DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE
GUIDE TO GRADUATE PROGRAMS

Revised 9/2021

Description of Master of Science Degree Programs

Option in Human Development and Family Science: The MS-option in Human Development and Family Science is flexible and can be customized 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. 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. Six students per year are admitted, and the program is committed to recruiting and maintaining a diverse student cohort. 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

Doctor of Philosophy in Human Development and Family Studies: In the doctoral program, we focus on understanding optimal development across the lifespan using multidisciplinary approaches and cutting-edge methodologies. Core areas include the intersections of individuals, families, and communities, with a special focus on relationships and the biopsychosocial underpinnings of healthy development and well-being. Our primary aim with this degree is to develop a high level 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 science 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 core coursework, doctoral students 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. We believe that this competency-based approach to doctoral education results in the best prepared and most well-rounded student.

HDFS Graduate Faculty Members

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

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

Cory Cobb, Assistant Professor, PhD, University of Central Arkansas, 2019

Adrienne Duke, Associate 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, Professor and Director of Graduate Programs, PhD, Pennsylvania State University, 2006.

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

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

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

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

Kyle Kostelecky, Associate Professor, PhD, CFLE, Iowa State University, 1997.

Mallory Lucier-Greer, Associate Professor, PhD, Auburn University, 2012.

Lauren Ruhlmann, Assistant Professor, PhD, Kansas State University, 2018.

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

Wendy Troop-Gordon, Professor, PhD, University of Illinois at Urbana-Champaign, 2002.

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

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

Angela Wiley, Professor and Head, PhD, Clark University, 1993.

Elif Dede Yildirim, Assistant Professor, PhD, Syracuse University, 2016.

Faculty Names	Faculty Links to Core Areas				
	Relationships in Adulthood	Relationships in Childhood and Adolescence	Social Cognition and Emotional Health	Biological Foundations for Healthy Development	Intervention and Prevention Research and Application
Adler-Baeder, F.	*	*	*		*
Akande, K.	*	*			*
Cobb, C.		*	*		*
Duke, A.		*			*
El-Sheikh, M.		*	*	*	
Erath, S.		*	*	*	*
Fuller-Rowell, T.				*	
Hinnant, B.		*	*	*	
Kerpelman, J.	*	*	*		*
Ketring, S.	*	*			*
Kostelecky, K.	*	*		*	*
Lucier-Greer, M.	*		*		*
Pettit, G.	*	*	*	*	
Ruhlmann, L.			*		*
Samek, D.	*	*		*	
Troop-Gordon, W.		*	*		
Vaughn, B.		*	*	*	
Vilches, S.		*			*
Wiley, A.					*
Yildirim, E.	*	*			*

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.		*	*	*
Cobb, C.		*	*	
Duke, A.		*	*	
El-Sheikh, M.		*	*	
Erath, S.		*	*	
Fuller-Rowell, T.	*	*	*	*
Hinnant, B.		*	*	
Kerpelman, J.			*	
Ketring, S.			*	*
Kostelecky, K.			*	*
Lucier-Greer, M.			*	*
Pettit, G.		*	*	
Ruhlmann, L.			*	*
Samek, D.			*	
Smith, T.			*	*
Troop-Gordon, W.		*		
Vaughn, B.	*	*		
Vilches, S.	*	*		
Wiley, A.			*	*
Yildirim, E.	*			

<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 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 Science 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 Science 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 Science.

Graduate Student Office Suites

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. Computer labs are maintained for student use in several convenient locations on campus, and the College of Human Sciences maintains two computer labs in Spidle Hall. Several statistical programs 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 Science is conveniently located adjacent to the library.

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

Master of Science Degrees in HDFS

Option in Human Development and Family Science

HDFS Core Requirements	19 credits
Research Methods/Statistics	6 credits
Electives	4 credits
Thesis	4 credits
Minimum Total (Beyond the bachelor's degree)	33 credits

Course Titles and Associated Credits

HDFS Core Requirements (19 credits)

HDFS 6200	Applied Research and Evaluation Methods (3)[1]
HDFS 6300	HDFS and Social Policy (3)[1]
HDFS 6400	Program Design (3)[1]
HDFS 6930	Society and Health (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)

[1] Students must take two courses from the set that shares the superscript. The other may be taken as an elective.

