

MFA in Theatre Program Guide 2026-2027
Specialization in Drama and Theatre for Youth and Communities
(Working Document, Revised August 2026)

Introduction

This program guide provides an introductory overview of the program guide for the MFA in Theatre with a Specialization in Drama and Theatre for Youth and Communities for both prospective and current students. A DTYC specialization offers ample opportunities and training for entering the profession and the highly competitive job market. A specialization in Drama and Theatre for Youth and Communities prepares graduate students for multiple career paths in education/academia, community and nonprofit organizations, and professional theatre for young audiences. Through drama-based pedagogy, arts with and for youth, and rigorous scholarship, students and faculty commit to exploring a multiplicity of ideas and experiences, innovation in the field, and models for social justice and civic engagement. The DTYC specialization focuses on embodied, performative, aesthetic, and dialogic approaches to building drama and theatre with/for young people and their communities. Research, practice, and curriculum in DTYC is approached through a lens of artistic citizenship.

Our graduate program resides within the Department of Theatre & Dance, within the College of Fine Arts, within a large, multifaceted university, within a highly complex state, country, and world. Working within these layers and systems presents academic, bureaucratic, cultural, and social challenges and opportunities that inform our program's style and structure, including our intentional focus on relational practice, dialogue, and reciprocity.

LAND ACKNOWLEDGEMENT

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon us as faculty, students, and beneficiaries of The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn. In this spirit, the DTYC program acknowledges that our work originates from and meets on Indigenous land. Moreover, we acknowledge and pay respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

**Thank you to the Committee on Land Acknowledgements from whom this statement was borrowed and adapted. This committee has also made further recommendations for how we can support Indigenous students, faculty, and research at UT Austin.*

MFA in Theatre with a Specialization in Drama and Theatre for Youth and Communities

History & Overview

The Drama and Theatre for Youth and Communities specialization at The University of Austin began in 1945 with a focus on creative drama classes and plays for children. Decades later, the area remains an integral component of the departmental landscape through student productions, as well as innovative school, community, and theatre-based projects and programs.

The Master of Fine Arts in Theatre with a specialization in Drama and Theatre for Youth and Communities (DTYC) is nationally recognized, focusing on the interdependence of theatre artistry, pedagogy and scholarship, underpinned by theories of access, belonging, and engagement. Interdisciplinary in nature, DTYC draws on practice and scholarship from many fields such as theatre/drama, performance studies, education and critical pedagogy, youth theatre, youth development, feminist pedagogies and performance, and cultural studies among others.

The three-year MFA degree stresses flexibility and encourages participation in classes throughout the Department of Theatre and Dance and the University at large. Our department offers a world-class educational environment that serves as the ultimate creative incubator for the next generation of artists, thinkers, and leaders in drama, theatre, and performance. DTYC students often engage with department faculty, students, and curricula in:

- UTeach Theatre (also called BFA in Theatre and Education and formerly named Theatre Studies)
- Dance and UTeach Dance
- Live Design and Production
- Directing and Playwriting
- Performance as Public Practice
- BA in Theatre and the BFA in Acting

Study in DTYC culminates in a practical thesis project coupled with a written thesis document in which students apply theory from a wide range of disciplines to an area of practice in Drama and Theatre for Youth and Communities. Thesis projects generally employ reflective practitioner research to address research questions in applied drama/theatre, arts integration, community engagement, drama-in-education, theatre for young audiences, teaching artist praxis, theatre education, theatre-in-education and theatre for dialogue, youth theatre and/or the creation or production of original works for young audiences. Within higher education and the theatre profession, the M.F.A. with a specialization in Drama and Theatre for Youth and Communities is considered a terminal degree for related fields of study. The degree does not lead to public school teacher certification; however, students interested in teacher certification may take additional classes to achieve this goal.

