DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
GUIDE TO GRADUATE PROGRAMS
AND
SUPPLEMENTARY APPLICATION MATERIALS

Revised 8/2016

Description of Masters of Science Degree Programs

Option in Human Development and Family Studies: The MS-option in Human Development and Family Studies is flexible and can be customized easily to prepare a student for a variety of careers in applied family services in industry, education, or government. This program emphasizes basic knowledge of the dynamics of human development and family interaction. This important knowledge is gained through examinations of the basic and applied research and theory of the field. The thesis experience allows even greater opportunity to develop unique specializations in conjunction with select faculty.

Option in Marriage and Family Therapy: The MS-option in Marriage and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy, (112 South Alfred Street, Alexandria, VA 22314). This curriculum balances two goals: (a) prepare professionally competent marriage and family therapists and (b) prepare MFT master's-level graduates who are ready to proceed to doctoral-level education. This degree option also requires a thesis. Six students per year are admitted, and the program is committed to recruiting and maintaining a diverse student cohort. For the past 5 years each cohort has been at least 25% nonCaucasian-American. Graduates of this program complete at least 500 therapy hours, 250 of which are relational. They also receive at least 100 hours of supervision (individual and group), 50 of which are directly observed (live or videotaped). Students leave this two year program ready to take entry level family therapy jobs. An increasing number of our MFT/MS graduates are pursuing doctoral training at Auburn or elsewhere.

Description of the Doctor of Philosophy Degree Program

The **Doctor of Philosophy in Human Development and Family Studies**, like its allied master's degree, does not have a clinical focus. The overarching theme of the doctoral program is understanding interpersonal competence across the lifespan. Under this umbrella, the faculty have extensive expertise in five core areas: (a) relationships in adulthood, (b) relationships in childhood and adolescence, (c) social, cognitive and emotional health, (d) biological and psychophysiological foundations for healthy development, and (e) intervention and prevention research and application (see grid below with faculty interests specified). Our primary aim with this degree is to develop a high degree of research competence in students who have already demonstrated strong interest in family systems and/or in human development (evidenced by outstanding performance in related undergraduate and master's work at Auburn or elsewhere). With these competencies, graduates may seek careers as primary contributors to the developing base of knowledge in the field of Human Development and Family Studies or as leaders in the application of research to enhance quality of life. Also essential for the successful doctoral student, we believe, is the ability to communicate that knowledge. Therefore, in addition to the core of course work that doctoral students complete, they also develop individualized competency plans, in consultation with their advisory committee, that take advantage of and build upon their prior experience in research, teaching, and public (or professional) service. The faculty believe that this competency-based approach to doctoral education results in the best prepared and most well-rounded student.

HDFS Graduate Faculty Members

Below are listed the HDFS Faculty eligible to direct Master's or Doctoral students:

Francesca Adler-Bader, Professor, PhD, University of North Carolina Greensboro, 1999.

Katrina Akande, Assistant Professor and Extension Specialist, PhD, University of Kentucky, 2014.

David H. Chae, Associate Professor, ScD, Harvard University, 2007.

Adrienne M. Duke, Assistant Professor and Extension Specialist, PhD, University of Wisconsin-Madison, 2013.

Mona El-Sheikh, Leonard Peterson & Co., Inc. Professor, PhD, West Virginia University, 1989.

Stephen Erath, Associate Professor and Director of Graduate Programs, PhD, Pennsylvania State University, 2006.

Thomas Fuller-Rowell, Associate Professor, PhD, Cornell University, 2010.

Jatunn Gibson, Assistant Professor and Extension Specialist, PhD, Walden University, 2012.

Megan L. Haselschwerdt, Assistant Professor, PhD, University of Illinois-Urbana-Champaign, 2013.

Ben Hinnant, Associate Professor, PhD, University of North Carolina, Greensboro, 2008.

Margaret K. Keiley, Professor, EdD, Harvard University Graduate School of Education, 1996.

Jennifer L. Kerpelman, Professor and Associate Dean for Research & Graduate Study, PhD, Auburn University, 1994.

Scott A. Ketring, Associate Professor, PhD, Kansas State University, 1999.

