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This handbook takes a more informal – and thus more personable - approach, by using, “you” or “your” instead of the more formal “the student” or “students will.”

Sections of information contained within were taken directly from Northwestern publications including the undergraduate catalogue and various departmental workbooks, fliers, and web pages. This was done to provide information that is as accurate as possible.

The School of Education and Social Policy reserves the right to change any statement in this handbook concerning, but not limited to, rules, policies, procedures, curricula, courses, and resources. Important changes will be communicated to SESP students via the “SOAP” email alerts. Students are expected to read the SOAP consistently every week.

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
Secondary Teaching

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A - OVERVIEW

The State of Illinois approves Northwestern’s teacher preparation program. The program at Northwestern, while subject to state requirements, is based on a philosophical foundation known as the “Conceptual Framework.” As a teacher candidate, you will see and hear references to the Conceptual Framework in your education classes. You should become familiar with the framework and the Illinois Professional Standards for Teachers as well as the Content Standards for the subject that you intend to teach. Refer to: http://www.sesp.northwestern.edu/ugrad/secondary-teaching/certification.html.

As a graduate from the School of Education and Social Policy (SESP) you will receive a Bachelor of Science degree in Education and Social Policy.

The Secondary Teaching Program allows you to combine courses in the liberal arts with professional education courses. In addition to receiving a Bachelor of Science in Education and Social Policy, you will receive a recommendation for certification through entitlement for Secondary Teaching (grades 6-12) or for art and foreign language teacher candidates (grades K-12). Forty-five (45) units of credit are required for the degree. Illinois certification can be earned in a wide range of fields including: art; English; social science with history, political science, sociology, or economics designation; mathematics; science with biology, chemistry, or physics designation; French, German, Latin, or Spanish. The program has been granted Approved Program status by the Illinois State Board of Education.

You will benefit from excellent subject matter preparation (demonstrated by our previous students’ performance on the Illinois Test Results), a combination of clinical experience (practicum) and a full-time student teaching internship, which generally meet the certification requirements for other states. In the recent past, in addition to receiving certification in Illinois, secondary education program completers have received certification in California, Maryland, Minnesota, Virginia, Pennsylvania, Wisconsin and other states. Your advisor will work with you to assist you in meeting the certification requirements of other states.

The following website is a nationwide education policy organization that provides information on all fifty states and the board of education for each state: www.epi-center.net/jobs/cert.asp

The following website may provide helpful information regarding the specific teacher certification requirements of other states: http://www.uky.edu/Education/TEP/usacert.html.

As a certification candidate you are required to take the Basic Skills, subject area and APT tests through the Illinois Certification Testing System (ICTS). You must take the Basic Skills test no later than during the same term in which you are enrolled in Teach ED 304. You must pass the subject area test by spring of your junior year. You must take a third exam – the APT- before certification. Although the actual scores are not recorded anywhere by the state, the Chicago Public Schools system asks for the score reports, which do give the score. All
Illinois certification exams are required even if you do not intend to seek Illinois certification.

You may be asked by the school district at which you are student teaching to submit to a criminal background check. The Seminar instructors and the certification office can help you with this process.

The Illinois School Code requires school districts to perform a national fingerprint-based criminal history records check for all certified and non-certified applicants for employment. Certification can be denied or suspended for certain violations specified in the Illinois School Code, including certain felonies and violations of the Cannabis Control Act and the Illinois Controlled Substances Act, as well as other crimes. The criminal history check must be initiated prior to employment, but the individual may be hired and begin employment, pending the outcome of the criminal history records check.

B - CURRICULUM

As a student in Secondary Education you must complete a total of 45 general education, subject area, and professional education core requirements.

- General education coursework consists of 14 academic courses, covering a variety of subject areas, including communications, math, sciences, humanities, and history. You may not use Freshman Seminars taken in WCAS to fulfill general education coursework. You may not use a WCAS distribution course that is approved for one area, for a different area, unless the course has been designated as fulfilling two (2) or more WCAS distribution areas.*

- Subject area coursework usually consists of a defined distribution of 12 – 20 courses in your teaching subject and related fields.*

- Professional education core coursework consists of 11 units of credit, four (4) of which are for the full-time student teaching experience that takes place during your senior year.

  - SESP 201 Childhood and Adolescence
  - TEACH ED 302 Social Contexts
  - TEACH ED 304 Introduction to Schooling in Communities
  - TEACH ED 313 Teaching Reading in the Content Area
  - TEACH ED 327 Educating the Exceptional Child
  - TEACH ED 354-359 Methods and Techniques
  - TEACH ED 378-379 Practicum Seminar
  - TEACH ED 388-389 Student Teaching and Seminar (4 credits)

* Some double counting is possible between general education and subject area categories.
You may obtain information about the specifics of coursework requirements by contacting the certification advisor in the Office of Student Affairs at the School of Education and Social Policy. Because careful planning is necessary to meet all program requirements, you should meet with the certification advisor each quarter. Coursework requirements are determined by the Illinois State Board of Education and Northwestern University.

C – CLINICAL EXPERIENCES

Taking classroom instruction a step further, the SESP curriculum enables you to put your education to work through practical experience in an organization within your area of interest. The opportunity for pre-professional experience is one of the most attractive and innovative aspects of the SESP academic programs.

In the Secondary Education concentration you will complete three pre-professional experiences:

1. TEACH ED 304, an early field experience in the sophomore year;
2. TEACH ED 378 or 379* the 100 hour practicum in the fall of senior year;
3. TEACH ED 388 or 389* student teaching in the winter term of senior year.

* 378/388 for Humanities, 379/389 for Mathematics and Science

Early Field Experience (TEACH ED 304)

You will receive your first experience in the field during winter of your sophomore year while enrolled in TEACH ED 304, Seminar on Teaching: Introduction to Schooling in Communities. This course prepares you, and others interested in community-based education initiatives, to interact meaningfully with community organizations that engage young people. Teaching and learning occurs throughout adolescents’ lives; often we can learn about effective teaching by looking outside of schools before we investigate pedagogy within classrooms. In the course, you will explore community organizations, structures for working with schools and teachers, and teaching in nontraditional settings through an on-site field experience, readings, and by hearing from guest speakers.

Practicum/Seminar (TEACH ED 378 or 379)

The practicum is a part-time experience in which you are under the direction of one or more classroom mentors designated by the cooperating school. The practicum lasts 10 weeks, during which you work 100 hours. The practicum fulfills the Illinois requirements for clinical observation, but may also include a range of other participatory activities in classrooms. The practicum experience is an adjunct requirement of the seminar, covering the practical
techniques, activities, resources, and literature that apply to the teaching of specific subjects at specific grade levels.

The seminar is a course taken concurrently with the practicum experience. During this class you will integrate your coursework knowledge with your observations at the practicum site. This course allows you the opportunity to reflect upon your experience in the professional environment and to learn from this experience. You will explore issues that are common to all classrooms and use this knowledge in planning for your future Student Teaching assignment and overall professional career.

The practicum experience will enable you to 1) collect observational data required for coursework; 2) learn to draw more effectively on the literature and research in relation to classroom applications; 3) gain hands-on experience in management and teaching activities; and 4) learn about procedures and policies that pertain to student evaluation, discipline, resource allocation, and parent and community relationships.

### Practicum Placement

In late fall of your junior year, you will prepare a practicum placement packet consisting of an autobiographical statement including your reasons for choosing teaching as a profession, a one-page resume, and transcripts and submit it to the secondary teaching academic advisor. These documents will form the basis on which Chicago area school administrators will decide whether to accept you as an observer and later as a student teacher. In January you will meet with the Director of Undergraduate Placement. During this meeting, you will engage in a conversation about your teaching-related experience, your goals, the kind of community you would like to be in and the skills and qualifications you will bring to the placement site. The Director will then initiate placement requests and advise you if on-site interviews are required. Acceptance or denial of requests is wholly at the discretion of the cooperating school or district. To be eligible for placement, you must have been admitted to the program (see subsection ‘E’ below for admission requirements), have passed the ISBE TAP and content tests, and have met the minimum GPA requirements. GPA plays a large role in whether a school accepts you for a practicum placement.
D – STUDENT TEACHING EXPERIENCE (TEACH ED 388 or 389)

Student teaching is a full-time experience that lasts one term. As a student teacher, you are under the direction of one or more classroom mentors who are appointed by the cooperating school. These mentors undertake the combined role of advisor, tutor, coach, and critic. They are experienced members of the faculty at your school field site who engage in school activities outside of the classroom, are committed to your professional growth, and are especially willing to aid in your transformation from student to teacher. University supervisors visit you at the school site and collaborate with you to improve your teaching skills. The internship must meet the following requirements:

- Interns must carry what constitutes a full course load in the school to which they are assigned. A full course load typically consists of three course preparations.
- The internship must include at least two weeks of sequential, full-time teaching.

If the requirements are met, the internship fulfills the Illinois requirements for student teaching. The internship is accompanied by a mandatory weekly seminar that is organized by the Director of Undergraduate Teacher Education. This seminar provides on-going opportunities for you to meet with University instructors to discuss practical problems you might encounter in your fieldwork. In addition to providing instructional activities, the seminar functions as an intellectual, professional, and emotional support group.

Student teaching enables you 1) to refine analytic and teaching techniques that address individual student needs; 2) identify and refine practical approaches to effective classroom management; 3) acquire an overview of the functions of administrative, resource, and support personnel; 4) develop a sense of the tangential responsibilities that teachers assume in and out of the school; and 5) nurture your capabilities related to intellectual development, perceptive analysis and synthesis, emotional maturity, and social and cultural awareness.

Upon successful completion of the requirements, you will be awarded four credits for the student teaching experience. You may not take other courses while student teaching without the approval of the Secondary Teaching advisor and the SESP Assistant Dean for Student Affairs. Approval is granted only in rare circumstances.

Student Teaching Placement

To be eligible for student teaching, you must have successfully completed the practicum, practicum seminar, and methods courses; have a passing grade on the ICTS content test; met the minimum GPA requirements; and passed checkpoint one (1) of the digital portfolio. Your GPA has a large impact on your ability to be placed in schools. A 2.5 average overall and a 3.0 average in your teaching subject area are the program’s minimum requirements. Your student teaching placement can be postponed, stopped or withdrawn due to concerns over your health or academic or professional performance.

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Practicum/Student Teaching Assistance Fund

The assistance fund is need-based and is intended to help students cover additional costs (travel expenses, background checks, etc.) incurred while completing student teaching. You should plan to put the money normally spent on books towards any extra expenses incurred during your student teaching. However, you can also apply to the assistance fund for additional funding. The assistance fund is not meant to cover tuition or living expenses. See the secondary teaching advisor for details.

E - APPLICATION PROCEDURES

To complete certification requirements in four years, you must apply for admission to the Secondary Teaching concentration no later than the first week of October of your junior year. You will be formally admitted to the program once you complete TEACH ED 304, pass the Illinois TAP, and maintain a minimum GPA of 3.0 in your teaching subject area as well as a 2.5 overall. If you are unable to meet this requirement, you will need to leave the Teacher Certification Program and choose a new SESP concentration or transfer to another school at Northwestern.

G – TEACHER CERTIFICATION

If you are enrolled in the program and you are recommended for certification, you will become eligible for a teaching license upon completion of your degree work, and a passing grade in the Illinois Assessment of Professional Teaching exam. If you are moving out of state, you most likely will not be eligible for a license in your home state without first completing all the requirements for the state of Illinois. In addition, you must have successfully completed the 100-hour practicum, student teaching, and other course requirements for certification as outlined in the program.

H – TEACHER CERTIFICATION FOR NON-SESP STUDENTS

If you are enrolled in other schools at Northwestern University, you may still participate in the Teacher Certification Program within the School of Education and Social Policy. You must meet with the certification advisor in the Office of Student Affairs to ensure that you can meet all of the requirements.

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A – OVERVIEW OF ALL THREE CONCENTRATIONS

You will graduate from the School of Education and Social Policy (SESP) with a Bachelor of Science degree in Education and Social Policy. Your transcript will reflect a concentration in one of three areas: Human Development and Psychological Services (HDPS), Learning and Organizational Change (LOC), or Social Policy (SOC POL). Each concentration is interdisciplinary in nature and allows some flexibility in the selection of curriculum.

Forty-five (45) credits are required for the degree. The credit requirements include a series of liberal arts distribution courses, concentration coursework, core classes within SESP that provide the foundation for more in-depth, focused learning in your concentration area, and electives. This mix of core requirements and interdisciplinary options offers you a unique blend of both broad exposure and specialized learning experiences.

Your concentration in HDPS, LOC, or SOC POL consists of 18 courses, nine (9) of which must be 300-level courses, or above. In addition to required SESP professional core and concentration courses, you will select courses from the eligible course list for your concentration. You can find this list at: https://docs.google.com/spreadsheet/ccc?key=0AjocCXrCXwE9dDdHVnA5NlRLSfJSVzNIUHB5V3Ivdxfs - gid=5. The list consists of courses from a wide range of schools and departments, allowing you to develop an interdisciplinary focus. You should choose classes that reflect your educational interests in keeping with the mission of SESP and your concentration.

You may want to complement the interdisciplinary and flexible nature of the curriculum by identifying an interdisciplinary specialization or declaring a second major or minor to focus your academic program, all of which are optional. If you identify an interdisciplinary specialization, your advisor will take that into account when reviewing any requests you have to deviate from the list of approved courses. Discuss these options and your interests with your advisor early – and often – during your college career.

It is possible to petition to include a course in your concentration that is not listed on the eligible course list. If you feel that such a course would add to your concentration in a meaningful way, consult with your advisor to discuss how this particular course combines your intellectual and career interests with the educational mission and goals of your concentration and SESP. You may only petition to use one WCAS Freshman Seminar class as a concentration course.

If you are a first-year student who enters SESP and have not declared a concentration, you must declare a concentration by the end of orientation. Because of the school’s small size it is easy to change concentrations. The important point is that you are connected with an advisor as soon as possible in your first year.

Electronic copies of the SESP undergraduate course syllabi may be found at: http://www.sesp.northwestern.edu/ugrad/courses/schedule2014.

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B – HUMAN DEVELOPMENT AND PSYCHOLOGICAL SERVICES (HDPS)

The Human Development and Psychological Services concentration explores how human development is influenced by family, schools, community, and the workplace. HDPS courses focus on theories of individual development and family, group, and organizational dynamics. The interdisciplinary program draws from current practice and research in counseling, personality psychology, and human development. It also draws on the disciplines of psychology, sociology, gender studies, communication studies, cognitive science, and anthropology to give you the opportunity to combine theory with practice and develop pragmatic skills grounded in a deep understanding of human psychology, growth, and adaptation throughout the life span.

The concentration provides an excellent foundation for work in community mental health, psychological research, teaching/education, social work, crisis intervention, outreach and community education, prevention, and employee assistance. In addition, HDPS will provide you with excellent preparation for graduate work in clinical and counseling psychology, human service disciplines like social work, and medicine.

Curriculum

You must complete the following HDPS concentration courses:

- HDPS 201 Introduction to Psychological Services
- HDPS 301 Counseling Theory and Process
- SESP 201 Childhood and Adolescence
  or SESP 203 Adulthood and Aging
- Three (3) of the following courses:
  - SESP 303 Program Development and Implementation
  - SOC POL 304 Social Policy and Human Services
  - PSYCH 215 Psychology of Personality
  - HDPS 305 Identity and Motivation
  - CSD 303 Brain and Cognition
  - CSD 373 Typical and Atypical Development in Infants and Toddlers
  - CSD 342 Intro to Learning Disabilities
  - CSD 392 Language Development and Usage

Note: Only ONE CSD course can be selected.
You select your remaining 13 concentration courses from the eligible course list, in consultation with your academic advisor. One 'skills development' course may be counted toward your concentration (see eligible course list). A total of nine (9) concentration courses must be at the 300 level (HDPS 301, 305, and 311 as well as SESP 303, SOC POL 304, PSYCH 326, CSD 303, CSD 342, CSD 373, and CSD 392 are counted toward this requirement).
C – LEARNING AND ORGANIZATIONAL CHANGE (LOC)

The Learning and Organizational Change concentration helps you explore how organizations and the individuals within them respond to and implement change through learning and organizational design. The assessment, design and implementation of knowledge-based systems, involving people, technology and organizational structures and culture are a particular strength of the concentration. Addressing forces of change that include technology, globalization, and changing demographics, the concentration draws upon innovations in learning sciences and theories of organizational behavior to teach you ways to increase individual, group, and organizational effectiveness, particularly within workplaces and schools.

Concentrating in LOC enables you to build the foundation for work in consulting, change management, strategy, leadership in for-profit and not-for-profit organizations, process improvement, training, health care management, instructional design, organization development and design, instructional technology and education and curricular reform. Moreover, LOC prepares you for graduate work in education, business, psychology, and law.

Curriculum

You must complete the following LOC concentration courses:

- LOC 211 Introduction to Organization Theory and Practice
- LOC 213 Cognition in Contexts
  or LOC 214 Culture and Cognition
- LOC 306 Studies in Organizational Change
- LOC 310 Learning Organizations for Complex Environments
- COG SCI 211 Learning, Representation, and Reasoning
  or PSYCH 228 Cognitive Psychology
- One (1) of the following four (4) learning sciences approved courses:
  - LOC 313 Learning in Organizations
  - LOC 346 The Psychology of Learning Design and Technology
  - LOC 351 Topics, related to learning sciences
  - PSYCH 335 Decision Making
- One (1) of the following five (5) courses:
  - LOC 311 Tools for Studying Organizations
  - LOC 391 Org Planning and Analysis
  - SESP 303 Program Development and Implementation

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- SESP 318 Adult Development and Work Careers
- HDPS 311 Group Dynamics

Your remaining 11 concentration courses are selected from the eligible course list, in consultation with your academic adviser. One ‘skills development’ course may be counted toward your concentration (see eligible course list). A total of nine (9) concentration courses must be at the 300 level (LOC 306, 310, 311, 313, 346, 351, 391, PSYCH 335, SESP 303, 318, and HDPS 311 are counted toward this requirement).
D – SOCIAL POLICY

Social policies are the guiding principles that serve as the foundation for social programs. The Social Policy concentration allows you to analyze the ways in which social policies and social institutions influence the course of human lives, as well as the ways in which individuals and groups can influence social policies. You will gain both a strong background in the social sciences and a familiarity with current social policy issues.

Your coursework explores the development of public policy in such fields as education reform, health care, poverty, urban systems, social welfare, childcare, and aging. You can select classes in a particular policy area, such as political science, economics, or sociology, or in methods of policy analysis and program evaluation.

The Social Policy concentration provides an excellent foundation for work in public policy, government, not-for-profit work, policy research and analysis, advocacy, community development, and politics. In addition, study in Social Policy makes you well suited for graduate study in law, policy studies, public affairs and political management.

Curriculum

You must complete the following Social Policy concentration courses:

- SOC POL 201 Introduction to Social Policy
- SOC POL 304 Social Policy and the Human Services or SOC POL 312 Social Policymaking and Implementation
- SESP 202 Introduction to Community Development
- ECON 202 Introduction to Microeconomics
- POLI SCI 220 Introduction to American Government and Politics

One of the following:

- SOC POL 330 Economics of Social Policy
- SOC POL 331 Economics of Inequality and Discrimination
- SOC POL 332 Economics of Education Policy

**ECON 202 and statistics are prerequisites for SOC POL 330, 331 and 332.**

One of the following:

- SOC POL 305 Law and Social Policy
- SOC POL 307 Educational Policy
- SOC POL 311 Social Policy and the US Healthcare System
- SOC POL 332 Economics of Education Policy (*may not be double-counted*)

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Your remaining 11 concentration courses are selected from the eligible course list, in consultation with your academic adviser. One 'skills development' course may be counted toward your concentration (see eligible course list). A total of nine (9) concentration courses must be at the 300 level (SOC POL 304, 307, 330, 331 and 332 are counted toward this requirement).

E – THE SESP PROFESSIONAL CORE

For LOC, HDPS, and Social Policy students, your professional core consists of a total of eight (8) credits, which serve to create a foundation of knowledge relevant to the focus of the school. These courses include topics in human learning, development across the life span, social inequality and diversity, research and statistical methods, and a practical component:

Development Across the Life span courses: One (1) credit

Childhood and Adolescence (SESP 201) OR Adulthood and Aging (SESP 203)

Social Inequality and diversity courses: One (1) credit. You may choose one of the following courses.*

- LOC 214 Culture and Cognition
- SESP 317 Gender and the Life Course
- SESP 320 Race and Education
- SESP 321 Child Development: The African American Experience
- LOC 214 Culture and Cognition

* Occasionally, a special topics course within SESP is offered that can also be applied toward the social inequality and diversity requirement. Announcements of such courses will be made via the SOAP.

Research and Statistical Methods courses: Two (2) credits

A - Quantitative Research

SESP 210 - Introduction to Statistics and Research Methods – fulfills this requirement. If you if you earned a score of ‘5’ on the Statistics AP test you are exempt from the quantitative research requirement.

Although SESP 210 is required, there are courses that you may take as a substitute: PSYCH 201, SOC 303, STATS 202, and STATS 210.

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When determining the best option for you, consider the description and focus of each course.

- **PSYCH 201 – Statistical Methods in Psychology** - An introduction to statistics in psychological research. Part of the course will deal with descriptive statistics, i.e. how to summarize a quantity of data to allow it to be understood. The second part of the course will deal with inferential statistics, or how to infer properties of populations from those observed in samples. Prerequisite: 110 (Introduction to Psychology).

- **SESP 210 - Introduction to Statistics and Research Methods** – Definitions and classifications of terms used in quantitative methods; measures of typical and maximum performance, reliability, and validity checks; reporting and displaying data; interpreting results. This is the ideal course to take because our school is responsible for developing the content and method of instruction. The course includes a lab component that will introduce you to a computer statistical package that most social sciences researchers use (SPSS). Most students take SESP 210 to fulfill the Quantitative Research requirement.

- **SOC 303 (Analysis and Interpretation of Social Data)** - Introduction to quantitative methodology, emphasizing the interpretation of descriptive statistics (e.g., graphs) and relationships between variables (e.g., percentage differences, cross tabulations, correlations). How to construct and read tables; how to use data to construct social science arguments. Prerequisite: 226 (Sociological Analysis)

- **STATS 202 (Introduction to Statistics)** - Data collection, summarization, correlation, regression, probability, sampling, estimation, tests of significance. Does not require calculus and makes minimal use of mathematics.