Research Methods/Statistics (6 credits)

HDFS 7050	Research Methods for HDFS I (3)
HDFS 7060	Research Methods for HDFS II (3)[2]
HDFS 7070	Research Literacy (3)[2]
HDFS 8090	Qualitative Methods in Social Science (3)[2]

[2] Students must take one course from the set that shares the superscript. The others may be taken as an elective.

Elective Courses (4 credits)

➢ 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	4 credits
Marriage and Family Therapy (MFT) Requirements	30 credits
Research Methods/Statistics	3 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 (4 credits)

HDFS 6970	Lifespan Development (3)
HDFS 7930	Seminar in HDFS (1)

MFT Requirements (30 credits)

HDFS 7600	Systems Theory and Theoretical Models of MFT (3)
HDFS 7601	Pre-Clinical Practicum Lab (1)
HDFS 7610	Trauma and Crisis Intervention (3)
HDFS 7620	MFT Clinical Issues: Family Systems (3)
HDFS 7621	Clinical Practicum Lab (1)
HDFS 7630	Critical Issues in Family and Cultural Diversity (3)
HDFS 7631	Clinical Practicum Lab (3)
HDFS 7640	Couples and Sex Therapy (1)
HDFS 7650	Ethical and Professional Issues in MFT (2)
HDFS 7651	Professional Issues in MFT (1)
HDFS 7660	Collaborative Care and Psychopharmacology (3)
HDFS 7670	Individual, Couple, and Family Dynamics of Addiction, Recovery, and Treatment (3)
HDFS 7680	Systematic Assessment, Diagnosis, and Treatment of Psychopathology (3)

Research Methods/Statistics (3 credits)

HDFS 7050	Research Methods for HDFS I (3)

MFT Internship (9 credits)

HDFS 7920	MFT Internship (3) Repeated 3 times.

➢ 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	19 credits
Research Methods/Statistics	12 credits
HDFS and/or Other Supporting Courses/Electives	25 credits
Dissertation	10 credits
Minimum Total (Beyond the bachelor's degree)	66 credits

Course Titles and Associated Credits

HDFS Core Requirements (19 credits)

HDFS 6200	Applied Research and Evaluation Methods (3)[1]
HDFS 6300	HDFS and Social Policy (3)[1]
HDFS 6400	Program Design (3)[1]
HDFS 6930	Society and Health (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)
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 course from the set that shares the superscript. The others may be taken as an elective.
[2] Students must take one course 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	Covariance Structure Analysis (3)
HDFS 8060	Multilevel Modeling (3)

HDFS Electives and/or Other Supporting Courses (25 credits)

➢ Elective hours may come from thesis credits, non-core HDFS courses and special topics, independent reading and research, practicum and field placements, or 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.
➢ 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., syllabus, paper) 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, or 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

1. Create appropriate materials for an HDFS course, including syllabus, tests, and assignments.
2. Plan lectures relevant to an HDFS course and/or appropriate material for an entire HDFS course.
3. Implement academic honesty policies and ethical treatment of students.
4. Teach effectively.

Research Competencies

1. Conceptualize an HDFS-relevant research question and develop an appropriate research design.
2. Collect data.
3. Apply statistical software packages to independently analyze data.
4. Develop an analysis strategy and interpret research data independently.
5. Prepare and submit manuscripts for publication.

Service Competencies

1. Participate in university, college, department, or community outreach.
2. Provide service to professional organizations.

