

Northwestern University



<http://www.sociology.northwestern.edu/>

Graduate Student Handbook:
The Whole Hooey
2014 - 2015

Your Guide to Graduate Program
Requirements, Funding, Deadlines,
Registration and More

Now Available on the Web at:

<http://www.sociology.northwestern.edu/graduate/requirements.html>

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Who's Who in Sociology

Chair

James Mahoney
james-mahoney@northwestern.edu, 7-0917
Administrator to all departmental affairs

Associate Chair (Graduate Funding)

Susan Thistle
s-thistle@northwestern.edu, 1-3358
Administrate teaching assistantship, graduate assistantship and university fellowship assignments and funding

Director of Graduate Studies (DGS)

Carol Heimer
c-heimer@northwestern.edu, 1-7480
Administrate departmental academic affairs for graduate students

Director of Undergraduate Studies

Leslie McCall
l-mccall@northwestern.edu
Administrate undergraduate affairs

Placement Chair

Laura Beth Nielsen
l-nielsen@northwestern.edu
Administrates the graduate placement

Colloquium Coordinators

Wendy Espeland
wne741@northwestern.edu
Administrate and organize weekly colloquium

Business Administrator

Julia Harris-Sacony
j-harris4@northwestern.edu, 1-2698
Administrate payroll, travel expenses, reimbursements, manage graduate funding, and operations manager

Department Assistant

Murielle Harris
Murielle-harris@northwestern.edu
Administrate colloquium, visitors/ international visitors

Graduate Program Assistant (GPA)

Ryan Sawicki
Ryan.sawicki@northwestern.edu
Assist with graduate administrative affairs, graduate funding and admissions.

Undergraduate Program Assistant (UGA)

Linda Remaker
Linda.remaker@northwestern.edu, 1-5417
Assist with undergraduate administrative affairs, course planning, and grade reporting

2014-2015 Committees

FACULTY COMMITTEES

UNDERGRADUATE AFFAIRS

Leslie McCall, DUS
Susan Thistle
Al Hunter
Nicola Beisel
GSA Rep: Ryan Mack
GSA Rep: Kevin Loughran
GSA Rep: Jordan Conwell
GSA Rep: Jessica Meyer
SAB Rep: Julia Rudansky
SAB Rep Alternative: Laura Goldring

FRESHMAN ADVISERS

Wendy Griswold
Quincy Stewart

HONORS COORDINATORS

Leslie McCall

GRADUATE AFFAIRS

Carol Heimer, DGS
Aldon Morris
Charles Camic
Carolyn Chen
GSA Rep/President: Anya Degenshein
GSA Rep: Marcel Knudsen

GRADUATE ADMISSIONS (OPEN HOUSE)

Wendy Griswold (Chair)
Hector Carrillo (Open House Coordinator)
Jeremy Freese
Steven Epstein
Quincy Stewart
GSA Rep: Diego do los Rios
GSA Rep: John Robinson

GRADUATE PLACEMENT

Laura Beth Nielsen

COLLOQUIA COORDINATORS

Wendy Espeland
GSA Rep: Melike Arslan

FACULTY SENATE REPRESENTATIVE

Christine Percheski

FACULTY RECRUITMENT COMMITTEE

Mary Pattillo (Chair)
Monica Prasad
Lincoln Quillian
Tony Chen (Lecturer Sub-Committee Chair)
Bruce Carruthers
Karri Snyder
GSA Rep: Natalia Forrat
GSA Rep: David Peterson

GRADUATE WORKSHOP

Comparative-Historical: James Mahoney & Bruce Carruthers
Coordinator: Andre Nickow
Coordinator: Rodrigo Barrenechea
Culture & Society: Wendy Griswold
Coordinator: Derek Burk
Ethnography: Gary Fine
Coordinator: Hannah Wohl – F
Coordinator: Daphne Demetry – W & S
Coordinator: Lisa-Jo van den Scott – W & S
Urban and Communities: Albert Hunter
Coordinator: Anya Degenshein
Coordinator: Robin Bartram
Applied Quantitative Methods: Lincoln Quillian
Coordinator: Jordan Conwell
Coordinator: Jess Meyer

GRADUATE STUDENT COMMITTEES

GRADUATE HAPPY HOUR COORDINATORS

GSA Rep: Grace Augustine
GSA Rep: Joshua Basseches

GSA LIASONS (University-wide)

GSA Rep: Ari Tolman
GSA Rep: Christopher Robertson

GRADUATE SPACE ALLOCATION AND DÉCOR

GSA Rep: Ole Hexel
GSA Rep: Anna Hansen

GRADUATE ELECTIONS

GSA Rep: Alka Menon
GSA Rep: Nevena Radoynovska

GRADUATE TEACHING

GSA Rep: Joshua Kaiser
GSA Rep: Vincent Yung
GSA Rep: Lantian Li
GSA Rep: Saheli Nath
GSA Rep: Kerri Howard

COMPUTER COMMITTEE

GSA Rep: Derek Burk

Northwestern Sociology Department Statement on Practicing Inclusion

The Sociology faculty and graduate students at Northwestern reaffirm and reiterate our longstanding commitment to increasing the representation of Blacks, Latina/os, Asians/Asian Americans, and Native Americans in the discipline at the undergraduate, graduate, and faculty levels. We also affirm the importance of all kinds of diversity, including by sexuality, gender and gender identity, race and ethnicity, nationality, immigration status, socioeconomic status, religion, geography, language, and disability, as well as by substantive and methodological scholarly approach. For us, there is no contradiction between inclusion and excellence. Being inclusive also involves more than just numbers. It is about fostering a climate that values all members of the community. We work towards this goal through honest and difficult dialogue and through collective vigilance against assaults to the psychic, emotional, social, and intellectual well-being of our members. Hence, we are compelled to speak out against any discussions that disparage the achievements of bright young sociologists, whether those discussions occur on blogs and social media sites, at academic conferences, or within our own department. Personal attacks and claims that individual candidates have not fully earned their jobs or admission are abhorrent and baseless. In particular, we speak out in collective outrage against any sexist, racist, and generally insensitive comments regarding our own current and former graduate students and candidates in faculty searches across the country. We extend a collective embrace to the current, former, and future members of the Northwestern sociology community who have been hurt by these attacks. And we call on all members of our discipline to join us in rebuking such discourse and elevating the dialogue to have a productive conversation about practicing inclusion, diversity, and justice in our discipline and beyond.

Requirements for a Ph.D. in Sociology

Our graduate program has both structure and openness. The Department has specific requirements, as outlined below. Students may petition to have requirements waived whenever they can present evidence showing that they have met the requirement in some other way. Petitions should be in writing following discussion with the student's faculty advisor and with the Director of Graduate Studies. Most petitions are handled at the departmental level; a few go to the Graduate School, but even those start with the Department.

