



The University of Texas at Austin
Department of Human Development
and Family Sciences
College of Natural Sciences | School of Human Ecology

Graduate Student Handbook

2017 – 2019

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INTRODUCTION

The University of Texas at Austin offers a PhD degree program in Human Development and Family Sciences (HDFS). The program emphasizes the development of individuals within the context of family, peer group, community, and culture and is designed to prepare students for careers in research, teaching, public policy, and administration. This *Handbook* provides information about university and program requirements that should help you plan a graduate program that meets your needs. All graduate students are responsible for knowing the information in this *Handbook*.

HOW THE GRADUATE PROGRAM IN HDFS IS ADMINISTERED

Graduate Studies Committee

The Graduate Studies Committee (GSC) is the formal body that oversees the graduate program in HDFS. It includes all members of the graduate faculty in Human Development and Family Sciences and selected faculty members from other departments. GSC members make admissions recommendations, serve on Master's thesis and Doctoral dissertation committees, evaluate the fulfillment of candidacy requirements, and review students' progress annually. Students' programs of study and thesis/dissertation work are subject to the GSC's approval.

As of Fall 2017, members of the GSC from HDFS are Edward Anderson, Aprile Benner, Karen Fingerman, Elizabeth Gershoff, Marci Gleason, Nancy Hazen-Swann, Deborah Jacobvitz, Su-Yeong Kim, Elma Lorenzo-Blanco, Lisa Neff, Stephen Russell, Fatima Varner, and Hannah Williamson.

Graduate Advisors and Coordinator

The **Graduate Advisor** is the liaison between students and faculty, and between HDFS and the Graduate School. With the assistance of the Graduate Coordinator, the Graduate Advisor is responsible for the day-to-day and long-term functions of the graduate program. In consultation with students and faculty, the Graduate Advisor approves programs of study, academic committees, travel awards, coordinates scholarships and fellowships, and evaluates exceptions to program rules. The Graduate Advisor also processes candidacy requirements; chairs, coordinates, or assists with the various committees that make funding decisions; consults with students who have academic or program problems; is the liaison between HDFS and other units in the university regarding graduate programs. Once a student chooses a Research Advisor, that person performs the role of academic advisor, although the Graduate Advisor may help as needed.

The **Assistant Graduate Advisor** supports the Graduate Advisor including by helping select students for departmental awards. The Assistant Graduate Advisor may also serve as the **Graduate Recruitment Chair and Graduate Minority Liaison Officer** and as such answers queries from potential applicants, coordinates efforts to recruit students, chairs, coordinates, or assists with committees that make funding decisions, and helps to match incoming students with a Research Advisor. The **Graduate Admissions Chair** coordinates the graduate

admissions process, including responding to applicant inquiries, organizing applicant materials, convening admissions meetings, and extending offers.

The Graduate Advisor, Assistant Graduate Advisor, Graduate Recruitment Chair and Graduate Minority Liaison Officer, and Graduate Admissions Chair form the Graduate Committee, which acts on matters affecting the graduate program.

The **Graduate Coordinator** is the staff member who handles the administrative components of the graduate program, including monitoring forms required by the Graduate School, assisting with adding and dropping courses, and maintaining the files of current students and applicants to the program. The Graduate Coordinator is often the first person students should ask about university rules and regulations, Teaching Assistant (TA) and Research Assistant (RA) appointments, and other administrative matters.

Research Advisor

The professor who is supervising a student's ongoing research and is chairing their thesis or dissertation committee is the **Research Advisor** or Major Professor. The Research Advisor is the student's principal mentor and must be a member of the GSC in HDFs. Students are free to change Research Advisors. When interested in doing so, they should consult with the Graduate Advisor as well as with the faculty members involved.

Non-GSC members

In addition to GSC members, other university faculty, lecturers, visiting faculty members, scholars who hold non-faculty positions, and qualified scholars from other institutions can participate in the graduate program, teach graduate courses, and serve on master's thesis or doctoral dissertation committees. With the approval of the Vice President and Dean of Graduate Studies, they may co-chair doctoral dissertation committees. The GSC may invite such persons to attend its meetings, but they do not vote.

To have a scholar from another institution serve on a master's or doctoral committee, the student must list this scholar on the admission to candidacy application, which is submitted online to the Office of Graduate Studies, and to complete the steps required by the Graduate School listed here: <https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy>. It is important to note that this scholar will participate via teleconference or, if in person, that there will be no cost to the University for his or her participation. Benefits of including an outside scholar include maintaining or increasing connections with other leading experts in the field while negatives may include difficulty getting adequate and timely feedback from a distance.

ON BEING A GRADUATE STUDENT

Much of what students need to learn is not taught in the classroom. Coursework focuses on the acquisition of some substantive knowledge and data analytic skills, but you will need to expand your knowledge through your own reading and to learn how to apply what you learn to your own research and teaching. Students need to take initiative to develop their writing skills, sophistication in preparing research proposals, statistical expertise, computer competency, and skill at presenting research. The following sourcebooks are worth absorbing early in your program:

American Psychological Association (2010). *Publication Manual (6th ed.)*. Washington, D.C.: Author. All papers should be written to conform to the APA style manual.