Jacquelyn Mize, Professor Emerita, PhD, Purdue University, 1984.

Gregory Pettit, Professor Emeritus, PhD, Indiana University, 1984.

Joe F. Pittman, Jr., Professor and Head, PhD, University of Georgia, 1984.

Diana Samek, Assistant Professor, PhD, University of Minnesota, 2012.

Thomas A. Smith, Associate Professor and Director of Marriage and Family Therapy Program, PhD, Virginia Tech, 1985.

Donna L. Sollie, Professor and Assistant Provost for Women's Initiatives, PhD, University of Tennessee, 1979.

Brian E. Vaughn, Human Sciences Professor, PhD, University of Minnesota, 1979.

Silvia Vilches, Assistant Professor and Extension Specialist, PhD, University of British Columbia, 2011.

Faculty Names	Faculty Links to Core Areas				
	Relationships in Adulthood	Relationships in Childhood and Adolescence	Social Cognition and Emotional Health	Biological and Psycho-Physiological Foundations for Healthy Development	Intervention and Prevention Research and Application
Adler-Bader, F.	*	*	*		*
Akande, K.	*	*			*
Chae, D.				*	
Duke, A.		*			*
El-Sheikh, M.		*	*	*	
Erath, S.		*	*	*	*
Fuller-Rowell, T.				*	
Gibson, J.	*	*			*
Haselschwerdt, M.	*	*	*		*
Hinnant, B.		*	*	*	
Keiley, M.	*	*	*	*	*
Kerpelman, J.	*	*	*		*
Ketring, S.	*	*			*
Mize, J.		*	*	*	*
Pettit, G.	*	*	*	*	
Pittman, J.	*	*	*		
Samek, D.	*	*		*	
Smith, T.	*	*			*
Sollie, D.	*	*	*		
Vaughn, B.		*	*	*	
Vilches, S.		*			*

Faculty Names	Faculty Interests by Developmental Periods			
	Infancy and Early Childhood	Middle Childhood and Adolescence	Adolescence and Young Adulthood	Adulthood and Aging
Adler-Bader, F.			*	*
Akande, K.		*	*	*
Chae, D.			*	*
Duke, A.		*	*	
El-Sheikh, M.		*	*	
Erath, S.		*	*	
Fuller-Rowell, T.	*	*	*	*
Gibson, J.		*	*	*
Haselschwerdt, M.			*	*
Hinnant, B.		*	*	
Keiley, M.	*	*	*	*
Kerpelman, J.			*	
Ketring, S.			*	*
Mize, J.	*	*		
Pettit, G.		*	*	
Pittman, J.			*	*
Samek, D.			*	
Smith, T.			*	*
Sollie, D.			*	*
Vaughn, B.	*	*		
Vilches, S.	*	*		

Affiliate Faculty

Joseph A. Buckhalt, Wayne T. Smith Distinguished Professor and Director, School Psychology Program, Department of Counselor Education, Counseling Psychology, and School Psychology, Auburn University, PhD, Vanderbilt University.

Anthony Salandy, President & Founder, The Human Development Group, LLC, Baltimore, MD, PhD, Auburn University.

Wanda Newell, Chair, Department of Human Sciences, Alcorn State University, Alcorn State, MS, PhD, Auburn University.

<div align="center">**Facilities**</div>

The Marriage and Family Therapy Center

The Marriage and Family Therapy Center houses the MFT faculty and program. It is housed in the "Glanton House" located across the mall from Haley Center, between the Auburn University Early Learning Center (to the North) and the Center for Children, Youth and Families (to the South), on the Auburn campus. The Center is a year-round clinical facility that trains marriage and family therapists and provides therapy to community residents.

Auburn University Early Learning Center

The Department of Human Development and Family Studies has operated the Auburn University Early Learning Center for 80 years to support its four fold instructional and research mission: (a) to offer high quality care and education to young children and their families, (b) to teach university students how to work with young children and families, (c) to support research on the development of children and families, and (d) to expand the availability of high quality early care and education through collaborations with community members and professionals. The Center serves approximately 45 three-to-four-year-old children and is accredited by the National Association for the Education of Young Children/National Academy of Early Childhood Programs.