The Whole Hooy focuses on Departmental requirements, touching lightly on the requirements of the Graduate School (TGS). For a fuller treatment of TGS requirements, students should read "Doctor of Philosophy Degree Requirements" <http://www.tgs.northwestern.edu/about/policies/phd-degree-requirements.html> The accompanying chart (12.7 PhD Timeline) which lays details about tuition, registration, milestones, and forms year by year is particularly helpful.

Sociology Course Requirements

The Sociology Department requires students to take two theory courses (406-1 and one other), two statistics courses (401-1 and 401-2), one field methods course (403), one additional methods course of the student's choosing, the Teaching Seminar (570), the Second-Year Paper Seminar (490) and the non-credit Proseminar (480-1 and 480-2). Students without a statistics background are also strongly advised to take 400. Beyond this, students entering in 2014 are also required to take 9 sociology electives. Students entering prior to 2014 are required to take 6 sociology

electives. In addition students entering in 2014 are required to take three courses outside the department. Courses cross-listed with sociology, regardless of the instructor, do not count as “outside the department.”

Some of these requirements can be waived if the student has done equivalent coursework elsewhere. To get a course or requirement waived requires a petition, and the process begins with the DGS.

Here is the typical program for each year:

First Year (9 courses plus proseminar):

- 400 (Analysis of Social Data, also known as Baby Stats, not required but advised for those without any statistics background).
- 401-1 (Basic Statistics) and 401-2 (Intermediate Statistics).
- 403 (Field Methods).
- One additional methods course. This might be comparative/historical methods, methods of cultural analysis, a class on event history analysis or some other advanced statistics course, a class on experimental methods, or perhaps a general research methods course. If you want to see if a course will fulfill this requirement, submit the syllabus to the DGS, who will run it by the methods committee. Note that not all methods courses are taught every year, so you'll need to plan ahead. This additional methods course may be taken in the first, second, or third year.
- 406-1 (Classical Sociological Theory).
- 570 (College Teaching Seminar). This is a real course, with weekly assignments, but is ungraded (P/F). Students take this course in conjunction with teaching or co-teaching a discussion section for Introduction to Sociology. Attendance at the Introduction to Sociology lectures is a required part of this course. Students may take it with two other courses, or they may choose to take three courses plus 570; doing so is essentially equivalent to taking three courses and TAing. Christopher Carroll will be teaching this course in Fall 2014.
- One, two, or three substantive electives. Because of the importance of substantive courses during the early years of graduate study, no independent studies (499s) should be taken during the first year without permission from the DGS.
- 480-1 and 480-2 (non-credit departmental Proseminar in fall and winter). The first quarter is to introduce faculty and their research. The second quarter has often focused more on professional issues such as seeking fellowships and grants, getting articles published. In 2014-2015 the Proseminar is being led by Robin Bartram.

Second Year (9 courses):

- 406-2 (Modern Theory) and/or 406-3 (Contemporary Theory), or some other departmentally approved theory course (the Department requires at least two theory courses, 406-1 and one other).
- One or two 490s (Second-Year Paper Seminar; the second quarter of 490 is not required but strongly recommended). These are real courses, with frequent assignments, but are ungraded (P/F). In 2014-2015 the Second-Year Paper Seminar will be led by Megan Bonham and Gemma Mangione for fall and winter quarter respectively.

- Five or six substantive electives (to meet the requirement for 9 sociology electives), outside sociology courses, or workshops and/or 499s (Independent Studies).

Third Year (9 courses, as desired)

- Substantive electives, as desired or if needed to meet the requirement for 9 sociology electives and 3 courses outside the department.
- Two or three 499s to work on the Special Field requirement (paper and course syllabus).
- 499s or workshops to prepare the thesis proposal.

Electives

To earn the Ph.D., graduate students in sociology, entering in 2014 and after, are also required to take 9 Sociology elective courses in addition to the specifically required courses. “Sociology elective courses” are graduate level (at the 400 level and above, although occasionally a 300 level course can be counted with permission of the DGS) substantive courses offered by the Sociology Department (with a “SOC” label). Independent Studies (499s) are not considered elective courses. Sometimes these electives will include courses offered by sociologists in other NU departments and schools or by sociology departments elsewhere; in such cases, the student will bring a course description and syllabus to the DGS and petition to have it count. In addition, students are required to take three electives outside of the department. These courses cannot be courses that are cross-listed in Sociology.

How do these requirements mesh with the requirements of the Graduate School (TGS)? TGS now has a “residency” requirement of 9 graded courses at Northwestern for the doctorate. Sociology graduate students typically take 10 “specifically required” courses: Sociology 400 (which many students need) (1), 2 quarters of statistics (2), field methods (1), other methods (1), theory (2), the teaching seminar (1), the 2nd year paper seminar (2). These 10 specifically required courses plus 9 sociology electives and three courses outside the department comes to 22 courses, which is the number of courses required for a Ph.D. in sociology. Most students continue to take more than this minimum because they will wish to take a few independent studies (e.g., to work on the Second-Year Paper or the Special Field paper) or other courses above the requirements.

Note that not everyone takes Baby Stats and some students elect not to take the second quarter of the Second-Year Paper Seminar. They are still required to take 22 courses, which can then include independent studies courses.

The number of total courses may be reduced by up to six courses for students who have done graduate work elsewhere. The total number of courses can thus be reduced from 22 to 16. The six courses that are waived can reduce either the number of required electives (to as few as three) or the number of required courses outside the department (to zero), but the total number of reductions to these requirements can be no more than six. All such reductions must be approved by the DGS.

Second-Year Papers

By the third quarter of the first year, each student will consult with professors to develop a topic for the second-year paper that, may also qualify as an MA thesis. The second-year paper, an

introduction to carrying out academic research in sociology, takes the form of an abstract and a research report of roughly 30 pages or so, the length of a scholarly article. It should apply sociological theory and methods to some body of data. This project should demonstrate the student's mastery of a substantive area, including familiarity with the relevant literature and with appropriate research methods. The final product should approach journal-article quality. These papers often reach publication. Most Second-Year Paper projects will necessitate a submission to the Institutional Review Board (IRB).

At least two professors read and evaluate each second-year paper. It is up to the student to develop the topic with a faculty member who agrees to be the primary advisor; the student also asks a second faculty member to serve as a reader. In most cases the student will have selected an advisor and worked out a topic by the end of the first year.

Both the advisor and the reader must approve the second-year paper by the end of the spring quarter. This means that students should turn in their finished papers by the beginning of May to allow for any changes that the faculty readers may require. The student should submit drafts to their advisor and reader throughout the year. It is also desirable that the student be far enough along to submit a version of the paper to be presented at the American Sociological Association by its submission deadline in January. If the paper has not been completed and approved by the end of the spring quarter, the student and his or her faculty advisor must write to the Director of Graduate Studies and the Graduate Program Assistant indicating what has created the delay and setting a firm due date in the summer. The student and advisor must let the DGS and GPA know when the paper has been accepted. A detailed schedule will be passed out in the Second-Year Paper seminar (490) in the fall.

