationships, including the [Equal Opportunity and Discriminatory Harassment Policy](), [Title IX Sexual Violence and Sexual Misconduct Policy](), [Duty to Report and Non-retaliation Policy](), other relevant university policies as well as policies of the student's graduate program.
- To promote and comply with all applicable ethical standards for conducting research, as well as all institutional, state, and federal policies and regulations, as they relate to academic and non-academic conduct, responsible conduct in research, protection of human research participants and animal research subjects, laboratory safety, authorship, peer-review guidelines, data reporting, ownership, and sharing.
- To ensure that confidential information concerning the student is properly maintained and disposed of in a secure manner, as required by FERPA and any other applicable federal or state law or University policy or procedure.
- To endeavor to resolve any problems that develop in the mentor-student relationship through direct and constructive communication, and to seek the assistance of program, departmental and institutional leadership and other resources if those efforts are unsuccessful.

Expectations of a Mentored Student

- To demonstrate honest and professional communication with the mentor.
- To develop with the mentor a mutually agreed upon research and training plan that includes well-defined goals and timelines, and to collaborate with the mentor to modify that plan as appropriate to changes in the student's training needs and professional goals.
- To perform research activities conscientiously, to maintain complete and accurate research records, and to catalog and maintain all tangible research materials that result from the research project.
- To endeavor to assume progressively-increasing responsibility for management of research projects in which the mentor and student are jointly engaged.
- To seek regular feedback from the mentor on performance and career planning, and to participate in or facilitate formal evaluation annually or more frequently if required by the graduate program.
- To have open and timely discussions with the mentor concerning the dissemination of research findings and the distribution of research materials to third parties, and to work with the mentor to disseminate research results in a timely manner.
- To proactively seek out learning opportunities outside the laboratory and required curriculum to develop the full set of scientific and professional skills necessary for success in the student's chosen career, as a basis for lifelong learning and continued career development.
- With respect to data ownership, to understand that the original notebooks, digital files, and tangible research materials belong to the institution and will remain in the lab when the student finishes training, in accordance with institutional policy.
- To show respect for and work collegially with faculty, students, staff, and other individuals with whom the student interacts, and to comply with all policies relevant to interactions among members of the university communication, including the Equal Opportunity and Discriminatory Harassment Policy, Title IX Sexual Violence and Sexual Misconduct Policy, Duty to Report and Non-retaliation Policy and of the student's graduate program.
- To comply with all applicable ethical standards as well as all institutional, state, and federal policies and regulations as they relate to academic and non-academic conduct, responsible conduct in research, conflicts of interest, protection of human research participants and animal research subjects, laboratory safety, authorship, peer-review guidelines, and data ownership, reporting, and sharing.
- To endeavor to resolve any problems that develop in the mentor-student relationship through direct and constructive communication, and to seek the assistance of program, departmental and institutional leadership and other resources if those efforts are unsuccessful.

Acknowledgement of Receipt

The document above details best practices of conduct for both mentors and mentees. Additional resources are available in the UAB Faculty Handbook and the Graduate Catalog. Please contact Dr. Stavrinos with questions or comments. By providing a typed "signature" below, the mentor and mentee acknowledge receipt of this document.

Mentor's typed "signature":		Date:	
Student's typed "signature":		Date:	

APPENDIX C.
UAB DEPARTMENT OF PSYCHOLOGY
GRADUATE TEACHING ASSISTANT EVALUATION FORM

Teaching Assistant _____ Term and Year: _____

Course Assignment(s): _____ Course Instructor: _____

PERFORMANCE FACTORS	5 Far Exceeds	4 Exceeds	3 Meets	2 Partially Meets	1 Does Not Meet	Not Applicable
Quality of Work: Accuracy, thoroughness, neatness	Consistently excellent, errors seldom ☐	Better than average, few errors ☐	Consistently satisfactory, occasional errors ☐	Frequent errors, careless ☐	Unsatisfactory, many errors ☐	☐
Quantity of Work: Productive Output	Output unusually high, exceptionally fast ☐	Does a good day's work, better than average quantity ☐	Average, turns out required amount of work, seldom more ☐	Slow output frequently below required quantity ☐	Output inadequate to retain on job ☐	☐
Dependability: Follows instructions, judgment	Consistently dependable ☐	Dependable in most respects ☐	Ordinarily dependable ☐	Frequently undependable ☐	Consistently undependable ☐	☐
Compatibility: Attitude, ability to get along with others	Consistently inspires others to work with and assist co-workers ☐	Quick to volunteer to work with and assist others ☐	Generally works well with and assists others ☐	Cooperates only when has to, frequent conflict with others ☐	Consistently does not work well with or assist others ☐	☐
Attendance	Consistently present and on time ☐	Seldom absent or late ☐	Average attendance record, usually on time ☐	Frequent absence and tardiness ☐	Attendance too poor to retain ☐	☐
Supervisory/Teaching Ability	Exceptional ability to supervise/teach ☐	Above average ability to supervise/teach ☐	Adequate skills in supervisory/teaching responsibility ☐	Has some difficulty with supervisory and teaching skills ☐	Exhibits little to no supervisory/teaching capabilities ☐	☐