Harris Early Learning Center of Birmingham

In the city of Birmingham, Alabama, the Department of Human Development and Family Studies at Auburn University owns and operates the Harris Early Learning Center of Birmingham (HELC) a state-of-the-art preschool facility for 200 children ranging in age from six weeks to five years. The HELC implements the same four-fold mission stated for the AUELC in the Birmingham area while advancing the teaching and research missions of the Department of Human Development and Family Studies.

Graduate Student Office Suites and Computer Access

An ample office suite provides comfortable office space on campus to all graduate teaching assistantships. The suite has computers available for student use that are connected to the Auburn University Computer Network and to the Internet. All graduate students are assigned e-mail addresses upon their arrival and have full access to the Internet. Computer labs are maintained for student use in several convenient locations on campus, and the College of Human Sciences maintains two computer labs with over 20 machines each in Spidle Hall. SPSS and SAS are available and technically supported for personal and office computers.

Library Facilities

The Auburn University library contains over 2.7 million volumes, including over 35,000 current periodicals. The catalog of library holdings is accessible electronically through the campus network. The Department of Human Development and Family Studies is conveniently located adjacent to the library.

<u>**Curriculua for Graduate Programs**</u>

<u>**Master of Science Degrees in HDFS**</u>

Option in Human Development and Family Studies

HDFS Core Requirements	16 credits
Research Methods/Statistics	6 credits
Electives	4 credits
Thesis	4 credits
Minimum Total (Beyond the Bachelor's Degree)	30 credits

Course Titles and Associated Credits

HDFS Core Requirements (16 credits)

HDFS 6200	Applied Research and Evaluation Methods (3)
HDFS 6300	HDFS and Social Policy (3)
HDFS 7010	Child and Adolescent Development in Context (3)
HDFS 7020	Adult Development in Context (3)
HDFS 7040	Family Process (3)
HDFS 7930	Seminar in HDFS (1)

Research Methods/Statistics (6 credits)

HDFS 7050	Research Methods for HDFS I (3)
HDFS 7060	Research Methods for HDFS II (3)

Elective Courses (4 credits)

HDFS 6960	Special Topics (1-3). May be repeated for maximum of 9 credits.
HDFS 8050	Advanced Research Methods I (3)
HDFS 8060	Applied Longitudinal Methods (3)
HDFS 8070	Advanced Research Methods II (1-3)
HDFS 8970	Advanced Special Topics (1-3)

➢ Elective hours may come from non-core HDFS courses and seminars, from independent reading and research, from practicum and field placements, or from courses identified across campus. Students' major professors and advisory committees are instrumental in selecting elective courses.

➢ Students in the HDFS option (non-MFT) may also take any MFT content classes as HDFS electives (i.e., MFT Theory I & II; Clinical Issues I, II, & III; and Professional Issues) but they are not eligible to take the MFT practicum or internship.

Thesis (Minimum of 4 credits)

HDFS 7990	Research & Thesis

Option in Marriage and Family Therapy

HDFS Core Requirements	7 credits
Marriage and Family Therapy (MFT) Requirements	24 credits
Research Methods/Statistics	6 credits
MFT Internship	9 credits
Thesis	4 credits
Minimum Total (Beyond the Bachelor's Degree)	50 credits

Course Titles and Associated Credits

HDFS Core Requirements (7 credits)

HDFS 7010	Child and Adolescent Development in Context (3)
HDFS 7020	Adult Development in Context (3)
HDFS 7930	Seminar in HDFS (1)

MFT Requirements (24 credits)

HDFS 7600	MFT Theory I (3)
HDFS 7601	MFT Lab I (1) Coreq. HDFS 7600
HDFS 7610	MFT Theory II (3)
HDFS 7620	MFT Clinical Issues I (3)
HDFS 7621	MFT Lab II (1) Coreq. HDFS 7620
HDFS 7630	MFT Clinical Issues II (3)
HDFS 7631	MFT Lab III (1) Coreq. HDFS 7630
HDFS 7640	MFT Clinical Issues III (3)
HDFS 7650	MFT Professional Issues (3)
COUN 7250	Seminar: Advanced Assessment (3)