MA Degree

The Department of Sociology graduate program admits only those students whose ultimate goal is to earn a PhD. However, a student can receive an optional master's degree. TGS requires at least 9 graded courses authorized for graduate credit. The Department of Sociology requires that all departmental required courses be completed, and second year paper be approved as part of these 9 graded courses. More information on TGS requirements can be found at: <http://www.tgs.northwestern.edu/about/policies/masters-degree-requirements.html>.

Special Fields and Admission to Candidacy

Upon completion of the Ph.D., a student should have expertise in at least two fields of sociology. This means the student (1) should be conversant with the major issues in these areas and prepared to conduct research in them and (2) should be able to teach courses in these areas. Students demonstrate mastery of one general subfield of sociology by writing a Special Fields Paper. Mastery of the second, more specialized, body of literature is shown in the successful completion of the doctoral dissertation.

Students and their advisors negotiate the scope of the Special Fields Paper. Generally these fields should be recognizable to other sociologists (sections of the American Sociological Association are a good guide to recognized fields) and neither too broad (impossible to cover) nor too narrow (not qualifying one as knowing the general field). Examples of what would be too narrow would be "jurisprudence" in the field of the sociology of law, "resource

mobilization” in the social movements field, “new institutionalism” in the organizations field, or “popular music” in the sociology of culture field. Thinking about this from the perspective of a course, the scope should be similar to a survey course at the graduate or advanced undergraduate level.

In consultation with a faculty advisor and a second faculty reader, the student will identify a suitable subject area and prepare a reading list. From this, the student will (1) organize a course syllabus for an advanced undergraduate course and (2) write a synthetic essay (roughly 30-40 pages) that reviews and criticizes some of the field’s core empirical and theoretical issues. The chapters in the *Annual Review of Sociology* are a good model for the synthetic essay. The same timing applies to Special Fields Papers as with second-year papers — both the advisor and the reader must approve the Special Fields Paper and associated syllabus by the end of the spring quarter. This means that students should turn in their finished papers by the beginning of May to allow for any changes that their faculty committee may require. It is desirable that the student submit drafts to their advisor and reader throughout the year. Many students take one or two independent courses as they work on these papers.

Special Fields Paper

1. The students and the members of her or his Special Fields Paper Committee will meet at the start of the fall quarter of the student’s third year to discuss and approve a formal proposal developed by the student for the Special Fields Paper. This proposal should be about five pages.
 - a. The proposal should include a description of the field or topic mastered in the Second-Year Paper; a description of the field or topic to be mastered in the Special Fields Paper; and a description of what the student currently believes will be the field or topic of dissertation.
 - b. The Special Fields Paper is not envisioned as a draft of the literature review for the dissertation.
 - c. The Special Fields Paper proposal should include in its five pages a short (~2 page) bibliography of planned readings. The faculty on the committee may contribute readings to the list.
 - d. The number of pages and citations, key readings, and end dates should be part of the discussion at the meeting. The recommended scope of the paper is roughly: (a) 30-40 pages, (b) 75-100 citations, and (c) modeled on either the *Annual Review of Sociology* or a review in a specialty journal format.
2. The approval of the Special Fields Paper proposal must be communicated to the Director of Graduate Students by the 3rd week of the fall quarter of the student’s third year.
3. The Special Fields Paper *must* be completed by the end of spring quarter of the student’s third year.

4. Students are encouraged to meet with each member of their committee regularly and as needed, particularly if major changes to the Special Fields Paper proposal are contemplated.

Completing the Special Fields Paper meets the Graduate School's requirement for passing qualifying exams. When the paper has been accepted, a form signed by both readers and the DGS (or Chair if the DGS is a reader) goes to TGS and, if all other requirements have been met, the student advances to candidacy.

Dissertation Proposals, Dissertations, and Dissertation Defenses

Students must write a dissertation proposal, in consultation with their dissertation chair, and defend the proposal before a dissertation committee consisting of at least three members, including the chair. (The rules about the composition of dissertation committees were changed in 2010. The committee must still include at least 3 faculty members, but now only 2 of them must be members of the Northwestern Graduate Faculty). The Graduate School requires students to defend their dissertation proposals no later than by the end of their fourth year. Both TGS and the Department strongly encourage students to meet this requirement sooner if possible. Doing so allows students to compete for internal and external fellowships in the fall. Note also that almost all dissertation projects will necessitate a submission to the Institutional Review Board (IRB).

Once the proposal has been approved by the dissertation committee, the student is "ABD" (all but dissertation, not really an official status, but one often referenced by academics). During the writing stage, students should be in close contact with their chair and other committee members, updating them regularly on the progress of the dissertation, sending draft chapters, and consulting them about any changes in direction and about methodological, substantive, and ethical issues.

As the dissertation nears completion, the student should consult his or her chair about reconvening the dissertation committee for the final defense of the dissertation. The student will want to ask his or her chair how to assess when the dissertation is ready to defend, how much time to allow for faculty reading and response to the draft, how much time might be needed after the defense for revisions before the final dissertation can be submitted to the Graduate School, and so forth. Information about submission requirements is available on TGS's website.

However much fun graduate school seems, the graduate school career is not permanent. On the timing of degree completion, TGS's official statement is that "Only rarely under extenuating circumstances will students be granted permission to continue beyond 9 years." Those who are permitted to continue beyond nine years also face a stiff requirement to pay tuition of \$1000/quarter.

Non-Curricular Requirements: Teaching, Responsible Conduct of Research

In addition to taking courses and meeting the key milestones of the second-year paper, special field, and dissertation, graduate students also must meet two additional requirements: the teaching requirement and certification that they have been trained in responsible conduct of research (RCR).

Teaching Requirement

The teaching requirement is a Graduate School requirement. (This requirement applies to students entering in 2010 or after). The Sociology Department meets TGS's teaching requirement with a two-part requirement. The first part, which has long been in place in our Department, is a teaching seminar that all first-year students are required to take. The seminar involves formal instruction in such matters as syllabus construction; lecturing, discussion, and other methods of transmitting information; evaluation, grading, and strategies for making feedback useful to students; and methods for teaching students to write and revise written work. Alongside this formal instruction, first year graduate students do a bit of closely supervised practice teaching and practice grading (in the context of the spring quarter undergraduate course, Introduction to Sociology).

Graduate students meet the second part of our teaching requirement by TAing (or teaching) for a quarter. We ensure that these TA assignments are in classes in which graduate students run discussion sections as well as helping with grading and evaluation. Faculty often invite TA participation in other teaching activities, for instance in preparing and delivering a lecture, suggesting additional readings to supplement the syllabus, and preparing test materials and assignments.