- **STATS 210 (Introductory Statistics for the Social Sciences)** - Introduction to basic concepts and methods of statistics and probability. Methods of data collection, descriptive statistics, probability, estimation, sampling distributions, confidence intervals, hypothesis testing. This is a more advanced statistics course that is most appropriate if you are either an economics or statistics minor or major. Unlike SESP 210, there is no lab component.

**B - Qualitative Research** – SESP 372 – Methods of Observing Human Behavior. You must pass this course with a C- or higher before you begin your practicum.

**Practical Component: Four (4) Credits**

You will do your practicum during your junior year, or the summer before or after your junior year. Year round, you may complete your practicum in Chicago. Additionally, in the summer you may complete your practicum in Washington D.C., or San Francisco.

You will earn four (4) credits for the practicum. You will register for one of the following courses for the practicum:

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SESP 386: Practicum – HDPS (Chicago students)
SESP 387: Practicum – LOC (Chicago students)
SESP 388: Practicum – SOC POL (Chicago students)
SESP 384: Practicum – Washington, D.C.
SEP 389: Practicum – San Francisco

You may not take any other coursework while you are doing your practicum, unless you are in the SESP Honors Program, for which you may also take SESP 391 (Advanced Research Methods).

F – THE PRACTICUM

The practicum is a vital component of your undergraduate education. The practicum is comprised of a one-term, off-campus, unpaid academic internship in an organization relevant to your concentration. In addition to the work that you perform at your site, you also take field notes of your observations of workplace interactions, workplace culture, and other workplace dynamics. Thus, through the practicum, you apply analytical frameworks and knowledge from previous coursework to your worksite to gain a pragmatic, first-hand perspective on what organizations in your field do, how they function, and how – as a social science researcher – you make sense of what you observe.

The practicum consists of an internship and a seminar.

A. The practicum internship – In the internship, you work in a professional work setting related to your major concentration, receive supervision from experienced mentors, develop professional relationships, and gain valuable work skills that will benefit you both in your senior year and in your professional life after graduation. Your work may include assisting clients, assisting with research, implementing programs, analyzing policies, assisting with assessment, making presentations, upgrading technology, or a variety of other interesting tasks.

B. The practicum seminar - During this three-hour class on Friday mornings, you will integrate your knowledge from prior coursework with your observations of human behavior within the setting of the organization at which you are completing your practicum. At each class, you will submit field notes that you have taken during the week. Through the process of writing your field notes, you will reflect upon your experiences in the professional environment and develop your ability to be a social sciences field researcher. At the end of the practicum, you will submit a final paper, in which you examine a workplace theme in greater depth. In this class you will also explore issues that are both specific to your field and common to all workplaces through discussions with classmates who are working at other interesting sites.

The process leading up to your practicum consists of seven (7) steps.
1. **Attend the “Sophomore Meeting”** to learn about the practicum and to identify the quarter and city in which you will complete your practicum.

   If you are a SESP student in the fall of your sophomore year, you must attend this mandatory meeting, which is held at University Career Services (UCS). If you transfer to SESP after fall quarter of your sophomore year, you will attend the meeting immediately following the deadline to submit the interschool transfer application.

   At that meeting, you will learn about the details of the practicum, tour UCS, and hear from a panel of seniors who will talk about the various ways to get the most out of your education during your remaining quarters at Northwestern. You will also sign up for an individual meeting with your advisor.

2. **Meet with your advisor** to review the opportunities presented at the Sophomore Meeting. During this meeting you will map out your remaining requirements and submit the Practicum Planning Form, which details when you will complete the practicum and take SESP 372.

   After the Sophomore Meeting, but before your individual meeting with your advisor, you should consider when and where you would like to complete your practicum. When considering your options, remember:

   - You must complete your practicum during your junior year, or during the summer before or after your junior year. You may not complete your practicum during your senior year.

   - You must complete the practicum in metropolitan Chicago, unless you participate in the San Francisco or Washington D.C. Field Studies Programs, which are held in the summer.

   - If you participate in either the Washington D.C. or the San Francisco Field Studies Program, you must live in housing that SESP provides. You may, however, be exempt from this requirement if your parent(s) live in the metropolitan area of either city.

   - If you feel you need to switch the quarter you are scheduled to complete your practicum, speak with your advisor and the Practicum Director immediately to submit a petition. It is not guaranteed that you will be able to switch practicum quarters.

   - Financial aid for the summer may be limited. If you are receiving Financial Aid and plan to complete your practicum over the summer, please take this into account, plan ahead and discuss your situation with your advisor.

   - **If you are a transfer student, you must be enrolled as a SESP student for a minimum of two quarters before doing your practicum.**

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*You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.*
3. **Successfully complete SESP 372, Methods of Observing Human Behavior.**

   This course is designed to familiarize you with the methods and techniques for conducting social science research. You will learn how to take field notes, which become the source of data for your practicum research and final paper. You will typically enroll in the class one quarter before the practicum.

   In addition to SESP 372, other courses may provide you with a foundation of knowledge in your chosen field. Talk with your peers and your advisor about which classes might best prepare you for this applied experience.

4. **Submit your practicum proposal.**

   The proposal is a key component to preparing you to search for and secure an optimal practicum site. The proposal consists of 1) your resume (reviewed by University Career Services); 2) registration with the University Alumni Office; 3) creating a free LinkedIn account and joining the student and alumni group for your concentration; 4) a series of short essays that allow you to synthesize and articulate your educational goals, career interests, internship options, and the relationship of these factors to your coursework plan and concentration; and 5) an initial identification of those sites that interest you. You will have access to previous site information and evaluations via Blackboard. Your proposal is due at a workshop that we call “Practicality,” which takes place the second week of the quarter preceding your planned practicum quarter; however, if you intend to do a summer practicum in Washington, D.C., San Francisco, or Chicago, you must submit your proposal at the beginning of winter quarter.

5. **Attend a “Practicality” workshop.**

   At the Practicality workshop, you will learn about the steps you will take to search for a practicum site and you will schedule a mock interview with your advisor.

6. **Search for your practicum site.**

   The selection of your practicum site is key to the quality of experience you will have. Information regarding approved sites for your concentration and where students have completed their practicum in past years is located on Blackboard. Previous student evaluations of their experiences at these sites are also available. In evaluating the reports of past students, keep in mind that students may not have participated in the same types of activities or projects that you may be assigned. Most organizations work to tailor your practicum activities to your particular interests. You may also discover sites through your own research or by asking your advisor or the practicum director for recommendations about sites that would fit your interests and career. The practicum director must approve all site choices.

   Refer to the Practicum Proposal and Practicum Contract for more information.
7. **Complete a practicum contract** in which you and your future practicum supervisor identify the projects on which you will be working at the site and what expectations you and your supervisor have going into the experience. The contract becomes an official document only once signed by your supervisor and the Dean of SESP; thus, **students may not begin the practicum until a fully executed copy is on file with the Practicum Director.**

**Practicum Assistance Fund**

The assistance fund is need-based and is intended to help students cover additional costs (travel expenses, background checks, etc.) incurred while completing their practicum. You should plan to put the money normally spent on books towards any extra expenses incurred during your practicum. However, you can also apply to the assistance fund for additional funding. The assistance fund is not meant to cover tuition or living expenses. More details will be provided at Practicality.
G – INTERDISCIPLINARY SPECIALIZATION OPTIONS

One option to select and organize your concentration classes is the interdisciplinary specialization. An interdisciplinary specialization is a set of five (5) classes within your concentration that are organized around a particular area of interest. The interdisciplinary specialization serves as a way for you to focus coursework, future career goals and interests. Your advisor will also use the interdisciplinary specialization that you have identified as criteria by which to assess your petition for course substitutions.

Your academic advisor is an excellent resource to discuss possible interdisciplinary specializations and how they may complement your academic program.

Examples of interdisciplinary specializations are:

**Human Development and Psychological Services:** Child/Family Development, Women's Studies/Feminist Therapy, Counseling, Communicative Disorders, Pre-Medical Studies, Physical/Occupational Therapy, Mental Health Policy, Medical Ethics, Learning Disabilities, Educational Psychology, Community Development

**Learning and Organizational Change:** Management, International Business and/or Relations, Leadership & Leadership Development, Communications, Marketing, Human Resources, Educational Technology & Design, Non-profit Organizations & Management, Education Reform, Health Care Management

**Social Policy:** Public Health, Poverty Issues, Law, Urban Affairs, Education Reform, Environmental Policy, Community Development, Pre-Medical Studies, International Relations, Non-profit Organizations, Immigration Policy

*The interdisciplinary specialization does NOT appear on your transcript or diploma. Instead, it is a tool with which to plan a cohesive and thoughtful academic program.*
**H – SESP DISTRIBUTION REQUIREMENTS**

To ensure breadth of education, all students must complete distribution requirements in a wide range of academic disciplines. There are a total of 10 SESP Distribution Requirements (distros), which consist of two (2) courses in each of the following five (5) areas:

1) Natural Sciences  
2) Formal Studies  
3) Historical Studies  
4) Ethics and Values  
5) Literature and Fine Arts

SESP follows the WCAS approved distribution requirement list. Descriptions of the distribution areas and the approved courses may be found at [http://www.weinberg.northwestern.edu/handbook/degree/distribution-requirements/approved-courses.html](http://www.weinberg.northwestern.edu/handbook/degree/distribution-requirements/approved-courses.html). SESP students do not have a Social Sciences distribution requirement. You may satisfy up to seven (7) distribution requirements with AP credit or IB credit - only one (1) Literature and Fine Arts credit may be filled with English Literature AP or IB. Please refer to SESP’s requirements for AP and IB credit at [http://www.sesp.northwestern.edu/ugrad/wildcat-welcome/ap-credit.html](http://www.sesp.northwestern.edu/ugrad/wildcat-welcome/ap-credit.html).

Many courses on the list have few or no 100 or 200-level prerequisites, are consistent in content, are offered regularly, and easily incorporated into a scheduled coursework plan, making them suitable for first-year and sophomore students. You must earn a C- or better in the course to count the credit toward your distribution requirements.

You may fulfill your Historical studies, Ethics and Values, as well as Literature and Fine Arts requirements while studying abroad. If you are contemplating studying abroad you may want to delay fulfilling some of these distribution requirements until you study abroad. Your SESP academic advisor must approve courses that you take abroad, if you want them to fulfill any requirement other than elective credit.

You may not use Freshman Seminars taken in WCAS to fulfill distribution requirements. You may not use a WCAS distribution course that is approved for one area, for a different area unless the course has been designated as fulfilling two (2) or more distribution areas.

**Courses that are not on the WCAS approved distribution course list may not be petitioned for a distro in SESP.** Only courses taken during study abroad or at another institution may be petitioned. Study abroad courses must be approved by your advisor to count as distros. Courses taken at another domestic institution must be approved by the appropriate department at Northwestern.

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
I – ELECTIVES

Nine (9) of your 45 required units of credit are elective courses, which are courses of your choice that may be taken in any of the schools at Northwestern, except the School of Continuing Studies (SCS). You may use electives to take music, artistic performance, or language classes that may be relevant to your interests, personal goals, or academics. In addition, electives may be used to complete a Secondary major, minor, certificate program, or even to participate in a non-SESP internship like Campus Catalyst. All courses in which you earn either a “D” or a “P” count.
ACADEMIC OPTIONS AND PROGRAMS

A - Second Majors and Minors (26)
B - Research and Independent Study (27-29)
C – Internships (30)
D - Honors (31-33)
  • Senior Honors Program (SESP 398)
  • University Honors
  • Mortar Board – collegiate senior honorary society
  • Phi Delta Kappa – education honorary society
E – Civic Engagement Certificate Program (34-35)
F - Study Abroad (36-40)
G - Student Organized Seminars (SESP 298) (41)
H - Graduate Level Courses (42)
I - Foreign Language Study (43)

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Read the SOAP on a consistent basis to stay updated on the latest SESP news.
A – SECOND MAJORS AND MINORS

As a SESP student you may pursue, in addition to your SESP concentration, any combination two additional majors or minors in WCAS. We refer to this as the “Rule of Three.” For example, Social Policy students might complete a second major/minor in Economics, Political Science, or African-American Studies. HDPS students might complete a minor in Gender Studies, Psychology, or Sociology. LOC students might complete a second major/minor in Psychology, Economics, or International Studies. It is unlikely that Secondary Teaching students could obtain a major outside SESP because the certification subject area courses cannot be applied toward a second major. The policy for double counting coursework between a SESP concentration and a second major or minor is at the end of this section.

If you wish to major in a SESP concentration, you must take the SESP concentration as your primary major. SESP does not offer second majors or minors in any of the concentrations for either SESP students or for students in other schools. For example, you cannot double-major in Human Development and Psychological Services and Social Policy. You can, however, specialize in a topic that closely parallels the subject matter of another concentration. For example, you can complete your concentration in Human Development and Psychological Services, with an interdisciplinary specialization in Mental Health Policy, by including courses selected from the Social Policy eligible course list.

If you are enrolled in WCAS, Music or Communication and wish to pursue the Secondary Teaching program you may enroll in certification courses and the certification program through SESP. Other than within the certification program, students from other schools at Northwestern cannot take either a second major or a minor in a SESP concentration. However, non-SESP students are invited to take individual SESP courses, when there is room in the class for students outside of SESP.

SESP does not offer any dual-degree programs.

*You should prioritize SESP requirements before second major or minor requirements to ensure that you meet all of your degree requirements on time.*

*SESP has rules that govern the double counting of courses between SESP requirements and second majors or minors. Please see the section on double counting policies for more details.*
B – RESEARCH AND INDEPENDENT STUDY

Assisting faculty members with their research, or completing an independent study under the direction of a faculty member are excellent avenues for you to work with a faculty member to respectively gain research experience or explore specific subject matter in-depth. Both research apprenticeships (SESP 390) and independent studies (SESP 399) allow you to put learning into practice and develop a meaningful connection with graduate students and faculty members.

By working with Northwestern faculty members you may, like students in the past, co-author a research paper that is published in a scholarly journal or present your work at research fairs. These experiences are especially valuable if you are considering graduate study; however, even if you do not envision going into research, these experiences can be an educational, challenging, and enjoyable.

Participating in SESP 390 or 399 is a great way to initially get involved in research. Through SESP 390 or 399, you may find a topic to explore in more depth by doing an honors thesis. If you are interested in participating in the SESP Honors Program during your senior year, you should enroll in a research apprenticeship or independent study in your sophomore year. This experience will help prepare you for the Advanced Research Methods course (SESP 391), which is the pre-requisite for the SESP Honors Program.

Research apprenticeships involve participating in a faculty member’s on-going research. SESP 390 is the designated course number for the research apprenticeship. The content and methods of the research will vary substantially and will depend on the questions that you and faculty member choose to pursue.

You may enroll in SESP 390 and be involved in the research project for more than one quarter. You will receive direction from the sponsoring faculty member, his or her post-doc or graduate student. One possible way for you to do a research apprenticeship is to spend the first quarter completing field work, including visiting observation sites, writing up field notes, and submitting a case study as the final paper. In the second quarter, you may complete a critique of a problem at the site for the final paper. The content of the paper should be a key factor in determining your grade. You should not spend the entire quarter entering data without developing a larger understanding of how the data are being utilized in the study. Although each faculty member will have different expectations, being a research apprentice entails approximately 10 to 12 hours work per week. Ultimately, the sponsoring faculty member will determine the focus of your apprenticeship.

Independent study (SESP 399) is a one-term course, although you may enroll in multiple quarters of SESP 399. An independent study is designed to expose you to research on a particular topic. You and your sponsoring professor often develop a contract of what the independent study is going to involve, including what question(s) you are exploring, what method(s) you will use to address the question(s), and how your independent study is going to be evaluated. The content of SESP 399 experiences varies widely; this reflects the variety of questions and methods that are used in research.

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A final paper is typically required at the end of the independent study. The supervising faculty member should determine the focus and format of your paper. In many cases, the paper will take the form of a brief research report, in which you present and discuss the results of your research. Another possible format is a research proposal, in which you introduce a topic and propose a study. In other cases, the paper may be a written summary of the experiences that constituted the independent study. Independent studies can also be a reading experience with a designated final product. Although each faculty member will have different expectations, doing an independent study entails approximately 10 to 12 hours of work per week.

All SESP 390 and 399 experiences should be aimed at providing substantial training in and exposure to research. You should meet regularly with the sponsoring faculty member, either one on one, or as part of a research group, to discuss the research experience.

Enrolling in a research experience
We encourage you to discuss independent study and research apprenticeship possibilities with your academic advisor to develop a plan that enriches your overall goals.

To complete an independent study or research apprenticeship, submit an “Undergraduate Research Apprenticeship/Independent Study” form to your advisor by the end of the first week of classes, for the quarter in which you wish to be enrolled in SESP 390 or 399. The form includes a description of the project and the signatures of the sponsoring faculty member and SESP advisor. The SESP Assistant Dean for Student Affairs will grant final approval. The Student Affairs Department Assistant will register you for the appropriate course. Blank forms are available in the SESP Office of Student Affairs.

If you are a HDPS, LOC, or Social Policy student, you may apply a maximum of three SESP 390 or SESP 399 credits toward the 300-level concentration requirements. Additional research credits will be applied toward elective credits. If you are a Secondary Teaching student, you may only use SESP 390 or SESP 399 credits as elective credit. You may enroll in a maximum of two (2) SESP 390 or SESP 399 (or similar classes in another school) per term.

You may also do a research apprenticeship or independent study in another school at Northwestern. Credit earned from these experiences will be counted as elective credit unless you petition (and receive approval from) your advisor to count the course toward the concentration. This may be especially helpful if you are a Secondary Teaching student who does a research apprenticeship or independent study in your academic concentration area.

In some instances, faculty may have employment opportunities during the academic year or the summer. This is especially true for faculty affiliated with the Institute for Policy Research (http://www.ipr.northwestern.edu). You should also explore this option as early as possible.
Finding a faculty advisor
Numerous resources exist for you to identify faculty who may be possible contacts for research or independent study. These include:

- SESP faculty research interests and current projects are listed on the SESP website at http://www.sesp.northwestern.edu/common/people/faculty. SESP research faculty can supervise research experiences. You can also search by area of expertise at: http://www.sesp.northwestern.edu/common/newsCenter/experts. Adjunct faculty typically do not supervise SESP 390 and 399 experiences.

- University Relations maintains a database of faculty experts at: http://www.northwestern.edu/univ-relations/media_relations/experts_guide.html

- The Office of Undergraduate Research provides support and funding for undergraduates interested in pursuing research, including a searchable database of opportunities across campus. Refer to the website for more information: http://undergradresearch.northwestern.edu/

- Northwestern has an array of world-class research institutes and centers. Institutes are typically interdisciplinary research centers that bring faculty from across the University together to look at broad research topics. Find out all the research institutes and centers by visiting: http://www.research.northwestern.edu/centers.

- The School of Education and Social Policy also has its own centers, including:
  - The Foley Center for the Study of Lives, which is an interdisciplinary research project committed to studying psychological and social development in the adult years. Learn more at: http://www.sesp.northwestern.edu/foley/
  - The Center for Connected Learning and Computer-Based Modeling (CCL) is dedicated to the creative use of technology to deepen learning. The research group includes educational researchers, curriculum developers, software engineers, and model builders. Learn more at: http://ccl.northwestern.edu
C - INTERNSHIPS

The officially recognized internships for SESP are the Student Teaching experience and the junior-year practicum for HDPS, LOC, and Social Policy students. You may, however, want to gain additional internship credit, either domestically or internationally. Your SESP advisor and the University Career Services Office are helpful resources when contemplating and searching for an internship.

Credit for internships, other than Student Teaching or the SESP Junior-year practicum is always applied to your elective credit. This includes credit for programs such as:

Campus Catalyst - [http://www.campuscatalyst.org/](http://www.campuscatalyst.org/)

Chicago Field Studies Program - [http://www.internships.northwestern.edu/](http://www.internships.northwestern.edu/)

School of Communication (EPICS) - [www.communication.northwestern.edu/epics/internships/academic_credit.php](http://www.communication.northwestern.edu/epics/internships/academic_credit.php)

If you are pursuing a domestic internship over the summer, occasionally the organization may require you to be enrolled while doing your internship. You have two options. You may either enroll through SESP, but you will not receive credit (and thus will not be charged tuition), or you may enroll through the School of Communication for credit (you will be charged tuition). For information on enrolling through SESP, contact the practicum director.

If you are pursuing an international internship, you will work with the academic program that is coordinating your study abroad experience. You must, however, gain the approval of the Study Abroad Office before embarking on an internship experience abroad. The international internship experience will apply toward your elective credits.
D – HONORS

As a SESP student, you have two (2) opportunities to graduate with honors. The first option, SESP honors, is based on completion of a SESP Senior Honors Thesis. The second option, University honors (Latin honors), is based on your cumulative GPA at the time of graduation. In both cases, bestowment of the honor will be noted at our school’s convocation and on your transcript. Latin honors are also reflected on your diploma.

You may also apply to become a member of Mortar Board, a national honorary society for college seniors (http://www.mortarboard.org/) or of Phi Delta Kappa, a national education honorary (http://www.pdkintl.org/).

Senior Honors Program (SESP 398)

The SESP Honors Program is an opportunity for you to gain first-hand research experience and engage in a mentor relationship with a faculty member. The Honors Program involves participation in a year-long, independent research project with one-on-one advising from a faculty sponsor. The project is somewhat similar to, yet more intensive than, a Research Apprenticeship or Independent Study. You maintain much more autonomy, pursuing your own project rather than aiding in the work of a faculty member. It usually involves a literature review and the collection and analysis of data using sound qualitative or quantitative research methods, or both. Your project will involve a rigorous review process and a presentation to the SESP community at the end of the year. The Honors Program allows you the opportunity to see the project from start to finish over the course of your senior year.

If you attain an overall cumulative grade point average of 3.5 or above by the end of winter quarter of your junior year, you will be invited to provisionally join the Honors Program. During spring quarter of your junior year, you must enroll in Advanced Research Methods (SESP 391), which will prepare you for the challenge of completing an excellent honors thesis. You must be recommended to the Honors Program by the instructor(s) of SESP 391 and approved by the Honors Program Director to be formally admitted. Formal admission to the program may be competitive.