Comments by Supervisor

_____

_____

Recommendations (*check one*)   Retain: Yes_____No_____   Reassign: Yes_____No_____

Comments by TA_____

_____

_____

SIGNATURES *(Supervisor should review performance evaluation with TA with a TA signature below*)*

_____   _____
Course Instructor   *Date*   **Graduate Teaching Assistant*   *Date*

_____

APPENDIX D
Sample Memorandum of Agreement for Mentor-Mentee Relationship
Developmental Psychology

Purpose: The purpose of this MOA is to (1) describe the expectations of graduate students in the Developmental Psychology program participating in traineeships, (2) promote clarity between the mentor and mentee, and (3) foster shared responsibility for cultivating and sustaining a mutually beneficial mentor-mentee relationship.

Background: Graduate Traineeships, including teaching assistantships, are intended to enhance the professional development of students and to help fulfill the teaching, research, and/or applied service missions of the University of Alabama at Birmingham. They may be funded through a variety of mechanisms including external awards (e.g., fellowship grants, training grants or through the College of Arts and Sciences). Traineeships must be conducted according to the policies and procedures in the Developmental Psychology handbook and the Graduate School website https://www.uab.edu/graduate/academic-p-and-p. *Highlights and key points of note are listed below:*

- **Funding:** Graduate students will be funded at the rate specified in their offer letter. A full graduate traineeship includes a stipend as well as tuition, fees, and health insurance. A minimum stipend of $28,000/year is required. Tuition and fees typically total approximately $10,000/year and the cost of health insurance is expected to total about $2,500. *Please refer to the student's offer letter for more details.*
- **Sick leave:** Students are expected to provide notice of absences due to illness at the earliest possible time to their mentors.
- **UAB Designated Holidays**: Graduate students will observe the UAB designated holiday leave schedule.
- **Personal leave:** According to current Graduate School policy, graduate assistants and trainees are not entitled to paid leave. Any scheduled time away must be coordinated between the student and the mentor. Mentors should make every effort to honor student requests for time off to observe holidays that are not UAB designated holidays.
- **Class schedule accommodation:** Graduate students are required to make consistent progress toward completion of their course requirements and related electives. Mentors and student trainees should make a good faith attempt to resolve any scheduling conflicts that arise. Student trainees cannot be required to work more than 20 hours per week, for their stipend, to ensure that they have time to focus on their course work and their own research activities.

By signing this form, the mentor and mentee agree to use My IDP, develop and sign a Compact for each academic year, and to abide by the terms set forth in the Developmental Psychology Handbook and Graduate School.

Names & Signatures:

Graduate Trainee: _____ Date: _____

Graduate Mentor: _____ Date: _____

Questions: Questions or concerns about this agreement should be directed to the Developmental Psychology Graduate Program Director.

APPENDIX E.
UAB CENTER FOR CLINICAL AND TRANSLATIONAL SCIENCE
SAMPLE MENTORING CONTRACT

This contract is intended to serve as a guideline to facilitate communications between a trainee (mentee) and his/her mentors. It is suggested that the document be thoroughly reviewed and completed by the mentee and his/her mentor individually, and then jointly review and discuss each person's answers in order to reach an agreement. The mentee should re-write the agreed upon answers before the contract is signed and dated by him/her and each mentor. The mentee is responsible for keeping the contract and reviewing/updating it as necessary.

1. What type of assistance does the mentee want from the mentor in achieving their career goals over the next 1-3 years? Where does the mentee hope their career will have taken them in five years?
_____
_____
_____
_____