Although the formal requirement that all graduate students do some teaching during their graduate career is new, in fact almost all of our graduate students teach and regard learning to teach as a key part of their graduate career. Moreover, we build an orientation to teaching into our special field requirement, where students are required to prepare a syllabus for an upper-division course (along with writing a synthetic review of a literature). As they prepare to go on the job market, our students typically prepare a teaching portfolio, which is reviewed by their dissertation advisor and by the placement officer.

Responsible Conduct of Research (RCR)

All graduate students and post-doctoral fellows (and some undergraduates) are required to undergo a program of RCR training. This is a requirement that comes from the National Science Foundation (NSF), so universities and departments that have any NSF funding must get their students RCR certified. As implemented at NU, certification includes two components. Students will have to complete and pass a series of online CITI modules. These modules must be completed prior to IRB approval for research projects. Students also must complete a discussion component, designed by the department. We offer two one-hour sessions, one on qualitative research and the other on quantitative research. Students must attend both to receive credit. Students not in residence can participate by conference call or some similar method.

A Note on “Good Standing” and Exclusion

<http://www.tgs.northwestern.edu/about/policies/satisfactory-academic-progress.html>

Although the Graduate School has rules about what is required for students to be in good standing, part of the requirement is that the student must be in good standing in his or her own department.

To be in good standing in the Sociology Department, a student must do the following no later than by the end of the third year (some requirements must be done earlier):

1. Complete all required courses with
2. A grade of B or better.
3. Complete nine sociology elective courses with a grade of B or better.
4. Complete three elective courses outside sociology with a grade of B or better.
5. Complete all departmental writing requirements (second year paper, special field, dissertation proposal) by the dates indicated.

Students who do not meet the first requirement (e.g. the student gets a B- in 406-1) will need to retake the class or do some equivalent work—possibly set up as a 499—to be determined by the DGS and faculty.

Students who do not meet the second or third requirement (e.g. the student gets a B- in a Sociology class that is not a departmental requirement or a course outside Sociology) will be able to have the course count toward the courses required by the Graduate School, but not as sociology elective or as an outside sociology elective.

Students who do not meet the fourth requirement (e.g. the student does not have the second-year paper approved by the end of the spring quarter of the second year) will need to petition the department with a firm date of completion.

Graduate study takes a great deal of energy, time, and commitment, so it sometimes happens that a student does not make a good fit with the demands of the program. When a student is out of good standing or seems to be struggling, the Director of Graduate Studies and/or the student's faculty advisor will counsel him or her on the necessary steps to improve. The Sociology Department, following a vote of the faculty, can exclude from the program students who do not keep up with the requirements and expectations of the Department. Should the Department vote to exclude a student, that student can appeal the decision. A written appeal should be submitted to the DGS, who will then take it to the faculty for further discussion and another vote.

Advising

Every student in the Sociology Department has a faculty advisor. That advisor may change several times over the course of a student's graduate career, but there will always be one professor who is the current advisor and is up-to-date on the student's progress. Students may change advisors at any time if they find a professor more suited to their intellectual interests. Students should report such changes to the Graduate Program Assistant for the departmental records.

All entering students are assigned an initial faculty advisor. This person usually remains the advisor until the student has selected an advisor for the second-year paper. The second-year paper advisor becomes the primary advisor until the student chooses an advisor for the Special Fields Paper. The special field advisor serves as the main advisor until the student has a dissertation chair. Thus the student might have as many as four advisors or as few as one. Regardless of who the official advisor is, all faculty members are happy to give intellectual advice, and graduate students should seek them out.

Students should meet with their advisors often, especially at the beginning of each quarter, to plan their courses and research and to discuss their progress.

Early during the spring quarter of each year, the entire Sociology faculty meets to evaluate all graduate students. It is imperative that a student's faculty advisor be completely up to date on the student's progress at this time, especially if there have been any circumstances that have resulted in incompletes in courses or delays in meeting some requirement. The Director of Graduate Study and Graduate Program Assistant will send email asking students for updates in preparation for the faculty meeting(s) to review students; after these faculty meetings, students will receive another letter informing them of the faculty evaluation of their progress and of any concerns.

Serving on Departmental Committees

By custom, graduate student representatives serve alongside faculty on most Departmental committees. Students are reminded that only those who are in good standing (meeting their milestones, making up any incompletes in a timely fashion) should serve on these committees.

Departmental Colloquia

Northwestern's Sociology Department is famous for its longstanding colloquium series. Colloquia are held every Thursday at 12:30. Each week prominent sociologists (or other social scientists) from around the world present their research. The discussions that follow are lively and critical, with the entire department—students and faculty—engaged in intellectual debate that is both good-humored and intense. The Department expects graduate students to attend the colloquia faithfully, and indeed the Thursday colloquium is a key component of the scholarly and professional education we offer. We also encourage students to ask questions at the colloquia and to arrange to meet with visiting scholars whose work is of particular interest (a meeting schedule is circulated in advance of each colloquium).

Workshops

Workshops are organized around various sub-fields and methods. Each workshop is contributed by faculty and graduate students with inclusive accommodations to build intellectual communities. Prominent outside speakers throughout the U.S. and the world are regular attractions. The workshops provide graduate students with opportunities to present their in-progress work, honing their presenting skills and gaining valuable constructive feedback from

faculty and other students. They also help students learn to critique others' work and become an active participant in scholarly discourse. Workshops are frequently attended and supported by many other departments and programs which maximize interdisciplinary collaboration. The sociology workshops are key contributors to the rich and challenging academic environment that our department is dedicated to cultivating.

The **Applied Quantitative Methods** Workshop is a joint effort by the Sociology and Political Science Departments aimed at promoting student engagement with quantitative methods. The workshop includes a mix of student presentations of work in progress and faculty didactic presentations on selected topic. Students at all skill levels are encouraged to attend.

Comparative-Historical workshop involves the examination of social structures and events across societies and historical time. In its simplest form, parallel events or social structures in two societies are examined. In its more complex variants, a range of similarities and differences across many societies may be studied. The goal of comparative-historical sociology is to unite differences and similarities in a single, comprehensive framework in order to make sense of diversity in social forms and historical outcomes.

Culture and Society workshop centers on three areas of inquiry: the study of how systems of ideas interact with, reproduce, and transform social structures and social identities; the study of cultural products, such as religious doctrines, art, literature, ideology, media; and the ethnographic analysis of the patterns of social interaction. Northwestern offers special strengths in cultural theory, political culture, sociology of the arts and religion, and cultural aspects of gender, class, and ethnic relations.

In the **Ethnography** workshop, participants are faculty and graduate students who use ethnographic or field methods in a diverse form to examine urban communities, health organizations, churches, leisure groups, government offices, and numerous other sites. The Ethnography Workshop is held on a biweekly schedule inviting faculty and graduate students to present their research. In addition, Northwestern University is one of the few graduate departments of sociology that requires students to take a course in field methods. The department also helps to organize the annual Chicago Ethnography Conference, now in its second decade.