You will earn three (3) credits of SESP 398, which, if you are a HDPS, LOC, or Social Policy student, you may apply toward your 300-level concentration requirements. If you are a Secondary Teaching student, the three (3) credits of SESP 398 are applied to your elective credits. Typically, you will enroll in one (1) credit of SESP 398 for fall, winter, and spring of your senior year. However, if you are finishing your degree early, you may choose to enroll in three (3) credits during fall or two (2) credits during the fall and one (1) during the winter. In you select this type of enrollment, you would still have until the end of spring quarter to complete your thesis. Before choosing such an enrollment plan, you should consider how not

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enrolling in courses during spring quarter would affect your campus housing, access to University resources, etc.

Specifically:

- If you need access to the library (but are not enrolled) you must contact the honors program coordinator to obtain a letter stating that you should be given library privileges. The request will be granted if your Northwestern ID card is still active.

- While your NU Health Insurance continues for the entire year, you would have to pay a clinic use fee (only once) should you need to visit SEARLE.

If you are interested in the honors program you must be enrolled at Northwestern during the spring quarter of your junior year and the fall quarter of your senior year.

For information regarding the Honors program, contact the SESP Assistant Dean for Student Affairs.

**University (Latin) Honors**

You may be awarded University Honors based upon your cumulative GPA in comparison with your SESP peers:

- You will graduate “Summa Cum Laude” if you graduate in the top 5% of the graduating SESP class.

- You will graduate “Magna Cum Laude” if you graduate in the next 6% - 13% of the graduating SESP class.

- You will graduate “Cum Laude” if you graduate in the next 14% - 25% of the graduating SESP class.

University Honors are bestowed for each degree-completion period: June, August, December, and March. The SESP Office of Student Affairs displays a plaque showcasing those undergraduates with the highest GPA each year by a graduating senior. University Honors are announced during the convocation ceremony.

**Mortar Board**

You may also become involved in Mortar Board, a national honorary society for college seniors founded in 1918. Applications are due during the winter quarter of your junior year to Mortar Board. The GPA requirement varies each year, but is generally in the range of 3.5 – 3.6. For more information contact the national Mortar Board Website: [www.mortarboard.org](http://www.mortarboard.org).

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Phi Delta Kappa

Phi Delta Kappa is an international association for professional educators. The organization’s mission is to promote quality education as essential to the development and maintenance of a democratic way of life by providing innovative programs, relevant research, visionary leadership, and dedicated service. Visit the Phi Delta Kappa Website: http://www.pdkintl.org/.

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
E – Civic Engagement Certificate Program
(SESP 195-1, 195-2, 202, 295, 299-1, 299-2)

The Civic Engagement Certificate Program is a two-year, five-quarter, program open to all Northwestern freshmen, sophomores and juniors. The program requires students to complete five (5) credits of coursework, 100 hours of community service, and a capstone project, which requires challenging scholarship and relevancy for a community organization. With your advisor’s approval, you may count up to one (1) unit of credit toward your concentration requirements. For Social Policy students, SESP 202 (Introduction to Community Development), which is required, is the one course that may be used.

Course work

SESP 202, Introduction to Community Development
Taken in the first quarter of the program (winter). The course examines both historic and contemporary community building efforts, paying special attention to approaches that were shaped by community leaders in Chicago.

SESP 195-1 and 195-2, Community Engagement
A one credit, two-quarter course (winter and spring) that you take in the first year of the program. The course serves as your introduction to the intersection between service, learning and active citizenship in a democracy. The course meets each week, but alternates between traditional classroom sessions on campus and collective community experiences off campus every other week. You will be expected to reflect upon and integrate you engagement experiences with the class session. Community Engagement serves as a critical foundation for certificate students to understand and practice thoughtful civic participation and engaged learning.

SESP 295, Theory and Practice of Community Consulting
Taken fall quarter of the second year. The course objectives are to study and practice leadership skills and strategies in community decision-making contexts and to identify and analyze key community leadership challenges and opportunities. You will work in groups directly with a community organization to negotiate and plan for the Capstone project.

SESP 299-1, Capstone Research (winter of second year)
SESP 299-2, Capstone Project (spring of second year)
You will take two independent study courses in which you complete a Capstone project.

Community Service

You will perform 50 hours of community service at an approved site in each of the two years. In the first year, you will be responsible for completing 25 hours of community service independently. The other 25 hours will be completed with your classmates. You will then reflect on your community service in and out of class to enhance your learning experience. During the second year, you will complete all 50 hours at the organization you are working with on your Capstone project.

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Application Process

Applications for the program are due in mid-November to the Coordinator of the Civic Engagement Certificate. For more information, contact the SESP Office of Student Affairs. You may apply as a first, second, or third-year student.

Capstone Project

You must complete a Capstone project in collaboration with a sponsoring organization. You will work in groups on projects that you have negotiated as part of the coursework requirement for SESP 295, which you take during the fall quarter of your second year. Projects will be relevant to the sponsoring organization’s mission and goals, such as: researching and designing a new program; writing a major policy or fundraising proposal; conducting a needs assessment or program evaluation, etc. The capstone project is due at the end of the second year and is evaluated for two units of credit - SESP 299-1, 2.
F – STUDY ABROAD

We encourage you to consider studying in another country for a summer, quarter or even an entire year. Nearly 40 percent of SESP students study abroad, with the majority doing so in their junior year. Because proper preparation for study abroad is critical, this section has detailed information regarding:

- Study Abroad Resources in the SESP Office of Student Affairs
- Deadlines to submit your Study Abroad application
- The role of the Study Abroad Office
- Northwestern’s philosophy of Study Abroad
- Steps to take prior to studying abroad
- Policies and procedures
- Requirements while abroad
- What to do upon returning to Northwestern
- Sample study abroad programs of interest to SESP students

Study Abroad Resources in the SESP Office of Student Affairs

The SESP Office of Student Affairs is the place to start when you are considering studying abroad. Your advisor will discuss with you how studying abroad may fit with your academic plans. Your advisor will have insight into the programs in which your peers have participated and be able to make recommendations as to which programs you may find interesting. The SESP Office of Student Affairs hosts one or two study abroad dinners each year during which returning SESP students share their experiences abroad as well as insights and suggestions that will assist you in your quest for the perfect experience.

The Role of the Study Abroad Office

The Study Abroad Office has links to programs in numerous countries. If you are contemplating studying abroad, be sure to familiarize yourself with the Study Abroad Office’s web site, look for information sessions regarding studying abroad, and visit the office as early as possible in your college career.

Study Abroad Office
629 Colfax St.
847-467-6400
studyabroad@northwestern.edu
http://www.northwestern.edu/studyabroad/

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
Deadlines to submit your Study Abroad application

Advance planning is essential when you are considering a study abroad program. Be sure to contact the Study Abroad Office to confirm the exact deadline date. General deadlines for submitting study abroad materials are:

To study abroad during a fall qtr/full year  Early to mid-February preceding study abroad
To study abroad during a winter/spr qtr   Late May preceding study abroad
To study abroad during a summer         Early March

Find more information at: http://www.northwestern.edu/studyabroad/prospective-students/steps-to-study-abroad.html.

Northwestern’s Philosophy of Study Abroad

Northwestern views study abroad as a privilege, not as a right. We want to approve your study abroad aspirations only if you are academically prepared and view study abroad as a serious academic endeavor while away from Northwestern. This is demonstrated by:

• Conducting the proper research into programs and countries,
• Clearly articulating what you hope to learn abroad,
• Maintaining a strong GPA (usually a 3.0 minimum) prior to your application and subsequent departure,
• Taking at least one year of foreign language (or passing out of the language) for countries in which French, Spanish, Portuguese, German, or Italian are spoken. Program requirements may vary.

Steps to take prior to studying abroad

• You must meet with your SESP advisor as soon as possible if you are thinking of studying abroad. Your advisor will help you identify how credit earned abroad will apply toward your degree as well as help you plan so that you are able to fulfill other junior and senior year degree requirements. Your advisor will help answer questions about the Undergraduate Registration Requirement, as well as other issues concerning study abroad scholarships and the study abroad application process.

• Even though the application is available online, there are some steps that need to be taken that require in-person meetings. It is important to start as early as possible and include your advisor and the Study Abroad Office early on in your planning efforts.

If you are studying abroad during fall term of your senior year, be sure to complete your petition to graduate prior to departing for your study abroad program. Your petition must be completed approximately one calendar year before your anticipated graduation date.

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Policies and Procedures

When making your Study Abroad plans, remember the following SESP or University academic policies or guidelines. The Study Abroad Office may have additional, or more current, policies and procedures.

- Approval for foreign study by the University Committee on Study Abroad applies to the general program you have described and does not constitute advance approval of individual courses. You must obtain pre-approval from your advisor in order to count coursework earned through study abroad toward your SESP degree requirements.

- You must complete your Undergraduate Registration Requirement (URR). Most study abroad credit does not count toward the URR. There is one exception: Some Northwestern study abroad programs offer courses with Northwestern course numbers and the “SA” course designation. A student who completes at least two full units of credit in such courses during a quarter is considered to be “registered at Northwestern” for that quarter, and this credit will count toward the minimum needed to satisfy the URR. Transfer credit for study abroad courses that do not carry Northwestern course numbers and the SA designation will not be counted toward the URR.

To review the URR policy in full, visit: http://www.registrar.northwestern.edu/graduation/urr.html

- SESP does not award credit for courses that are inappropriate to the School’s curriculum or that do not meet the usual standards for credit in the School. For example, credit is not given for repetition of work which has already received Northwestern credit or for internships and independent study not specifically approved by your advisor. Internships taken abroad may only be counted toward elective credit.

- Grades earned in non-Northwestern study abroad programs do NOT appear on your Northwestern transcript. However, if you apply to graduate school, you must furnish transcripts of all academic work, including study abroad; thus you will want to do well abroad.

- When setting up your practicum, work in advance with both your advisor and the practicum director (for LOC, SOC POL, & HDPS practicum), or Mary Gajewski (for student teaching), to ensure that you follow proper procedures and meet all necessary deadlines while abroad. It is especially important to do as much advance work as possible in lining up prospective practicum sites at which you would like to interview.

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
If you are attempting a minor or second major in another school, you must gain permission of that department to apply credit from coursework abroad toward the minor or major. SESP's double counting policies apply to coursework earned abroad.

**Your practicum requirements ALWAYS take precedence over plans for studying abroad**

**Requirements while abroad**

While you are abroad, you must discuss any course changes with your advisor (via e-mail is adequate) to ensure that you will receive credit for that course.

While you are abroad, keep your advisor abreast of your enrollment plans. If a course that you had planned on taking is not available, work with your advisor while abroad to identify an appropriate substitution. While you are abroad, your transcript will denote GEN_LA 354 for the quarter(s) in which you are away.

Retain a copy of course descriptions, syllabi, papers, etc. Your advisor may want to see these documents when determining how your coursework will apply toward your degree.

**What to do upon returning to Northwestern**

Have the school at which you studied send a transcript directly to the Study Abroad Office. Once the Study Abroad Office receives the transcript AND your program evaluation, it will send the original transcript to your degree auditor in the Office of the Registrar who will formally post the credit to your transcript. The Study Abroad Office will keep a copy of your transcript for their records. Request a copy of your transcript from the institution, to retain for your records.

Once you receive your abroad transcript, contact your SESP advisor to finalize how your credits will be applied toward your degree requirement. This step should, if you have worked with your advisor prior to and during study abroad, be a smooth process with no surprises. At that time, your advisor will make the final determination of how your study abroad coursework will apply toward your degree requirements. Notation of assignment of course credit (and at what level) will be written on the SESP Undergraduate Petition. A copy will be sent to your degree auditor.

You may meet with your advisor before you have a transcript in case you have concerns; however, nothing can be made official until your advisor receives a copy of your transcript.

**You must earn a “C” or higher in a study abroad course to transfer credit for that course back to Northwestern.**

Once your degree auditor receives your transcript, the following will be noted at the beginning of your transcript (for coursework taken outside Northwestern): GEN_CREDIT 1XX. If you earned six credits abroad, this will be written six times on your transcript. If you are applying to graduate school and are concerned about the impact of having GEN_CREDIT 1XX on your transcript, you may want to have a copy of your transcript from your

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study abroad institution sent to any graduate schools to which you are applying for admission. Likewise, Secondary Teaching candidates may need to document coursework from abroad for employment or certification purposes.
G – STUDENT ORGANIZED SEMINARS (SOS) (SESP 298)

Student Organized Seminars (SOS) (SESP 298) are courses initiated by students and supervised by sponsoring faculty that cover topics of the students’ choice which are not typically covered in other coursework. Should you lead a SOS, you would, in conjunction with a faculty sponsor, prepare a seminar syllabus and submit it to the Director of Undergraduate Education for approval. The deadline for submitting a syllabus is the fifth Friday of the preceding quarter. SOS plans must be approved by the fifth week of the quarter preceding the term the seminar will be offered. The seminar plan includes the description of the topic, the reading list, specifications of assignments and examinations, prerequisites, the meeting schedule, and the written approval of the sponsoring faculty member. Enrollment in the student-organized seminars is on a Pass/No Credit basis and thus may only be counted as an elective (enrollment is capped at 15, including the student instructors).

Student instructors must participate in a concurrent seminar for SOS leaders.

If you are interested in organizing and leading a student-organized seminar, contact the SESP Assistant Dean for Student Affairs for more details.
H – GRADUATE LEVEL COURSES

If you are an upper-class student you may enroll in SESP graduate courses that are appropriate to your interest and level of knowledge, provided you have the instructor’s approval. In some cases, these courses will have a corresponding undergraduate course number (for example, LS 451 becomes LOC 351). If you are taking graduate courses outside SESP, and a corresponding undergraduate course number does not exist, you will need to work with your advisor and the SESP Assistant Dean for Student Affairs to ensure that you are properly registered for the course. The course will usually be listed as a SESP independent study on your transcript. Your advisor can make recommendations about graduate courses that might enhance your concentration.
I - FOREIGN LANGUAGE STUDY

Although SESP does not require a foreign language to graduate, you may incorporate foreign language study into your overall coursework plan, and to relate this area of study to your specialized interests. In today’s global society, knowledge of a foreign language and understanding of other cultures are invaluable. Familiarity with a foreign language is now required by the Northwestern Study Abroad Committee as a pre-requisite for some study abroad programs, especially for programs located in countries in which French, German, Italian, Spanish or Portuguese is spoken.Foreign language credits are counted as elective credit.

If you are studying Spanish, you may be interested in the DELEs (Diplomas de Español como Lengua Extranjera), issued by the Instituto Cervantes on behalf of Spain’s Ministry of Education. This program offers official accreditation of mastery of the Spanish language for citizens of countries in which Spanish is not the official language. The examinations, offered at three levels, test your ability to read, write, speak and understand Spanish. More information may be found at: http://chicago.cervantes.es/en/default.shtm.
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You will be notified of critical changes throughout the year, via the “SOAP” email alerts. 
Read the SOAP on a consistent basis to stay updated on the latest SESP news.
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A – REGISTRATION

Academic Load and Taking 5.5 Credits

A full-time academic load is three (3) or four (4) credit-bearing courses per quarter. If you are entering Northwestern as a first year student, you may graduate in four (4) years (i.e., 12 quarters) by taking three (3) three-credit quarters and nine (9) four-credit quarters. If you enter Northwestern with Advance Placement (AP), International Baccalaureate (IB) or transfer credit from another institution, this number will be smaller.

If you wish to register for fewer than three (3) units in a quarter, you must discuss this plan with your academic advisor to ensure it will not adversely impact your graduation. Once approved, you must complete the part-time enrollment form on CAESAR. It is in Forms section of the Student Center page. The Registrar’s course load policy can be found at http://www.registrar.northwestern.edu/registration/Course_Load_Policies.html.

The maximum number of credits a student can take without permission or additional tuition charges is 5.5. It is your decision whether to take a fifth course; however, you may not take a fifth course during your practicum or your student teaching. Before taking a fifth class, consider your academic background in the subject, the strength of your GPA, and other time commitments. Registration for the fifth course or 5.5 units may only be done during the add/drop period. You may only take a sixth class in extreme circumstances and only then with the permission of your advisor and the SESP Assistant Dean for Student Affairs (this option is rarely approved). You will also be charged an overload fee if you enroll in more than 5.5 units.

A fifth course does not automatically accelerate your graduation; you must also fulfill the Undergraduate Registration Requirement.

You may not enroll in a fifth class or 5.5 units until Drop/Add week.

Part-time Enrollment

If you enroll in two (2) or fewer credit bearing courses, you are considered to be a part-time student. A change to part-time enrollment may be made in CAESAR. To avoid being charged full tuition, you must have your part-time status established during the first week of classes. If you drop a class (thus going to part-time status) after the first week, even if it is before the drop deadline, you will be charged full tuition.

If you register for full-time enrollment and then prior to the beginning of the quarter decide to change to part-time enrollment status you must follow these steps:

• Discuss your plan with your advisor;

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• If you have filed your graduation petition, consult your graduation petition approval email from your degree auditor to confirm you have completed your Undergraduate Registration Requirement;
• Complete the Part-Time Enrollment form on CAESAR. It is located under ‘Forms’ on the Student Center page.

If you are enrolled in three courses and drop a course (thus having two credits) during the quarter, be sure to discuss your situation with your academic advisor.

Registering part-time may have other implications that you should consider before implementing your plan. Consider how part-time enrollment may affect:

• Student Loans
• Financial aid eligibility, if you are only taking one course
• Your parents’ taxes – if you are a dependent
• Insurance (auto, health, etc.)
• Time frame in which you can complete your degree.

Additionally, contact each University service that you wish to continue to use to verify that you can have access as a part-time student. The policies regarding part-time student use of some popular campus resources:

• CAPS: Available only for full time undergrad and grad students.
• Libraries: Open to part-time students.
• SPAC: Open for use if you are a part-time student, but you must pay a fee. Consult SPAC for specific pricing details.

**Undergraduate Registration Requirement (URR)**

The Undergraduate Registration Requirement (URR) applies to undergraduate students seeking a bachelor’s degree and must be completed in addition to the degree requirements established by the various school faculties. Each school specifies a minimum number of units of credit needed for a bachelor’s degree (45 or more, depending on the degree). The URR specifies the number of quarters a student must be registered at Northwestern and how much credit must be earned at Northwestern. It is predicated on the principle that when a student receives a bachelor’s degree from Northwestern University, the majority of the student’s academic work is completed at the University. The full URR policy can be found at [http://www.registrar.northwestern.edu/graduation/undergraduate-registration-requirement.html](http://www.registrar.northwestern.edu/graduation/undergraduate-registration-requirement.html).

For the purposes of the URR, the following definitions apply:

• Being “registered at Northwestern” for a quarter means that during that quarter the student is registered for and completes Northwestern course work worth at least two

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full units of credit under the supervision of Northwestern faculty members. Eligible course work includes, for instance, the practicum in the School of Education and Social Policy and the Journalism Residency in the Medill School of Journalism, Media, Integrated Marketing Communications. It does not include the Walter P. Murphy Cooperative Engineering Education Program or most study abroad credits (see exception below).

- For counting number of quarters, a credit-bearing course is considered “completed” if a student receives any of the following grades: A, B, C (including pluses and minuses), D, F, P, N, X, Y, K or W.
- Only credits earned (not just attempted) count toward the minimum units of credit needed. Thus, only courses in which the student receives an A, B, C (including pluses and minuses), D, or P are included.

The provisions of the URR are:

- A student entering as a freshman in a four-year degree program must be registered at Northwestern for at least 9 quarters and earn credit for courses worth at least 32 units at the University.
- A student entering as a freshman in a dual bachelor’s degree program must be registered at Northwestern for at least 12 quarters and earn credit for courses worth at least 42 units at the University. See the Undergraduate Catalog for information on approved dual bachelor’s degree programs.
- A student entering as a transfer student in a four-year degree program must be registered at the university for at least 6 quarters and earn credit for courses worth at least 23 units at the University.
- A student entering as a transfer student in a dual bachelor’s degree program must be registered at Northwestern for at least 9 quarters and earn credit for courses worth at least 32 units at the University. See the Undergraduate Catalog for information on approved dual bachelor’s degree programs.
- Students in Northwestern’s Honors Program in Medical Education (HPME) and Integrated Science Program (ISP) are subject to special URR regulations. For details contact the department.
- As noted above, most study abroad credit does not count toward the URR. There is one exception: Some Northwestern study abroad programs offer courses with Northwestern course numbers and the “SA” course designation. A student who completes at least two full units of credit in such courses during a quarter is considered to be “registered at Northwestern” for that quarter, and this credit will count toward the minimum needed to satisfy the URR. Transfer credit for study abroad courses that do not carry Northwestern course numbers and the SA designation will not be counted toward the URR.
- A student may appeal for a URR variance to the Registration Requirement Appeals Committee, which consists of the associate provost for University enrollment, the associate provost for undergraduate education, the University registrar, and two associate/assistant deans from different undergraduate schools. The deans serve three-year terms on a rotating basis. The student should submit a written petition to the degree auditor in the Office of the Registrar. The petition must be specific and document any unusual or mitigating circumstances such as illness, family hardship, or
a death in the family. The student should also submit a letter from an academic adviser who is familiar with the situation. The Registration Requirement Appeals Committee convenes on a regular basis to review petitions.

If you have questions contact your SESP advisor and your degree auditor.

**SESP Pre-registration**

There are two registration periods. SESP Pre-registration, followed by University Advance Registration.

SESP offers pre-registration for our students the week before the University Advance Registration period. During pre-registration you may register only for SESP courses that will be offered the next quarter. Pre-registration generally lasts four (4) days. During pre-registration the SESP Student Affairs Office hosts a pre-registration pizza dinner, at which we review possible SESP courses.

You may pre-register any time after your appointment time begins, but not before. Failure to register at your assigned time can have serious ramifications as SESP classes may fill up. This will cause you to lose any advantage you have over non-SESP students to gain access to our courses. If you would like to enroll in a SESP course that is full, you should place you name on the course waitlist, which is maintained on CAESAR. Before a course waitlist is created, the SESP Office of Student Affairs must make a request to the Office of the Registrar that the list be created. If you wish to enroll in a course that is full – but a waitlist does not exist - contact the SESP Student Affairs Office to ask that a waitlist be created. **Do not contact the professor directly as he or she does not maintain the waitlist.**

Some courses require permission from the SESP Office of Student Affairs or an instructor. The class schedule, found on CAESAR, will indicate whether a particular course requires permission before you may register.

Undergraduate appointment times are based on the number of completed quarters at Northwestern, rather than on class standing.

