

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

ACADEMIC CATALOG 2015-2016

ADMINISTRATIVE INFORMATION

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Academic Catalog 2015-2016

A Message from the President



As both an alumna of Teachers College and its president, I welcome you to the nation's oldest and largest graduate school of education -- a place whose founding vision was to bring educational opportunities to all members of society, and whose faculty and students, time and again during more than a century of leadership, have demonstrated the power of ideas to change the world.

Our legacy is the work of a long list of thinkers and doers that includes James Russell and John Dewey; Lawrence Cremin and Maxine Greene; Edmund Gordon and Isabel Maitland Stewart; Mary Swartz Rose and Morton Deutsch; Arthur Wesley Dow and William Heard Kilpatrick.

These are people who created fields of inquiry. At Teachers College today, our work is about living up to their legacy by ensuring that we not only build knowledge, but enhance its impact by engaging directly with the policymakers and practitioners who will put it to use. Because of our preeminence, it is both our privilege and our obligation to focus our coursework and our research on the questions of the day in each of the fields we serve. To that end, we favor no ideology or single methodology, but instead seek answers that meet the genuine needs of teachers and other practitioners, and the children they ultimately serve.

Whether you plan to teach, conduct research, serve as an administrator, or pursue a career in health or psychology -- or even if you are already active in one of these fields -- at Teachers College, you are undertaking a journey that will change your life and the lives of others by unlocking the wonders of human potential.

As you explore this catalogue, I urge you to remember that the education you will receive at Teachers College is as much about the people you will meet -- your professors and your fellow students -- as it is about the knowledge you will find in books. So as you join with us in our work, open your hearts as well as your minds. Only then will you truly be able to say -- as I proudly do -- that you have learned everything you needed to know at Teachers College.

Susan Fuhrman,
President
Teachers College, Columbia University

Message from the Provost



Students and colleagues, my warmest welcome as you embark on your journey into the fields of education, psychology and health disciplines. I know that this will be an adventure that extends far beyond the classroom. You join a committed, energetic community of educators, deeply engaged in the work of connecting human lives with opportunities to learn. Thank you for choosing this path in your own life.

I hope you enjoy your studies at Teachers College. This is a place where you can delve into the possibilities of education and its allied fields, not only as a tradition or a profession but as a way of being in the world. We see education and life as vitally interconnected. This means that you – your roots as a person, your vision as an advocate of human development, your drive to change the world – matter to us greatly as we develop our programs, degrees, and services.

So who are we as an academic community? We are many things, in fact, and must be, because we believe in freedom of inquiry and rigorous peer-reviewed research and teaching at the highest levels. But let me add that we stand especially for the value of inquiry-based teaching and learning. We strive to cultivate self-discovery and life-enhancing experiences for learners at all levels and ages. Working from within one of the world's greatest research universities, we make good use of the knowledge generated from science, social sciences, humanities and the arts to expand human capacity to learn and create. We also believe strongly in conducting our work in authentic partnership with the communities around us, because what we do at Teachers College is first and foremost about helping real people in the real world.

New York City is an exceptional place to study the fields we represent at Teachers College. Let me be blunt about this because it is so important. This place is not quite like any other, and you need to come here and work with us to realize the potential. Our working environment, in every dimension, reflects both the problems and opportunities of this civilization in their most intense and concentrated form. If you can engage the human prospect here, joining us as educators to imagine and create what might be possible to achieve with such magnificent human complexity, your work and ours will be of national and global significance.

Teachers College is diverse and we are proud of it. Along with the human diversity of our faculty and students, we are also a big-hearted place in our understanding of education and human development. Equity and opportunity are at the heart of everything we do. I use the term “education” as it has always been understood at TC, in its broadest sense, to include all the disciplines we embrace, from the preparation of classroom teachers, early childhood specialists, counselors and school psychologists, music and arts educators, to nursing educators, nutritionists, higher and adult education, and much more. Indeed, we are interested in all the fields of learning that bear on the well-being of students, families, schools and communities.

Above all, Teachers College is a place where these disciplines talk with one another. We are a community that welcomes difference, a place that fosters dialogue and respectful interplay among diverse and sometimes divergent points of view. You can find your intellectual home here and here is your launching pad for a productive career in education and related fields. Let's get to work!