Urban/Community workshop focuses on cities as both a subject of inquiry and the framing context for a variety of social phenomena. These include the natural and built environment, networks of interaction and institutional structures, and the symbolic and cultural meanings constructed and constraining urban life. Spatial scales range from local communities to metropolitan areas and the global system of cities. Temporal scales range from historical issues of urbanizing populations to contemporary issues of political/economic development and patterns of inequality. Methods range from quantitative analysis of census data to local urban ethnographies. Graduate students are encouraged to present their own research, along with occasional invited speakers.

Teaching Assistantships (TA) - A Departmental Supplement to the Grad School's TA Handbook

Teaching in some form is a normal expectation for most professional sociologists and teaching experience has long been an integral part of graduate education in the Department of Sociology at Northwestern. It is now also a required part of the graduate program. Students typically begin getting teaching experience in the spring of their first year, in the required College Teaching Seminar (570), and are likely to continue doing some teaching in subsequent years (one quarter of teaching is now required by TGS).

Departmental Policy on Teaching Assistant Assignments

To bring a bit more order and predictability to the process of making TA assignments, the faculty agreed to require that all students receiving funding as TAs give the Department the right of first refusal. Sociology graduate students cannot accept TAs in other departments or programs until the TA needs in the Sociology Department are met. Sociology Ph.D. students should not take TA jobs in other departments or programs until they have cleared this, every quarter, with the Associate Chair (Susan Thistle). Funding may be blocked if TAs elsewhere are not first cleared with the Department. We cannot appropriately distribute the funds allocated to Sociology and the work we need to get done unless all of our students' TAs are coordinated through the Department.

Our reasoning here has to do with the way funds are allocated. The rules about what students the Department can hire are quite restrictive. There is little difficulty in hiring 2nd-4th year students and we can often hire 5th and 6th years. But the odds of being able to fund graduate students as TAs decrease in years six and beyond. The rules are different for departments and programs that do not have their own graduate students. They have more flexibility to hire very advanced students. It is therefore in the Department's interest – and in students' collective interest – for Sociology to fund less advanced students and have more advanced students seek employment from programs that have teaching needs but no graduate students of their own. For this reason, we urge students in the 7th year and beyond to seek TAs elsewhere, but ask that you keep Susan Thistle informed about your plans. Please note, though, that timing can be difficult. Departmental TA needs for the following year usually cannot be determined until Spring quarter.

Seminar in College Teaching (570)

The college teaching seminar combines a seminar on teaching with hands-on experience. All students enrolled in 570 will provide teaching assistance to Sociology 110, Introduction to Sociology, regardless of the type of stipend or employment they have. The TA duties will normally include leading or co-leading one discussion section that meets once a week and consists of no more than 35 students.

The teaching seminar is a required first-year course offered once a year. First-year students with extensive teaching experience may appeal to the DGS to have the requirement waived.

Securing a Teaching Assistantship (TA) – Second Year and Beyond

With 570 completed, in order to secure a paid TA position in the second year and beyond, a student must be in good academic standing, and international students must have a score of 65 or higher on the Versant English test. (These tests should be taken early enough to have the score by May of the year preceding the TAship.) In addition, all US citizens must file a FAFSA or renewal FAFSA before they can be assigned a TAship. (The FAFSA can be done on-line and you will receive information about it each year.) In winter or early spring quarter the Department distributes the annual graduate student funding survey to determine, among other things, which students will need TAships. (The Department is allotted a limited number of TAships each year, and therefore must have an accurate picture of graduate student funding needs for the coming year.) TAships are initially awarded in May for the coming academic year.

The Graduate School now provides funding in the form of Graduate Assistantships. Most GAships will take the form of teaching assistantships. However, there is some opportunity for students to work as research assistants when receiving a GAship.

As Associate Chair, Susan Thistle is responsible for making teaching assistant awards, course assignments, and arranging a few short-term RAships. In planning assignments, student preferences will be considered, but the Department reserves the right to make and approve the final assignments, which will be made shortly before the beginning of each quarter.

Structure, Hours and Duties

The normal TA assignment is one teaching unit per quarter, with a unit consisting of running two discussion sections of approximately 25-35 students each for a single course, or grading papers and exams for 75-125 students in a single course. The average work load for either type of assignment is 15 hours per week. Most courses using TAs are larger 100- and 200-level lecture courses with discussion sections, but a few are smaller statistics and research courses which may not hold a separate discussion section. In those courses the instructor may wish to use a TA primarily as a reader for papers and exams.

The course instructor will set the general guidelines for the TA's participation in the course. The instructor and TA should discuss the expected work load and they should continue to meet on a regular basis throughout the quarter. Although it is expected that TAs will be responsible for an average of 15 hours of work per week, it may be slightly more if a TA carries three discussion sections. In any case, TA work should not exceed 30 hours in any given week.

Usual TA duties might include:

- attending all lectures and taking notes
- conducting two or three discussion sections or possibly a small seminar class
- holding regular office hours for two to three hours per week
- possibly giving one and only one class lecture as a learning experience
- supervising students in conducting research and writing papers
- assisting in constructing examinations
- grading examinations or papers

Grading

TAs are required to adhere to the grading policy of the instructor, and the instructor must make that grading policy clear. Without express approval of the instructor, TAs are not to give grades directly to students, including grades for papers, exams, and discussion section participation.

Evaluation

CTEC (Course and Teacher Evaluation Council) evaluations are available for TAs who serve as leaders of their discussion sections. In addition, departmental TA evaluation forms are filled out for all TAs by their course instructors at the end of each quarter. Instructors are encouraged to share this evaluation with the TA, and the TA may request to participate in the evaluation. It is expected that informal evaluation and feedback will occur throughout the quarter.

TA and Lecturer Pay Schedules

The pay schedules are different for those working as teaching assistants and those working as lecturers. For instance, if you TA in the fall quarter and work as a lecturer in winter quarter, you will not receive a check in December. Additionally, if you TA winter quarter and work as a lecturer in the spring, you will not receive a check in March. Regardless, all checks are received on the last business day of the month.

TA Pay Schedule

Fall Quarter

September
October
November

Winter Quarter

December
January
February

Spring Quarter

March
April
May

Lecturer Pay Schedule

Fall Quarter

September
October
November
December

Winter Quarter

January
February
March

Spring Quarter

April
May
June

Graduate Student Funding (internal): University Fellowships (UF), Teaching Assistantships (TA), Graduate Assistantship, Research Assistantships (RA), and Lectureships

The generous package of funding currently offered to entering graduate students by The Graduate School includes 2 years of university fellowships (year 1 and usually year 5), 3 years of teaching assistantships (typically years 2-4) and 4 summers of funding. As always, there are strings attached – such as that students must be making good progress toward their Ph.D. and that outside funding often substitutes for rather than adding to the package. It may be helpful to

review the Financial Aid section of the Graduate School website (www.tgs.northwestern.edu/financialaid). Some of the information below is summarized from that site.