Research Methods/Statistics (6 credits)

HDFS 7050	Research Methods for HDFS I (3)
HDFS 7060	Research Methods for HDFS II (3)

MFT Internship (9 credits)

HDFS 7920	MFT Internship (3) Repeated 3 times. Pr. HDFS 7631

➢ Months 1-4, students observe therapy sessions and participate in role play exercises as they begin to integrate theoretical and clinical issues.
➢ Months 5-12 include an intensive period of clinical application during which students receive didactic training in specific therapy models, carry a limited client case load and receive live supervision from the clinical faculty.
➢ Year 2, students continue to see clients at the MFT Center and have internship placements in a variety of community agencies.
➢ When they complete the master's degree, MFT students have a minimum of 500 hours of supervised clinical experience.

Thesis (Minimum of 4 credits)

HDFS 7990	Research & Thesis

Doctor of Philosophy in HDFS

HDFS Core Requirements	16 credits
Research Methods/Statistics	12 credits
HDFS Advanced Special Topics	6 credits
HDFS and/or Other Supporting Courses/Electives	16 credits
Dissertation	10 credits
Minimum Total (Beyond the Bachelor's Degree)	60 credits

Course Titles and Associated Credits

HDFS Core Requirements (16 credits)

HDFS 6200	Applied Research and Evaluation Methods (3)[1]
HDFS 6300	HDFS and Social Policy (3)[1]
HDFS 7010	Child and Adolescent Development in Context (3)
HDFS 7020	Adult Development in Context (3)
HDFS 7040	Family Process (3)
HDFS 7930	Seminar in HDFS (1)
HDFS 8010	Relationship Development and Processes in Childhood and Adolescence (3)[2]
HDFS 8020	Relationship Development and Processes in Adulthood (3)[2]

[1] Students must take one class from the pair that shares the superscript. The other may be taken as an elective.
[2] Students must take one class from the pair that shares the superscript. The other may be taken as an elective.

Research Methods/Statistics (12 credits required)

HDFS 7050	Research Methods for HDFS I (3)
HDFS 7060	Research Methods for HDFS II (3)
HDFS 8050	Advanced Research Methods I (3)
HDFS 8060	Applied Longitudinal Methods (3)
HDFS 8070	Advanced Research Methods II (1-3)

HDFS Advanced Special Topics (6 credits)

HDFS 6970, 7970, 8970 Advanced Special Topics (1-4)

HDFS Electives and/or Other Supporting Courses (16 credits)

HDFS 6960	Special Topics (1-3). May be repeated for maximum of 9 credits.
HDFS 8970	Advanced Special Topics (1-3)

➢ Elective hours may come from non-core HDFS courses and special topics, from independent reading and research, from practicum and field placements, or from courses identified across campus. Students' major professors and advisory committees are instrumental in selecting elective/other emphasis courses.
➢ Students in the HDFS option (non-MFT) may also take any MFT content classes as HDFS electives (i.e., MFT Theory I & II; Clinical Issues I, II, & III; and Professional Issues) but they are not eligible to take the MFT practicum or internship.
➢ If a student's master's program (from another university) included courses similar to some of the courses required in the HDFS Ph.D. program, the student may submit materials (e.g., syllabi, texts, exams, term papers) to the faculty member who teaches the similar HDFS course for a determination of course content equivalency.

Dissertation (10 credits)

HDFS 8990	Research and Dissertation (minimum of 10 credits)

Doctoral Competency Requirements

To ensure that all doctoral graduates are able to perform successfully as teachers, researchers, and providers of professional service, we have identified a set of competencies that each student should seek to demonstrate as part of their program of study. Because students differ in their professional goals, however, competency plans are individualized and designed in collaboration with major professors and advisory committees to provide the greatest professional advantages for a particular student. We help each student identify the experiences they will need to make their record stand out when they apply for jobs. The list of competencies that follow constitute the principal list we view as important.

Teaching Competencies

Doctoral graduates demonstrate the ability to:

1. Develop appropriate course material including syllabi, tests, and homework assignments.
2. Develop lectures for an entire course.
3. Understand and implement academic honesty policies and procedures, and fair and ethical treatment of students.
4. Teach effectively.