Rutkove, S. B. (2016). *Biomedical Research: An Insider's Guide*. New York: Springer. (advice on working with a mentor, writing papers, writing grant proposals)

Darley, J. M., Zanna, M. P., & Roediger, H. L. III. (2004). *The Compleat Academic: A Career Guide (2nd edition)*. Mahwah, NJ: Erlbaum.

Silvia, P. J. (2007). *How to Write a Lot: A Practical Guide to Productive Academic Writing*. Washington, DC: American Psychological Association.

Graduate students should adjust their electronic and other communications to be sure they are professional in appearance. Obtain a UT email address, and use your name (not some catchy phrase) on it. Students should remember that any publicly available pictures of themselves through social media or other websites should be professionally appropriate.

THE PROGRAM OF STUDY

Research Involvement

Because research training is a central focus of the program, students are involved in research throughout their graduate programs. Involvement in a faculty research lab is expected each semester until the Ph.D. is granted, whether or not the student is enrolled for research credits. During the first year, students may explore a variety of faculty research programs. By the end of the first semester, a student, in consultation with the faculty, should select the faculty member who will supervise the second-year project or Master's thesis. After completion of the project, a student may continue the Ph.D. dissertation work with the same faculty member or switch to another faculty member. In addition to the Master's thesis and dissertation, students should be continuously involved in research activities, including submission of papers to conferences and articles for publication.

Students are free to choose the labs in which they work so long as the faculty members supervising the labs agree to accept them. Working in a lab should not be construed by faculty or students to require a long-term or exclusive commitment to that lab. Although students typically work primarily in one research lab, they are encouraged to attend other lab meetings. Students are also strongly encouraged to spend at least one semester (or longer if needed to complete projects of interest) working in a lab other than their primary lab, participating in the ongoing activities that may include research design, data collection, data analysis, and writing scientific papers. It is a courtesy to inform the principal research advisor about work in other labs to assure that the advisor is aware of all of the student's time commitments. When students change research advisors, insofar as possible, they should arrange the change of lab with both faculty members to ensure that work commitments are completed.

Degree Requirements

The graduate program in HDFFS is devoted to the study of individual development within the context of the family, the community, the economy, and the larger culture, emphasizing the investigation of how families and other contexts contribute to development of individuals and how successful family and other close relationships are formed and maintained over time. Expertise in methods and statistics for studying developmental change is strongly represented in the program. Students who complete graduate degrees in HDFFS take a variety of career paths, including becoming professors in colleges and universities, researchers in other public and private corporations and institutions, administrators in social service agencies, or program planners, evaluators, and administrators in public and private settings.

The HDFFS Ph.D. program at the University of Texas at Austin typically requires five years. Students are not admitted for a terminal Master's degree, but a Master's degree may be awarded as part of the regular Ph.D. program. Students can enter the program with a Master's degree, a B.A., or a B.S. Students who enter with a B.A. or B.S. degree complete a Master's degree or the equivalent of a Master's degree, typically called a second-year project within the department, on the way to the Ph.D. **Students who enter the program with a Master's degree from another institution are still required to complete a second-year research project.** Such students may elect to apply for a second Master's degree from the University of Texas but are not required to do so.

Master's Degree

Course requirements. Completion of the Master's degree requires 36 credit hours: (a) three core content courses in HDFFS (9 credits), (b) 3 courses in research methods and statistics (9 credits), (c) two electives that complement the student's program of study (6 credits), (d) independent research and/or a course in college teaching (6 credits), and (e) the Master's thesis (6 credits). A summary of the requirements appears in Master's Course Requirements at a Glance at the end of this document.

Thesis or Second-year Project. The Master's thesis (or second-year project) is designed to give students experience in independent research. During the second year, students complete either a second-year project or Master's thesis. The only differences between the two are that the Master's Thesis must be completed according to the regulations of the Graduate School, must be approved by the Graduate School, and leads to a formal M.A. degree. Students who do a second-year project in lieu of a Master's thesis go on to get the Ph.D. without receiving a M.A. degree. In order to receive a Master's degree, the student must apply to the Graduate School in advance.

A minimum of six semester hours of credit are granted for researching and writing the Master's thesis. Course 698A (research period) must precede course 698B (writing period); 698A may not be repeated for credit. Both 698A and 698B must be taken on the credit/no credit basis. The student must register for 698B the semester he or she intends to graduate. The thesis cannot be accepted before the semester in which the student applies for graduation. Note that both courses are 3 credit hours: 698A = 3 hours, 698B = 3 hours.

Typically, but not necessarily, the second-year project or Master's thesis is related to a faculty supervisor's ongoing project. Supervision of the project resides with a three-member committee that includes at least one HDFFS faculty member. The student's research supervisor must be from the Graduate Studies Committee of HDFFS. Other faculty members may co-chair with a member of the GSC in HDFFS. The committee is chosen by the student in consultation with the research advisor.