First Year

Students not receiving funding from an outside source will receive a 12-month University Fellowship subject to the policies and procedures outlined on the TGS website (and in fellowship letters). The fellowship offers a stipend and covers full tuition. The stipend amount is determined each year by the Graduate School and the Weinberg College of Arts and Sciences. The College and the Graduate School also determine the number of fellowships the Department is allowed to offer.

Second, Third, and Fourth Years

Students not receiving funding from an outside source may receive either a Teaching Assistantship or a Graduate Assistantship for the academic year. Although students are guaranteed funding through the fourth year of the program, that guarantee is contingent on students remaining in good academic standing. It is imperative that students not jeopardize funding by accumulating incompletes or by missing program and Graduate School deadlines. International students must take the Versant English Test no later than the spring of their first year and score at least 65 in order to receive a TAship.

The College and the Graduate School determine the number of TAships the Department is allowed to offer, as well as the stipend. Although the Department itself does not have Research Assistantships (RAships), many students receive RAships through IPR or the ABF. It is up to the student to pursue RA opportunities, some of which are also available during the summer. For others during the summer, the Graduate School's Summer Fellowship is available. The Summer Fellowship provides a stipend and pays tuition. A student may combine separate quarters of TAships, RAships and lectureships during an academic year, but may hold only one position per quarter. Please note that second and third year students are not eligible for lectureships. Fourth year students interested in lectureships should review the following section.

Fifth Year

The Graduate School is now providing funding for students in their fifth year. Those who have defended their dissertation proposal are eligible for a year of fellowship support as they work on their dissertations. This fellowship year can be taken earlier than the fifth year, assuming a dissertation proposal has been successfully defended; it can also be deferred for one (but only one) year, for instance if a student wishes to take employment as an RA in the 5th year.

Sixth Year and Beyond

Funding for students in their sixth year or more is not guaranteed by the University. It is often available for sixth years, but becomes increasingly rare beyond that point. Thus, students are responsible for pursuing their own funding. The Department encourages eligible students to compete for fellowships, both internal (such as the prestigious Presidential Fellowship) and external. Given the new policy of funding fifth year students, TAships are unlikely beyond the sixth year. The Department will help students in their pursuit of teaching opportunities that exist through Weinberg College (WCAS) and the School of Professional Studies (SPS). All teaching

appointments require the student to have met all program requirements, including defending a dissertation proposal and finishing all incompletes.

Weinberg College of Arts and Sciences

WCAS hires a limited number of graduate students as lecturers based on Departmental recommendations. The College agrees to pay graduate student lecturer stipends and tuition according to the following schedule:

- fourth and fifth-year students receive a stipend equivalent to the TA stipend plus tuition;
- sixth year students receive a standard, lecturer rate stipend (determined by the College).

Please note that **tuition is not paid for lecturers in their sixth year or beyond**. Also, be aware that the College may change its policies for stipend amounts and tuition payments at its discretion.

School of Professional Studies

SPS hires graduate students as lecturers for its fall, spring, and summer sessions from Departmental recommendations. SPS pays a stipend, which will vary. SPS will pay tuition for 6th years, but will not pay either health insurance. For students beyond the 6th year, SPS pays neither tuition nor health insurance. The Department will ask TGS or WCAS to pay an SPS lecturer's tuition; however there is no guarantee that either will cover this expense. If an SPS course does not fill it will be cancelled and the lecturer will not be paid.

Read Contracts Carefully Before Signing

If a student is considering a teaching appointment either through WCAS or SPS, it is the student's responsibility to know whether that appointment covers tuition or not, and at what level. In both instances, although facilitated by the Department, the student is contracting directly with the other entity (WCAS or SPS), and the contract the student signs should contain the amount the student is to be paid and the tuition to be paid, if any. All contracts should be read carefully before signing.

Health Insurance

All Northwestern graduate students are required to have health insurance (whether through NU or a comparable program that meets criteria laid out by NU). Health insurance coverage is covered during the early years and is also paid by some but not all TAships for advanced graduate students. Advanced students (e.g., those registering for 512) can enroll in the NU health insurance plan, but must pay for it themselves.

Continuous Enrollment

Students must remain enrolled (except during summers when they are not receiving stipends from the University) until they complete their dissertation and obtain their degree. Once students have completed coursework, they register for TGS 500 if they are receiving funding. If they are not funded through a GAsip or other means, they should register for 512, which has the lowest tuition rate. (International students may find it best to enroll for 512 in summer as well.)

Requirements

TAships require a student

- to be registered as a full-time graduate student, which includes a TGS 500 registration;
- to file a FAFSA form or a renewal FAFSA if a US citizen or permanent resident;
- to take the Versant test and score at least 65 if an international student (with some exceptions, e.g., for international students from English-speaking countries);
- to be in good academic standing, which includes;
- keeping one's record clear of incompletes and, if one does have an incomplete that is more than a year old, petitioning to extend the deadline on changing the incomplete to a grade;
- being admitted to candidacy by the end of the fourth year or petitioning to extend the deadline.

If any of these requirements are not met, the Graduate School will not approve a TAship.

Those with a RAship must be registered as a full-time graduate student, which includes a TGS 500 registration, and should be in good academic standing as outlined above.

To be a lecturer a student must have completed all coursework and met all program requirements. A student does not need to be enrolled to be a lecturer.

Graduate Student Funding Survey

During the winter quarter the Department asks each student to complete a Graduate Student Funding Survey. At this time you must tell the Department how you expect to be funded in the coming year. If you are interested in being a lecturer, you should submit a CV along with your completed survey. You should also indicate which courses you would be interested in teaching either in the Department through WCAS or through SPS.

Internal Fellowships

Northwestern University offers a number of internal fellowships for advanced graduate students. These fellowships include the **Presidential Fellowship**, the **Summer Language Grant**, and the **Conference Travel Grant**. These are highly competitive, rewarding, and very prestigious. All students should consider applying for these. Some require nomination by the Sociology Department, while students may apply for others individually. Most require that the student be advanced to candidacy, and most applications are due in fall; this is one reason why we urge students to hold their dissertation defenses and advance to candidacy by the beginning of their fourth year. The details vary, but the Graduate School and/or the Department will notify students well in advance of the application due date.

The Sociology Department also offers a **Sociology Research Fellowship**, which covers one-quarter's worth of out-of-residence fieldwork, and a **MacArthur Summer Research Grant**, which covers collaborative research with a faculty member (this last is available to all students, not just advanced ones).