2. What expectations do the mentor(s) have of the mentee?
_____
_____
_____
_____

3. What expectations does the mentee have of the mentors?
_____
_____
_____
_____

4. How often will you meet?
_____
_____

5. When and where will you meet?
_____
_____

6. For how long?
_____
_____

7. Who will be responsible for scheduling the meetings?

_____

_____

8. What will meeting topics include?

_____

_____

_____

_____

9. What will be the ground rules for discussions? (E.g., confidentiality, openness, candor, truthfulness, etc.)

_____

_____

_____

_____

10. If problems arise, how will they be resolved?

_____

_____

_____

_____

11. Any concerns the mentee wants discussed and resolved?

_____

_____

_____

_____

12. Any concerns the mentors want discussed and resolved?

_____

_____

_____

13. How will you know when the mentoring relationship has served its purpose and needs to be terminated?

_____

_____

_____

_____

14. We have agreed that our initial meetings will focus on these three topics:

    a. _____

    b. _____

    c. _____

15. Any additional areas/issues you want to discuss and agree to?

_____

_____

_____

_____   _____
Mentee Signature   Date

_____   _____
Mentor Signature   Date

APPENDIX F.
UAB DEPARTMENT OF PSYCHOLOGY
GRADUATE STUDENT VACATION, LEAVE, AND HOLIDAY GUIDELINES

Graduate programs in the Department of Psychology expect all students to be engaged full-time in program-related activities, including during periods between academic terms. That said, we recognize the importance of rest and relaxation and anticipate that the quality of students' research, teaching, and clinical work will benefit from reasonable time off in the form of vacations and holidays. We also recognize that students occasionally need to be absent for other reasons, for example due to professional travel or illness. The following guidelines are intended to set expectations for students and their mentors, instructors, and assistantship and clinical supervisors regarding how such absences are handled.

1. Graduate students are permitted to take up to 3 weeks or 15 calendar days of vacation each academic year. This includes any time taken off between academic terms or during spring and fall breaks, even though classes are not in session. Please note the following:

    a. Vacation must be requested and approved in advance by the relevant research mentor(s), assistantship supervisors, and clinical practicum supervisors.

    b. Students should not schedule vacation that causes them to miss classes. Instructors are neither required nor expected to accommodate vacation-related absences.

2. Professional leave (e.g., to attend conferences or to interview for post-docs or internships) does not count as vacation. Students are expected to provide supervisors and instructors with ample notice of such absences, which should not require them to miss more than 10% of classes for a single course or 10% of scheduled clinical practicum and assistantship days within a 4-month period.

3. Graduate students are also permitted to be absent for up to 6 calendar days each year on account of health issues (1/2 day per month). Ill students should notify affected research, teaching, and clinical supervisors, or the main Psychology office if the student has instructional responsibilities, at the earliest possible time. Students with disabilities that regularly require additional absences should consult Disability Support Services, which can provide guidance to the student, instructors and graduate program.

4. Individual mentors, assistantship supervisors and practicum supervisors determine whether and how to track utilization of vacation, professional leave, and sick leave, and decide whether to allow excess absences to be made up. They may also establish policies for advance notice for vacation and professional leave.

5. Students are entitled to the following UAB Holidays: New Year's Day, Dr. Martin Luther King, Jr. Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving and the day after, and Christmas Day. With ample advance notice, mentors and other supervisors are expected to honor requests for time off to observe other major holidays associated with the students' religion or cultural heritage.

6. Absences for bereavement or other personal emergencies should be arranged with supervisors and instructors on a case-by-case basis. Students should notify the program office of any such absences of more than two consecutive business days.

7. Psychology graduate students are entitled to 30 consecutive days of excused absence upon the birth or adoption of a child. Both parents are eligible.

8. Questions and concerns about these guidelines or their application in specific cases should be brought to the attention of the student's program director.

DEPARTMENT OF PSYCHOLOGY POLICIES FOR TUITION SUPPORT

<u>Implementing Policy for the Stipend Guarantee</u>

1. Each year the student, his or her Graduate Program Director, and the Graduate Program Manager make good faith efforts to find support for the student's stipend. Typically this stipend is in the form of a research, clinical, or teaching assistantship. Specific procedures for this process are established by the program directors. Goals are:

    a. to match each student with an assistantship that provides opportunities for professional development that are consistent with each student's level of training as well as his or her educational and career goals; and

    b. to satisfy departmental needs for graduate assistants; and

    c. to otherwise limit departmental financial commitments to student support.

2. Notwithstanding Point 1a, above, no student is guaranteed the assistantship of his or her choice, and in a given year the student may only be offered assistantships that he or she does not prefer. That is, the graduate programs aim to match students to assistantships based on training goals, but there is no guarantee that this match will be ideal in every case.

3. The Department's guarantee of an assistantship or other stipend support is terminated:

    a. at the end of five years in residence. In general, students are expected to complete their doctoral degrees within five years of initial enrollment excluding any leave of absence.

    b. if the student is placed on probation by his or her graduate program (program probation) and the student does not take the required steps to return to good standing within two full academic terms.

    c. if the student is dismissed from his or her graduate program for any reason. Policies regarding good academic standing, probation, and dismissal are maintained on the Graduate School's website, and program-level policies may also apply.

    d. Graduate program directors and the graduate program manager work together to enforce these termination provisions.