Toward the end of developing these teaching competencies, all doctoral students take a teaching practicum. In addition, teaching experience acquired through supervised teaching assistantships is valuable in documenting this skill development.

Research Competencies

Independent of coursework and thesis and dissertation projects, graduates demonstrate the ability to:

1. Conceptualize a research question and develop an appropriate research design.
2. Collect data.
3. Develop an analysis strategy.
4. Use statistical software packages to analyze data.
5. Interpret results of analyses.
6. Prepare and submit manuscripts for publication.

Service Competencies

Professional and public service are broadly defined but fall generally into the following forms:

1. Experience in providing service to children and/or families.
2. Professional involvement in, and service to, professional organizations that goes beyond simple membership.

Doctoral Graduates

Prospective students often ask about job prospects with a Ph.D. in HDFS from Auburn University. Below are listed the Ph.D. graduates of our department and their current (or last known) career descriptions.

Dilbur Arsiwalla, Assistant Professor, University of Northern Iowa, Cedar Falls, IA.
Muriel Azria-Evans, Director, Virginia Commonwealth University Child Development Center, Richmond, VA.
Karin Bartoszuk, Associate Professor and Associate Dean for Research and Evaluation, East Tennessee State University, Johnson City, TN.
Laura Belliston, Mental Health Services Evaluation Researcher, Office of Program Evaluation & Research, Ohio Dept of Mental Health, Columbus, OH.
Rachel Birmingham, Assistant Professor, University of Northeastern Illinois, Chicago, IL.
Kelly Bost, Associate Professor, University of Illinois at Urbana-Champaign, Urbana, IL.
Angela Bradford, Assistant Professor, Brigham Young University, Provo, UT.
E. Glyn Brown, School Readiness Project Director, University of North Carolina-Greensboro, NC.
Rhonda Buckley, Associate Professor, Texas Women's University, Denton, TX.
Alex Chan, Extension Faculty, University of Maryland, College Park, MD
Pan Chen, Post-Doctoral Fellow, University of Chicago, Chicago, IL.
Pamela Choice, Director of Operations, Community Resource Center, Encinitas, CA.
Melissa Clawson, Associate Professor, University of Maine at Farmington, Farmington, ME.
David Cleary, Analyst, Federal Government, Leesburg, VA.