Thomas James,
Provost
Teachers College, Columbia University

About the Catalog

This catalog is an informational guide to Teachers College. The information it contains is subject to change and should not be considered a contract. Changes to the catalog are possible for a number of reasons, including changes in certification or licensing standards for certain programs of study, periodic review of academic programs, curricula and course offerings by Teachers College or Columbia University, and modifications of policies. Through academic advising, every effort will be made to help students adapt to changes in the catalog. However, the final responsibility for meeting academic and graduation requirements rests with each student. Students are encouraged to consult frequently with their faculty or academic advisors and to remain in regular contact with their program in order to stay informed about possible changes in the catalog. Current versions of TC policies are available at www.tc.edu/policylibrary (<http://www.tc.edu/policylibrary>).

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Academic Calendar

AUTUMN TERM 2015 (September 2 - December 21)

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| April 2015 | 27 | Monday. Registration for Summer Term 2015 and Autumn Term 2015 for continuing students via web registration begins. |
| May 2015 | 18 | Monday. Registration for Summer Term 2015 and Autumn Term 2015 begins for new students. |
| August 2015 | 26 | Wednesday. Beginning of occupancy in Teachers College residence halls for new students attending the Autumn Term. |
| | 31 | Monday. New student orientation program for students in Arts & Humanities; Curriculum & Teaching; Education Policy & Social Analysis; International & Transcultural Studies; and Mathematics, Science, & Technology. |
| September 2015 | 1 | Tuesday. In-person registration for Autumn Term. Hours: 10 a.m. to 7 p.m. Advisors available from 2 p.m. to 7 p.m. |
| | 1 | Tuesday. New student orientation program for students in Biobehavioral Sciences, Counseling & Clinical Psychology, Health & Behavior Studies, Human Development, and Organization & Leadership. |
| | 2 | Wednesday. Classes begin. Autumn Term 2015 |
| | 2 | Wednesday. Registration and add/drop period. Hours: 9:30 a.m. to 6:00 p.m. Wednesday and Thursday; 9:30 a.m. - 5:00 p.m. Friday. Advisors and/or their representatives available from 3 to 5 p.m. |
| | 3 | Thursday. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given October 16 and October 23. |
| | 3 | Thursday. Registration and add/drop period. Hours: 9:30 a.m. to 6:00 p.m. Wednesday and Thursday; 9:30 a.m. - 5:00 p.m. Friday. Advisors and/or their representatives available from 3 to 5 p.m. |
| | 4 | Friday. Registration and add/drop period. Hours: 9:30 a.m. to 6:00 p.m. Wednesday and Thursday; 9:30 a.m. - 5:00 p.m. Friday. Advisors and/or their representatives available from 3 to 5 p.m. |
| | 4 | Friday. Fall semester payment due date for tuition, fees, and housing charges. |
| | 7 | Monday. Labor Day. University holiday. No classes. No offices open. |
| | 10 | Thursday. Last day to file notification of intention to defend Ed.D. and Ph.D. dissertations during the Autumn Term 2015. |

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| | 11 | Friday. Last day to file Master's essays for the October degree award. |
| | 16 | Wednesday. Last day to add and drop courses for the Autumn term, file a Certificate of Equivalency, and enroll in, upgrade, or submit a waiver request for the Columbia Health Fee and Columbia Student Health Insurance. |
| | 17 | Thursday. Requests for late registration under exceptional circumstances on or after this date require Registrar's approval and payment of \$100 late registration fee. |
| | 28 | Monday. Last day to make final deposit of corrected Ed.D. dissertations and abstracts for October award of degree. |
| | 29 | Tuesday. Last day to change points in variable point courses. |
| October 2015 | 9 | Friday. Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the October award of the degree. |
| | 15 | Thursday. Midterm date, Autumn Term. |
| | 16 | Friday. Doctoral Certification Examination (Ed.D./Ph.D.) for students not majoring in an area of psychology, 9 a.m. to 12 noon and 1:45 to 4:45 p.m. |
| | 21 | Wednesday. Award of October degrees and certificates. No ceremony. |
| | 23 | Friday. Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9 a.m. to 12 noon and 1:45 to 4:45 p.m. |
| November 2015 | 2 | Monday. Last day to file or to renew an application for Master's degrees and certificates to be awarded in February. (After this date, application may be filed only until November 16 upon payment of \$25 late fee.) |
| | 25 | Wednesday. No classes. Offices open. |
| | 26 | Thursday. Thanksgiving holidays. No classes. No offices open. |
| | 27 | Friday. Thanksgiving holidays. No classes. No offices open. |
| December 2015 | 21 | Monday. Autumn Term 2015 ends. |
| | 22 | Tuesday. Termination of occupancy in Teachers College residence halls for Autumn Term students not returning for Spring Term 2016. |