Doctoral Graduates

Dilbur Arsiwalla, Associate Professor, University of Northern Iowa, Cedar Falls, IA.
Muriel Azria-Evans, Director of Mental Health & Wellness at Health Brigade, Richmond, VA.
Karin Bartoszuk, Professor, East Tennessee State University, Johnson City, TN.
Laura Belliston, State Epidemiological Outcomes Workgroup Lead; Ohio Healthy Youth Environments Survey (OHYES!) Project Coordinator, Ohio Dept of Mental Health, Columbus, OH.
Rachel Birmingham, Assistant Professor and CAST Coordinator, University of Northeastern Illinois, Chicago, IL.
Kelly Bost, Professor, University of Illinois at Urbana-Champaign, Urbana, IL.
Angela Bradford, Associate Professor, Brigham Young University, Provo, UT.
E. Glyn Brown, Marriage/Family Therapist and member of the Board of Directors for the Florida Association for Infant Mental Health, Family and Child Development Center, Ft. Walton Beach, FL.
Rhonda Buckley, Associate Professor, Texas Women's University, Denton, TX.
Ben Burke, Assistant Professor, Mississippi State University, Starkville, MS.
Alex Chan, Family and Consumer Sciences Specialist, University of Maryland Extension, College Park, MD.
Pan Chen, Manager, Outcomes & Insights, Medscape Online Healthcare.
Pamela Choice, Senior Grant Writer, Family Health Centers of San Diego, San Diego, CA.
Mellissa Clawson, Professor and Honors Program Director, University of Maine, Farmington, ME.
David Cleary, Data Analytics Manager, Federal Government, Leesburg, VA.
Malinda Colwell, Professor, Texas Tech University, Lubbock, TX.
Michael Criss, Associate Professor, Oklahoma State University, Stillwater, OK.
Jennifer M. Crosswhite, Director of Research and Policy Education, NCFR, Minneapolis, NM.
Guy Cunningham, Professor, Grand View University, Des Moines, IA.
David Curtis, Assistant Professor, University of Utah, Salt Lake City, UT.
Brenda Dozier, Financial Consultant, Atlanta, GA.
Lori Elmore-Staton, Associate Professor, Mississippi State University, Starkville, MS.
Suna Eryigit-Madzwamuse, Principal Research Fellow and Deputy Director of the Centre of Resilience for Social Justice, University of Brighton, Brighton, UK, Research Fellow, University of Warwick, Coventry, UK.
DaJuandra Eugene, Postdoctoral Fellow, Centers for Disease Control and Prevention, Atlanta, GA.
Larissa Ferretti, Teacher, Teach for America, New York, NY.
Emily Fessler-Kahumoku, Associate Professor, University of Houston, Clear Lake, TX.