Malinda Colwell, Associate Professor, Texas Tech University, Lubbock, TX.
Michael Criss, Associate Professor, Oklahoma State University, Stillwater, OK.
Jennifer M. Crosswhite-Gamble, Director of Public Affairs, NCFR, Minneapolis, NM.
Guy Cunningham, Associate Professor, Grand View College, Des Moines, IA.
Brenda Dozier, Private Practice, Family Therapy, Auburn, AL.
Lori Elmore-Staton, Assistant Professor, Mississippi State University, Mississippi State, MS.
Suna Eryigit, Research Fellow, University of Warwick, Coventry, UK.
Larissa Ferretti, Teacher, Teach for America, New York, NY.
Emily Fessler-Kahumoku, Private Practice, Dothan/Enterprise, AL
Jacki Fitzpatrick, Associate Professor, Texas Tech University, Lubbock, TX.
Kelly Tu Frantz, Assistant Professor, University of Illinois at Urbana-Champaign, Urbana, IL.
Melody Griffin, Financial Support Social Worker (Child Support Enforcement Division), Auburn, AL.
Eugenia Parrett Gywnn, Lead Evaluator, The Evaluation Group, Decatur, GA
Lori Harach, Assistant Professor, University of Alberta, Edmonton, Alberta, Canada.
Kate T. Harcourt, Assistant Professor, East Carolina University, Greenville, NC.
Marinda Harrell-Levy, Assistant Professor, Pennsylvania State University-Brandywine, Middletown Township, PA.
Brian Higginbotham, Professor and Assistant VP for Extension, Utah State University, Logan, UT.
Li Huang, Post-Doctoral Fellow, Tuskegee University, Tuskegee, AL.
Dusty Jenkins, Assistant Professor, Stephen F. Austin State University, Nacogdoches, TX.
Jakob Jensen, Assistant Professor, East Carolina University, Greenville, NC.
Wendy Kallina (Knighton), Director of Assessment, Georgia Military College, Milliedgeville, GA.
Kerry Cielinski Kazura, Associate Professor and Department Chair, University of New Hampshire, Durham, NH.
Ryan Kelly, Assistant Professor, University of New Mexico, Albuquerque, NM.
Jennifer Kerpelman, Professor and Associate Dean for Research and Graduate Study, Auburn University, Auburn, AL.
Mina Kim, Associate Research Fellow, Korea Institute of Child Care and Education, Seoul, South Korea
Cassandra Kirkland, Project director, Morehouse School of Medicine, Atlanta, GA.
Byran Korth, Assistant Professor, Brigham Young University, Provo, UT.
Robert Laird, Professor, University of New Orleans, New Orleans, LA.
Cuiting Li, Associate Professor, University of Wisconsin, Stevens Point, WI.
Eric Lindsey, Associate Professor, Pennsylvania State University-Berks, Reading, PA.
Jared Lisonbee, Assistant Professor, Weber State University, Weber, UT.
Mallory Lucier-Greer, Assistant Professor, Florida State University, Tallahassee, FL.
Kristen Ludwig, General Manager, Target Analytics, Charleston, SC.
Alyssa McElwain, Assistant Professor, University of Wyoming, Laramie, WY.
Julianne McGill, Research Assistant Professor, Auburn University, Auburn, AL
Darrell Meece, Associate Professor, University of Tennessee-Chattanooga, Chattanooga, TN.
Ellaine Miller, Managing Director, Family Child Care Partnerships, Auburn University, Auburn, AL
Debbie Moffett, Private Practice, Family Therapy, Los Angeles, CA
Ali Morgan, Clinical Specialist, Community Counseling Center, Camp Lejeune Marine Corps Base, Jacksonville, NC.
Wanda Newell, Associate Professor and Department Chair, Alcorn State University, Alcorn State, MS.
Amber Paulk, Assistant Professor, University of North Alabama, Florence, AL.
Amie Lapp Payne, Early Care and Education Policy Consultant, San Antonio, TX.
Tom Phillips, Assistant Professor, Mississippi State University, Mississippi State, MS.
Lloyd Pickering, Assistant Professor, University of Southern Mississippi, Hattiesburg, MS.
Jamie Sailors, Director of Internships, Auburn University, Auburn, AL.
Allen Sabey, Postdoctoral Fellow, Northwestern University, Evanston, IL
Hans Saint-Eloi Cadely, Assistant Professor, University of Rhode Island, Kingston, RI.
Anthony Salandy, President & Founder, The Human Development Group, LLC, New Jersey..
David Schramm, Assistant Professor and Extension Specialist, University of Missouri, Columbia, MO.
J. Blake Snider, Associate Professor, Eastern Tennessee State University, Johnson City, TN.
Kate Stringer, Research Leader, McREL International, Denver, CO.
Shu Su, Assistant Professor, Ball State University, Muncie, IN
Lisa Taylor, Associate Professor, Eastern Illinois University, Charleston, IL.
Wei Teng, Senior Statistical Analyst, Performance Management, Yale New Haven Health System, New Haven, CT.
Daphne Terry, State Interagency Coordinating Council Coordinator, Georgia Department of Human Resources, Atlanta, GA.
Elizabeth Trejos, Associate Professor, Texas Tech University, Lubbock, TX.
Felicia Tuggle, Assistant Professor and Director of Social Work Field Education, Savannah State University, Savannah, GA.
Sterling Wall, Associate Professor, University of Wisconsin-Stevens Point, Stevens Point, WI.
Branden Wheeler, Assistant Professor, Mississippi State University, Starkville, MS.

Tianyi Yu, Research Associate, Center for Family Research, University of Georgia, Athens, GA.