Admission and Application Information

Admission

Three to four DTYC candidates are admitted each year from a competitive group of applicants. After a preliminary round of application reviews, faculty invite a small group of applicants to two full days of campus classes, interviews, and prospective student presentations. The interview process is required for admission into the MFA theatre program; the format and structure is adjusted each year. An MFA degree is a substantial investment of time, money and other resources. Our in-depth interview process offers applicants and faculty an opportunity to assess mutual fit. Interviews are generally held in the latter half of February.

Graduate Studies in Theatre

The Graduate Studies Committee (GSC), consisting of tenure-track and tenured faculty in the department, establishes the policies and requirements for all graduate theatre and dance degree programs offered by the department. The GSC members have delegated the administration of those policies to the Graduate Studies Executive Committee (EX-COM). Students communicate with the GSC and EX-COM through the department's Graduate Advisor Dr. Rosemary Candelario.

Application Process

The deadline for receipt of applications for the MFA program with a specialization in DTYC is in early January. Please check our website for this year's deadline.

The application for graduate admission is a multi-step process. Applicants must first submit an application to UT Austin's Graduate School. For detailed instructions, please visit The University of Texas at Austin Graduate School online.

To apply, applicants should go to [ApplyTexas.org](https://applytexas.org), create an account and fill out the form. Non-U.S. citizens should fill out the International Graduate Application. Choose "MFA in Theatre" and will subsequently select "Drama and Theatre for Youth and Communities" as the Area of Interest on a pull down menu. This will ensure application to the DTYC specialization. Pay the application fee. Applicants should look for the email that includes a UT EID and a link to the Application Status website. This email may take up to 48 hours to be delivered.

Application Materials and Criteria

Our admissions process is intentionally holistic and aims to remove barriers to access by offering multiple ways for applicants to demonstrate interests, skills, and experiences that will support graduate study in this field. In addition to the Graduate School application and fee, the following materials are required in order to be considered for admission in the MFA in Drama and Theatre for Youth and Communities specialization:

Official Transcripts and GPA Requirements: Applicants must submit transcripts from all colleges and universities attended, both at the undergraduate and graduate levels. Online instructions for uploading transcripts (PDF format only). The University specifies a minimum grade point average of 3.0 (on a 4.0 scale) on all work taken after the first two years of college-level work (i.e., all upper-division courses), as well as any graduate-level courses already taken.

Three letters of recommendation: At least three letters of recommendation are required. To be most helpful, letters should be from people qualified to speak to the applicant's work in areas related the DTYC field and should comment specifically on the candidate's aptitude for graduate level creative activity, teaching and facilitation, and leadership, including writing, analysis, and synthesis skills, as well as other advanced work in their areas of interest and related career specialization(s). Moreover, letters should address the candidate's skills and experience (or potential for success) in applied drama/theatre, theatre for young audiences, and/or theatre education. Each reference will receive instructions on how to submit their letter online to the Graduate School's secured web site. Only one letter is required from each reference.

Resume: Applicants will upload a resume that details all relevant work, experience, and scholarship in the field. We welcome non-tradition and expansive definitions of professional and work experience in the field; we fully recognize the financial burden that internships and other unpaid experiences place on applicants. Applicants should include all relevant life experiences and curiosities that have prepared them for graduate inquiry and study, as well as their desired career path.

Personal Statement: Applicants will upload a personal statement that outlines and contextualizes their relevant experience, as well as future academic and professional goals in the field. Through form and content, this written statement should offer specifics about the candidate's purpose for pursuing graduate school in the DTYC specialization at UT Austin. The personal statement offers an opportunity for applicants to share their vision for graduate study at UT Austin, as well as their intended impact on the field. This is also an opportunity for the candidate to reflect on their desire to experiment, learn, grow, and collaborate with the specific cohort of students and faculty in DTYC.

Teaching Philosophy and/or Artist Statement: Applicants will upload a teaching philosophy and/or artist statement that addresses their beliefs and practices about teaching and learning and/or an artist statement that explains and contextualizes the applicant's artistic work and vision. Both documents require applicants to consider the relationship between form (What shape does the document take?) and function (What does the document aim to do?).