4. Students for whom the support guarantee is terminated may receive an assistantship or other stipend, but that support is not guaranteed by the Department of Psychology.

<u>Implementing Policy for the Tuition Scholarship Guarantee</u>

This policy aims to ensure that students can take courses at the optimal point in their graduate course sequence to meet program requirements and obtain knowledge and skills that are foundational to their training objectives, while reducing "excess" enrollments that unnecessarily increase tuition costs to the department.

1. All course registrations must be approved by the student's graduate program director.

    a. Especially for the first 1-2 years in the program, directors will distribute guidelines for required and elective courses that are consistent with program and Graduate School requirements, and the class schedule. Students who enroll in courses within those guidelines would then be assumed to have received the program director's approval.

b. In addition or instead of Point 1a, program director may require students in their programs to meet with him or her, or the program manager, for approval of course registrations or to submit justification for specific enrollment requests.

c. In general, registration at the level required for full-time status can be approved by a program director or by the program manager based on guidelines from a program director. Registrations above this level are approved in consultation with the department chair.

2. The program director may require a student to alter his or her registration to reduce the financial burden on the department, as long as such steps do not materially delay the student's projected time to completion of the master's degree (where applicable) or doctorate. Such steps may include, for example, delaying a required course that is not foundational to the student's research and training goals, or reducing research or clinical practicum credits without altering the student's level of engagement in clinical training or research.

3. A student who withdraws from a class after the tuition charges have been paid will be personally responsible for paying for the equivalent number of semester hours in the subsequent term. This penalty may be waived by the student's program director for good cause, which must be documented in writing and copied to the department chair. Waivers should be based on clear indication that the withdrawal was due to unexpected factors beyond the student's control, or that it does not ultimately increase the tuition burden on the department.

4. The program manager will assist the program directors in monitoring registrations for compliance with the above provisions of this section of the policy.

5. Suspension and termination of the tuition scholarship:

   a. Students placed on academic probation by the Graduate School or their graduate program shall have their tuition scholarship suspended for at least one term. The suspension will apply beginning with the next term for which tuition has not yet been paid by the department.

   b. The tuition scholarship will be suspended for a second term if a student on probation fails to return to good standing (i.e., resolve the reasons for the probation) within one term. In the case of program probation, the reasons for the probation and specific steps required to resolve it must be provided to the student in writing at the time the probation takes effect. A copy of this letter should be placed in the student's file.

   c. The tuition scholarship will be terminated if a student on probation fails to return to good academic standing within two terms.

   d. The tuition scholarship is terminated at the end of five years in residence. In general, students are expected to complete their doctoral degrees within five years of initial enrollment, excluding time for clinical internships (Medical / Clinical Psychology Program) and any leave of absence.

   e. The tuition scholarship is terminated if the student is dismissed from his or her graduate program for any reason. Policies regarding good academic standing, academic probation, and dismissal are maintained on the Graduate School's website, and program-level policies may also apply.

   f. Graduate program directors and the graduate program manager work together to enforce these suspension and termination provisions.

6. This policy does not affect tuition payments for medical / clinical psychology students while on clinical internships. Such tuition has been paid by the Provost's office by long-standing arrangement.

APPENDIX H.
HANDBOOK REVISION HISTORY

OCTOBER 23, 2019	Revised section on Progress Benchmarks (approved at Developmental Psychology faculty meeting on September 25, 2019)
DECEMBER 12, 2019	Revised text throughout to reflect ACHE approved concentration name (Developmental Psychology)
FEBRUARY 19, 2020	Note that one month's notice to the Department of Psychology Chair and the Program Director is required of students who wish to be nominated for grants or scholarships that limit applications per department
AUGUST 20, 2021	Revised text throughout to indicate new course requirement (PY619 Diversity, Equity, and Inclusion in Research and the Workforce) for students entering August 2021 or later
AUGUST 20, 2021	Updated Annual Evaluation form (Appendix A) to reflect on progress of past year instead of one prior term.
AUGUST 20, 2021	Updated the Admission to Candidacy procedures to reflect the new process with the UAB Graduate School. See Section (Admission to Candidacy and Registration for Research Hours)
AUGUST 21, 2023	Dr. Clay's information as Program Director is added. Information related to the use of electronic forms by the graduate school is updated.
SEPTEMBER 26, 2023	Typo fixed – PY 683/783 Developmental Disabilities listed as Elective A.