By October 15 of the second year, the student should present a written proposal to her/his Master's committee. It should consist of an introduction presenting the problem to be investigated and a review of the literature, a methods section, and a data analysis plan. Proposals are reviewed in a preliminary oral defense, and must be approved by the students' second-year project or Master's committee. The final manuscript should be completed by the end of spring semester of the second year. An oral examination, conducted by the supervisory committee, is held upon completion of the project.

Ph.D.

Course requirements. Students are expected to work closely with faculty members on research projects throughout the course of their graduate study. Opportunities for teaching experience are also available. All doctoral students are expected to pursue graduate work full-time, typically enrolling for 9 credits per semester until they achieve candidacy. Summer enrollment is required only for students receiving TA or RA support during the summer.

Work leading to the Ph.D. includes eight principal components: (a) three out of four core content courses in HDFS (9 credits), (b) four courses in research methods and statistics (12 credits), (c) four electives that complement the student's program of study (12 credits), (d) independent research (variable credit), (e) a course in university teaching (398T) (3 credits), (f) the second-year project or Master's thesis (6 credits), (g) completion of the other requirements for admission to Ph.D candidacy (see below), and (h) the dissertation. The requirements for the Master's degree are also counted toward the requirements for the Ph.D.

Curriculum --Courses

The curriculum consists of three primary sets of courses: a substantive core, electives, and a methods and statistics core, as well as independent research, university teaching, and thesis/dissertation. The selection of the specific course sequence is planned in consultation with the Graduate Advisor and the student's Research Advisor. The requirements are summarized in Degree Requirements at a Glance.

Substantive Core. The substantive core consists of four courses; students are required to take three courses and encouraged to take all four courses, depending on their research interests. The first course, HDF 395.1, "Child and Adolescent Development", is designed to deepen students' understanding of the distinction between individual, relationships, family, and contextual levels of analyses. It provides an overview of key theories of individual and family development and explores the concepts of development including how to conceptualize and measure development and relationships over time. In the process, students will examine the connection between theoretical approaches and methodological approaches to research and sharpen students' critical evaluation skills so that research on human development and family relationships can be read thoughtfully.

HDF 395.2, "Contextual Influences on Individual and Family Development," builds on the student's understanding of some of the major theories, issues, and empirical literature in the field of human development and family sciences by considering a range of contexts for development as well as the interplay among contexts. The topics are organized around levels of analysis drawn from Bronfenbrenner's model: the micro system of the family; systems outside the family that affect children and family functioning; and macro systems of culture, public policy, and economic conditions.

HDF 395.3, "Families and Social Ties," highlights research and theory focused on the interplay between individual development, family relationships, and institutions and relationships outside the family.

HDF 395.3 "Adult Development and Aging" which covers physical, psychological, and social aspects of adult development from young adulthood through old age.

HDF 395.4, "Intimate Relationship Formation and Development," develops an ecological framework for examining why people enter relationships, why relationships come to be structured in particular ways, and what makes some relationships more "successful" than others. Topical issues pertinent to the study of close, intimate relationships will be studied.

Methods and Statistics Core. The methods and statistics core consists four courses in research and statistical methods.

HDF 380K.1 “Research Methods in Human Development and Family Science” is a basic methods course designed to acquaint students with the range of methods used in HDFFS and to assist them in developing a research proposal.

HDF 380K.2, “Intermediate Statistics for Behavioral Science,” focuses on data organization and statistics used in the social behavioral sciences. It begins with a review of basic data management, inferential statistics, graphing, advanced regression and ANOVA and concludes with an introduction into the analysis of nested data.

HDF 380K.3, “Analyzing Development and Change,” explores a variety of ways to model development and change in individuals or groups over time.

HDF 480K.4, “Advanced Regression and Structural Models,” provides a foundation in structural equation modeling.

Students who are interested in completing the Portfolio in Advanced Statistical Modeling through the Department of Statistics and Data Sciences (SDS) should be aware that this portfolio requires SDS 380D Statistical Methods II and that this course has a prerequisite of SDS 380C Statistical Methods I or a passing score on a prerequisite exam. Students can consult the SDS website for more information: <https://stat.utexas.edu/graduate/portfolio-in-applied-statistical-modeling>

Electives. In addition to the above requirements, students are required to take four substantive elective courses. Of these, *at least two* must be topical seminars under the course number HDF 394 which is offered each semester. No more than one course that is primarily statistics or methods courses can be used to satisfy this requirement. Students are encouraged to take courses in other departments for electives. Students should consult with their advisor and/or the Graduate Advisor about selection of electives that are pertinent to their overall course of study.

University Teaching. Students are required to enroll in a semester long teaching course presented by TIDES in the College of Natural Sciences. This seminar meets on 8 Friday afternoons and students must attend all 8 sessions. If they miss a session due to illness or professional obligations during one fall, they should make up that session via a web-based lesson or during the following fall semester. Enrollment in the TIDES workshop occurs via attendance at the first workshop session-not via course registration. TIDES will report HDFFS student attendance to the Graduate Coordinate at the end of the semester.

The university requires completion of 398T teaching seminar before a student can serve as an Assistant Instructor. Students should consult with the Graduate Advisor regarding assistant instructorships and preparation.