Pre-registration and registration periods will be assigned as follows:

- Students with 8 or more completed quarters will register in the first group*
- Students with 5 to 7 completed quarters will register in the second group
- Students with 2 to 4 quarters will register in the third group
- Students with 0 or 1 completed quarter will register in the fourth group

See the Registrar’s website for a description of how student ID’s are assigned to each registration group: [http://www.registrar.northwestern.edu/registration/appointment_times.html](http://www.registrar.northwestern.edu/registration/appointment_times.html).

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
If you are either a student who has a disability and are registered with the Office for Services for Students with Disabilities, or a student athlete, you may register on the Friday before University Advance Registration. HOWEVER, we encourage you to participate in SESP Pre-registration so you can register for our classes as soon as possible.

If you have a "hold" you cannot pre-register until the hold is resolved. Typical reasons for holds are an outstanding balance for fees, tuition, library fines, uncompleted health records or a failure to update emergency notification information. Your advisor or the SESP Assistant Dean for Student Affairs may also place a hold on your registration if you have failed to respond to their attempts to contact you, if you have not kept them updated, or you have not met with them. In all cases, you need to arrange with the appropriate office to have the hold cleared before you can pre-register.

You may also have pre-registration status through other schools or departments if you are earning a second major or minor. Regardless of the number of programs for which you have pre-registration privileges, you may only pre-register for a total of two (2) courses.

**University Advance Registration**

After SESP’s pre-registration period, the Office of the Registrar will assign you an advance registration time. During this period, you may advance-register for a maximum of 4.68 credits (this includes any courses for which you have pre-registered).

Like pre-registration, your advance registration appointment time will be determined by the number of quarters you have completed and the last two (2) digits of your ID number. You may advance-register any time after your appointment time begins, but not before. Failure to register at your assigned time can have serious ramifications as classes may fill up. The appointment times and course listings are published on CAESAR.

**CAESAR Troubleshooting**

Occasionally, you may have technical difficulties when registering online. If the problem is not due to a registration hold, contact the IT Information Center Help Desk at 491-5347 or send an e-mail to: caesar@northwestern.edu.

If you are trying to enroll in 5.5 units, you cannot do so until the first week of classes of the term in which you wish to take five 5.5 units.

**Registration with Outstanding Financial Bills**

If you experience financial difficulties, SESP and Northwestern want to work in partnership with you to resolve these challenges. However, if you have either a tuition or other University bill that you have not paid, you will not be able to pre-register for the upcoming quarter. Your outstanding bill must be paid before you begin attending classes. You may not

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request to be retroactively enrolled in courses unless you receive approval from your academic advisor; thus, you should not attend classes in a new quarter if you have an outstanding balance on an account at Northwestern. The SESP Assistant Dean for Student Affairs may grant exceptions to this policy.

**Registration in Absentia**

If you are studying abroad without easy access to the internet, you may be unable to participate in either SESP pre-registration or University-wide advance registration. Contact your advisor, at least two (2) weeks in advance, to ask that a space in a SESP class be reserved for you.

**Pre-registration for the Secondary Teaching Practicum**

If you are a Secondary Education student, your advisor will authorize you to take the required Secondary Teaching classes ahead of time. If you need to register for SESP-wide required professional core courses, follow SESP’s regular pre-registration procedures.

**Add/Drop**

To make changes in your schedule once the quarter has begun, follow the University’s deadlines for adding and dropping courses. The deadlines are posted both on the SOAP and on the Office of the Registrar’s website: [http://www.registrar.northwestern.edu/calendars/2013_14_acad_calendar.html](http://www.registrar.northwestern.edu/calendars/2013_14_acad_calendar.html).

You may add a course during the first week of the quarter without receiving permission. If you wish to add a course after the add deadline, you must discuss your request with your advisor and submit a petition for this request to the SESP Assistant Dean for Student Affairs.

You may drop a course up through the end of the fifth week of the quarter without receiving permission. If you drop a course within the deadline, and you have followed the proper procedures, no grade will be recorded. If dropping a course changes your tuition rate (i.e. from full-time to part-time status), the amount of your tuition refund will decrease as the quarter progresses. For instance, you may receive a full refund for a course dropped in the first week of the quarter, but only a partial refund several weeks into the quarter. Consult the Northwestern Undergraduate Catalogue or contact the Office of the Registrar for full details regarding pricing.

Courses dropped after the official deadline will be noted with a “W” (for withdrawal) on your transcript. A “W” does not affect your GPA. You must discuss dropping a course with a grade of “W” with your advisor or the SESP Assistant Dean for Student Affairs before the deadline for submitting the final paper, before the scheduled time for the final exam, or before the Friday before finals week begins, whichever occurs the earliest in the quarter.
Registration for Graduate-Level Courses

If you would like to take a graduate-level SESP course, you must obtain permission of the instructor and your advisor to register.

Free Final Quarter

In unusual circumstances (hardships or mitigating circumstances), you may petition for a “Free Final quarter.” If your petition is granted, you may take a final quarter of classes at no cost. To be considered, you must submit a letter in writing directed to the Registration Requirement Appeals Committee, one quarter before your final quarter, explaining why your degree requirements could not be met in four (4) years. Send the letter to your degree auditor, who will forward the letter to the committee. A letter of support from your SESP advisor should be included.

Petitions for a free final quarter are not considered to obtain a second major or minor.

For more information, consult your degree auditor in the Registrar’s Office and your SESP advisor.

*The School of Education and Social Policy has no control over the ruling of the Undergraduate Residence Committee.*
B - COURSE CREDIT

Pass with Credit/No Credit-No Grade (P/N) Option

You may take a class Pass with Credit/No Credit-No Grade - P/N - if you are a full-time student and the course has no grade restrictions. Grade restrictions are noted in the Class Schedule each quarter. When the P/N option is available, it allows you to explore an area of study without concern about how it will affect your grade point average.

The instructor does not know that you are taking the course P/N. The instructor assigns a grade which is converted by the Office of the Registrar to either "P" or "N". A grade of 'D' or above becomes a "P", while a grade of 'F' or an incomplete becomes an "N".

Within SESP, you may use the P/N option only for elective courses. You may not use the P/N option for core, concentration, or distribution coursework. Only one (1) course per quarter may be taken under this option.

No more than a total of six (6) P’s or D’s are allowed to count toward your graduation requirements. Of these, a maximum of six (6) courses may be P’s. Credits earned via study abroad programs or at other institutions, which appear on your transcript as ‘T’ grades, do not count toward the limit of six (6).

You may select the P/N option when you register for the class. Once the quarter starts, you may opt to switch to, or from, the P/N option. The deadline for changing to or from a P/N grade is the end of the third week of classes. Requests to apply for a P/N after the University deadline will not be granted. If P/N is not selected when you register, you may change the grading option on CAESAR using the “upgrade” function or by submitting a form at the Office of the Registrar.

For more on P/N, go to http://www.registrar.northwestern.edu/registration/P-N_Regulations.html.

Target P/N

This is an option of which many students are not aware. You may "Target P/N" a course in SESP and in the School of Music, specifically general music courses for non-music majors. To do this, you must submit a P/N form to the Office of the Registrar and write both "Target P/N" and the grade that you are targeting to receive on the form. If you earn the grade (or higher) that you have written on the form, the grade that you earned will appear on your transcript. If you do not earn the grade a "P" will appear on your transcript; however, if you fail the class, an “N” will appear on your transcript. If you take a class as a Target P/N and do not earn a high enough grade (thereby resulting in a 'P' on your transcript), the class cannot be counted toward a core, concentration or distribution requirement. If the course is required to graduate, you will have to take the course again and you will not receive credit for the second time you take the class.

You will be notified of critical changes throughout the year, via the “SOAP” email alerts.
Read the SOAP on a consistent basis to stay updated on the latest SESP news.
Advanced Placement (AP) and International Baccalaureate (IB) Credit

AP credit and IB credit is administered through the Weinberg College of Arts and Sciences. If you have submitted your scores from the AP or IB exams you will receive notification of credit from WCAS and it will appear on your unofficial transcript on CAESAR. Advanced Standing credit is also administered through WCAS if you have completed college level coursework during your senior year in high school or the summer before you enter Northwestern. The Office of the Registrar evaluates transfer credits from other schools. Your advisor will determine how AP and IP credits will be applied to your degree.

You may satisfy up to seven (7) distribution requirements through AP credits. One (1) English (Literature only) AP credit may be applied toward the Literature and Arts distribution requirement. All other English AP credit will be considered elective credit.

You may not use AP credit or IB credit for core or concentration requirements except for: ECON 201 (Introduction to Macroeconomics), ECON 202 (Introduction to Microeconomics), PSYCH 110 (Introduction to Psychology), and POLI SCI 220 (Introduction to American Government and Politics). If you are a Secondary Education student with AP or IB credit in your teaching subject area, consult with your advisor about how that credit may be applied to the concentration.

For more information, refer to the SESP website:
http://www.sesp.northwestern.edu/ugrad/wildcat-welcome/ap-credit.html.

Applied Music Courses

You may count a maximum of 12 - 1/2 credit applied music courses – for a total of six (6) credits - toward your degree requirements as electives.

School of Continuing Studies (SCS) Courses

In general, you are not permitted to take SCS courses during the academic year to fulfill coursework requirements, including elective courses. Before registering for a School of Continuing Studies course, you must discuss your plan with your advisor and obtain approval of the SESP Assistant Dean for Student Affairs by submitting a written petition. If you obtain approval to take a School of Continuing Studies course, be aware that:

- Dual registration with SCS is required. Contact Patrick Boateng at p-boateng@northwestern.edu in the Office of the Registrar for dual registration.
- SCS students have priority to register for the course. You will not be enrolled until SCS’ add/drop period (i.e. the first day of classes).

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
• SCS courses that require enrollment permission of the SESP Assistant Dean for Student Affairs will be designated with the letters “CN.”

• Some courses (biochemistry, cell biology) in SCS, have a limited enrollment for undergraduate day students. Even if there are openings, you still may not be permitted to enroll.

• You may enroll in summer classes through SCS without obtaining permission of SESP. However, if you hope to have any coursework you take through SCS applied toward your degree requirements, talk with your advisor before taking the class.

Learn more about cross-school registration at [http://www.registrar.northwestern.edu/registration/Cross-School_Registration.html](http://www.registrar.northwestern.edu/registration/Cross-School_Registration.html).

**Non-Northwestern Credit**

If you plan to take courses at institutions other than Northwestern (except for student abroad programs), you must get pre-approval from your SESP advisor, and fill out an “Application for Credit for Non-Northwestern Courses” form, which is available in the SESP Office of Student Affairs. If the course is offered in a curriculum that is not offered by SESP you will have to get the approval of the department’s Director of Undergraduate Study. Submit the form to your advisor who will make his or her recommendation and then submit it to the SESP Assistant Dean for Student Affairs for final approval. The Assistant Dean will review your request and make the final decision. You must submit a transcript of that work to the Office of the Registrar before the end of the next quarter in residence at Northwestern. Your advisor can help you navigate this process. Learn more at [http://www.registrar.northwestern.edu/graduation/transferring_non-NU_Courses.html](http://www.registrar.northwestern.edu/graduation/transferring_non-NU_Courses.html).

When planning coursework outside Northwestern, remember the following:

• You may not register concurrently at both Northwestern and another institution and receive transfer credit for work taken at the other institution, unless your advisor and the SESP Assistant Dean for Student Affairs grant permission in advance.

• You may not apply credit received outside Northwestern toward your degree if that credit is earned while you are suspended or dismissed from Northwestern. However, if you have been dismissed for poor academic performance, you may be required to enroll in, and successfully pass, a course or courses at another institution before being approved to return to Northwestern.

• To receive credit, you must earn a minimum of a “C” at a four-year institution or a minimum of a “B” at a two-year institution (community college). Grades of “P” are not accepted, unless the school granting the “P” can officially certify to the Northwestern
Office of the Registrar that the “P” actually represents a grade and that the grade meets Northwestern’s requirements.

- Community College credit may be applied to your Northwestern degree requirements at any time during your enrollment at Northwestern. Typically, credit earned at a community college will count as an introductory Northwestern course.

If you have any questions about non-Northwestern credit, you should contact your advisor or the Office of the Registrar.
C – DOUBLE COUNTING

SESP Double Counting Policy

The School of Education and Social Policy maintains specific policies about the application of a single class toward two (2) different requirements (e.g. fulfilling both concentration/core and distribution requirements or fulfilling a concentration/core and second major/minor requirements), thereby double counting the course.

You may double count three courses between your SESP concentration and core courses and your WCAS second major. For adjunct majors, you may double count only two courses.

- **Minors**: Two courses between your SESP concentration core courses and WCAS minor.

- **If you have more than one major or minor in WCAS**. SESP allows you to double count relevant courses twice. For example, SESP allows STATS 210 to count for both the SESP Statistics requirement and both for an Economics second major requirement and a Statistics minor requirement.

Double counting for each additional major or minor is independent of the other. For example a Social Policy student could count SESP 210 (statistics) for a formal studies distribution requirement, for the HDPS/LOC/Social Policy core, for an Economics second major, and for a statistics minor. In this example, the student could still double count two more classes for the Economics major and one more class for the statistics minor.

The one exception to the above paragraph is for those programs such as the Business Institutions Program (BIP) that have pre-requisites that you must satisfy before you will be admitted into the program. For these programs, there is no limit to the number of pre-requisite courses that may also be used for your concentration requirements; however, you may not double count any courses between your SESP concentration and the requirements of that program. Because each program is different, consult with your SESP advisor if you need clarification.

If you wish to double count a distribution course toward a concentration requirement, you must discuss your interest with your advisor. You may double count no more than three (3) concentration/core courses toward your distribution requirements over the course of your undergraduate academic work at Northwestern.

For Teacher Education students, the policies regarding double counting are completely different because of State Board of Education requirements. Secondary Teaching students should speak with their advisor to learn specifics.

For each course that you double count toward a distribution requirement, you must take an additional course to fulfill the required minimum of 45 credits to graduate.

*You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.*
Standard courses that may be double counted between the core/concentration and
distribution requirements include:

<table>
<thead>
<tr>
<th>Course</th>
<th>SESP Area</th>
<th>Distribution</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESP 210</td>
<td>Core</td>
<td>Formal studies</td>
<td></td>
</tr>
<tr>
<td>ETHICS (Phil 260)</td>
<td>Concentration</td>
<td>Values</td>
<td></td>
</tr>
<tr>
<td>*CHEM 210-1,2, 3</td>
<td>Concentration</td>
<td>Natural Sciences</td>
<td>For pre-med</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>* Depends on interdisciplinary specialization</td>
</tr>
</tbody>
</table>

The following chart summarizes the double counting policies. Note that the policies also apply to study abroad credit.

<table>
<thead>
<tr>
<th>Second school requirement</th>
<th>SESP requirement</th>
<th>Number of courses eligible to double count</th>
</tr>
</thead>
<tbody>
<tr>
<td>second major courses</td>
<td>concentration / core courses</td>
<td>3</td>
</tr>
<tr>
<td>adjunct major courses</td>
<td>concentration / core courses</td>
<td>2</td>
</tr>
<tr>
<td>minor courses</td>
<td>concentration / core courses</td>
<td>2</td>
</tr>
<tr>
<td>certificate courses</td>
<td>concentration / core courses</td>
<td>1</td>
</tr>
<tr>
<td>second major, adjunct major minor or certificate courses</td>
<td>distribution courses</td>
<td>Unlimited</td>
</tr>
<tr>
<td>second major, adjunct major, minor or certificate courses</td>
<td>elective courses</td>
<td>Unlimited</td>
</tr>
<tr>
<td>second major “related” courses</td>
<td>concentration / core courses</td>
<td>Unlimited</td>
</tr>
<tr>
<td>pre-requisites</td>
<td>concentration / core courses</td>
<td>Unlimited</td>
</tr>
</tbody>
</table>

**Miscellaneous double counting policies:**

Each SESP Undergraduate Concentration is different in terms of what may be counted toward the concentration. There are also differences within each major, depending on your particular declared interdisciplinary specialization.

There is no limit to how many elective credits you may double count for a second major or minor. You may not, however, double count an elective course as a concentration, core, or distribution requirement.

*You will be notified of critical changes throughout the year, via the “SOAP” email alerts.*

*Read the SOAP on a consistent basis to stay updated on the latest SESP news.*
D – PETITIONS

Petition forms are available in the SESP Office of Student Affairs or from your advisor, and may be used for the following purposes:

- To take a concentration course not listed on the SESP eligible course list, it must be related to your Interdisciplinary Specialization;
- To replace a core or specific concentration requirement with a substitute course – usually only approved either when SESP has had to cancel a class or when there is an unavoidable scheduling conflict between two required SESP courses and there are no future options to take the core requirement;
- For general requests such as switching the quarter for the practicum; or
- To summarize credits earned from study abroad and how the credit will be applied toward various degree requirements.

Your completed petition form must include a detailed explanation of why you are requesting the program alteration. When petitioning a course, you should attach a copy of any relevant class syllabus or course description. Subject material covered in proposed substitution courses must thoroughly support the reason(s) for which you are requesting the substitution; course material that tangentially addresses the reason(s) (i.e., subject matter is only discussed for one week or in one book) is insufficient.

All petitions must be submitted by the end of the third week of the quarter in which the class is being taken (This deadline coincides with the P/N deadline). If you are transferring into SESP, you may submit a petition for a course in which you were enrolled as a non-SESP student but you must do so by the end of the third week of the quarter in which you are matriculated as a SESP student (the first quarter – fall, winter, spring- after you submit your IST application). Late requests will not be granted.

Distribution requirements may not be petitioned. Distros must be taken from Weinberg’s approved list of courses found at: http://www.weinberg.northwestern.edu/advising/degree/distro/courses.html. The only exceptions to this are courses taken during study abroad, which must be approved by your advisor to fulfill distribution requirements.

The SESP Undergraduate Committee is in the process of comprehensively reviewing all courses that can be counted toward the HDPS, LOC and Social Policy concentrations. The purpose of this review is to give you the greatest amount of variety and choice when selecting courses and designing a specialization. The committee’s review of the departments listed below has been completed, and the approved courses are listed in the 2012-2013 SESP Approved Concentration Courses packet. No petitions will be accepted for other courses in these departments.

- Anthropology
- Economics
- Gender Studies

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
• Psychology
• Sociology
• Statistics

The Student Affairs Office anticipates more updates to the approved courses as the year progresses. Be sure to stay up to date through the SOAP and the SESP website.
E – PROBATION/DISMISSAL

If you have unsatisfactory academic performance you will be placed on academic probation. Probation means that you are not meeting the minimum standards for graduation. You will be placed on academic probation if any of the following occur:

- either your cumulative or your quarter GPA fall(s) below a 2.0;
- you do not complete a quarter with at least three (3) courses with grades above a ‘D’;
- your grades have consistently declined;
- you receive more than one (1) ‘X’ grade or one ‘Y’ grade;
- you are not making satisfactory progress towards graduation;

You will be sent a warning letter if either of the following occurs:

- any of the aforementioned events (for probation/dismissal) occurs during the first two (2) quarters of your first year; however, if your academic progress is so deficient, you may be placed on academic probation during these two (2) quarters;
- your quarter GPA is below a 2.0 but your previous quarters’ work is consistently strong and you have a cumulative GPA above a 2.5;

If you are placed on academic probation or receive a warning letter, you must meet with your advisor to develop a plan for improvement and to locate appropriate resources to aid you. If you are on probation you will have a hold automatically placed on your registration for the following quarter, which will be removed once you meet with your advisor (in some instances, if you receive a warning letter you will also have a hold placed on your registration). If you are on probation, you will be removed from such status if you remedy your academic problems during your next succeeding quarter in residence (such as raising your grade point average or completing necessary tasks to remove an “X” or “Y” grade).

If you maintain probationary status for more than two (2) quarters, you will be subject to suspension. If you are suspended, you will be expected to take up to one (1) year off from school at Northwestern before you reapply for admission. You may be required to successfully take coursework at another institution to demonstrate your ability to return to, and succeed at, Northwestern. Should you decide to return, you will remain on probation until you graduate.

In addition to the above conditions for probation, probation warnings, and dismissal, the University has its own campus-wide policies regarding academic probation and dismissal. A description of the University policies can be found in the Northwestern University Undergraduate Catalog.

Warning, probation, and dismissal letters are sent by e-mail. The SESP Assistant Dean for Student Affairs, or your advisor, must receive a signed release form from you before discussing your situation with family members.

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
F – ACADEMIC INTEGRITY

Conducting yourself with integrity in your academic pursuits is of critical importance and a matter that the School of Education and Social Policy takes seriously. SESP has developed a comprehensive procedure both for investigating an allegation of academic integrity violation and for administering appropriate sanctions.

Following a description of the procedures used to investigate alleged violations and to determine sanctions are two testimonial letters written by SESP students who were sanctioned for violating the academic integrity policy. These letters provide helpful insight from the perspective of a SESP student regarding both what caused the student to violate the policy and what the student learned from the experience. Reading both letters will help you to better understand the challenges with which you may be confronted during your undergraduate career.

At the end of this section is the informational booklet *Academic Integrity at Northwestern: A Basic Guide*, which discusses plagiarism and provides several helpful examples that you should use to guide you as a scholar.

If you have questions about academic integrity for a particular class, talk with the professor of the course. If you have general questions about academic integrity, talk with your SESP advisor or the SESP Assistant Dean for Student Affairs.

**School of Education and Social Policy**

**Procedures for Violations of Academic Integrity Guidelines**

The School of Education and Social Policy and Northwestern University expect students to exhibit integrity in all academic matters. This section provides important details regarding the University’s academic integrity policy and our school’s procedures for handling allegations of violation of the policy. Additionally, a copy of the Northwestern publication, *Academic Integrity at Northwestern: A Basic Guide*, and a testimonial letter written by a SESP student who violated the Academic Integrity policy, are included at the end of this section.

All communications related to academic integrity allegations, procedures, and discipline will be communicated via e-mail, which shall constitute effective notice.

Should you have any questions about this policy, contact your SESP advisor or the SESP Assistant Dean for Student Affairs. If you have a question regarding the expectations of a professor, for a class in which you are enrolled, regarding group work, assignments, exams (in class and take home), papers (citations, references, quotations, footnotes, etc.), or other matters, speak to the professor.

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*You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.*
I. INITIATION OF A COMPLAINT

A. All cases of violations of academic integrity guidelines by undergraduates in courses in the School of Education and Social Policy (SESP) must be referred to the SESP Assistant Dean for Student Affairs. Cases should be referred within one (1) month of the date of the alleged incident, or within one (1) month of the date the reporting individual becomes aware of the alleged incident, whichever is later. No disciplinary action will be taken on any case if more than one (1) year has elapsed since the alleged incident, however, the assistant dean may meet with the student to review the academic integrity policy.