Elements of a Complete Application to
HDFS Graduate Programs at Auburn

The application deadline for all graduate programs in HDFS is January 10, 2017. A complete application includes an application form and fee, official transcripts, standardized test scores (GRE and, if English is a second language, TOEFL), three letters of recommendation, a letter of intent, and a resume or vita. Applications should be completed online through the ApplyYourself application system (https://app.applyyourself.com/?id=auburn-g). **Please contact Dr. Stephen Erath (serath@auburn.edu; 334-844-3236) with any questions about the HDFS application process and admissions.**

Fee Structure per Semester for Full-time Graduate Student:
Academic Year 2015-16*

	Registration Fee	In-State Student	Out-of-State Student
University Tuition	$580	$504/credit	$1,512/credit

Assistantship Stipends in HDFS

Stipends for 9-Month Academic Year	Master's Student GRA/GTA	Doctoral Student GRA/GTA
Third-Time (~13 hr./wk.)	$9,378 ($1,042/mo.)	$10,940 ($1,215/mo.)
Half-Time (~20 hr./wk.)	$14,112 ($1,568/mo.)	$16,460 ($1,828/mo.)

- Over 95% of full-time HDFS graduate students receive assistantship and tuition fellowship support. Assistantships may involve assisting a professor with teaching a class, teaching a class yourself, or working on a research, extension, or administrative project with a faculty member.

Tuition Fellowships
Tuition Implications for Those Holding Assistantships

Students holding a qualifying assistantship* will automatically receive a Graduate Tuition Fellowship that pays the registration fee as well as resident, non-resident tuition, and student activity fees (except for $580 covering processing and proration fees) each semester during which the qualifying assistantship is held until a maximum level of support has been received**.

* A qualifying assistantship has the following characteristics:

(a) a minimum appointment of .33 FTE (i.e., at least 13 hours per week) for students who enroll in Fall 2013 or later,

(b) the assistantship is for a full semester (no later than the 8th class day [5th class day in Summer Semester], through the last day of the semester),

(c) the stipend is greater than or equal to the minimum set by the Provost ($808/month for academic year 2015-16),

(d) the student is a degree seeking student, in good academic standing (GPA at least 3.0), and registered for at least 1 hour, but not more than 15 hours, of course work.

** Maximum support levels for the HDFS degree programs for students who enroll in Fall 2013 or later:

MS-HDFS 33 credits.
MS-MFT 57 credits.
PhD no supported MS work at Auburn, 66 credits.
PhD following MS-HDFS 66 credits (includes any supported hours from MS-HDFS program)
PhD following MS-MFT 90 credits (includes any supported hours from MS-MFT program)

** Maximum support levels for the HDFS degree programs for students continuously enrolled before Fall 2013:

MS-HDFS 40 credits.
MS-MFT 63 credits.
PhD no supported MS work at Auburn, 80 credits.
PhD following MS-HDFS 80 credits (includes any supported hours from MS-HDFS program)
PhD following MS-MFT 103 credits (includes any supported hours from MS-MFT program)

When the support available to students through the tuition fellowship program is exhausted, they will continue to receive a waiver for the non-resident portion of tuition as long as they maintain their assistantship.

Non-Alabama students holding assistantships that qualify for the tuition fellowship for two consecutive semesters but not the next may request the waiver of the non-resident portion of tuition from the Bursar for that unsupported third semester. The waiver is not automatic but must be directly requested from the Bursar.

The policy governing tuition fellowships is found at the following url:

http://www.grad.auburn.edu/ps/presgradfellows.html

Managing Finances

Loans and Grants

Applications for loans and grants are available through the Financial Aid Office (Write: 203 Martin Hall, Auburn University, AL 36849 or Call: 334-844-4723 or visit **http://www.auburn.edu/administration/business_office/finaid/**)

The Academic Common Market

The Academic Common Market helps students in states represented by the Southern Regional Educational Board cut the costs of graduate study at out-of-state institutions. This arrangement exists among **Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia**. Under special conditions, it allows participating students to pay in-state tuition while studying outside their home states. There are two requirements:

A. Acceptance in a program to which your state has made arrangements to send its students (because your state does not support such a graduate program).
B. Proof that you are a legal resident of that state.

If you live in one of these states and if you are accepted into one of our graduate programs, write to the Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, Georgia 30318-5790 or visit **http://www.sreb.org/page/1071/contact_us.html** to see if you qualify for reduced tuition at Auburn.