Students interested in university teaching initially serve as Teaching Assistants. Later, under the supervision of a faculty member they may have responsibility for their own course. There are three principal ways that this can happen: (a) as an Assistant Instructor at UT, (b) as an Instructor at another college in the area, and (c) as a co-instructor working with UT faculty supervisors. In all of these instances a faculty member will be assigned as a supervisor and mentor. Although exceptions can be made in some instances, students are generally required to TA a course prior to teaching it on their own.

The Center for Teaching and Learning (<http://ctl.utexas.edu/>) and TIDES (Texas Institute for Discovery Education in Science <https://cns.utexas.edu/tides>) have workshops and written materials for new instructors. In addition to TA and Instructor positions, informal opportunities are available for observing classes and presenting guest lectures.

Independent Research. All students are expected to be continuously involved in research during their graduate careers. They should participate in the meetings and activities of at least one faculty lab from the outset. Over the five years, students gradually progress from working on projects directed by others to taking independent responsibility for planning, conducting, and writing about the research in the laboratory. Although students are expected to participate in research regardless of whether they are enrolled for research credits, they may register for HDF 392 in any semester.

Admission to Candidacy. In addition to the required courses and the second year project, students are required to complete each of the following by the end of their 3rd year in order to advance to candidacy:

(a) Have a Program of Work (i.e., the official online match between the classes the student has taken and the department's course requirements for the PhD) approved by the Graduate Advisor. Before (or when) candidacy materials are submitted, the student should let the Graduate Coordinator know so she can make sure the Program of Work is correct, as this will be reviewed by the Graduate School.

(b1) Fellowship application. The student must apply for an NSF predoctoral fellowship, NIH predoctoral fellowship, or some equivalent grant or fellowship during her/his first or second year. Please note: if the student wishes to count an application that is to an agency other than NIH or NSF, the student must get prior approval from the Graduate Advisor.

OR

(b2) Annotated syllabus for a prospective class. This requirement entails planning a new course, including the topic, readings, and assignments. All readings and assignments must be justified in written form (1-3 sentences each for readings; 2-3 paragraphs each for assignments) with an explanation of why the reading would be assigned or what knowledge and skills the student is expected to gain through the assignment.

(c) First-authored publication submitted for peer review. The student must submit an article or a chapter to a peer-reviewed journal or peer-reviewed edited book. The article can be a literature review or an empirical report. Preferably, the student would be first author. If not, the advisor and any other authors must certify in a letter to the Graduate Advisor that the student made a major contribution to the manuscript. Faculty and students should abide by APA guidelines for authorship.

(d) Review of an anonymous article submitted for publication. This requirement typically is met by being a co-reviewer on a faculty member's review of a manuscript submitted to a journal for publication. Note that it is the responsibility of the faculty member to contact the journal to ensure that joint reviews with students are acceptable.

(e) Review of a student peer's manuscript. The student will serve as a "peer reviewer" for an article being submitted or resubmitted by another student. The student will provide constructive written feedback to their peer. The student may choose to provide additional

editing through Track Changes in the electronic version of the manuscript, but this is not required.

- (f) Presentation of at least one poster or paper at a national or regional professional meeting. The submission must be peer-reviewed. Students must submit proof of acceptance to meet this requirement.
- (g) Presentation to the HDFS seminar at least twice—once in the second year and once in the third year. To accomplish this, some meetings of the seminar will be devoted to symposia organized and presented by groups of students. The first presentation, typically in the second year, will be about 10-12 minutes long; the second presentation, typically in the third year, will be 50 minutes long. All potential presenters will meet with the faculty member organizing the seminar at the beginning of the academic year to schedule the symposia.

When the student has completed all of these tasks, she/he will assemble them in a Graduate Portfolio that will be evaluated by a two-person committee consisting of the faculty mentor and another faculty member. The student should **submit the portfolio to the Graduate Advisor**, not directly to the committee (the Graduate Advisor will send it to the committee along with evaluation forms). The portfolio committee will evaluate them on the following scale: pass, pass with minor revisions, or revise-resubmit. If revise-resubmit is the verdict, the evaluator must indicate which of the components in the portfolio needs revision. If the committee is not unanimous, they will meet with the student to plan the next steps.

It is in the interests of the student to enter candidacy by the end of the third year. Toward this end, during the annual review of student progress, students who have reached the end of the third year of study will be evaluated for completion of the candidacy requirements. If students have not completed the requirements by the end of the third year, the faculty will consider any extenuating circumstances and will create a schedule for completion in consultation with the student and her/his advisor. A student who exceeds the deadlines on the timeline may be at risk of losing future funding or being denied admission to candidacy/place on probation.

Once all of these requirements are satisfied, the student can apply for Ph.D. candidacy online (<https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy>). The application must include names of a 4- or 5-person dissertation committee with a faculty chair who has agreed to supervise the dissertation and a brief abstract of the proposed dissertation. The dissertation committee must be chaired or co-chaired by a member of the GSC in Human Development & Family Sciences. The committee must have at least one member whose primary appointment is in a department other than HDFS (and who may be a member of the GSC), and at least three members who are members of the GSC in HDFS. One member may be chosen from faculty at another university; the student should submit a rationale for choosing the person along with a CV (see requirements at link above). Admission to candidacy is based on the recommendation of the Graduate Advisor and the approval of the Vice-President and Dean of the Graduate School.