B. The Assistant Dean shall review the facts of the alleged incident, including statements of the reporting individual, the instructor(s), and any supporting material. If, after the review, the Assistant Dean determines that there is cause for further investigation, he/she shall notify the student by letter of the date of the incident (if known), the course and instructor, the nature of the alleged violation, and the sanctions that may be imposed, if it is ultimately determined that a violation took place. A copy of the current procedures should accompany the letter. (The possible sanctions are detailed in Section III below). Inclusion of the document with the letter constitutes notification of the possible sanctions.

The letter shall request that the student make an appointment with the Assistant Dean to discuss the case within seven working days of the date of the letter, at which time the student may present any relevant material or statements on his/her behalf. The letter shall inform the student of his/her rights, prior to meeting with the Assistant Dean, to review relevant original materials in the Office of Student Affairs, to obtain copies of such materials if desired, and to discuss the matter with a member of the faculty or other individual. Review of original materials must take place by appointment during normal working hours at the Office of Student Affairs within seven working days of the date of the Assistant Dean’s letter.

If the student does not schedule a meeting within seven working days, the Assistant Dean will make his/her determination on the basis of the evidence before him/her at that time.

C. A student may not change his or her registration in any course once an alleged violation of academic integrity in that course has been discovered regardless of whether the alleged violation has been referred to the Assistant Dean. Nor may such students receive a University degree while the alleged violation is pending or during any period of suspension imposed pursuant to a finding of a violation of academic integrity is in effect.

D. In certain cases where timely notification is important - as, for instance, if a student is about to leave campus for vacation - verbal notification can be made, but such verbal notification should be followed by e-mail.
II. MEETING WITH THE SESP ASSISTANT DEAN FOR STUDENT AFFAIRS

A. The Assistant Dean has the authority to determine, based on the evidence presented by the reporting individual, the instructor(s), and the student, whether a violation of academic integrity guidelines has occurred: this authority will be communicated to the student in the Assistant Dean’s initial letter.

B. In meeting with the student, the Assistant Dean will describe the charges made and detail the evidence supporting those charges. At this initial meeting, the student may decline to discuss the matter and/or request that the Assistant Dean defer making a determination until after a subsequent meeting between the student and the Assistant Dean, at which the student may present relevant information or evidence. This must be requested at the initial meeting and must be scheduled for a time within seven working days of the initial meeting.

C. After his/her review, the Assistant Dean shall inform the student by letter of his or her decision and the sanction, if any, to be imposed. If the student is not registered in SESP, the sanction will be determined by the school in which the student is registered. See Section VI below.

III. SANCTIONS

A. Sanctions which may be imposed by the Assistant Dean include, but are not limited to: a reduced or failing grade in the course (as determined by the course instructor); a letter of warning; a defined period of probation, with or without the attachment of conditions; withdrawal of University funding; a defined period of suspension, with or without the attachment of conditions; permanent exclusion from the University; notation on the official record; revocation of an awarded degree; nullification of an Interschool Transfer application or any combination of the previously listed sanctions.

B. Any grade entered for a student in a course in which an allegation of academic dishonesty is pending against him/her, whether for the course as a whole or for a piece of work submitted in the course, is subject to modification after all proceedings and appeals are concluded. Should the student be found to have violated academic integrity guidelines, the course instructor is empowered, in his/her sole discretion, to determine the effect this violation will have on the student’s grade in the course; possible actions range from disregarding the incident in calculating the grade to failing the student in the course.

IV. APPEALS TO THE SESP COMMITTEE ON APPEALS

A. The Assistant Dean’s decision and sanction may be appealed to the SESP Committee on Appeals by filing a written notice of appeal within 10 working days of the date of the letter of notification of the imposed sanction. The student’s written notice of appeal must state what is being appealed -- whether the finding of a violation of the academic integrity guidelines, the sanction imposed, or both -- and must describe in detail the grounds for the appeal. The student’s written notice of appeal should also state whether the student
desires to present the appeal in person to the SESP Committee on Appeals. The Assistant Dean’s letter to the student setting forth his or her decision and sanctions informs the student of this right and process of appeal. Refer to the end of this document for modification on the committee on appeals passed by the SESP faculty on October 8, 2002.

B. If the student so requests, he/she will be granted an opportunity to appear in person to present his/her case to the SESP Committee on Appeals, and to hear and respond to any testimony provided by the Assistant Dean or witnesses appearing before the SESP Committee on Appeals. Likewise, the Assistant Dean may be present to hear and respond to testimony of the accused student or any witnesses appearing before the SESP Committee on Appeals. If the student wishes to present witnesses before the SESP Committee on Appeals, he/she must inform the Chair of the SESP Committee on Appeals at least seven working days before the appeal is to be heard of the names of the proposed witnesses and of the nature of the evidence they are prepared to present. However, the SESP Committee on Appeals has sole discretion to determine what witnesses other than the accused student and the Assistant Dean it will hear, if any. The SESP Committee on Appeals shall review the appeal as soon as practical after it has been filed.

C. Following its review, the SESP Committee on Appeals may sustain or reverse the findings of academic dishonesty, if that portion of the Assistant Dean’s decision was appealed, and may, if a finding of academic dishonesty stands, sustain or modify (but not increase) the sanction, if that portion of the decision was appealed. The SESP Committee on Appeals shall inform the student of its decision by letter.

V. APPEAL TO THE PROVOST

The student may appeal the SESP Committee on Appeals’ decision to the Provost of the University. Such appeals must be in writing and include a detailed statement setting forth the grounds for the appeal. Appeals to the Provost will be limited to alleged errors in procedures, interpretation of regulations, or alleged manifest discrepancies between the evidence and a school finding and/or sanction. The Provost will receive appeals only after a sanction has been specified for the alleged violation (see Section VI below). An appeal to the Provost may concern the finding and/or the proposed sanction. The letter communicating the Committee’s decision shall inform the student of this right of appeal.

VI. CROSS-SCHOOL CASES

A. In instances where a student registered in another school is alleged to have committed a violation of the academic integrity guidelines in a SESP course, the authority of the School of Education and Social Policy will extend only to determining whether or not the alleged action constitutes a violation of academic integrity and, if so, to the imposition of a grade penalty by the instructor in the course (See Section III.B.). If the finding is affirmative, the case will be referred to the appropriate authority of the school in which the student is registered for whatever further sanction that school deems appropriate.
B. Similarly, the Assistant Dean may be called upon to determine further sanctions for SESP students who have been found guilty of academic integrity violations in courses in another Northwestern school.

In instances where a SESP student has been found to have committed a violation of the academic integrity guidelines in a course offered by another school, the Assistant Dean will notify the student in writing of the formal referral of the matter to SESP for determination of a SESP sanction, if any. Such notification will inform the student that he/she should schedule an appointment with the Assistant Dean, to take place within seven working days, to present any evidence of mitigating circumstances, but not on the underlying question of guilt or innocence. If the student does not schedule an appointment within the allotted time, or within such extension of time as the Assistant Dean may grant in his/her sole discretion, the Assistant Dean will make a decision on sanctions based on the available information.

C. The Assistant Dean will inform the student in writing of any sanction imposed and of the student’s right to appeal that sanction (but not issues of guilt or innocence) to the SESP Committee on Appeals.

VII. GENERAL CONSIDERATIONS

A. A student may not change his or her registration in any course once an alleged violation of academic integrity in that course has been discovered, regardless of whether the alleged violation has been referred to the Assistant Dean. Nor may such students receive a University degree while the alleged violation is pending or during any period of suspension imposed, pursuant to a finding of a violation of academic integrity is in effect.

B. The student may be accompanied by a fellow student, a faculty member, or another individual of the student’s choosing – except an attorney – at any stage of the proceedings described above. This person may only serve as a witness; thus, he or she may not take part in the proceedings. The Assistant Dean or the SESP Committee on Appeals may, however, grant an exception to this policy when either determines that the individual accompanying the student has testimony that they deem to be appropriate.

C. Sanctions specified by the Assistant Dean, as modified by the SESP Committee on Appeals or the Provost (if an appeal has been filed) shall take effect at the expiration of the period for appeal of a decision if an appeal has not been filed, and after a decision has been reached by the Committee on Appeals or the Provost if an appeal has been filed. If the appeal is not granted, the sanction will be applied retroactive to the date specified by the Assistant Dean and, if necessary, current registrations may be canceled.

D. All materials relating to an allegation of academic dishonesty will be kept in the SESP Office of Student Affairs for a period of 10 years, regardless of the findings in the case.

E. All references to the Assistant Dean in these procedures include the Assistant Dean’s designee if circumstances prevent the Assistant Dean from participating.
Last Revised August 23, 2010

MODIFICATIONS:

IV. APPEALS TO THE SESP COMMITTEE ON APPEALS

The Assistant Dean's decision and sanction may be appealed to the SESP Dean, or to the SESP Committee on Appeals, by filing a written notice of appeal within 10 working days of the date of the letter of notification. The Undergraduate Committee of the School serves as the SESP Committee on Appeals.

Approved by the School of Education and Social Policy Faculty on October 8, 2002.
ACADEMIC INTEGRITY – TESTIMONIAL LETTERS

Two SESP students who were sanctioned for violating the academic integrity policy wrote testimonial letters in which they reflect upon and share what they learned through the academic discipline process. Read both letters carefully, and combined with a careful review of the Academic Integrity at Northwestern: A Basic Guide, make every effort necessary to comply with all University Academic Integrity Principles to avoid plagiarism.

FIRST LETTER

Three Simple Rules for Avoiding an Academic Integrity Violation

Northwestern University runs on the quarter system, and it moves quickly. While it’s not always the case, some students find themselves with a heavy workload, especially if they are enrolled in several classes that require them to complete lengthy assignments like long papers or extended projects. These assignments are often due during midterm or finals weeks. Attempting to complete multiple important projects in a short amount of time, however, can lead to carelessness and bad judgment, which in some cases may lead to an academic integrity violation.

Registration at Northwestern requires adherence to the University’s standards of academic integrity. Academic integrity violations consist of many types of behaviors, and cannot be listed exhaustively. According to Northwestern’s definition of academic integrity, behaviors that violate it include all types of cheating and plagiarism as well as fabrication of information or falsification of records. The University also forbids aiding and abetting academic dishonesty, which means no one is to assist another person in committing any of the violations listed above.

Here in the School of Education and Social Policy (SESP) you will be required to write many papers and complete a few extended projects. To ensure that you have not set yourself up to purposely or accidentally commit an academic integrity violation it is wise to follow a few simple rules:

Take your time ahead of time: It’s best to start your assignments more than a couple days before they are due. While this isn’t always possible, it’s best to complete your assignments early so you have time to double check your work for errors and ensure you have properly cited your sources.

Communicate with your professors: If you feel like you’ve got too many assignments on your plate, try to ask one of your professors for an extension. While not every professor is flexible, it’s always worth inquiring. Getting an extension can prevent you from needing to rush through an assignment.

Don’t copy + paste: These days students do lot of research online. Although copy + paste is an easy way to transfer a quotation or an argument into a Word document, it is actually a violation of copyright law in most cases. Instead of copy + pasting, you should try to put the text in your own words, citing sources appropriately. If you wish to use the author’s words make sure to use quotation marks and cite it correctly.

You will be notified of critical changes throughout the year, via the “SOAP” email alerts. Read the SOAP on a consistent basis to stay updated on the latest SESP news.
SECOND LETTER

When faced with a decision that could lead to an academic integrity violation, our desire and need to accomplish the task at hand leads to short term, narrow minded thinking that clouds our moral reasoning and rational decision making. Short term, narrow minded thinking is a type of thinking in which people focus on short term benefits rather than thinking about potential long term costs or issues that would deter them from satisfying a current desire or need. It accounts for inconsiderate thinking as well as a person’s abandonment of morals, making it easier to cheat. If a person can take time to think about why cheating is wrong, think considerably, and weigh the costs and benefits of cheating, they would more likely make the correct decision.

I never took the time to think about why cheating is actually wrong, so I encourage every student to think about why it is wrong. This thought process did not only help me with cheating in an academic setting, it helped me understand any form of cheating. In addition to understanding why cheating is wrong, thinking about the potential harm and time spent by others because of your violation is another deterrent for cheating. I failed to consider the person who worked hard to complete the assignment, as well as the TA’s, professors, and deans who had to deal with the violation. I did not only waste their valued time, but I caused stress and anxiety for the person whose work I used, and disturbed the professors and deans who I had previously been on good terms with.

Putting morals and the consideration of others aside, if a person could step back from the situation, and consider the costs and benefits from cheating, one would realize that cheating is not a wise decision. I only considered the short term benefit of finishing my assignment with less effort and receiving a good grade. The short term cost of this cheating only occurred to me as a slight chance that I would be caught, resulting in a zero for the assignment. The potential costs of cheating did not seem high because I failed to consider all of the potential costs from cheating. Cheating on an assignment will not only potentially get you a zero on the assignment, but it can also result in you failing the course, being suspended from the University, or even expelled (this is regardless if the assignment is worth 1% of your grade or your entire grade). Even if you consider the chances of getting caught from cheating to be extremely low, the severity of the costs associated with this low probability still makes cheating an irrational decision.

If you are ever faced with a decision that could lead to an academic integrity violation, and your moral reasoning and consideration of others fails, at least think about the irrationality of cheating in terms of the potential costs far outweighing any potential benefits. Most importantly, take the time to think through these issues and concerns before you are faced with a decision that could lead to an academic integrity violation, as it will help you avoid the short-term, narrow minded thinking that can result from a panic to get an assignment done or even pre-meditated violations.
Letter To Future Students

As many of you know, here at Northwestern University, academic integrity is taken very seriously. Northwestern University provides a world-class education and it is the university's responsibility to protect and maintain that. Every year, thousands of new students arrive to campus to begin their college careers. Although most Northwestern students consistently display tremendous hard work, determination, and time management in the classroom, it is still easy to put yourself in a bad situation where poor decisions can be made. I have experienced this situation myself and, unfortunately, did not handle it in the best way possible. Therefore, I want to share with you what I have learned from my experience and I hope it provides future students with a better idea of how to handle these types of situations, in addition to, how serious this issue regarding academic integrity is taken at Northwestern University.

It was midterm week of fall quarter of my senior year. At the time, I was trying to take five courses in order to get ahead. It would be an understatement to say that I was beyond stressed out and overwhelmed with my academic responsibilities, not to mention, the responsibilities of being a student-athlete on top of that. I had a midterm paper due the next day, and I was very behind in my readings. I had just started writing the paper the day before it was due. I was having a hard time with the paper and it was getting very late at night – I worked on this paper until about 4:00am. In desperation for some help and guidance, I asked one of my friends if I could see his paper to help me out. While it was wrong on his part to send me his paper, he did so anyways trying to be helpful friend. Due to the amount of stress and panic I was dealing with, my procrastination, and the pressure I was feeling to turn the paper in on time, I, unfortunately, made a poor decision. I ended up using several sentences from my friend's paper for my own in order to help me.
get through the “road blocks” and, ultimately, so I could turn in the paper on time and hopefully receive a good grade. That was one of the worst decisions I have ever made in my college career.

Ultimately, I ended up getting caught for academic integrity. I was ashamed and embarrassed. I have never done anything like this before. I was living in fear of the consequences for almost an entire month. I am certain that most future students will face similar situations as I did during their college careers. You will definitely be in a situation where you are under a lot of stress and pressure, you may be behind with your work, and you might feel like you have no choice but to find some way to take the easy way out, or “shortcut” to success. Trust me, do not make this mistake—it is not worth it. My advice to you is to be proactive with your schoolwork. Try your best to not let yourself get behind. Also, if you ever do find yourself in a situation where you may make a poor decision, please talk to your Teacher's Assistant (T.A.). If you display good communication and honesty with your T.A., more times than not they will work with you and help you out. They are human too, and they understand that sometimes students cannot always meet certain expectations. I would bet that if I asked my T.A. for an extension for my paper, she would have given it to me. I still regret, to this day, not communicating better with my T.A.

All in all, cheating or “taking the easy way out” is not worth it and the consequences can be very severe if you decide to make that poor decision. Be proactive with your schoolwork, get ahead, and work on a good relationship with your T.A. In reality, there is no reason why you should ever make the same mistake I did. I hope that my story and advice can help you learn from my mistake, therefore, never have to deal with this issue during your time at Northwestern University.
September, 2013

Dear Northwestern Student:

As a new arrival at Northwestern, you bring a fresh appreciation of the opportunities and privileges of higher education. Northwestern offers more, and expects more from you, than any other school you may have attended in the past.

To protect the value of your academic record and the education it represents, Northwestern maintains standards of fairness and honor in all academic work. The essence of these standards is a respect for individual achievement and an intolerance of any form of lying, cheating, or theft that threatens to devalue such achievement.

The purpose of this guide is to set forth the terms under which academic work is pursued at Northwestern and throughout the larger intellectual community of which we are members. Please read this booklet carefully, as you will be held responsible for its contents. It describes the ways in which common sense and decency apply to academic conduct. When you applied to Northwestern, you agreed to abide by our principles of academic integrity; these are spelled out on the first three pages. The balance of the booklet provides information that will help you avoid violations, describes procedures followed in cases of alleged violations of the guidelines, and identifies people who can give you further information and counseling within the undergraduate schools. It also includes a non-exhaustive list of sanctions that may result from a violation. For example, beyond the consequences listed, a violation may result in a delay of graduation or a report to a professional school that requests information about your undergraduate academic record.

Each of the undergraduate schools enforces our common principles of academic integrity according to its own procedures. You can find links to the procedures in each school at

http://www.northwestern.edu/provost/policies/academic-integrity/index.html

We hope that you will find the guidelines in this booklet helpful as you experience the many wonderful opportunities that await you during your career at Northwestern University.

Sincerely,

Ronald R. Braeutigam
Associate Provost for Undergraduate Education

Daniel Linzer
Provost
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I. PRINCIPLES REGARDING ACADEMIC INTEGRITY

The principles set forth below arise from consultations carried out since 1990 with students, faculty, academic deans, the University General Counsel, and the Office of the Provost. Ratified by the Faculty Senate on May 13, 1992, they are the framework within which policies of the undergraduate and graduate schools of the University operate.

Academic integrity at Northwestern is based on a respect for individual achievement that lies at the heart of academic culture. Every faculty member and student, both graduate and undergraduate, belongs to a community of scholars where academic integrity is a fundamental commitment. The University as an institution makes collaboration and the pursuit of knowledge possible, but always promotes and evaluates individual effort and learning.

This statement broadly describes the principles of student academic conduct supported by all academic programs at the University, at every level – both undergraduate and graduate, and regardless of venue, including on-line courses and study abroad programs. More detailed standards of academic conduct, procedures, and sanctions are set forth by each of the schools. It is the responsibility of every member of the academic community to be familiar with the specific policies of his or her own school, and to bear in mind relevant policies governing activities not directly addressed herein, such as internships, specific graduate programs and University research.

A. Basic Standards of Academic Integrity

Registration at Northwestern requires adherence to the University's standards of academic integrity. These standards may be intuitively understood, and cannot in any case be listed exhaustively; the following examples represent some basic types of behavior that are unacceptable:

1. **Cheating**: using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for regarding; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

2. **Plagiarism**: submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.

3. **Fabrication**: falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.

4. **Obtaining an Unfair Advantage**: (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an academic assignment (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e)
intentionally obstructing or interfering with another student's academic work or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

5. **Aiding and Abetting Academic Dishonesty:** (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.

6. **Falsification of Records and Official Documents:** altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.

7. **Unauthorized Access to computerized academic or administrative records or systems:** viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

**B. Due Process and Student Rights**

In accordance with University Statutes, the enforcement of academic integrity lies with the faculties of the University's individual schools, and shall be in accordance with the procedures and provisions adopted by each individual school.

In all cases involving academic dishonesty, the student charged or suspected shall, at a minimum, be accorded the following rights:

1. Prompt investigation of all charges of academic dishonesty, to be conducted, insofar as possible, in a manner that prevents public disclosure of the student's identity. Such investigation may include informal review and discussion with an official of the school prior to bringing a charge, provided that such review does not compromise the rights of the student in the formal process.

2. Reasonable written notice of the facts and evidence underlying the charge of academic dishonesty and of the principle(s) of academic integrity said to have been violated.

3. Reasonable written notice of the procedure by which the accuracy of the charge will be determined.

4. Reasonable time, if requested, within which to prepare a response to the charge.

5. A hearing or meeting at which the student involved may be heard and the accuracy of the charge determined by a neutral decision-maker.

6. Review of any adverse initial determination, if requested, by an appeals committee to whom the student has access in person. Generally, implementation of sanctions will be suspended until all appeals made by the student have been exhausted.
7. Final review of an unsuccessful appeal, if requested, by the Provost or an advisory committee designated by the Provost.

C. Procedures

Suspected cases of academic dishonesty should be reported to the course instructor, the administration of the school under whose jurisdiction the suspected offense took place, or to any student authorized by that school to receive such complaints. Students charged with academic dishonesty may not change their registration in a course in which the charge is pending, or in which a finding of academic dishonesty has been made. Procedures of investigation, adjudication, and appeal may vary from school to school. [Current practice does not involve reporting to a student, but instead to the course instructor or to a member of the dean’s office in the appropriate school.]

D. Sanctions

All proven cases of academic dishonesty should be penalized as appropriate under the circumstances. Sanctions other than a reduced or failing grade should be imposed by the school in which the student is enrolled. The imposition of any sanction other than a private reprimand should include a statement of reasons supporting its severity. A student may appeal any finding or sanction as specified by the school holding jurisdiction. Sanctions may include but are not limited to:

1. Reduced or failing grade.

2. A letter of reprimand.

3. A defined period of probation, with or without the attachment of conditions.

4. Withdrawal of University funding.

5. A defined period of suspension, with or without the attachment of conditions.

6. Exclusion from the University.

7. Notation on the official record.

8. Revocation of an awarded degree.

9. Any appropriate combination of 1-8 above.

[Additional sanctions may include, but are not limited to, denial of academic honors. It should also be understood that there is no necessary connection between a first-time offense and a letter of reprimand. Depending on the nature of the offense, a student may be suspended or permanently excluded as a result of a first-time offense.]
Eight Cardinal Rules of Academic Integrity

1. **Know Your Rights.** Do not let other students in your class diminish the value of your achievement by taking unfair advantage. Report any academic dishonesty you see.