Graduate Student Funding (external)

Both the Sociology Department and the Graduate School strongly encourage students to apply for external funding. They have many benefits, including:

- External fellowships are both lucrative and prestigious
- External award supplement from TGS for the duration of external award
- External fellowships may fund specific research activities, e.g. travel, that would be impossible without them
- Writing proposals for external fellowships is an excellent way to learn how to present research plans in a succinct and compelling way
- Many fellowships provide valuable intellectual feedback, even for unsuccessful applications
- External fellowships on a student's vita attest to the quality of his or her research, and recruitment committees pay attention to this
- External fellowships help the Department and Graduate School by reducing the pressure on internal funding
- Many external fellowships have a networking aspect where the recipients meet one another
- Almost all students will need external funding during the later stages of their graduate careers
- External fellowships do not usually require teaching or other forms of work, so the student can concentrate on research and writing

An enormous number of such fellowships exist. Contact the Associate Director Fellowship Office in the Graduate School: <http://www.northwestern.edu/fellowships/> (see Graduate School Directory) a person can help navigate through the possibilities of fellowships. Some of the fellowships that students in the Sociology Department have received in recent years include Fulbright Grants, NSF Dissertation Improvement Fellowships, Charlotte W. Newcombe Fellowships, and a great many others. Every sociology student should seek out and apply for external fellowships.

The Graduate School Conference Travel Grants

The Conference Travel Grant (CTG) provides funds to assist Ph.D. and MFA students traveling to conferences and/or seminars to make presentations on behalf of the University. The grant is not intended to support attending courses at other schools, research or general educational travel.

Eligibility:

- Students must be registered and in good academic standing in Ph.D. or MFA programs administered by The Graduate School and within their degree time limitation.
- Students must have completed at least three quarters of full-time study in their Ph.D. or MFA program.

- Students are eligible for a maximum of **two grants** up to \$800 over the entire course of their graduate career.
- Students are eligible to receive **one grant per fiscal year** (September 1 – August 31 of each year).
- Students must have received commitments from other University sources (the home department or school) to partially cover the costs of the conference or seminar. The **school or department must commit at least \$200** towards expenses.
- Student must be the **primary presenter** at the conference and must provide a copy of the invitation to present.
- Funds will not be awarded retroactively.
- Students must apply **30 days in advance** of the first day of travel.

Sociology Travel Grant

The travel grant provides funds to assist graduate students to conferences to make presentations.

Eligibility:

- The student must be registered and in good academic standing.
- All registered students (including first-year) are eligible.
- Students who are working full-time and no longer in the graduate program are not eligible.
- Students are eligible to receive \$535 per fiscal year.
- Students who are presenting at an International conference are eligible to receive an additional \$250.
- Student must be the primary presenter at the conference and must provide a copy of the invitation to present.
- Funds will be provided after the travel has been completed and the appropriate receipts and proof of presenting within 30 days of the conference date(s).

Graduate Student Association

The Sociology Department Graduate Student Association (GSA) is the organization that represents graduate student interests and needs within the department. Graduate students serve on departmental committees with faculty to solve problems that arise, make graduate students' needs and perspectives known, recruit new faculty members and new graduate students, and plan social activities.

The Graduate School Directory (TGS), 633 Clark Street

Dean	Dwight A. McBride dwight-mcbride@northwestern.edu, 1-8502
Senior Associate Dean	Sarah McGill sarah.mcgill@northwestern.edu, 7-3847
Associate Dean for Academic Affairs	Tracy Davis tcdavis@northwestern.edu, 7-3267
Associate Dean for Student Affairs	William Karpus w-karpus@northwestern.edu
Assistant Dean for Financial Aid	Pat Mann p-mann@northwestern.edu, 1-8495
Financial Aid Coordinator Assistantship	Mary MacLean marymac@northwestern.edu, 1-8540
Program Assistant for Financial Aid	Mike Fernandez m-fernandez@northwestern.edu, 7-7334
Assistant Dean SLMA	Penny Warren p-warren@northwestern.edu, 1-8507
Director of AGEF	Cheryl Judice c-judice@northwestern.edu, 1-8536
Associate Dean for Academic Affairs	Tracy Davis tcdavis@northwestern.edu, 7-3267
Director Student Services	Kate Veraldi k-veraldi@northwestern.edu, 7-4108
Coordinator Student Services	Antoaneta Condurat a-condurat@northwestern.edu, 1-8469
Counselor Student Services	Angela Wengrenovich angela.amore@northwestern.edu, 1-7332
Associate Director Fellowship Office	Elizabeth Pardoe e-pardoe@northwestern.edu 1-2617
Assistant Director of Communications	Josephine Whetstone jwhetstone@northwestern.edu 1-3226

TGS Tidbits (copied from TGS's website)

The Graduate School's Student Services Team:

Kate Veraldi

Director, Student Services

k-veraldi@northwestern.edu

847.467.4108

(Student last names beginning with V-Z)

Antoaneta Condurat

Coordinator, Student Services

a-condurat@northwestern.edu

847.491.8469

(Student last names beginning with A-J)

Angela Wengrenovich

Counselor, Student Services

angela.amore@northwestern.edu

847.491.5279

(Student last names beginning with K-U)

TGS 500 – “Advanced Doctoral Study”

Available to doctoral students who have completed their residency requirement of eight (8) quarters of full tuition registration within their program, and are receiving aid from the university. Provides full-time status, but allows no accumulation of credit or residency.

Doctoral Residency

<http://www.tgs.northwestern.edu/about/policies/phd-degree-requirements.html> (12.2 PhD Residency) Eight quarters of residency is to be completed consecutively over two years, including summers.

Part Time Study

<http://www.tgs.northwestern.edu/about/policies/general-registration-policies.html#fulltime> (4.2 Part Time Study) Ph.D. students typically register full time for every quarter. In rare and exceptional circumstances, Ph.D. students may be able to register part time. Such exceptions must be approved by the Dean of The Graduate School after consultation with the program. Master's students may meet the minimum residency requirement by combinations of one-third or two-thirds quarters of residency – that is, one or two course units per quarter.

Consecutive Residency

<http://www.tgs.northwestern.edu/about/policies/general-registration-policies.html#fulltime> (4.10 Continuous Registration Policy) The existing continuous registration policy and the proposed change to residency make this policy obsolete. Any alterations in the residency timeline can be managed through Leave of Absence requests.

Residency and Transfer Credit

www.tgs.northwestern.edu/studentsvcs/doctoral/residency/

No residency credit will be awarded by The Graduate School for work completed in a graduate program outside of The Graduate School. Individual programs may waive course requirements based on work completed at another institution (either prior to or after enrollment at Northwestern), but all students must complete nine graded courses in The Graduate School and maintain a B average (3.0 GPA). Students may register for 590 Research within their programs to maintain full-time registration during quarters in which they are not enrolled full time in graded coursework.

Summer Session

<http://www.tgs.northwestern.edu/about/policies/general-registration-policies.html> (4.8 Summer Registration) Students receiving financial support administered by the University must be enrolled during the summers. Summer enrollment may also be required as a result of visa or loan status.