GRE Score: **The GRE is NOT required for admission into the DTYC MFA in Drama and Theatre for Youth and Communities specialization.** If you do take the GRE and choose to submit your scores, The University of Texas at Austin Institution Code is 6882. Should scores be submitted they will be considered an additional piece of information within our holistic admissions approach, alongside other supporting materials.

Other Supporting Materials might include: Sample drama/theatre curricula or program, a detailed concept and approach for a theatre for young audiences production, and/or a community-engaged program/partnership pitch.

All materials should be submitted online at the Document Upload System. Questions can be sent directly to dtycadmission@utexas.edu

Goals and Outcomes for the MFA with a Specialization in DTYC

All DTYC students are expected to build advanced knowledge in a set of areas of practice, knowledge domains, and skills. These combine to deepen graduate students' skills and knowledge in artistry, pedagogy, and scholarship.

OUR INTERSECTING AREAS OF PRACTICE:

- Applied Drama/Theatre
- Theatre for Young Audience (TYA)
- Theatre Education

OPPORTUNITIES TO BUILD KNOWLEDGE IN:

- Aesthetics and artistry
- Arts integration, creative learning, and arts-based pedagogy
- Arts-based educational research
- Collaborative leadership
- Contemporary and emerging creative practices
- Contemporary, professional Theatre for Young Audiences
- Creative youth development and leadership
- Culturally responsive and sustaining education
- Curriculum design and teaching methodologies
- Devising, play-building, playmaking
- Digital Storytelling
- Drama-Based Pedagogy and practice
- Education and community engagement practices
- Ethical considerations within areas of practice
- Healing-centered engagement
- History and theory of theatre/drama with and for youth
- Identity politics in theatre
- Museum theatre
- Operating structures and principles of arts and community organizations
- Playwrights and plays for young audiences
- Power, identity, and oppression
- Politics of representation
- Program evaluation and assessment
- Research and research methods
- Social justice and performance practices
- Theatre for social change and Theatre-in-Education
- Theatre for the Very Young
- Theatre of the Oppressed
- Youth participatory action research

SKILLS across Artistry, Pedagogy, and Research

- Aesthetic and craft development in areas such as directing, dramaturgy, playwriting for youth, community-engagement, and/or devising with youth and communities
- Applied drama/ theatre program and project development

- Context-based communication and collaborative practice
- Curriculum and learning design appropriate to a variety of contexts and intentions
- Application of ethical considerations of work and theory in practice
- Facilitation and teaching skills appropriate to a variety of contexts
- Qualitative and arts-based research methods and program evaluation

DTYC Program of Study

Curriculum

The M.F.A. in Theatre, Drama and Theatre for Youth and Communities specialization is a three-year, 60 credit hour program that is considered a terminal degree for related fields of study. Students are required to take a minimum of 9 credits per semester to remain full time. Students may not complete the degree in less than three years.

Required Coursework

The following courses are required in order to matriculate. These courses are offered on a rotating basis throughout a three-year degree cycle:

- *MFA Colloquium* (3-6 credits- 1 credit per semester) – This course is a student run, faculty supervised, 1-credit course. Colloquium provides a space for M.F.A. DTYC students gather on a semi-weekly basis to explore the artistic, theoretical, and pedagogical practices associated with drama and theatre for youth and communities. The shape and outcomes of this course will change each year to meet the current needs of students and faculty in the program. DTYC Students attend and actively participate in the MFA Colloquium across all six of their semesters in the DTYC program. Students enroll in Colloquium for credit (which includes additional mentorship and time with the Colloquium faculty supervisor) for three to six semesters. Students are required to register during their first three semesters to complete 3 credits. Students have the option to register for each remaining semester in order to earn 3 additional credits towards the 60 credit hour program.
- *TD 388: Research Methods* (3 credits) - This course is for students to practice knowledge, skills and techniques needed to conduct research, to include organization, style and bibliographic forms. Typically, students take this course in the first semester of their first year.
- *TD 383P: Research and Practice* (3 credits) – This course supports students to develop a rigorous, original research question, research design/methodology and thesis project that engages with humanizing scholarship and practices in the field. This course is typically taken the spring of the second year in the DTYC program and leads into thesis work.
- *TD 698A/B: Thesis* (6 credits) - This faculty mentored, independent study, pass/fail course is taken in the Fall and Spring semester of the third year. Typically, Thesis A is the practical portion of the thesis project and Thesis B is the written and defense portion of the thesis project. Thesis B must be taken during a student's final semester in the DTYC MFA program.
- *TD 383P: Drama-based Pedagogy and Practice* (3 credits) - This course is a comprehensive pedagogical exploration and fieldwork experience in the design and use of drama-based strategies (the use of active learning strategies, image work, improvisation and role play) in a variety of learning contexts with young people.
- *TD 383P: Theatre for Young Audiences Seminar* (3 credits) – This course is an exploration of histories, theories, and practices underpinning the field of theatre for young audiences.
- *Theatre for Young Audiences Literature* (3 credits) – This course is an exploration of plays, productions, and dramatic literature written for, about, and by youth, families, and their communities. The course content can be completed through multiple pathways determined with individuals in each cohort.
- *TD 387D: Applied Drama and Theatre* (3 credits) - This course is an examination of the theories, practices, pedagogies and politics associated with the various uses of theatre games, improvisation, role play and devised performance in a range of fields that extend beyond the formal theatre setting.
- *TD 383P: Community Engagement and Partnerships* (3 credits) – This course is project-based, focused on the exploration and application of theoretical knowledge and practical skills to engage communities in the work of drama and theatre in a variety of contexts.
- **OPTIONAL:** *TD 398T: Supervised Teaching* (3 credits) - This course examines the theories and practices of contemporary pedagogy to prepare for work as a professor, scholar, and artist in higher education. *Supervised Teaching* is not required for graduation, however students must take this course to be eligible to be an Assistant Instructor for a course at UT Austin.

Electives

The Program of Study invites students to take up to 31 credits in elective courses; 6 of these credits must be taken outside of the Department of Theatre & Dance. Examples of electives offered on a rotating basis within the Department of Theatre & Dance may include:

- Critical Theory for Performance
- Devising
- Design
- Directing
- Dramaturgy
- Digital Storytelling in Community-Based Settings
- Drama/Theatre Applications in Museums
- LatinX Theatre for Young Audiences
- Art and the Epidemic
- Nonprofit Management and Strategy
- Playwriting for Youth
- Playwriting
- Performing Justice
- Performance Ethnography
- Performance as Research
- Retrospective Devising
- Teaching Artists in Schools and Communities
- Theatre for Young Audiences Tour

Teacher Certification

Pursuing K-12 teacher certification is possible while pursuing the M.F.A. in Theatre, Drama and Theatre for Youth and Communities Specialization. Faculty offer students a comprehensive curriculum in theatre, drama, technical theatre and educational methods combined with in-depth field and student teaching experiences. Interested students are encouraged to inquire about the UTeach Theatre option with Dr. Sara Simons (sara.simons@austin.utexas.edu) in the first semester of study.