2. **Acknowledge Your Sources.** Whenever you use words or ideas that are not your own when writing a paper, use quotation marks where appropriate and cite your source in a footnote, and back it up at the end with a list of sources consulted.

3. **Protect Your Work.** In examinations, do not allow your neighbors to see what you have written; you are the only one who should receive credit for what you know.

4. **Avoid Suspicion.** Do not put yourself in a position where you can be suspected of having copied another person's work, or of having used unauthorized notes in an examination. Even the appearance of dishonesty may undermine your instructor's confidence in your work.

5. **Do your own work.** The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education, and may lead to serious charges against you.

6. **Never falsify a record or permit another person to do so.** Academic records are regularly audited and students whose grades have been altered put their entire transcript at risk.

7. **Never fabricate data, citations, or experimental results.** Many professional careers have ended in disgrace, even years after the fabrication first took place.

8. **Always tell the truth when discussing your work with your instructor.** Any attempt to deceive may destroy the relation of teacher and student.

II. COUNSELING AND CONTACTS

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FOR MORE INFORMATION ABOUT POLICIES IN THE INDIVIDUAL SCHOOLS, SEE

http://www.northwestern.edu/provost/policies/academic-integrity/index.html
III. HOW TO AVOID PLAGIARISM

Northwestern's "Principles Regarding Academic Integrity" defines plagiarism as "submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source." Plagiarism can occur in many forms besides writing: art, music, computer code, mathematics, and scientific work can also be plagiarized. This document pays special attention to plagiarism in writing, but it is important to understand that unauthorized collaboration in a math or science assignment is also plagiarism.

In all academic work, and especially when writing papers, we are building upon the insights and words of others. A conscientious writer always distinguishes clearly between what has been learned from others and what he or she is personally contributing to the reader's understanding. To avoid plagiarism, it is important to understand how to attribute words and ideas you use to their proper source.

Guidelines for Proper Attribution

Everyone in the university needs to pay attention to the issue of proper attribution. All of us--faculty and students together--draw from a vast pool of texts, ideas, and findings that humans have accumulated over thousands of years; we could not think to any productive end without it. Even the sudden insights that appear at first glance to arrive out of nowhere come enmeshed in other people's thinking. What we call originality is actually the innovative combining, amending, or extending of material from that pool.

Hence each of us must learn how to declare intellectual debts. Proper attribution acknowledges those debts responsibly, usefully, and respectfully. An attribution is responsible when it comes at a location and in a fashion that leaves readers in no doubt about whom you are thanking for what. It is useful when it enables readers to find your source readily for themselves. You help them along the way, just as that same source helped you along yours. To make sure that our attributions are useful, we double-check them whenever we can. Quite literally, it is a habit that pays. Colleagues in every field appreciate the extra care. Nothing stalls a career faster than sloppy, unreliable work.

Finally, an attribution is respectful when it expresses our appreciation for something done well enough to warrant our borrowing it. We should take pride in the intellectual company we keep. It speaks well of us that we have chosen to use the work of intelligent, interesting people, and we can take genuine pleasure in joining our name with theirs.

A Note about Attributions or Citations

The two most commonly used attribution systems—Modern Language Association (MLA) and American Psychological Association (APA)—consist of two parts: (a) a reference or works cited list at the end of the document, giving precise information about how to find a source and (b) parenthetical citations immediately following the material you are citing. Professors and disciplines may vary as to the preferred style for documenting ideas, opinions and facts, but all methods insist upon absolute clarity as to the source and require that all direct quotations be followed by a citation. The best solution is to ask which method your instructors prefer. The reference desk of NU’s library has manuals available, but form is not as important as substance.

It is sometimes difficult to judge what needs to be documented. Generally, knowledge which is common to all of us or ideas which have been in the public domain and are found in a number of sources do not need to be cited. Likewise, facts that are accepted by most authorities also do not require a citation. Grey areas, however, exist and sometimes it is difficult to be sure how to proceed. Many
people wrongly assume that if they find material on the web, that material is in the public domain and does not need to be cited. However, the same guidelines apply to all sources you use in your work: electronic or print, signed or unsigned. If you are in doubt, err on the side of over-documentation.

The following passages come from a number of sources, including undergraduate essays. They are all appropriately documented using Modern Language Association (MLA) style and each represents a different kind of problem that you will be facing in your own written work.

A. Examples of Materials which Have Been Appropriately Cited

1. Quoted Material and Unusual Opinion or Knowledge


The teenage detective who was once a symbol of spunky female independence has slowly been replaced by an image of prolonged childhood, currently evolving toward a Barbie doll detective. . . . Every few pages bring reminders of Nancy's looks, her clothing, her effect on other people. . . . The first entry in this series carries a description of Nancy: "The tight jeans looked great on her long, slim legs and the green sweater complemented her strawberry-blonde hair."

**Use and Adaptation of the Material:**
Nancy Drew has become a "Barbie doll" version of her old self. She has become superficial and overly concerned with her looks. She is described in the new series as wearing "tight jeans [that] looked great on her long, slim legs" (qtd. in Vivelo 77). She has traded her wits and independent spirit for a great body and killer looks (Vivelo 76-77).

**Explanation:**
The writer has paraphrased most of the material. She discovered that the paraphrased ideas are unusual (not found in other sources). Therefore, she placed a citation at the end of the entire passage. In addition, the writer borrowed a quotation from the Nancy Drew series that she found in the article. The writer has placed quotation marks around that borrowed material and placed a “quoted in” citation immediately after the quotation.

2. Interpretation


Page 9: One recent theory, advanced by the physicist Gerald Hawkins, holds that Stonehenge was actually an observatory, used to predict the movement of stars as well as eclipses of the sun and moon. Such a structure would have been of great value to an agricultural people, since it would enable them to mark the changing seasons accurately, and it would have conferred seemingly supernatural powers on the religious leaders who knew how to interpret its alignments.

**Use and Adaptation of the Material:**
If Stonehenge were an astronomical observatory which could predict the coming of spring, summer, and fall, this knowledge would have given tremendous power to the priestly leaders of an agricultural community (Lehmbberg 9).
Explanation:
The writer has appropriately cited this material since the writer is in debt to someone else for the analysis, even though the writer has not used any direct quotations.

3. Paraphrased Material
Page 24: As a recent authority has pointed out, for a dependable long-blooming swatch of soft blue in your garden, ageratum is a fine choice. From early summer until frost, ageratum is continuously covered with clustered heads of fine, silky, fringed flowers in dusty shades of lavender-blue, lavender-pink, or white. The popular dwarf varieties grow in mounds six to twelve inches high and twelve inches across; they make fine container plants. Larger types grow up to three feet tall. Ageratum makes an excellent edging.

Use and Adaptation of the Material:
You can depend on ageratum if you want some soft blue in your garden. It blooms through the summer and the flowers, soft, small, and fringed, come in various shades of lavender. The small varieties which grow in mounds are very popular, especially when planted in containers. There are also larger varieties. Ageratum is good as a border plant (Osborne 24).

Explanation:
The writer has done a good job of paraphrasing what could be considered common knowledge (available in a number of sources), but because the structure and progression of detail is someone else's, the writer has acknowledged the source. This the writer can do at the end of the paragraph since he or she has not used the author's words.

4. Using Other Authors' Examples
The creative geniuses of art and science work obsessively. . . . Bach wrote a cantata every week, even when he was sick or exhausted.

Although he published 300 scientific papers, Einstein couldn't easily describe the way his mind worked.

Use and Adaptation of the Material
If there is a single unifying characteristic about geniuses, it is that they produce. Bach wrote a cantata every week (Begley 50). Einstein drafted over 300 papers (Hotz A9).

Explanation:
Instead of finding original examples, the writer has used other authors’ example to back up what the writer had to say; therefore, the writer cited the sources where he found the examples.
5. Using Other Authors' Charts and Graphs

Use and Adaptation of the Material:
As blogging has evolved, so has its credibility as a communication medium. In its survey for its 2008 *State of the Blogosphere Report*, Technorati asked a statistically valid representative sample of bloggers world wide about the credibility of the blogging world. The results suggest blogging is becoming more credible as a source of information (see Figure 1).

**Figure 1: Perceptions of Blogs and Traditional Media. Source: Technorati 2008.**

**Explanation:**
Instead of creating an original chart or graph, the writer has used one from an outside source to support what the writer has to say; therefore the graph has been cited both in the textual introduction and also in the caption. If the writer had created an original chart, some of the facts might need citations (see example VIII).
6. Using Class Notes

A. Born in USA--Springsteen's 7th, most popular album
   a. Recorded with songs on Nebraska album--therefore also about hardship
      1. Nebraska about losers and killers
   b. About America today--Vietnam, nostalgia, unemployment, deterioration of family
   c. Opening song--many people missed the Vietnam message about how badly vets were treated.
   class notes--Messages in Modern Music A05
   Professor Mary McKay--March 10, 2010

Use and Adaptation of the Material:
As Professor McKay has pointed out, many of the songs in *Born in the USA* (Springsteen's seventh and most popular album), including the title song, were recorded with the songs on *Nebraska*.
Consequently, *Born in the USA* is also about people who come to realize that life turns out harder and more hurtful than what they might have expected. However, while *Nebraska* deals with losers and killers, *Born in the USA* deals more locally with the crumbling of American society--its treatment of returning Vietnam veterans, its need to dwell on past glories, its unemployment and treatment of the unemployed, and the loss of family roots. This is apparent from the opening song of the album "Born in the USA" in which Springsteen sings from the perspective of a Vietnam Veteran.

Explanation:
By mentioning Professor McKay’s name in the text itself, the writer has acknowledged that these ideas (which are not commonly held or the writer has not investigated to find out if they are commonly held) come from a lecture. In this instance, because there is no page number to cite, no parenthetical citation is necessary. A reader can go to the entry for McKay in the Works Cited list to find all the necessary specific information about the source.

7. Debatable Facts

Page 370: In the campaigns of 1915, Russian casualties have been conservatively estimated at more than 2 million.

Page 438: By the end of the summer [of 1915] in addition to military casualties totaling 2,500,000 men, Russia had lost 15 percent of her territories. . . .

Response to the Material
Estimates of the number of deaths in Russia during 1915 range from over two million (Craig 370) to two and a half million (Stavrianos 438).

Explanation:
The writer found different facts in different sources; therefore the "facts" needed to be documented.
8. Unusual Facts

The majority of the biomedical engineering faculty from various departments in Tech believed that if the program at Northwestern was to maintain the worldwide reputation for excellence it had achieved and make further progress during the ensuing years, then the curriculum had to continue to include quantitative biology courses on the Evanston Campus. One compelling reason for advocating the reintroduction of such biology courses on the Evanston campus was that by the early 1970's approximately 40% of first year undergraduates in the engineering school were enrolling in the Interdisciplinary Biomedical Engineering Program.

Use and Adaptation of the Material:
For decades, biomedical engineering has been one the most popular engineering majors at Northwestern. In fact, in the 1970’s roughly 40% of incoming engineering undergraduates entered the Interdisciplinary Biomedical Engineering Program (Enroth-Cugell, Mockros and Linsenmeier, 3)

Explanation:
The writer found this fact in only one source and wants his reader to know where to find it.

B. Examples of Plagiarism

Failure to acknowledge the sources from which we borrow ideas, examples, words and the progression of thought constitutes plagiarism.

Here are some examples:

1. Direct Plagiarism

Source Material

Page 1: The human face in repose and in movement, at the moment of death as in life, in silence and in speech, when alone and with others, when seen or sensed from within, in actuality or as represented in art or recorded by the camera is a commanding, complicated, and at times confusing source of information. The face is commanding because of its very visibility and omnipresence. While sounds and speech are intermittent, the face even in repose can be informative. And, except by veils or masks, the face cannot be hidden from view. There is no facial maneuver equivalent to putting one's hands in one's pockets. Further, the face is the location for sensory inputs, life-necessary intake, and communicative output. The face is the site for the sense receptors of taste, smell, sight, and hearing, the intake organs for food, water, and air, and the output location for speech. The face is also commanding because of its role in early development; it is prior to language in the communication between parent and child.

Misuse of source
(italicized passages indicate direct plagiarism):
Many experts agree that the human face, whether in repose or in movement, is a commanding, complicated, and sometimes confusing source of information. The face is commanding because it's visible and omnipresent. Although sounds and speech may be intermittent, the face even in repose may
give information. And, except by veils or masks, the face cannot be hidden. Also, the face is the location for sensory inputs, life-supporting intake, and communication.

Comment
The plagiarized passage is an almost verbatim copy of the original source. The writer has compressed the author's opinions into fewer sentences by omitting several phrases and sentences. But this compression does not disguise the writer's reliance on this text for the concepts he passes off as his own. The writer tries to disguise his indebtedness by beginning with the phrase "Many experts agree that. . . " This reference to "many experts" makes it appear that the writer was somehow acknowledging the work of scholars "too numerous to mention." The plagiarized passage makes several subtle changes in language (e.g., it changes "visibility and omnipresence" to "it's visible and omnipresent"). The writer has made the language seem more informal in keeping with his own writing style. He ignores any embellishments or additional information given in the source-passage. He contents himself with borrowing the sentence about how only masks and veils can hide the face, without using the follow-up elaboration about there not being a "facial equivalent to putting one's hands in one's pockets." He also reduces the source's list of the face's diverse activities at the end of the paragraph.

Had the writer enclosed the borrowed material in quotation marks and credited the authors of the Emotions book with a parenthetical citation, this would have been a legitimate use of a source.

B. The Mosaic

Source Material

Page 67: In a relatively open and fluid society there will be few characteristics of lower-class speech that are not also present (albeit to a lesser extent) in the speech of the working and lower middle classes. Whether we look to phonological features such as those examined by Labov or to morphological units such as those reported by Fischer (1958) (Fischer studied the variation between -in' and -ing for the present participle ending, i.e. runnin' vs. running and found that the former realization was more common when children were talking to each other than when they were talking to him, more common among boys than girls, and more common among "typical boys" than among "model boys"), we find not a clear-cut cleavage between the social classes but a difference in rate of realization of particular variants of particular variables for particular contexts. Even the widely publicized distinction between the "restricted code" of lower-class speakers and the "elaborate code" of middle-class speakers (Bernstein 1964, 1966) is of this type, since Bernstein includes the cocktail party and the religious service among the social situations in which restricted codes are realized. Thus, even in the somewhat more stratified British setting, the middle class is found to share some of the features of what is considered to be "typically" lower-class speech. Obviously then, "typicality," if it has any meaning at all in relatively open societies, must refer largely to repertoire range rather than to unique features of the repertoire.

Misuse of source
(italicized passages indicate direct plagiarism):
In a relatively fluid society many characteristics of lower-class speech will also be found among the working and lower middle classes. Labov and Fischer's studies show that there is not a clear-cut cleavage between social classes but only a difference in the frequency of certain speech modes. All classes share certain speech patterns. The difference among classes would only be apparent by the
frequency with which speech expressions or patterns appeared. By this standard, then, Bernstein's distinction between the "restricted code" of the lower-class speakers and the "elaborated code" of middle-class speakers is useful only up to a point, since Bernstein mentions cocktail parties and religious services as examples of "restricted speech" groupings. "Typicality" refers more to speech "range" than to particular speech features.

Comment
While this passage contains relatively few direct borrowings from the original source, all its ideas and opinions are lifted from it. The writer hides her dependency on the source by translating its academic terms into more credible language for a novice in sociology. For example, the plagiarist steers clear of sophisticated terms like "phonological features," "morphological units," and "repertoire range."

However, her substitutions are in themselves clues to her plagiarism, since they over-generalize the source's meaning. The writer seems to acknowledge secondary sources when she refers to Labov's and Fischer's studies, but she obviously has no first-hand knowledge of their research. If she had consulted these studies, she should have cited them directly and included them in the Works Cited list, rather than pretending that both she and her audience would be completely familiar with them. She intertwines her own opinions with the source and forms a confused, plagiarized mass.

The writer should have acknowledged her indebtedness to her source by eliminating borrowed phrases and crediting her paragraph as a paraphrase of the original material. She could also have put quotation marks around the borrowed phrases and cited them appropriately: “As Fishman explains, phonological studies by Labov and Fischer show that “there is not a clear-cut cleavage between social classes but only a difference” in the frequency of certain speech modes (Fishman 67).

C. Paraphrase


THE DISCIPLINE OF THE CODE HERO
If the old traditional values are no good anymore, if they will not serve man, what values then will serve man? Hemingway rejects things of abstract qualities courage, loyalty, honesty, bravery. These are all just words. What Hemingway would prefer to have are concrete things. For Hemingway a man can be courageous in battle on Tuesday morning at 10 o'clock. But this does not mean that he will be courageous on Wednesday morning at 9 o'clock. A single act of courage does not mean that a man is by nature courageous. Or a man who has been courageous in war might not be courageous in some civil affair or in some other human endeavor. What Hemingway is searching for are absolute values, which will be the same, which will be constant at every moment of every day and every day of every week. Ultimately, therefore, for Hemingway the only value that will serve man is an innate faculty of self-discipline. This is a value that grows out of man's essential being, in his inner nature. If a man has discipline to face one thing on one day he will still possess that same degree of discipline on another day and in another situation. Thus Francis Macomber in the short story "The Short, Happy Life of Francis Macomber," has faced a charging animal, and once he has had the resolution to stand and confront this charging beast, he has developed within himself a discipline that will serve him in all situations. This control can function in almost any way in a Hemingway work.

Misuse of source:
Hemingway tries to discover the values in life that will best serve man. Since Hemingway has rejected traditional values, he himself establishes a kind of "code" for his heroes. This code is better seen than spoken of. The Hemingway hero doesn't speak of abstract qualities like courage and honesty. He lives them. But this living of values entails continual performance the Hemingway hero is always having his
values put to the test.

How can the hero be up to this continual test? Hemingway stresses the faculty of self-discipline as the backbone of all other virtues. Self-discipline places man's good qualities on a continuum. The dramatic change in Francis Macomber in "The Short, Happy Life of Francis Macomber" stems more from his new-found self-control than from any accidental combination of traits.

Comment
This illustrates plagiarism since the writer used the notion of the "Hemingway code hero" presented in Cliffs Notes as the sole basis for his own essay. He has absorbed his source's concepts, re-phrased them, and, perhaps, made them simpler. But there is a one-to-one relationship between the development of ideas in the Cliffs Notes and the plagiarist’s rendition.

The first two sentences of the plagiarist's are directly borrowed from his source; the remaining sentences are more artfully disguised. The worst feature of this idea-copying is that it seems to be the end product of a close reading of Hemingway's "Short, Happy Life," the writer makes it appear that his comments are based on this short story.

The writing here would be acceptable if he had written the same paraphrase with the proper acknowledgement of his source.

D. Insufficient Acknowledgement


The tenacious particularism of the Italian state gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been. If power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes.

Misuse of source:
In his comprehensive study, Renaissance Italy, Peter Laven discusses the peculiar organization of Renaissance city-states: “The tenacious particularism of the Italian states gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been”(130). This means that if power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes.

Comment
This half-crediting of a source is a common form of plagiarism. It stems either from a desire to credit one's source and copy it too, or from ignorance as to where to footnote. The general rule is to footnote after rather than before your resource material. In this case, the plagiarist credits historian Peter Laven
with two quoted sentences and then continues using the author without giving acknowledgement. The writer disguises the direct plagiarism as a paraphrase by using the falsely-explanatory phrase "This means that ..." in the third sentence. This example of plagiarism is especially reprehensible because the writer seemingly acknowledges his source--but not enough.

This guide was prepared with contributions from many people, including members of the Undergraduate Council. Mark Sheldon, Assistant Dean for Academic Integrity in WCAS, assisted with the organization of the document and worked with Barbara Shwom of the WCAS Writing Program to update the material. The section on attribution was written by Jean Smith of the WCAS Writing Program, with help from Bob Wiebe of the History Department. Contributors include Katrina Cucueco (Speech '96), Ryan Garino (CAS '98), Scott Goldstein (Tech '96), and Jean Smith and Ellen Wright of the Writing Program. The examples of plagiarism and comments are based upon Sources: Their Use and Acknowledgement (published by Dartmouth College).

For more on plagiarism, see Charles Lipson, Doing Honest Work in College. How to Prepare Citations, Avoid Plagiarism, and achieve Real Academic Success (Univ. of Chicago Press, 2004).

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The section on plagiarism was updated 8/9/10 by bshwom@northwestern.edu.
G – GRADES and FINAL EXAMS

The Northwestern Grading System and GPA Calculation

Grade designations follow those outlined in the Undergraduate Catalog. The instructor determines grades for a course. Find more information about university grading polities on page 20 of the Undergraduate Catalog: http://www.registrar.northwestern.edu/courses/archive/nucat_2013_14/201314_nucatalog_whole.pdf.

You may not use a grade lower than a “C-“ to fulfill the distribution, core, or concentration requirements. If you are a Secondary Teaching student, you must earn a “C” or higher in your professional and teaching subject courses.

You will receive a grade of “X” if you miss your final exam for just cause, and your instructor believes you will complete a make-up exam in a timely manner. A grade of “X” is calculated into the GPA as an "F" until a completed change of grade form is received at the Office of the Registrar.

You will receive a grade of "Y" if your class work is incomplete, and the instructor believes that you will complete this work within a reasonable time frame. A grade of "Y" is calculated into the GPA as an "F" until a completed change of grade form is received at the Office of the Registrar.

You will receive a grade of "K" for work in progress, which is not factored into your GPA. The best examples of the use of the “K” grade are for the Senior Honors Thesis Program which extends over three (3) quarters, or the Certificate in Civic Engagement Capstone Project which extends over two (2) quarters.

You will receive a grade of “W” if you withdraw from the course after the deadline, but before the final. This grade, while it appears on your transcript, is not factored into your GPA. You may request to drop a course after the drop deadline only for unusual circumstances. You must discuss dropping a course with a grade of “W” with your advisor or the SESP Assistant Dean for Student Affairs prior to the deadline of the final paper, the scheduled time for the final exam, or the Friday before finals week (whichever occurs first).

You will receive a grade of “P” or “N” if you take a course under the Pass/No Pass option. The maximum number of courses you may take under the Pass/No Pass system is six (6). Coursework in which you earn a “P” may only be counted as an elective.