SPRING TERM 2016 (January 20-May 10)

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| December 2015 | 7 | Monday. Registration for the Spring Term for continuing students via web registration begins. |
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| January 2016 | 11 | Monday. Last day to file Master's essays for the February degree award. |
| | 17 | Sunday. Beginning of occupancy in the Teachers College residence halls for the Spring Term. |
| | 18 | Monday. Martin Luther King, Jr. Day Observed. University holiday. No classes. No offices open. |
| | 19 | Tuesday. In-person registration for Spring Term 2016. Hours: 10:00 a.m. to 7:00 p.m. Advisors available from 2:00 p.m. to 7:00 p.m. |
| | 19 | Tuesday. New student orientation program. |
| | 20 | Wednesday. Classes begin. Spring Term 2016. |
| | 20 | Wednesday. Late registration and change period. Hours: Wednesday - Thursday 9:30 a.m. to 6:00 p.m.; Friday 9:30 a.m. to 5:00p.m. Advisors available from 3:00 to 5:00 p.m. |
| | 21 | Thursday. Late registration and change period. Hours: Wednesday - Thursday 9:30 a.m. to 6:00 p.m.; Friday 9:30 a.m. to 5:00p.m. Advisors available from 3:00 to 5:00 p.m. |
| | 21 | Thursday. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given February 12 and February 19. |
| | 22 | Friday. Late registration and change period. Hours: Wednesday - Thursday 9:30 a.m. to 6:00 p.m.; Friday 9:30 a.m. to 5:00p.m. Advisors available from 3:00 to 5:00 p.m. |
| | 22 | Friday. Spring semester payment due date for tuition, fees, and housing charges. |
| | 28 | Thursday. Last day to file notification of intention to defend Ph.D. and Ed.D. dissertation during Spring Term. |
| | 29 | Friday. Last day to make final deposit of corrected Ed.D. dissertations and abstracts for February award of degree. |
| February 2016 | 1 | Monday. Last day to file or to renew an application for Master's degrees and certificates to be awarded in May. (After this date, application may be filed only until February 15 upon payment of \$25 late fee.) |
| | 2 | Tuesday. Last day to add and drop courses for Spring Term, file a Certificate of Equivalency, and, for new spring students only, to enroll in, upgrade, and waive the Columbia Health Fee and Columbia Student Health Insurance. |
| | 3 | Wednesday. Requests for late registration on or after this date require registrar's approval and payment of \$100 late registration fee. |

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| | 5 | Friday. Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the award of the February degree. |
| | 10 | Wednesday. Award of February degrees and certificates. No ceremony. |
| | 12 | Friday. Doctoral Certification Examination (Ed.D./Ph.D.) for students not majoring in an area of psychology, 9 a.m. to 12 noon and 1:45 to 4:45 p.m. |
| | 16 | Tuesday. Last day to change points in variable-point courses. |
| | 19 | Friday. Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9 a.m. to 12 noon and 1:45 to 4:45 p.m. |
| March 2016 | 3 | Thursday. Midterm date, Spring Term. |
| | 13 | Sunday. First day of spring holidays. |
| | 18 | Friday. No offices open. |
| | 20 | Sunday. Last day of spring holidays. |
| April 2016 | 1 | Friday. Last day to file Master's essays for the May degree award. |
| | 25 | Monday. Last day to hold the dissertation defense (Ed.D./Ph.D.) for the May award of the degree. |
| | 29 | Friday. Last day to make first deposit of corrected Ed.D. dissertations and abstracts for May award of degree. |
| May 2016 | 6 | Friday. Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the award of the May degree. (Deposit must be completed by 4:00 p.m.) |
| | 10 | Tuesday. End of Spring Term 2016. |
| | 11 | Wednesday. Termination of occupancy in Teachers College residence halls for Spring Term for students not remaining for Summer Session A. Extensions granted for students participating in Commencement. |
| | 16 | Monday. Teachers College Master's degree Convocations. |
| | 17 | Tuesday. Teachers College Master's degree Convocations. |
| | 18 | Wednesday. Conferring of degrees at Columbia University 10:30 a.m.; Teachers College Doctoral degree Convocation, 2:00 p.m. |
| | 20 | Friday. Termination of occupancy in Teachers College residence halls for Spring Term for students not remaining for Summer Session A and who are participating in Commencement. |