Dissertation. At least two semesters of dissertation credits (399R/699R/999R for the first semester; 399W/ 699W/999W for subsequent semesters until completion) are required after entering candidacy and prior to completing the Ph.D. The Dissertation is an independent research project that represents an original contribution to the field. The dissertation is supervised by the student's Research Advisor and Dissertation Committee. The Graduate

School requires continuous registration for fall and spring semesters; summer registration is not required.

The dissertation **proposal** consists of a review of the relevant literature, a statement of the research problem, and a methods section including a description of the data and an analytic plan. The proposal is reviewed in a face-to-face meeting with the doctoral committee. It should be submitted to the committee two weeks in advance of the meeting. The committee's goal at the proposal stage is to provide feedback and guidance that will help a student complete the project effectively. Students may be asked to revise the proposal and meet again for additional planning. At the end of the meeting, there is an understood contract between the committee and the student: if the student completes the project as it was agreed upon by the committee, the student will not be asked to redesign the project or do additional data collection at the defense stage.

The dissertation can take one of two formats. The first format is the in-depth presentation of a single research study with Introduction, Method, Results, and Discussion sections. The second format is a two-paper or three-paper dissertation which includes a General Introduction followed either by three distinct papers (with all four sections noted above) OR by a Study 1/Study 2/Study 3 presentation of results as a single dissertation.

The **final oral** examination, conducted after the dissertation has been reviewed by the committee members, is a public event, and the student must apply to the Graduate School for a final defense date. Further details on this process can be found online (<https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy/oral-examinations>). The dissertation should be submitted to the committee members ideally 4 weeks, and at least two weeks, in advance of the oral examination. It is recommended that the defense be scheduled for two weeks before the dissertation is due to the Graduate School to allow time for revisions and re-review by the committee. Students should also be aware that scheduling defenses in the summer can be difficult given faculty travel schedules.

A typical meeting begins without the student or observers present while faculty members discuss any questions or clarifications they may need with the student's Research Advisor. The student and any observers then enter the room and, if requested, the student presents the work for about 10-15 minutes. The committee then asks questions of the student and discusses the project. The student and any observers are then asked to leave the room as the faculty members discuss the project. At the end of the defense meeting, the committee votes on whether to accept the document and on any required revisions to be completed before turning it in to the Graduate School. The student then reenters the room, the decision is announced, and any suggestions for revision are recorded by the student or the advisor.

Please note: Students are responsible for finding out administrative details required by the Office of Graduate Studies regarding such things as deadlines, forms needed, and specific formatting for the dissertation. Students need to familiarize themselves with Graduate Studies requirements. Please see <https://gradschool.utexas.edu/academics/graduation/deadlines-and-submission-instructions> for further details.

GENERAL GRADUATE SCHOOL REGULATIONS

Residency Requirement for Graduate Degrees

Each M.A. degree candidate must spend a minimum of two long semesters or the equivalent in residency at The University of Texas at Austin. Ph.D. students must spend a minimum of three long semesters or the equivalent in residency. Doctoral students must be registered continuously following admission to candidacy until the degree is completed.

Re-Entry after an Inactive Period

If a continuing student is not enrolled for one long semester (e.g., fall or spring), she or he must apply to the Graduate School for permission to re-enter. The application must be submitted by the following dates: May 1 for summer, July 1 for fall and December 1 for spring. Although a student may be given permission to re-enter by the Graduate School, this decision is not official or complete without the approval of the Chair of Graduate Admissions in HDF5 (see Interruptions in enrollment below).

If a new student registers and withdraws before the 12th class day of the first semester, she or he must reapply for admission to the Graduate School or have his/her original admission extended by petition from the Graduate Advisor to the Dean of the Graduate School. Such students must talk with the Office of Graduate Studies before registering again.

Degree Programs/Courses

Course Grades. No major course with a grade lower than "C" may be included on a degree program. An incomplete is not permitted in graduate courses except under unusual circumstances. A student must have an average of at least 3.00 to graduate. Courses taken for credit/no credit may not be used to satisfy HDF5 core, methods, or elective requirements without advance permission from the Graduate Advisor.

Deadlines for Dropping/Adding Courses. Procedures for dropping and adding courses are outlined in the Course Schedule. Students may not drop a course after the final examination period has begun.

Credit/No Credit Courses. Required core courses, methods core courses, 398T, and electives required to meet degree requirements may not be taken for credit/no credit. Other electives may be taken credit/no credit. At the discretion of the student's committee, independent study courses (HDF 392) and internship courses may be taken for credit/no credit. No more than 20% of the total courses in a program of work may be taken on a credit/no credit basis.

Course levels. All HDF5 courses in either the master's or doctoral program must be at the graduate level (second digit in course number is 8 or 9).