Portfolio Programs

Portfolio programs provide opportunities for students to obtain credentials in a cross-disciplinary academic area of study while they are completing the requirements for their M.F.A. Students might consider the following portfolio programs:

- [Aging and Health](#)
- [Arts and Cultural Management and Entrepreneurship](#)
- [Asian American Studies](#)
- [Communication, Information and Cultural Policy](#)
- [Disability Studies](#)
- [Food-Energy-Water Systems](#)
- [Health Communication](#)
- [Integrated Behavioral Health](#)
- [Language Teaching and Program Coordination](#)
- [Mexican American and Latina/o Studies](#)
- [Middle Eastern Studies](#)
- [Native American and Indigenous Studies](#)
- [Women's and Gender Studies](#)

For a complete list of portfolio programs, descriptions and application requirements, visit the Graduate School at: <https://gradschool.utexas.edu/academics/programs/portfolio-programs>

Progress Towards Degree

Theatre and Dance are intensely collaborative fields of practice that require reciprocal relationships, engagement, and dialogue. Within the Department, DTYC students often create and lead intra- and interdisciplinary collaborations through engagement with each other and with people in Austin and beyond. As artists, educators, and scholars, graduate students are expected to meet program and University standards in their classes, as well as program-related assignments, employment, and collaborations. Students must also demonstrate the ability to successfully navigate various partnerships and collaborative projects, and to meet the expectations required by the multiple contexts where DTYC graduate students work and collaborate.

The Department of Theatre and Dance requires graduate students to:

- Maintain a minimum GPA of 3.67.
- Earn a grade of “B” or higher in all core coursework; if a lower grade is earned, a student may have to retake the course.
- Demonstrate ongoing and consistent progress on all work required to earn an M.F.A. degree, as determined by the DTYC faculty and the graduate school.
- Complete assigned work on time and at a satisfactory level of accomplishment as established by the professor of record and/or faculty advisor.
- Develop and maintain productive working relationships with faculty, staff, guest artists, community partners, and colleagues.
- Successfully navigate collaborative projects and processes.
- Communicate in a responsive and regularly scheduled manner with a primary advisor and program head outside of classes, with regard to DTYC assignments/projects, assistantships, outside projects and/or coursework.

All graduate students are expected to make on-going progress toward completion of their degree. This progress includes satisfying the above expectations and achieving the benchmarks and requirements set by the MFA Theatre Degree, DTYC specialization and the GSC, as administered and evaluated by the DTYC faculty.

Ongoing and holistic assessment of student progress happens across each academic year through:

- Class work (which is not equal to grades, but includes grades)
- End of semester chats which includes a short, written reflection submitted by each student to faculty
- A written annual evaluation regarding progress towards degree given to each student by faculty
- Student employment observations and evaluations (written and/or verbal)
- Advising meetings
- Informal meetings and independent study
- Active participation in the DTYC program, as well as Department and University programming, including but not limited to guest artist visits, production and community engagement activities, conference attendance (local, national, and/or international), and opportunities to engage with schools, youth, and communities.

Students are expected to meet graduate school and DTYC industry/career standards in their work. The University expects students to progress toward degree in a timely fashion according to an approved program of study. If students do not progress toward degree or meet graduate school standards, the student may be placed on probation and graduation may be delayed. Students will be fully informed (via in person meetings with the faculty or written communication) regarding each step within the probation process. Students will be given the opportunity to explain extenuating circumstances.

Probationary Status & Academic Dismissal from the Department of Theatre and Dance Conditions for placing students on Probationary Status & Academic Dismissal are established in consultation with the Graduate Studies Committee (GSC) of the Department of Theatre and Dance. All graduate students entering the Department of Theatre and Dance will be evaluated at the end of each semester to ensure satisfactory progress towards degree, which includes but is not limited to meeting the departmental GPA requirement. A

student whose graduate grade-point average falls below 3.67 at the end of any semester will be given a warning (in person or in writing) by the Program Head that their continuance in the program is in jeopardy. During the next semester or summer session for which the student is registered, the student must attain a grade-point average of at least 3.67 or be subject to dismissal. During this period, the student may not drop any course without the approval of the Program Head.