You will receive a grade of “NR,” meaning “not reported,” if your professor does not submit a grade by the deadline. This grade, while it appears on your transcript, is not factored into your GPA. You should follow up with your professor to ask him or her to submit your final grade.
If you are enrolled full time and you earn a GPA of 3.7 or higher you will be placed on the Dean's list for the quarter. The SESP Office of Student Affairs mails a certificate to you and a letter noting your accomplishment to your family.

Northwestern does not compute your major GPA. To determine your major GPA (often requested on graduate school applications) use all grades that you earned in your concentration and core courses.

**Final Exams**

The schedule for final examinations is included each quarter in the printed Class Schedule that is available through the Office of the Registrar’s website. Refer to this schedule before you register for classes to avoid conflicts between examination times (which can occur, for example, with multiple-section courses where all sections take the exam together). Also consider how exam times fit with any travel plans you might have and how many exams you might end up taking on a single day. If you select courses that lead you to have two, three, or four final examinations in one day, you must take those exams as scheduled; you will not be able to reschedule exams because of poor planning.

You may not take a final examination in advance of the assigned time. **You are required to take the final examination at the designated time.** If you are unable—for sufficient reason—to take a final examination at the designated time, you should apply for an incomplete in the course.

View the final exam schedule here: [http://www.registrar.northwestern.edu/registration/index.html#Finals-Schedule](http://www.registrar.northwestern.edu/registration/index.html#Finals-Schedule).

**Incompletes**

You are expected to complete all work in all courses by the appropriate deadline, as outlined by the instructor and University policies. You will not be granted permission to make up a final examination or complete other assigned course work after the end of a quarter, except in circumstances clearly beyond your control. If you expect to miss or have missed a final examination, you must negotiate an alternate arrangement with the instructor.

If you receive a grade of "X" or "Y" in a course, you must complete the required work to obtain a grade within one quarter from the quarter in which you earned the incomplete grade. Your advisor will contact you immediately to discuss a plan for resolving the incomplete, which includes communicating with the respective course’s professor. An incomplete is factored as an F into your GPA until it is resolved.

If an incomplete is still on your record by the second week of the following term, and if you have not made what your advisor considers to be adequate progress toward resolving the grade, a registration will be placed on your account. **Failure to resolve an X or Y grade by**

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the end of the next term manner may also result in an academic warning or other action. For instance, if you receive an incomplete in a course during the fall quarter, you must complete the work, and your instructor must complete a Change of Grade form by the end of finals week during the winter quarter that immediately follows. Keep in mind that it often takes time for your instructor to evaluate your work, sign the form, and submit it to the Office of the Registrar. Thus, you should make up incompletes as soon as possible. You must ensure that your instructor has adequate time to review your work and submit your new grade. It is at the instructor’s discretion whether work will be accepted beyond the following quarter and how that work will be evaluated/graded.

You should also consider how an incomplete will look on your transcript. An incomplete on your transcript can have a negative impact, especially when transcripts are required for graduate school, scholarships, fellowships, or other professional opportunities.

For full information on incompletes, go to http://www.registrar.northwestern.edu/academic_records/Change-Of-Grade-Policies.html.

Change of Grade

You may make a change of grade request of your instructor only if such a request is based on a clerical or computational error in computing the grade. You may not request a grade change for re-doing or submitting extra work, for taking an exam over, or for re-evaluating your work after the grades of other students in the class have been submitted to the Office of the Registrar.

The right and responsibility to assess the quality of your work remains with your instructor. If you are dissatisfied with your grade in a class, we encourage you to talk to the instructor. If you remain dissatisfied, you may talk to the Chair of the department and/or the SESP Assistant Dean for Student Affairs. However, neither the department chair, nor the Assistant Dean, has authority to change a grade assigned by an instructor.

If you are told that your grade will be changed, you should check your online transcript to make sure that the grade has indeed been changed.

For more information, go to http://www.registrar.northwestern.edu/academic_records/Change-Of-Grade-Policies.html.

Repeating Courses for Required Classes

If you have not earned the required minimum grade in a required course you must repeat the course. If you are a HDPS, LOC, or Social Policy student, you must earn a “C-“ or higher in the required courses. If you are a Secondary Education student, you must earn a “C” or higher in required courses, because of State of Illinois Board of Education policy. When you
take the course again, the repeated course is added to your permanent record and the original grade remains on your transcript. Both the original and repeated grades are used to calculate your GPA (but you will NOT receive credit for both classes).

For example, if Penny, an HDPS student, earns a “D” in SESP 210 (a required core course), she must retake the course (as it is a requirement) and earn at least a “C-“ or above. If, upon the second attempt, she earns a “B+”, both the “D” and “B+” will appear on her transcript and both will be calculated into her GPA. The “B+” will fulfill the SESP 210 core requirement and the “D” will not be counted toward the 45 credits needed to graduate. Penny earns one (1) credit, but both grades will appear on her transcript.
H – ATTENDANCE, WITHDRAWL, and RETURN TO SCHOOL

Absence from Class

You are expected to attend all class sessions. Many courses require attendance at the first session as a prerequisite for continuation in the course. Attendance typically affects your mastery of the material and the grade you earn in any class. Excessive absence is cause for failure in any course. We encourage you to establish open communication with your instructors and advisor should any circumstances arise that may cause you to miss class.

If you expect to be absent for a week or more during a quarter, or have an unexpected emergency (illness, death in your family, etc.), contact your SESP advisor immediately.

Leave of Absence and Withdrawal

If you must interrupt your study at Northwestern, you are free to return at any time provided that you left in good academic standing. No special permission for a leave of absence is required. We do ask, however, that you let your advisor and the SESP Assistant Dean for Student Affairs know of your decision. To return, you must file an Application for Former Students to Re-Enter (FRET) form with the Assistant Dean at least six (6) weeks prior to returning. The FRET form is available on the Office of the Registrar’s website. The Assistant Dean will sign the form and forward it to the Office of the Registrar.

If you wish to withdraw from the University after registering for classes in any quarter you must file a withdrawal form, available from the SESP Office of Student Affairs and the Office of the Registrar. The withdrawal takes effect the day the completed form, bearing the required signatures (i.e., SESP Assistant Dean for Student Affairs, Housing, Financial Aid, Student Accounts), is received by the Office of the Registrar. If you have taken a final exam in a course, you may not withdraw from that course and must take the grade that you have earned. Failure to properly withdraw, if you have registered for classes, will result in a tuition bill.

A full description of the process is at http://www.registrar.northwestern.edu/registration/withdrawal.html.

If the circumstances that necessitate your withdrawal involve either the University Health Service or Counseling and Psychological Services (CAPS), you must maintain communication with your SESP advisor regarding your situation. Both of these departments make a recommendation to the SESP Assistant Dean for Student Affairs regarding your status. The ultimate decision in approving the withdrawal is at the discretion of the Assistant Dean or Northwestern’s Dean of Students. If your withdrawal involves an assessment by CAPS, you will be required to meet with a member of their staff for a re-evaluation before you are allowed to return to Northwestern.

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You may contact the Office of the Registrar to obtain information about tuition refund amounts based on the academic calendar. In addition, it is important to consult with the Financial Aid office about loans or any other financial implications of withdrawing.

**Return to School after one or more years away**

If you return to Northwestern after several years away, you will need to speak with the SESP Assistant Dean for Student Affairs. When considering your return to Northwestern, remember:

- Credit is not offered for ‘life experiences’;

- If the undergraduate concentration in which you were enrolled when you were at Northwestern no longer exists, you will need to satisfy the requirements of a concentration that we currently offer. The Assistant Dean will make this determination on a case-by-case basis and work with you to identify what remaining requirements you have left to complete;

- If you have four (4) or fewer credits remaining to graduate, you may usually complete coursework at another institution, unless you have specific SESP-focused requirements remaining. If, however, you have five (5) or more credits to earn, you will need to return to campus. The assistant dean will determine if this option is available on a case-by-case basis;

- If your academic performance was weak prior to leaving the University, you will need to provide a rationale as to why you should be allowed to return. You may be expected to take coursework at another institution (to show academic preparedness) prior to returning. Additionally, you may be placed on probation upon your return;

- You will be expected to fulfill the current Undergraduate Residence Requirement.

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I – GRADUATION

SESP confers degrees in June, August, December, and March. There is, however, only one commencement weekend, which is always the third weekend in June. If you complete your degree requirements in August, you may request permission to participate in the June convocation ceremonies. Your name will not appear in the SESP Convocation program or the University Commencement program (it will appear in the University commencement program printed in the following year). If you complete your degree requirements in December or March, you may participate in the June convocation ceremonies and your name will appear in in the SESP and University programs.

To graduate, you must 1) complete a minimum of 45 course units to graduate, not counting courses that you repeated; 2) satisfy the Undergraduate Residence Requirement; and 3) complete all degree requirements: distribution areas, SESP core and concentration courses, and electives. Coursework must be selected and organized in consultation with your advisor.

You must also meet with your advisor to complete and submit a graduation petition form. This petition must be submitted to the Office of the Registrar one (1) calendar year before your intended date of graduation. If you fail to file your graduation petition on time, it may negatively affect your ability to graduate on time. Learn more here: http://www.registrar.northwestern.edu/graduation/graduation_petition.html.

The steps you must take to submit a petition to graduate differ depending on if you are earning a second major or minor in another school.

If you are not earning a second major or minor, follow these steps:

• Meet with your advisor to review your degree progress and remaining degree requirements. Your advisor will work with you to complete the form accurately and fully. After the meeting, save a copy of the degree progress report for your records.
• Your advisor will submit the original copy of the petition to your degree auditor in the Office of the Registrar, give a copy to you for your records, and keep a copy for your student file.
• Your degree auditor will review your petition and send an e-mail that confirms the number of quarters you have remaining at Northwestern to fulfill the Undergraduate Residence Requirement, confirms the spelling of your name for your diploma, and refers you to your on-line degree progress report, to ensure that it is accurate.
• Once you have reviewed your online degree progress report:
  o If it is inaccurate, notify your advisor and degree auditor
  o If it is accurate, print a copy for your records, in case there is a CAESAR malfunction that causes a change in your degree progress report.
• For the remainder of your time at Northwestern, check your degree progress quarterly to ensure that you are satisfying your remaining requirements. Discuss potential changes that diverge from the plan that you and your advisor mapped out on your graduation petition form. Any changes that would result in you not completing a degree requirement must be approved by your advisor and the SESP Assistant Dean for Student Affairs.

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If you are earning a second major or minor, follow these steps:

- Meet with your advisor to review your degree progress and remaining degree requirements. Your advisor will work with you to complete the form accurately and fully. After the meeting, save a copy of the degree progress report for your records.
- Your advisor will not sign the form at this point in the process, but will attach a copy of your degree progress report to the graduation petition to be used by your second major or minor advisor.
- Meet with the appropriate advisor for each major or minor that you are completing. That advisor will complete the appropriate page of the graduation petition form and may, if necessary, make notations on the hard copy of the online degree progress report.
- Once you have met with each advisor for each major or minor you are pursuing, and the advisor has signed his or her section of the petition, return the completed graduation petition form to your SESP advisor for his or her review and signature.
- Your advisor will submit the original copy of the petition to your degree auditor in the Office of the Registrar, give copy to you for your records, and keep a copy for your student file.
- Your degree auditor will review your petition and send an e-mail that confirms the number of quarters you have remaining at Northwestern to fulfill the Undergraduate Residence Requirement, confirms the spelling of your name for your diploma, and refers you to your on-line degree progress report, to ensure that it is accurate.
- Once you have reviewed your on-line degree progress report:
  - If it is inaccurate, notify your advisor and degree auditor
  - If it is accurate, print a copy for your records, in case there is a CAESAR malfunction that causes a change in your degree progress report.
- For the remainder of your time at Northwestern, check your degree progress quarterly to ensure that you are satisfying your remaining requirements. Discuss potential changes that diverge from the plan that you and your advisor mapped out on your graduation petition form. Any changes that would result in you not completing a degree requirement must be approved by your advisor and the SESP Assistant Dean for Student Affairs.
- If you decide that you no longer wish to pursue a second major or minor, you must notify your degree auditor and each advisor. Failure to do so will delay your graduation.

Grade Requirements for Graduation

You must obtain a “C-“ or higher in each distribution, concentration and core course to graduate. In addition, you must maintain a minimum grade point average of 2.0 (“C“) in all work presented for the degree. HDPS, LOC, and Social Policy students may obtain a “C-“ in a core, concentration, or distribution course provided that an overall 2.0 is maintained in those areas (Secondary Teaching students must earn a “C“). The P/N option may not be elected for any core, concentration, or distribution course. No more than a total of six (6) P’s or D’s (or approximately one-seventh of the total of 45 units presented for graduation) are

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allowed among your graduation requirements. Of these, a maximum of six (6) courses may be P’s.
J – TRANSFERRING BETWEEN SESP CONCENTRATIONS

If you are in good academic standing you may transfer between SESP concentrations by taking the following steps:

1. Meet with the advisor for the concentration in which you wish to enroll to discuss your interests and academic background. At that meeting, discuss the coursework that you have completed and how that will apply toward your new concentration. Of particular concern is how transferring will impact your remaining quarters and if you will be able to graduate on time. This is particularly critical when considering remaining course and practicum requirements.

2. If you are still interested in changing concentrations, e-mail the SESP Assistant Dean for Student Affairs, copy both your new and current advisor, and state your desire to change concentrations.

3. Once the Assistant Dean receives your e-mail, your files will be moved to your new advisor (as well as your hanging folder in the hallway) and your concentration change will be reflected on CAESAR. Be sure to logon to CAESAR to make sure your academic record is accurate.

4. Regarding the first step, submit a petition to your new advisor, in which you request approval for any coursework completed for your previous concentration that you would like to have count for your new concentration. Only petition those courses that are not automatically approved for your new concentration. This petition must be submitted by the third Friday of the first quarter (the P/N Deadline), following your switch to the new concentration.

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Read the SOAP on a consistent basis to stay updated on the latest SESP news.
A – ACADEMIC ADVISING

The Office of Student Affairs is SESP’s headquarters for our undergraduate students. There, you will find your advisor, the Assistant Dean for Student Affairs, answers to your questions about SESP and the University and more. You will often see your SESP friends and peers milling around the office, sharing information, meeting with advisors, attending programs, researching practicum sites, picking up relevant forms and information, and taking treats from the office candy jar (which is always in stock)! The office is located on the first floor of Annenberg Hall at 2120 Campus Drive.

Your Academic Advisor

SESP has been consistently lauded for undergraduate student satisfaction with advising. You will be assigned an academic advisor according to your concentration. Your advisor will work with you throughout your undergraduate years at Northwestern and can even be a resource after you graduate. Your advisor is available to help you with a variety of academic issues including course selection, career advisement, development of your concentration or interdisciplinary specialization, scheduling, and academic performance. In addition, your advisor is a great source of information about special academic programs, internships, curriculum, and faculty research and projects. Your advisor can also assist you when personal concerns arise.

Your advisor will communicate with you via email, including list serves, in addition to telephone, U.S. and campus mail. We expect you to check your email regularly and to notify us of any changes. Your Northwestern e-mail account is your official e-mail address, and all communication sent to you by your advisor, the SESP Assistant Dean for Student Affairs, faculty, and Northwestern administrators constitutes effective notice. In addition to reading your e-mail on a timely basis, you are expected to view SESP’s Student Opportunities and Announcements Page (the SOAP) on a weekly basis to remain abreast of deadlines, programs, and mid-year policy changes. Visit the SOAP at: http://www.sesp.northwestern.edu/ugrad/soap/.

You should meet with your advisor at least once each quarter to ensure that you are fulfilling your graduation requirements in a timely manner. During these meetings, you may wish to discuss coursework selection, possible areas of interdisciplinary specialization, and resources for career and graduate opportunities. Failure to meet with your advisor at least once each quarter may result in a “hold” placed on your registration.

If you are a student athlete, while the department of athletics is a great resource, be sure to utilize your SESP advisor for submission of all required academic paperwork and to receive official school academic advising.
Student Records and Confidentiality

During your time at Northwestern you may talk with your advisor about circumstances that may hinder your academic success. Examples of such circumstances might include illness, the loss of a loved one, or frustration stemming from situations that the University environment provides. In most cases, these discussions are confidential. There are, however, occasions in which we may need to share certain information with appropriate University officials (faculty, deans, University police, health services, CAPS, etc.). Northwestern’s student records policy may be found at http://www.registrar.northwestern.edu/academic_records/FERPA_policy.html

Your advisor or the SESP Assistant Dean for Student Affairs will not discuss your personal situation with family members without obtaining a written release from you. You may obtain a release form from your advisor or the Office of the Registrar’s website.

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B – MAILBOXES and GOOGLE DOCS

Mailboxes for full-time faculty are located across the hall from the SESP Office of Student Affairs. Enter through the door to the left of the bank of mailboxes on the wall to place items in the appropriate box. Mailboxes for part-time instructors are located in the SESP Office of Student Affairs. If you cannot find a faculty or instructor mailbox, stop by the SESP Office of Student Affairs for assistance. If you need to drop something off after hours, please use the SESP bin or your advisor’s mailbox in the mailroom across from the Student Affairs Office.

The SESP Student Affairs Office utilizes Google Docs to give you access to important forms and information anytime, anywhere. You will be able to view, and complete when necessary, forms and information through your Google account. The iPad stations in the Student Affairs Office provide you easy access on the go. Documents and forms that you will find in Google Docs include:

- SESP Student Handbook
- SESP Student Handbook Quiz
- Course petition form
- Practicum planning form
- SESP Approved Concentration Course packet

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C – PROGRAMS

Programs are planned each year that address topics of special interest to each of the undergraduate concentrations. SESP programs are meant to connect you with campus resources, allow you to explore career and professional development options as well as promote community among students, faculty and staff. Examples of programs include: Careers in consulting, legal fields, and social work; studying abroad; networking; alumni panels; applying to graduate school; and programs related to subjects pertaining to each concentration. Advisors and interested students plan the forums, frequently involving faculty, alumni, practitioners, and other students. If you have an idea for a program you’d like to see, contact your advisor.

Information about these events are emailed weekly to students via the electronic newsletter “SOAP” and may be found on monitors in the ground and first floor halls of Annenberg, the giant wall calendar in the SESP Office of Student Affairs, and the SESP website: http://www.sesp.northwestern.edu/newsCenter/events/

SESP Programming and Leadership Board

The Board serves as a direct link between SESP students and Advisors. It helps provide feedback and maintain SESP’s commitment to students and their pursuit of the goal of making people’s lives better.

The mission of the Board is to:

• Plan and coordinate student events.
• Give feedback to the Dean, faculty and staff in the Office of Student Affairs.
• Increase student engagement within SESP through facilitating participation and increasing community awareness.

The Board’s activities are:

• Planning, promoting and executing three student events per quarter focused on professional development, academic discussion and community togetherness.
• Increase community engagement using Social Media through posting and starting discussions via Twitter, Facebook and Instagram.
• Make recommendations to advisors for social media use and further programming.
• Attend Student Affairs meetings as requested to provide input and feedback.

The Board includes SESP student members from all years and concentrations.
D – TECHNOLOGY AND ANNENBERG HALL

The Student Affairs Office and “Wall-ter”

In summer 2012, the SESP Student Affairs Office underwent a major renovation. The result is a state-of-the-art work, collaboration, meeting and break space that connects you with SESP, the university and each other. “Wall-ter” is the name given to the three media monitors at the front of the office. With motion-sensitive displays, “Wall-ter” presents Twitter and Instagram-driven content. As students, this is your vehicle to communicate your involvements, accomplishments, news, etc. (remember to use #sespllove)! Speak with other SESP students and the Student Affairs staff to learn more about how to best use this amazing technology.

Several iPad stations also populate the Student Affairs Office and can be utilized for filling out important forms, scheduling advising appointments or as general information resources. A collaboration “campfire” featuring a booth equipped with an adaptable monitor allows you to effectively work in groups. The back-office conference area contains a giant screen made up of four monitors. This is where you will find many large-group meetings, information sessions and programming geared toward you taking place.

Be sure to get involved with this technology that helps keep the spirit of the SESP community vibrant!

The Tarry Center

The Tarry Center for Collaborative Teaching and Learning—perhaps one of the most thoughtfully designed spaces in the country for scientific study and improvement of educational practices — opened in December 1999. At the heart of the 15,500-square-foot center, which occupies the entire third floor of Annenberg Hall, are the Teaching and Learning Studios, two 1,500-square-foot classrooms equipped with extensive multimedia software systems. Simulating real-world classroom situations, these studios are used regularly by researchers, Northwestern students, in-service teachers and visiting educators to test new teaching concepts. In addition to the learning studios, several group computer work stations are located on the third floor.

Named for the late Edwina S. Tarry and George W. Tarry, the center is used as a training facility for elementary and secondary teachers with whom SESP researchers collaborate. It is also used to study and demonstrate the best practices in undergraduate and graduate teaching at Northwestern. The center serves as a national model for using advanced technology to develop and support innovative instruction.
E – STUDENT INVOLVEMENT

There are many opportunities for you to become involved within SESP and at Northwestern. Involvement contributes to the sense of community among students, faculty, and staff, and provides ways for you to build relationships with your peers, professors, deans and advisors. Involvement also augments the quality of your education as you gain experience in leadership, programming, communication, and policy development.

Center for Civic Engagement

SESP students are known for having a commitment to being active and socially responsible citizens. Northwestern University’s Center for Civic Engagement (CCE) provides students with a great resource to connect with and serve others in the Northwestern community, the Evanston-Chicago community, and beyond!

Through an integration of academics, meaningful volunteer service, research, and community partnerships, the Center will support you to enhance your academic experience by enabling you to strengthen communities and the University. The Center has myriad fellowships, programs, and resources. The following descriptions are taken from the Center’s website (www.engage.northwestern.edu)

- **The Civic Engagement Fellowship** is a competitive, paid, one-year program that will train you to promote quality service learning and civic engagement at Northwestern. If selected as a Fellow, you would serve as a liaison between the Center and the student body, actively working to support service learning organizations and help students navigate the many engagement opportunities on campus. An application process is held each spring to select the following year’s fellows.

- **The NU Public Interest Program** is a one-year fellowship that will train you to be a part of a new generation of leaders for social change through paid public interest work, professional development seminars, and mentorship opportunities with Northwestern alumni. The program targets graduating seniors and young alumni and currently offers placements in Chicago and Washington, D.C.