Transfer of Credit. A maximum of 6 graduate hours may be transferred for the M.A. degree; there is no such maximum for the Ph.D. degree, for which transfers of credit are at the discretion of the Graduate Advisor. A student must have a special reason for requesting transfer of graduate credit and must submit a written petition to the Graduate Advisor. Attached to this written petition should be a copy of the transcript showing the grade obtained in the course being petitioned, a copy of the syllabus, and, if available, textbooks for the course.

Auditing Graduate Courses. Auditing can be done only with the consent of the instructor of the course. Students may not count audited courses to meet course requirements.

College Teaching Methods and Practices (398T). University regulations state that Assistant Instructors shall have satisfactorily completed one semester of a course in teaching methods (398T) and shall have had at least one semester of service as a Teaching Assistant prior to being appointed as an Assistant Instructor. For students in HDF, the TIDES 8 session workshop will be considered equivalent to the 398T.

If a student can establish that he or she has met the objectives of 398T, either at an education institution or through experience in recent full-time teaching, she or he may petition to have the requirement waived, using the following procedure:

(a) The student believes that she or he has met the objectives of 398T in a similar course, she or he submits to the Graduate Advisor the syllabus for that course OR (b) If the student believes that she or he has met the objectives of 398T through experience in recent full-time teaching she or he describes that experience in a written statement and submits it to the Graduate Advisor. The description should include: (1) courses taught, (2) duration of appointment, (3) peer and student evaluation of teaching, and (4) any other information thought to be relevant in establishing teacher competence. (c) The Graduate Advisor and the Graduate Committee consider each request. The Graduate Advisor notifies the student in writing of the committee's decision.

Time Limits and Interruptions in Enrollment

Master's Degree. All requirements must be completed within one six-year period. Work over six years old can be reinstated only by special permission of the Graduate Dean, upon recommendation of the Graduate Studies Committee.

Doctoral Degree. No official time limit has been imposed on acquiring the doctoral degree, although the program is designed to be completed in 5 years and no funding is guaranteed after the 5th year of doctoral study. All completed course work that is included in a student's degree program at the time of admission to candidacy must have been taken within the previous six years (exclusive of a maximum of three years of military service). In addition, all work is subject to review by the Dean of Graduate Studies. One year after a student's admission to candidacy the student should have completed and defended a proposal for the dissertation. Students who have not completed the dissertation within 3 years will be reviewed by the Graduate Program Committee to determine whether additional time should be granted. If the dissertation is not completed by 3 years after admission to candidacy, the Office of Graduate Studies reviews such cases on an annual basis.

The 99 Hour Rule. The 99-hour rule applies to students admitted during the fall semester of 1999 or after. Students who exceed 99-hours of *doctoral* study may be required to pay out-of-state tuition for every subsequent semester. For students entering without a Master's degree, the count toward 99 hours begins the first semester following the semester in which the count of hours first exceeds 30. For students entering with a Master's degree, the count toward 99 hours begins upon entry into the program.: <https://gradschool.utexas.edu/academics/policies/99-hour-rule>

Incompletes. Students who receive an incomplete or a grade of (X) have until the end of the next long term semester to complete the work. If the grade change form changing the X to a

grade is not processed by the Registrar's Office prior to the end of the grade reporting deadline for the next semester, the grade becomes a permanent incomplete (I). Since it takes some time to process a grade change form before it goes to the Registrar's Office, students are encouraged to have the faculty member submit the form well before the end of the semester.

UT Graduate Catalog and HDFS Graduate Handbook. General and specific requirements for degrees in the Graduate School are sometimes altered in successive catalogs and Graduate Handbooks. **You are bound by the requirements of the catalog or handbook in force at the time of your first registration. You may choose, however, to fulfill the requirements of a subsequent catalog or handbook.** If you do not fulfill your requirements within six years of your first enrollment in the Graduate School, you are then bound by the requirements of a subsequent catalog or handbook. You may choose the catalog in effect in any year in which you are enrolled in the Graduate School, within the six-year limit.

In Absentia Registration. In absentia registration (e.g., registration for no course work) is a type of registration used by candidates who have finished their last requirements, including submission of report, thesis, or dissertation, in the summer but too late for the semester deadline but before the first registration day of the fall semester. Such a candidate may, for a nominal fee, register for the fall semester for the sole purpose of receiving her/his degree that semester or summer session.

Interruptions in enrollment. Students are required to be continuously enrolled during all of the long semesters until they complete their terminal degree. There are two circumstances in which a student would not meet this requirement: (a) The student requests a Leave of Absence. The student must apply to the Graduate School for a Leave of Absence *prior to the semester* in which the leave is taken (see <https://gradschool.utexas.edu/academics/policies/leaves-of-absence>). (b) The student leaves the program without finishing the Ph.D. and without requesting a Leave of Absence.