Jacki Fitzpatrick, Associate Professor, Texas Tech University, Lubbock, TX.
Kim Gregson, Research Associate, Auburn University, Auburn, AL.
Melody Griffin, Training Manager, Alabama Department of Human Resources, Montgomery, AL.
Eugenia Parrett Gywnn, Program Development and Evaluation Specialist, North Carolina A&T University, Greensboro, NC.
Lori Harach, Assistant Professor, University of Alberta, Edmonton, Alberta, Canada.
Kate T. Harcourt, Associate Professor, East Carolina University, Greenville, NC.
Marinda Harrell-Levy, Associate Professor, Pennsylvania State University-Brandywine, Middletown Township, PA.
Brian Higginbotham, Professor and Associate Vice President for Extension, Utah State University, Logan, UT.
Kathleen Hlavaty, Project Manager and Research Associate, Military Families Learning Network, Auburn University, Auburn, AL.
Li Huang, Associate Professor, Tuskegee University, Tuskegee, AL.
Dusty Jenkins, Associate Professor and Graduate Coordinator, Stephen F. Austin State University, Nacogdoches, TX.
Jakob Jensen, Associate Professor, East Carolina University, Greenville, NC.
Wendy Kallina (Knighton), Director of Data analysis, Visualization, Communication, and Director of Evaluation and Assessment Methods, Agnes Scott College, Decatur, GA.
Kerry Cielinski Kazura, Associate Professor and Department Chair, University of New Hampshire, Durham, NH.
Ryan Kelly, Associate 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 Bolar, Project Director, Smart and Secure Parenting Leadership Program, Morehouse School of Medicine, Atlanta, GA.
Byran Korth, Associate Professor, Brigham Young University, Provo, UT.
Robert Laird, Professor and Chair, University of Alabama, Tuscaloosa, AL.
Cuiting Li, Professor, University of Wisconsin, Stevens Point, WI.
Eric Lindsey, Professor, Pennsylvania State University-Berks, Reading, PA.
Jared Lisonbee, Assistant Professor, Weber State University, Weber, UT.
Mallory Lucier-Greer, Associate Professor, Auburn University, Auburn, AL.
Kristen Ludwig, Assistant Vice President for Alumni Engagement and Analytics, University of Texas, San Antonio, TX.
Alyssa McElwain, Assistant Professor, University of Wyoming, Laramie, WY.
Julianne McGill, Assistant Research Professor, Auburn University, Auburn, AL.
Leanna McWood, Postdoctoral Research Fellow, Auburn University, Auburn, AL.
Darrell Meece, Professor, University of Tennessee-Chattanooga, Chattanooga, TN.
Ellaine Miller, Assistant Director, Early Care and Education at Quality Care for Children, LaGrange, GA.
Debbie Moffett, Private Practice, Family Therapy, Santa Maria, CA.
Ali Morgan, Clinical Specialist, Community Counseling Center, Camp Lejeune Marine Corps Base, Jacksonville, NC.
Wanda Newell, Senior Associate at Center for the Study of Social Policy, Washington D.C..
Jessica Norton, Postdoctoral Fellow, Office of Evaluation Services and Auburn University, Auburn, AL.
Amber Paulk, Associate Professor, University of North Alabama, Florence, AL.
Amie Lapp Payne, President, Your Child and Family Solutions Consulting
Tom Phillips, Associate Professor and Graduate Coordinator, Mississippi State University, Mississippi State, MS.
Lloyd Pickering, Executive Director and Consultant, DrLEP Consulting, Hattiesburg, MS.
Jamie Sailors, Director of Undergraduate Programs in HDFS, Auburn University, Auburn, AL.
Allen Sabey, Staff Therapist and Clinical Instructor, Northwestern University, Evanston, IL.
Hans Saint-Eloi Cadely, Associate Professor and Graduate Program Director, University of Rhode Island, Kingston, RI.
Anthony Salandy, President & Founder, The Human Development Group, LLC, New Jersey.
Melissa Scarpate, Research Associate, University of Cambridge, Cambridge, UK.
David Schramm, Associate Professor and Family Life Extension Specialist, Utah State, Logan, UT.
J. Blake Snider, Associate Professor and Undergraduate Coordinator, Clemson University, Clemson, SC
Kate Stringer, Research Leader, McREL International, Denver, CO.
Shu Su, Assistant Professor, Ball State University, Muncie, IN.
Lisa Taylor, Professor and Graduate Coordinator, Eastern Illinois University, Charleston, IL.
Wei Teng, Senior Statistical Analyst, Performance Management, Yale New Haven Health System, New Haven, CT.
Daphne Terry, Comprehensive Child Health and Services Coordinator, Georgia Department of Community Health, Atlanta, GA.
Elizabeth Trejos-Castillo, Graduate Program Director and Associate Professor, Texas Tech University, Lubbock, TX.
Kelly Tu, Associate Professor, University of Illinois at Urbana-Champaign, Urbana, IL.
Felicia Tuggle, Assistant Professor, Auburn University, Auburn, AL.
Sterling Wall, Professor, University of Wisconsin-Stevens Point, Stevens Point, WI.
Brandan Wheeler, Assistant Professor, Mississippi State University, Starkville, MS.
Tianyi Yu, Assistant Research Scientist and Statistician, 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 7, 2022. A complete application includes an application form and fee, official transcripts, 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.**

Fee Structure per Semester for Full-time Graduate Student:
Academic Year 2021-22

	Student Services Fee	In-State Student	Out-of-State Student
University Tuition	$750	$560/credit	$1,680/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.)	$10,517 ($1,168/mo.)	$12,269 ($1,363/mo.)
Half-Time (~20 hr./wk.)	$15,826 ($1,758/mo.)	$18,460 ($2,051/mo.)

- HDFS and MFT graduate students receive assistantships and tuition waivers. Assistantships may involve assisting a professor with teaching a class, teaching a class, or working on a research, extension, or administrative project with a faculty member.

Tuition Fellowships
Tuition Implications for Students with Assistantships

Students holding a qualifying assistantship* will automatically receive a Graduate Tuition Fellowship that pays tuition each semester during which the qualifying assistantship is held until a maximum level of support has been received**. The Graduate Tuition Fellowship does not cover a student services fee of approximately $750 per semester.

* A qualifying assistantship has the following characteristics:

    (a) a minimum appointment of .33 FTE (i.e., at least 13 hours per week),

    (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 2020-2021),

    (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 enrolled Fall 2020 and beyond):

    MS-HDFS, 36 credits.
    MS-MFT, 55 credits.
    PhD no supported MS work at Auburn, 72 credits.
    PhD following MS-HDFS, 72 credits (includes any supported hours from MS-HDFS program)
    PhD following MS-MFT, 95 credits (includes any supported hours from MS-MFT program)

** Maximum support levels for the HDFS degree programs (for students enrolled before Fall 2020):

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)

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 website:

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.