In addition to not meeting the GPA requirement, a student may be placed on departmental probationary status for any or all of the following reasons:

- Unauthorized and/or un-communicated periods of absence from the graduate program,
- Breaches of academic honesty (e.g., plagiarism, falsification of research data),
- Circumstances that cause a community organization, school or other partner to suspend or dismiss the graduate student due to egregious and/or repeated violations of professional responsibilities, violations of a professional code of conduct, district/organization policy, or state or federal law.
- Inability to meet Graduate School and DTYC Program standards, such as:
 - submit work on time, in a state of completion and at the level appropriate of a graduate student (as determined by program faculty or advisor).
 - engage in meaningful reflection with faculty and students on one's own work/progress.
 - respond to and/or incorporate faculty feedback into work/practice.
 - communicate clearly and effectively in coursework, employment, and collaborative practices with instructor and/or colleagues, and/or participants.
 - collaborate and engage effectively with staff, faculty, guest artists, community partners, and colleagues in a manner that aligns with the expectations of the context/site.

Link to the University's probation and dismissal policies:

<https://catalog.utexas.edu/graduate/degree-requirements/warning-status-academic-dismissal-termination/>

Following a probationary semester, the area faculty will again review whether or not a student is making satisfactory academic progress toward their degree completion. In cases where students are determined to be "not making satisfactory academic progress" formal remediation or recommendations for dismissal will be made according to the policies and procedures in this program guide, as well as the graduate studies program guide.

Scholastic Dishonesty

Academic Integrity Expectations:

Academic integrity is foundational to scholarly work. "Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can range from a written warning, probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>."

Leaves of Absence

Leaves of absence are highly discouraged but will be considered in extenuating circumstances. Graduate students may apply for a leave of absence of no more than two semesters. A leave of absence does not alter the time limits for degrees or course work. For information on requesting a Leave of Absence or Readmission refer to the Graduate School: <https://gradschool.utexas.edu/academics/policies/leaves-of-absence>

OUR COMMITMENTS

DTYC offers a highly scaffolded program of study, with space for individual interests. We encourage graduate students to participate in graduate student life by connecting and collaborating within and beyond the classroom or official program requirements. Because of the program's size and the faculty's person-centered approach to learning, graduate students receive highly individualized mentorship from both their primary advisor and the DTYC faculty as a whole. The DTYC professors each bring different experiences, perspectives, and expertise to the DTYC specialization program. The faculty are committed to providing guidance and mentorship to help students progress academically and to meet each student's goals.

Students are encouraged to engage in faculty-led research and practice, and to invite faculty and peers to engage with their academic and creative pursuits. We also recognize the limits of our faculty in practice and perspective. Thus, we actively work to create and support mentorship experiences for students with other faculty and field experts outside the DTYC area when desired and required.

Graduate school often presents and amplifies systemic, academic, individual, and subject discipline related challenges. Students are encouraged to navigate these complexities through regular office hour visits with course professors and current DTYC advisor to discuss their work and progress. We also suggest students make a regular practice of reading and writing and exploring theory and practice with peers through outside reading groups and independent projects; to create a syllabus (with reading list, goals/assessment criteria, and timeline) for independent study courses and/or thesis work. Please ask for resources and support when needed.

The MFA faculty in DTYC commit to:

- Facilitating a holistic recruitment process which values a wide range of skills, experiences, identities, and cultures.
- Clarifying faculty roles and how/where decisions are made--every year.
- Listening, responding, and taking action when issues are raised by any member of the DTYC community (students and/or faculty). Whenever possible and in line with FERPA and UT Austin policies, we will share information about grievances and conflicts that may arise. *This may not always be possible due to privacy protections in place at the university, state, and/or federal levels.
- Sharing resources for reporting harm, grieving, and gaining support outside of our area faculty (see end of this document).
- Advocating in our area, the department, and university for additional funding and support services to support survival, thriving, and wellness in academia.
- Ongoing revision and transparency in our Teaching Assistant development and evaluation process to support practices of justice and belonging.
- Ongoing revision and transparency in our DTYC Program Guide and curriculum to include language and actions that support multiple ways of working, learning, and knowing.
- Creating a culture of open-dialogue and ongoing actions that build trust among members of our community.