In both cases, when the student wishes to return to Graduate School, the student must reapply for readmission. The application must be approved by the Graduate School and by the Graduate Admissions Committee of HDFS. A student who has not been granted a Leave of Absence may be required to pay a fee for re-enrollment. The decision to readmit the student will be based on the student's progress, prior performance, competitiveness with current applicants, and available program resources. See: <https://gradschool.utexas.edu/admissions/how-to-apply/graduate-readmission>

EVALUATION OF STUDENT PROGRESS

Grades. Graduate courses are graded on a plus/minus grading system. The following table shows decimal grade equivalents: A grade of at least C (2.00) is required for a course to be included in the student's Program of Work.

A	4.00		C+	2.33
A-	3.67		C	2.00
B+	3.33		C-	1.67
B	3.00		D+	1.33
B-	2.67		D	1.00
			D-	0.67
			F	0.00

Annual Evaluations. The faculty annually review the progress of each student in the program. Before the student evaluation meeting, students submit to the Graduate Coordinator copies of a curriculum vitae and a completed annual review form that shows program requirements and professional activities they have completed and a summary of their plans for the coming year. The criteria used in the evaluation are: (a) timely completion of program requirements, (b) publication with attention to journal quality and order of authorship, (c) presentations with attention to conference quality and order of authorship, (d) grades in graduate courses, (e) faculty recommendations and evaluations, (f) other indices of professional participation and competence (e.g., workshop participation, involvement in organizations, department service, etc.), and (g) performance in teaching and research assistantships.

Students receive a written report of their evaluation and are encouraged to discuss it with their Research Advisors. Students often get valuable feedback and suggestions for improving their course of study from these yearly evaluations. If a student is not progressing satisfactorily, the faculty can decide to place them on probation or terminate them from the program. The types of recommendations made are: (1) continuation, (2) termination, or (3) probationary status. The procedure for being removed from probation is set forth in the evaluation.

FINANCIAL ASSISTANCE

The department works with each student to secure financial assistance. Our goal is to support all students enrolled in the program for 5 years in the form of fellowships, teaching assistantships, and research assistantships. Support is only available beyond the 5th year in special circumstances.

The criteria for funding decisions are similar to those used for evaluation of student progress: (a) timely completion of program requirements, (b) publication with attention to journal quality and order of authorship, (c) presentations with attention to conference quality and order of authorship, (d) grades in graduate courses, (e) faculty recommendations and evaluations, (f) other indices of professional participation and competence (e.g., workshop participation, involvement in organizations), and (g) performance in prior teaching and research assistantships. Students must be enrolled fulltime to receive funding. In general, decisions are made based upon merit, and, in some cases, need.

The specific forms of financial assistance are described below.

Professional Development and Research Excellence Awards. The Graduate School provides scholarships that can be used to support travel to professional meetings. These awards are typically reserved for students who have been admitted to candidacy and nearing completion of their dissertation. Additional travel awards are made (contingent on available departmental funds) when students have had papers accepted for presentation at national or international meetings. These awards are in recognition for their excellence in research and can be used for travel to meetings of professional societies. To receive these awards, students must submit an application to the Graduate coordinator when the paper is accepted for presentation (the Graduate Advisor sends out the call for applications each fall and spring semester). Research Excellence Awards can also be awarded in the form of small grants for research-related expenses. Students should submit an application to the Graduate coordinator, along with a rationale for the research and a budget outlining research expenses

Departmental Endowments. Departmental scholarships include the Mary Ellen Durrett Scholarship in Child Development, the Martha Ann Goss McGonigle Fellowship in Child Development, the Martha Dunlap Thompson Endowed Presidential Graduate Fellowship in Child Development, and the Leonard and Abby Zeifman Graduate Fellowship in Child Development. Small amounts from these funds are awarded by the Graduate Committee for professional travel when students are presenting their research and for dissertation research expenses. Consult the Graduate Coordinator for more information.

University, College, and Departmental Fellowships and Awards. Occasionally, other awards become available in the form of scholarships or fellowships. Each award has its own restrictions, and awards are made on the basis of merit and meeting the requirements of each award.

Off-campus fellowship support. The Office of Graduate Studies and the Graduate Advisor work actively with graduate students to pursue sources of support available off-campus, such as the National Science Foundation, the Woodrow Wilson National Fellowship program, the Spencer Foundation, and the like. The Graduate Advisor will keep students aware of opportunities as she/he becomes aware of them.

Research Assistantships. Research assistantships are available through faculty members' funded research projects. Appointments are made by the faculty member(s) conducting the research.

Assistant Instructor positions. Several positions are usually available within the program each semester for teaching lower-division undergraduate courses. Appointments are made by the Teaching Coordinator, in consultation with the faculty.

Teaching Assistantships. The program typically funds a large number of graduate students as teaching assistants each semester to assist with undergraduate and graduate courses. Appointments are made by the Graduate Admissions Committee and the faculty. The following explanation, taken from a Graduate School memorandum, describes regulations and procedures for Teaching Assistants and Assistant Instructors:

Both Teaching Assistants and Assistant Instructors "must be certified by the Graduate School to be in good academic standing and making satisfactory progress toward an advanced degree, and have no more than one incomplete grade from the previous semester." During their graduate careers, students are eligible for teaching and research support for only 14 semesters (7 years), excluding summers. Satisfactory progress is interpreted by the Graduate School to mean having a grade point average of "B" or better, and having a record of completed course work. For appointments beginning in the fall, students with acceptable averages will be considered to be making satisfactory progress if they do not have more than one Incomplete "X" from the previous semester or summer term of registration. At the start of the spring semester, TA's and AI's shall, at the start of the summer session, not have more than one incomplete for the preceding term. The university student evaluations are conducted for TAs as well as for instructors. In addition, the department collects evaluations of TAs from the faculty members whom the TA assists.