Advanced Year Registration

<http://www.tgs.northwestern.edu/about/policies/general-registration-policies.html> (4.10.2 Adv. Continuous Registration) Ph.D. students who have reached advanced status (quarters nine and above; see Ph.D. Timeline) are allowed to take additional course units as approved by their program of study. No additional tuition will be charged (see the term pricing policy for details). Students registered in TGS 512 may not take courses at Northwestern University. Students in quarters nine through twelve may have additional course requirements to complete in their program and may register for up to four units. Students who register for less than three units must also register for TGS 500 (see also Ph.D. timeline table). All course requirements for a program must be completed by the end of the twelfth quarter. Funded students who have completed all course requirements register for TGS 500. Students in quarters thirteen and above may register for non-required coursework in addition to TGS 500. These courses should be related to the student's area of study, and should not be taken to fulfill departmental degree requirements. Post-candidacy students in "apprenticeship" programs in the sciences and engineering must receive explicit permission from their primary advisor to register for an "out-year" course. Grading for Advanced Year registrations must adhere to existing grading policies.

P/NP Grading

<http://www.tgs.northwestern.edu/about/policies/general-registration-policies.html#fulltime> (4.13.1 Pass/No Credit Option) Students will follow individual program requirements regarding graded coursework. Courses may be taken Pass/No Pass (P/NP) only when this grading basis is available for selection in CAESAR. No individual exceptions will be allowed.

Leaves of Absence

<http://www.tgs.northwestern.edu/about/policies/leaves-of-absence.html> (9.1)

Defined as a temporary separation from the university for a minimum of one quarter and a maximum of one year. Approved leaves of absence automatically extend department and TGS milestone deadlines by the length of leave. Students who fail to return after the leave of absence will be withdrawn (discontinued) from TGS and need to apply for readmission in order to return.

There are three types of leaves, the numbers in parentheses are the location of additional information from TGS website link above:

- Personal Medical Leave of Absence (9.2.1): For students who must temporarily interrupt progress toward degree due to a physical or mental health need.
- Family Medical Leave of Absence (9.2.2): For students who must temporarily interrupt progress toward degree to extend absence post-childbirth, care for a newborn, adopt a child, or care for a family member. This leave of absence is separate from the childbirth accommodation policy and may be taken in addition to a childbirth accommodation. The childbirth accommodation is not conserved a leave of absence. Please see the childbirth accommodation section of this guide.
- General Leave of Absence (9.3): For students who elect to temporarily interrupt their progress toward degree for a non-medical and non-family care reason

Good Academic Standing, Probation, and Exclusion Policies

<http://www.tgs.northwestern.edu/about/policies/satisfactory-academic-progress.html>

All programs must make clear and direct reference in their materials (in a printed handbook and/or on the Web) to the policies detailed below. Programs must also detail any additional program requirements, to the extent that they differ from The Graduate School's policies. Cases of improper academic and/or research conduct, and inappropriate or unprofessional behavior are considered outside the boundaries of "satisfactory academic progress". These cases are covered separately under TGS's Academic Integrity policy, as well as the published policies of the Office for Research Integrity, the Office of Equal Opportunity and Access, and the Student Handbook. These cases are addressed according to the University's existing disciplinary procedures, and may result in a range of sanctions up to and including exclusion from the University.

Good Academic Standing

To be in good academic standing in The Graduate School, a student must meet both the standards set by the degree program in which the student is enrolled and those set by The Graduate School. The student must make satisfactory progress toward fulfilling all requirements for the degree as set forth by the applicable degree program and by The Graduate School.

Probation

A student whose overall grade average is below B (3.0 GPA) or who has more than two incomplete grades will be placed on probation by The Graduate School and will not be in good academic standing. A student who fails to resume good academic standing after being placed on probation by The Graduate School, who fails to make satisfactory progress toward the degree in accordance with the requirements adopted by the program or The Graduate School, or who otherwise fails to meet the requirements set by the degree program or The Graduate School, may be excluded from The Graduate School.

Unsatisfactory Academic Progress

Failure to make satisfactory academic progress, as determined by the program, may be a result of (but is not limited to): unsatisfactory performance in classes, unsatisfactory performance on qualifying exams, unsatisfactory research progress, or failure to meet other program requirements (such as language proficiency). At a minimum, a student's failure to make

satisfactory progress must be reported by the student's program to the student, as well as to TGS, in its annual academic progress report.

Exclusion

Exclusion is defined by the University in the Student Handbook. The decision to exclude a student from a program can be made on the basis of the student's failure to remain in good academic standing. Prior to exclusion a student should have reasonable opportunity to remediate the deficiency. Exclusion always requires approval from both the program chair and the Director of Graduate Study. The Graduate School will move to exclude a student if he or she is shown not to be in good academic standing in two consecutive annual academic progress reports.

Notification of Exclusion

When a decision to exclude is made, both the student and TGS must be informed in writing within three business days of the decision. The notification must include the effective date of the exclusion, a clear statement of the reason(s) for exclusion and any relevant documentation.

Appeal Process

Students wishing to appeal a program's decision to exclude must first appeal directly to the program. The program must inform both the student and TGS of the outcome of the student's appeal(s) in writing. A student may appeal program decisions to The Graduate School. Appeals will only be considered by TGS on the basis of procedural errors or failure to comply with established program or TGS policy. The Graduate School will not consider appeals based on academic decisions. Appeals to The Graduate School must be made in writing within ten days of the program's final written determination of exclusion and include any supporting materials at that time. The Dean of The Graduate School will determine if an appeal should be administered within TGS, UHAS (University Hearing and Appeals System), or other sanctioning body within the University. The Dean may request additional information from, or a meeting with, the student and/or program before making a final decision. The Dean's decision will be made in a timely manner, and will be communicated in writing to the student and program. This decision is final and cannot be further appealed.

The Graduate School Additional Fees for 2014 – 2015

The following are a few of the out-of-pocket **Graduate School additional fees** which is important for graduate students to know. Increases should be expected in subsequent years.

Activity Fee: **\$110** (per quarter)

- Required for all full-time enrolled graduate students, except for those enrolled in 512, 513, 514, 506, 507 or 508.

Copyright Fee: **\$55**

- Required for Doctor of Philosophy candidates.

Annual Health and Hospitalization Premium: **\$3,449** (Student)

- Required for all active graduate students. The fee will be deducted from the graduate student stipend check.

- *Optional Coverage:*
 - \$6,890 (Spouse / same-sex partner)
 - \$4,313 (Dependent child)

Late Payment Penalty: **\$200**

- Late fees are assessed each quarter on amounts remaining unpaid (whole or in part) after the due date.
- Students may petition to have late fees removed if they feel the charge was unfairly assessed. A late fee caused by delayed financial aid may be cancelled, as long as the remaining balance is paid by the original due date.