STUDENT RESOURCES ON THE UT CAMPUS

- Student Conduct
 - General Information Catalog (GIC): Appendix C, Chapter 11 – Student Discipline and Conduct <https://catalog.utexas.edu/graduate/>
 - Prohibited Conduct: Subchapter 11-400
 - 11-404: General Misconduct
 - Disciplinary Procedures: Subchapter 11-500
 - Sanctions: Subchapter 11-700
 - GIC: Student Services – Discipline <http://catalog.utexas.edu/general-information/student-services/discipline/>
- Student Grievances Policy
 - GIC: Student Services, Student Grievance Procedures <http://catalog.utexas.edu/general-information/student-services/student-grievance-procedures/>
- The Graduate School
 - Handbook of Operating Procedures (HOP) 9-1240 <https://policies.utexas.edu/policies/graduate-school>
 - Section D.1. Adjudicating Grievances of Graduate Students
 - Graduate School – Grievances <https://gradschool.utexas.edu/academics/policies/grievances>
- Discrimination
 - GIC: Appendix I, Non Discrimination Policy <http://catalog.utexas.edu/general-information/appendices/appendix-i/>
 - HOP 3-3020: Nondiscrimination Policy <https://policies.utexas.edu/policies/nondiscrimination-policy>
 - Section II – General Procedures
 - Section IV – Complaint Resolution Procedure
 - OIE Investigation, Procedure and Practice guide <https://catalog.utexas.edu/graduate/graduate-study/statement-on-equal-educational-opportunity/>
 - HOP 9-1810: Hate and Bias Incidents <https://policies.utexas.edu/policies/hate-and-bias-incidents>
- Title IX
 - HOP 3-3031: Prohibition of Sexual Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, Stalking <https://titleix.utexas.edu/file-a-report>
 - GIC: Appendix D – Policy On Sex Discrimination, Sexual Harassment, Sexual Assault, Sexual Misconduct, Interpersonal Violence, Stalking <http://catalog.utexas.edu/general-information/appendices/appendix-d/>
 - Investigation Process <https://titleix.utexas.edu/file-a-report>

- Protection from Retaliation for Suspected Misconduct Reporting
 - HOP 3-1022 <https://policies.utexas.edu/policies/protection-retaliation-suspected-misconduct-reporting-whistleblower>
- Research Misconduct
 - HOP 7-1230 Misconduct in Science and Other Scholarly Activities <https://policies.utexas.edu/policies/misconduct-science-and-other-scholarly-activities>
 - Section II.A. Reporting Misconduct or Retaliation
- TA/AI grievance procedure
 - HOP 9-2050 <https://policies.utexas.edu/policies/teaching-assistant-and-assistant-instructor-grievance-procedures>
 - IV – Grievance Procedures
- Employee Grievance procedures
 - HOP 5-2430 <https://policies.utexas.edu/policies/grievance-policy>

Places to report challenges with:

- Discrimination
 - Office of Inclusion and Equity, Campus Climate Response Team, Dean of Students, Compliance Office, Title IX
- Student Conduct
 - Dean of Students – Student Conduct Academic Integrity, Department Chairs, Deans
- Employment
 - Supervisor and Human Resources
- Research
 - VP for Research

A Notice of Academic Accommodations from Disability and Access (D&A)

Call: 512-471-6259

Email: access@austin.utexas.edu

Optimizing Learning

It is difficult--if not impossible--to thrive and learn to your full capacity if you are experiencing hunger. Studies show that about 22% to 25% students on college campuses face food insecurity challenges at some point in their college career. A few resources available to students include:

- OUTPOST UT Austin Food Pantry <https://deanofstudents.utexas.edu/sos/utoutpost.php>
- Central Texas Food Bank <https://www.centraltexasfoodbank.org>