Candidates for appointment as Assistant Instructors must (a) be enrolled as a full-time graduate student, (b) hold a master's degree or have completed 30 graduate hours of coursework, (c) have satisfactorily completed one semester of a course in teaching methods (398T) or equivalent, and (4) shall have had at least one semester of service as a Teaching Assistant for the course they will teach. The Department of HDFS has further stipulated that AI's who have not yet completed the M.A. must have completed all requirements except the thesis. An AI will be assigned a faculty mentor from the department who will confer with the AI regularly, observe at least one or two classes, and review the syllabus.

Persons who have had at least one year of classroom teaching in an accredited college or secondary school and/or have taken one semester or a comparable teaching methods course may petition to waive the 398T requirement.

Waiving of Out-of-State Tuition and Other Tuition Waivers. A 20-hour appointment as a TA, AI, or Graduate Research Assistant qualifies nonresident students to have the out-of-state portion of tuition waived as long as their appointment is current. Under this provision, the tuition is the same as for a Texas resident. In addition, all or part of the instate tuition for TAs is waived; tuition payments for RAs depend on the specific funding source. Nonresident students who are awarded a scholarship of \$1,000 or more (by a scholarship committee officially recognized by the administration of the University) in competition with Texas residents are eligible to pay the same tuition as Texas residents. In some cases, waivers of out-of-state tuition are available for students enrolled during the summer.

Degree Requirements at a Glance

Masters Program – Required Courses

Master of Arts

The master's degree requires completion of at least 36 semester hours of coursework to be distributed as shown below.

3 of the Following Core Courses (9 hours)

- HDF 395 Topic 1: Child and Adolescent Development
- HDF 395 Topic 2: Contextual Influences on Individual and Family Development
- HDF 395 Topic 3: Adult Development and Aging
- HDF 395 Topic 4: Intimate Relationship Formation and Development

3 of the Following Methods Courses (minimum 9 hours)

- Research Methods (HDF 380K.1)
- Advanced statistics, HDF 380K.2, HDF 380K.3, HDF 380K.4

Electives (minimum 6 hours)

- Elective
- Elective

Other (minimum 12 hours)

- Individual Research courses (192, 292, 392, 692)
- TIDES teaching workshop OR 398T in another department
- Thesis 698A and 698B

Note: Students must take 398T before their first AI assignment. Six semester hours of credit are granted for researching and writing the Master's thesis. Course 698A (research project) must precede course 698B (writing period); 698A may not be repeated for credit. Both 698A and 698B must be taken on a credit/no credit basis. The student must register for 698B the semester he or she intends to graduate. The thesis cannot be accepted before the semester in which the student applies for graduation.

Degree Requirements at a Glance

PhD Program – Required Courses

3 of the Following Core Content (9 hours)

- HDF 395 Topic 1: Child and Adolescent Development
- HDF 395 Topic 2: Contextual Influences on Individual and Family Development
- HDF 395 Topic 3: Adult Development and Aging
- HDF 395 Topic 4: Intimate Relationship Formation and Development

All 4 Methods and Statistics Courses (12 hours)

- HDF 380K.1 Research Methods in Human Development and Family Science
- HDF 380K.2 Intermediate Statistics for Behavioral Science
- HDF 380K.3 Analyzing Development and Change
- HDF 480K.4 Advanced Regression and Structural Models

Electives (12 hours)

- Four 3-credit organized courses are required.
- At least two of the four should be HDFS seminars (HDF 394)
- One of the four courses may be a methods or statistics course

Research (variable)

- Individual Research (192,292,392,692) – to be taken each semester when not otherwise enrolled for at least 9 credits
- Master's thesis (if completing M.A.) 698A and 698B (6 credits total)
- Dissertation 399R/W, 699 R/W, 999 R/W (at least 2 semesters). "R" section is taken only during the first semester after the student is accepted into candidacy. Thereafter, the "W" section is taken each additional semester until the student graduates.

Teaching (3 hours)

- HDF 398T

Sample Course Schedule for First Three Years of Ph.D.

	Fall Semester	Spring Semester
Year 1	HDF 395.1 HDF 380K.1 HDF 398T	HDF 380K.2 HDF 394 (elective) HDF 392 (research hours)
Year 2	HDF 394 (elective) Elective outside HDFS HDF 398A (thesis)	HDF 395.3 HDF 380K.3 HDF 398B (thesis)
Year 3	HDF 380K.4 Elective outside HDFS HDF 392 (research hours)	HDF 395.4 Elective outside HDFS HDF 392 (research hours)

Note: This is a sample only. The particular semesters in which various courses are offered will vary, and the four electives other than HDF 394 are unrestricted in content.