- **Jumpstart** provides a successful model of well-structured, University-community tutoring partnerships. CCE was recently awarded an annual grant for full time staff support to implement Jumpstart and improve tutoring programs across campus. In addition, this partnership provides you with an opportunity to earn AmeriCorps education grants for each completed year of service.

- **Engage Chicago**: Engage Chicago is an eight-week summer field study program that gives you - and other bright undergraduates from across the nation - a chance to live, work, serve and learn together in this remarkable city, amidst a rich history & culture.
of civic engagement. The innovative program model deliberately combines academic coursework, placements at top community organizations/civic institutions, and powerful community experiences — all under the guidance of expert Northwestern faculty, staff and community mentors. One unit of credit from the class portion of the Engage Chicago experience may be applied to the 300-level concentration for your SESP major, and one unit will be elective credit.

- **Evanston Civic Internship Program**: Through a partnership amongst the Center for Civic Engagement, Chicago Field Studies, and the Center for Leadership, you may pursue internships with Evanston government officials and area nonprofit organizations. The program aims to create opportunities for you to enhance your academic experience at Northwestern by contributing to the outlying community of Evanston. You have the option of gaining course credit through the Civic Engagement strand of Chicago Field Studies.

- **CCE Partners**: Conveniently, two great NU engagement programs are housed inside the same building as the Center. If you are pursuing thoughtful engagement opportunities you may find a good match in these additional programs:
  - **Undergraduate Leadership Program (ULP)** is an academic certificate program that creates a community of students interested in learning about, practicing, and reflecting upon their leadership skills. Rather than focusing on the leader as a single role or position, its approach to leadership focuses on skills and behaviors that will help you work collaboratively to understand and solve problems. ULP’s core assumption is that leadership can and should be shared among the members of a group, community or organization, with different members contributing leadership whenever their personal assets and perspectives can be utilized.
  - **Chicago Field Studies (CFS)** runs one-quarter academic internship programs that connect Northwestern seminar with internships at organizations in the Chicago area. Programs carry one (1) to four (4) credits and focus on a variety of subjects, such as social justice, law, business, and organizational behavior. You may intern up to 36 hours per week, depending on the program. Internship organizations are treated as sites for original research, which forms the cornerstone of seminar discussions and assignments. The CFS program is very similar to SESP’s practicum; CFS credits may only be applied toward elective credit.

**Promote 360: A Cycle of Minority Empowerment and Support**

Promote 360 is a student group in SESP, with a mission to promote, support, and sponsor efforts to enhance the social, academic and professional well-being of minority and underrepresented students within SESP. Promote 360 is involved in community building, mentoring, networking, professional and leadership development, advocacy, and outreach. P360 is open to all students. For more information, contact promote360@gmail.com, stop by

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SESP Undergraduate Opportunities Fund

The Undergraduate Opportunities Fund (Opportunities Fund) was established in 2009 through generous contributions from alumni and friends to support academic and community endeavors of undergraduate students.

The fund provides support for SESP undergraduates’ special projects. The project might be under the direction of a faculty member, an individual endeavor of the your own choosing, or even a project undertaken by an undergraduate student organization.

You may apply for support from the Opportunities Fund for items that support or advance your project. Examples include, but are not limited to, expenses associated with an academic conference, travel, a community initiative, or another endeavor or initiative that is not research-related. Please note that funds are not for living expenses.

You are eligible for one award during the course of your undergraduate career. Student organizations are eligible for one award annually. The Fund hopes to provide revenue to encourage innovation and service by groups or individuals with significant SESP membership. The Fund can support a student organization that is getting off the ground, or, if established, needs funding for a special initiative. The Fund is not intended to become a recurring revenue stream for programming.

If your project is research-oriented, consider applying for funding through the Hess Fund or for an undergraduate research grant.

For more information visit http://www.sesp.northwestern.edu/ugrad/opportunities/opportunities-fund.html.

Alfred Hess, Jr. Undergraduate Research Fund

If you are working on research project and need financial support, you should consider applying for financial support from the G. Alfred Hess, Jr. Undergraduate Research Fellowship Fund (Hess Fund) The Hess Fund was established in 2005-06 to honor and remember Fred Hess for his service to the School of Education and Social Policy and his generosity in mentoring undergraduate students.

The Hess Fund provides support for SESP undergraduates who are working on a research project. The “research project” might be under the direction of a faculty member, or might be a paper or endeavor of the student’s own choosing, such as those undertaken by undergraduates in SESP’s Honors Program. You are eligible for one award from the Hess Fund during the course of your undergraduate career. You may apply for support from the
Hess Fund for items that support or advance your work. Examples include but are not limited to expenses associated with data collection or analysis, travel, equipment, research subject costs, transcription services, and wages.

SESP accepts requests on a rolling basis. Nevertheless, you should submit funding requests with as much advance notice as possible, allowing a minimum of 30 days for review, processing and notification. There is no specific form to fill out. Submit a letter/set of materials that includes the following:

- Name, Year, SESP program
- Name of sponsoring faculty member(s), paper reviewer(s), or faculty advisor(s)
- Project title and description (a summary of the work to be completed)
- Indication of whether this work is part of a degree or program requirement, or elective
- Calendar or timeline for the work
- Budget and budget rationale (a statement indicating why the item proposed for funding is needed)
- Contact information

You may be asked for additional information including, but not limited to:
- Statement of support from a sponsoring faculty member.
- Notification as to other sources of funding for which you have applied for the same project/item.

Awards from the Hess Fund are made at the discretion of the Dean of SESP. You will receive notification of the status of your request by email from the Dean or her designee. Any faculty member named as a sponsor, reviewer, or advisor will also be notified. SESP may publicize awards from the Hess Fund, and by acceptance of funding you agree to cooperate with requests for photos, interviews, etc. You may also be asked to write to or meet with donors to the fund.

Please direct questions to the SESP Assistant Dean for Student Affairs.

**Student Employment in SESP**

SESP has a variety of student employment opportunities that will augment your education and provide you with money for your expenses. Employment ranges from working on faculty research projects to working in an office within SESP.

Work-study positions are posted on the Financial Aid Office’s website: http://undergradaid.northwestern.edu/work-study/.

The SESP Office of Student Affairs employs several students each year to work in our office. Students may work as office staff, assistants to the Practicum Director or as the Student Office Manager. To be considered, you must have work-study and be able to work 8 - 12

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hours per week. Contact the SESP Student Affairs Office’s Department Assistant, Gloria Hernandez at gloria.hernandez@northwestern.edu, for full details.

Announcements about faculty who are looking for student staff are posted on the SOAP.

**Peer Coordinator/Peer Advisor**

Every year, SESP recruits students to assist with Wildcat Welcome. Students who are a Peer Coordinator (PC) or a Peer Advisor (PA) assist new students with course registration and adjusting to life at Northwestern. Recruitment for these positions begins in the winter, followed by training in the spring. For more information about being a PC or PA, contact the SESP Assistant Dean for Student Affairs.

**SESP Convocation (Graduation)**

SESP’s Convocation, or graduation ceremony, is the culmination of the hard work of graduating students. Convocation is a momentous occasion for all graduates and their families. It is also an opportunity for you to bring your leadership skills and commitment to this important SESP event. Every year, two graduating seniors are selected to be co-chairs for the school’s graduation ceremony. Two underclass students are selected to be volunteer coordinators. All four (4) positions assist with planning SESP’s Convocation. To learn more or get involved, contact Ken Powers Convocation Coordinator at Kenneth-powers@northwestern.edu.

**Center for Student Involvement and Opportunities**

The Center for Student Involvement and the Associated Student Government office are the best places to discover myriad involvement opportunities. You may be particularly interested in community service organizations, cultural organizations, political organizations, philanthropies, and governing/social organizations (residence hall association, Greek organizations, etc.).

Community service opportunities range from one-time activities to long-term volunteer commitments. This office has a wealth of information about opportunities and is an excellent resource, especially if you are in the Civic Engagement Program and are interested in identifying new not-for profit sites for your practicum. Limited transportation assistance is available to some community service sites.

Center for Student Involvement
3rd floor, Norris University Center
491-2350
http://www.norris.northwestern.edu/csi.php
Community Service
3rd floor, Norris University Center
491-2350
http://www.norris.northwestern.edu/csi/community/

Student Organizations
http://northwestern.collegiatelink.net/organizations

Associated Student Government:
3rd floor, Norris University Center
http://asg.northwestern.edu/

Center for Civic Engagement
1831 Hinman Avenue
467-1367
http://www.engage.northwestern.edu/

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F – OTHER ADVISING and ACADEMIC SUPPORT RESOURCES

University Academic Advising Center

The University Academic Advising Center provides an array of services for all Northwestern students. The Advising Center is the place to go if you are seeking information about other Northwestern Schools, second majors, study skills, and pre-health advising.

University Academic Advising Center
2nd floor, 1940 Sheridan Road
467-3900
advising@northwestern.edu
http://www.northwestern.edu/advising-center/

Pre-Health Advising
(PRE-MED, PHYSICAL THERAPY, ETC.)

You may choose to complete pre-health studies requirements in preparation for medical school or other health related programs. If you are fulfilling pre-health studies requirements, you will receive advisement from your SESP advisor regarding SESP requirements, general coursework, practicum, and your overall academic plan. You should seek advisement from the pre-health advisor at the University Academic Advising Center to ensure that you take the appropriate course sequences required for the health related program in which you seek to enroll. Up to two credits of the Chem 210 sequence may be applied toward the concentration of any SESP student who is enrolled and remains in pre-med/health programs.

The University Academic Advising Center
http://www.northwestern.edu/advising-center/
467-3900

Some students who are interested in attending medical school may decide to wait until after graduation to take their pre-med science requirements. The American Association of Medical Colleges is an excellent resource and offers a directory of post-baccalaureate programs. For more information visit: http://services.aamc.org/postbac/

Writing Proficiency and The Writing Place

SESP emphasizes writing proficiency as a crucial component of the applied, hands-on nature of our concentrations. Thus, we recommend that you enroll in at least one writing course.

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Recommended courses include ENG-105 Expository Writing, which is a basic writing course, or ENG-205 Intermediate Composition and ENG-305 Advanced Composition, which offer a more advanced experience. One (1) writing course may be counted toward your concentration as a skills-based course.

The Writing Place offers aid in organizing, writing and editing papers and projects.

The Writing Place
University Library 2304 (second floor of the North Tower)
467-2791
w-place@northwestern.edu
http://www.writing.northwestern.edu/

Pre-Law Advising

Resources on pursuing pre-law academics, law school and the legal profession include:

University Career Services: http://www.northwestern.edu/careers/students/finding-careers/graduate-school/law-school-resources.html.

The Law School Admissions Council (LSAC) is a nonprofit organization that provides services to the legal education community. Its members are 198 law schools in the United States and Canada. LSAC’s website is: http://www.lsac.org.

The Gateway Science Workshop (GSW)

GSW is a peer-led program designed to enhance students' learning as they successfully complete course sequences in chemistry, organic chemistry, biology, math, physics, and engineering.

Workshops are offered for:

- Biology 215, 216, 217, 218
- Chemistry 101, 102, 103
- Chemistry 210-1, 210-2, 210-3 (Organic Chemistry)
- Engineering Analysis 1, 2, 3, 4
- Math 211, 212, 213, 214, 220, 224, 230
- Physics 130 and Physics 135

GSW provides a student-friendly environment where diverse groups of learners can work together to solidify their understanding of course material. Students develop critical thinking skills by attending weekly sessions in groups of 5 to 7. In these sessions, students tackle

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challenging course-related material led by a student facilitator who has previously done well in the course.

Learn more about GSW at:
http://www.northwestern.edu/searle/programs/undergraduateprograms/gateway-science-workshop.html

**Academic Mentoring Program (AMP)**

AMP is a peer-led program of undergraduate volunteers who have successfully navigated challenging courses such as Economics and are available to guide students currently enrolled.

For more information on AMP go to:

For more information on academic support in other subjects, go to:
http://www.northwestern.edu/advising-center/academic-support/tutoring-academic-resources.html.

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G – NORTHWESTERN RESOURCES

Office of the Registrar

The Office of the Registrar is a central resource for numerous academic, enrollment and course issues. Through the work of the Office of the Registrar, you enroll in classes, obtain transcripts, inform the University of address changes, and much more.

You are assigned a degree auditor who works in the Office of the Registrar. Your degree auditor works in conjunction with your SESP advisor to ensure that you meet the Undergraduate Residence Requirement and degree requirements. Degree auditors are assigned based on your last name:

- A – G  Sheri Serwatko, s-serwatko@northwestern.edu
- H – O  Mariza Flores-Munoz, m-flores@northwestern.edu
- P – Z  Isabel Vega-Gomez, i-vega@northwestern.edu

It is important to make sure that your contact information remains current throughout your time at Northwestern. You may update your information through CAESAR. You will need to know your netid and netid password to access the system. The changes are immediately recorded in the database. To change your parent(s) address(es), submit notice of the change in writing to the Office of the Registrar.

You must provide emergency contact information via CAESAR. Failure to do so will result in a hold being placed on your registration.

Office of the Registrar
633 Clark Street (East Tower of the Rebecca Crown Center)
491-5234
nu-registrar@northwestern.edu
http://www.registrar.northwestern.edu/

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University Libraries

As a student, the Northwestern Libraries are some of your most important academic resources. It is essential that you have a strong understanding of how to access the wealth of information available.

There are several ways to access the Libraries’ resources including:

- Phone: 491-7658
- E-mail: library@northwestern.edu
- Web: http://www.library.northwestern.edu/
- SESP Liaison: Qunying “Li” Li at qunying-li@northwestern.edu

On the services/resource website (http://www.library.northwestern.edu/services.html), you’ll find information about library workshops, research specialists (who can help you get started on a tricky research topic), and much more.

One of the most helpful services (that most students are not aware of until their senior year) are research consultations. Offered by the Reference Department, this service provides assistance in identifying and locating the resources most useful for the project at hand. The outcome of a research consultation may be a database search, an overview of relevant electronic and print sources, or a conclusion to a particularly difficult inquiry. A Research Consultation will require advanced preparation by a Reference librarian. Therefore, we ask that you request one at least three days in advance. You may request a Research Consultation by filling out a form, either in person (available at the Reference desk) or via the web at: http://www.library.northwestern.edu/reference/assistance/rc_form.html.

University Career Services

University Career Services (UCS) offers counseling, advising, and testing to help you choose a career or plan graduate or professional study.

UCS also offers career counseling, graduate/professional school advising, pre-law advising, study skills, career assessments, career library, credential file and dossier service, the graduate school recommendation file service, assisting students with internships, summer and part-time jobs, on-campus interviews, and internship/employment advising.

Effie Fronimos is the liaison to SESP. You may reach her at: effie.fronimos@northwestern.edu.

University Career Services
620 Lincoln Ave
491-3700
jobs@northwestern.edu

You will be notified of critical changes throughout the year, via the “SOAP” email alerts.
Read the SOAP on a consistent basis to stay updated on the latest SESP news.
http://www.northwestern.edu/careers/

NU Career Lab
Main Library, 2 North, Core
Visit the UCS website for updated walk-in hours: http://www.northwestern.edu/careers/.

The Office of Fellowships

The Office of Fellowships exists to help you launch your search for national and international fellowship competitions such as the Fulbright, Truman, and Marshall, as well as scholarship programs to help you with college tuition while you are a student. While the Fulbright, Truman, and Marshall are some of the most well known fellowships, there are numerous other fellowships in a variety of fields. Be aware that all fellowship competitions require that you invest a significant amount of preparation time. Initiate your search early, share your developing plans with your departmental mentors, and be sure to keep in constant communication with the Office of Fellowships.

The School of Education and Social Policy has a rich tradition of undergraduates who receive fellowships and scholarships. Past awards include:

- Bill Emerson Hunger Fellowship (classes of 2007, 2008)
- Blue Engine Teaching Fellowship (2013)
- Building Excellent Schools (2013)
- California Capital Fellows Program (class of 2007)
- Congress Bundestag - 2 year government fellowship in Germany (2003, 2004)
- Critical Languages Fellowship (2007, 2009)
- DAAD Study Scholarship (2008)
- Emerson National Hunger Fellowship (2012)
- James Madison Fellowship (2011)
- National Science Foundation Fellowship (2011)
- Princeton in Africa Fellowship (2011)
- Princeton in Latin America Fellowship (2011)
- Udall Scholarships (2009)

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Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) provides counseling to individuals and groups as well as workshops and outreach programs. CAPS has a team of highly qualified and experienced counseling professionals who are dedicated to helping students work through developmental needs, emotional difficulties, and adjustments.

CAPS offers individual psychological counseling, psychiatric and medication consultation, psychotherapy groups, psycho-education, crisis consultation, intervention, and referrals to mental health professionals outside the University when appropriate.

In a report of reasons why students seek counseling, the following problems were identified by students on a self-report form on their first visit to CAPS prior to speaking with a counselor.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Anxiety/Fear/Worries</td>
<td>69%</td>
</tr>
<tr>
<td>Schoolwork and Grades</td>
<td>68%</td>
</tr>
<tr>
<td>Procrastination</td>
<td>62%</td>
</tr>
<tr>
<td>Depression</td>
<td>60%</td>
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<tr>
<td>Decisions Regarding Career</td>
<td>53%</td>
</tr>
<tr>
<td>Loneliness</td>
<td>50%</td>
</tr>
</tbody>
</table>

We share this information to give you an idea of the most common challenges Northwestern students face, and to let you know that problems you may be facing are often experienced by other students. You are not alone.

Counseling and Psychological Services (CAPS)
633 Emerson Street
Searle Hall, 2nd Floor
491-2151
http://www.northwestern.edu/counseling

Alumni Association

The Northwestern Alumni Association (NAA) fosters a mutually beneficial and enduring relationship between Northwestern University and all of its alumni. This relationship begins with both students and their parents the moment a student is accepted into the University.

NAA sponsors a variety of events for students, including regional summer parties for incoming freshmen, activities during Wildcat Welcome, the transfer student barbecue, Homecoming, and the senior class barbecue during Senior Week. NAA also supports a network of Northwestern alumni who offer to share their career knowledge and experiences to students and alumni. Working in conjunction with class leaders, NAA supports student
organizations in their activities and events including the Senior Series, which are seminars on “real world” topics to aid graduating seniors in their transition from college to career, the Freshmen Formal and much more.

For more information on these programs, visit the NAA at John Evans Alumni Center at 1800 Sheridan Road, on the Web at http://alumni.northwestern.edu/ or call 800/NU-ALUMS.
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B - ACADEMIC RESOURCE OFFICES

OFFICE OF THE REGISTRAR
633 Clark Street (East Tower of the Rebecca Crown Center)
491-5234
nu-registrar@northwestern.edu
http://www.registrar.northwestern.edu/

STUDY ABROAD OFFICE
629 Colfax
467-6400
studyabroad@northwestern.edu
http://www.northwestern.edu/studyabroad/

UNIVERSITY ACADEMIC ADVISING CENTER
1936 Sheridan Road, 2nd floor
467-3900
advising@northwestern.edu
http://www.northwestern.edu/advising-center/

NORTHWESTERN LIBRARIES
Phone: 491-7658
E-mail: library@northwestern.edu
Web: http://www.library.northwestern.edu/

THE WRITING PLACE
University Library 2304 (second floor of the North Tower)
467-2791
w-place@northwestern.edu
http://www.writing.northwestern.edu/

THE OFFICE OF FELLOWSHIPS
1936 Sheridan Road
491-2617
fellowships@northwestern.edu
http://www.northwestern.edu/fellowships/

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IMPORTANT FORMS AND DEGREE PLANNING RESOURCES

This section is designed to help you become familiar with forms and planning tools that will help in your academic development.

Important Forms

The following are samples of important forms that you may need but are not in electronic form yet. These include:

A – Registration forms for P/N request, dual registration and registration exception

B – SESP Research Apprenticeship/Independent Study enrollment form

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Degree Planning Resources

There are many components to successfully planning your academic career and your degree. Several of these can be found directly on SESP’s website, including:

- Course descriptions
- Syllabi (for most classes)
- Eligible courses for HDPS, LOC, and SOC POL concentrations

You can also find planning forms for your own concentration in Google Docs.

One calendar year from the quarter you intend to graduate, you must meet with your advisor to complete your Petition to Graduate. Your advisor will notify you of this process during your junior year. You can find more information about the process, including the petition itself at: [http://www.registrar.northwestern.edu/graduation/graduation_petition.html](http://www.registrar.northwestern.edu/graduation/graduation_petition.html).
**P/N GRADE REQUEST CARD**

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**REGISTRAR COPY**

**AUTHORIZATION FOR DUAL REGISTRATION**

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**NU DUAL REGISTRATION**

**DROP**

**REGISTRAR'S OFFICE**

**REGISTRATION EXCEPTION FORM**

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<td>A.</td>
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**IMPORTANT: PLEASE SECURE ALL APPROPRIATE PERMISSIONS PRIOR TO SUBMISSION TO THE OFFICE OF THE REGISTRAR.**

**DEAN'S APPROVAL**

**REGISTRAR'S OFFICE**
SCHOOL OF EDUCATION AND SOCIAL POLICY
UNDERGRADUATE RESEARCH APPRENTICESHIP/INDEPENDENT
STUDY
DUE THE FIRST FRIDAY OF THE QUARTER FOR WHICH YOU WISH TO
ENROLL

Research Apprenticeships (SESP 390) are when you are assisting with ongoing research projects.

Independent Studies (SESP 399) are when you wish to develop and independent project on a specific topic.

STEPS:
1. Complete the form, including a description of duties or project.
2. Have SESP faculty sponsor sign the form.
3. SESP students: Submit the form to your academic advisor for his or her signature.
4. Your advisor will forward the form to the assistant dean for his or her signature.
5. The assistant dean will forward the form to the SESP Student Affairs department assistant who will enroll you in either SESP 390 or SESP 399. As well, the information will be entered in your SESP online Profile.

NOTE TO SESP STUDENTS: A maximum of three (3) 390 or 399 courses (or a combination thereof) may be used toward 300 level concentration requirements. Additional 390 or 399 credits will be applied to your electives.

Jim A. Nasium
Student Name
Jnasium@northwestern.edu
NU e-mail address

SESP
School (SESP, WCAS, Medill, etc.)

SESP 390: ☑ CAESAR Course # 390-39
Research
Dan Lewis
Faculty Sponsor Name

Work 10-12 hours a week in research lab. Code data, do literature searches, read articles. Working on the three-city poverty study.

Dan Lewis 9/18/09
Faculty Sponsor Signature & Date

Enrolled: Date: ___________By: ____________________