20 Friday. Summer A payment due date for tuition, fees, and housing charges.

SUMMER TERM 2016 (May 19-August 16)

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| April 2016 | 25 | Monday. Registration for Summer Term 2016 and Autumn Term 2016 for continuing students via web registration begins. |
| May 2016 | 16 | Monday. Beginning of occupancy in Teachers College residence halls for Summer Session A. Move-in times: 8 A.M. to 10 A.M. |
| | 16 | Monday. Registration for Summer 2016 and Autumn Term 2016 begins for new students. |
| | 19 | Thursday. Session A courses begin. |
| | 24 | Tuesday. Late registration and changes in registration for Session A (changes in Session B courses are also accepted). Hours: 10 a.m. to 6:00 p.m. advisors and/or their representatives available from 3 to 5 p.m. |
| | 25 | Wednesday. Late registration and changes in registration for Session A (changes in Session B courses are also accepted). Hours: 10 a.m. to 6:00 p.m. advisors and/or their representatives available from 3 to 5 p.m. |
| | 25 | Wednesday. Last day to add or drop Session A courses. |
| | 27 | Friday. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.), to be given June 17. |
| | 30 | Monday. Memorial Day Observed. University holiday. No classes. No offices open. |
| June 2016 | 8 | Wednesday. Last day to add/drop points in Summer A and full summer variable-point courses. |
| | 17 | Friday. Doctoral Certification Examination (Ed.D./Ph.D.), 9 a.m. to 12 Noon and 1:45 p.m. to 4:45 p.m. |
| | 29 | Wednesday. End of Summer Session A courses. |
| | 30 | Thursday. Termination of occupancy in Teachers College residence halls for students not remaining for Summer Session B. |
| July 2016 | 4 | Monday. Independence Day observed. University holiday. No classes. No offices open. |
| | 5 | Tuesday. In-person registration for Session B courses. Hours: 12 noon to 6 p.m. |
| | 5 | Tuesday. Beginning of occupancy in Teachers College residence halls for Summer Session B. Move-in times: 8 A.M. to 10 A.M. |

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| 6 | Wednesday. Session B courses begin. |
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| 6 | Wednesday. Late registration and changes in registration for Session B courses. Hours: 10 a.m. - 6:00 p.m. Advisors and/or their representatives available from 3 to 5 p.m. |
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| 7 | Thursday. Late registration and changes in registration for Session B courses. Hours: 10 a.m. - 6:00 p.m. Advisors and/or their representatives available from 3 to 5 p.m. |
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| 8 | Friday. Summer B payment due date for tuition, fees, and housing charges. |
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| 12 | Tuesday. Last day to add or drop Session B courses. |
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| 19 | Tuesday. Last day to add/drop points in Summer B variable-point courses. |
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| August 2016 | 1 Monday. Last day to file or to renew an application for Master's degrees and certificates to be awarded in October. (After this date, application may be filed only until August 17 upon payment of a \$25 late fee.) |
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| 16 | Tuesday. End of Summer Session B courses. |
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| 17 | Wednesday. Termination of occupancy in Teachers College residence halls for students not remaining for the Autumn Term. |
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Admissions and Applying to Teachers College

Applying to Teachers College

Thank you for your interest in Teachers College, Columbia University. For more information regarding Admission to Teachers College, please refer to the Office of Admission website at www.tc.columbia.edu/apply. (<http://www.tc.columbia.edu/apply>)

About the Application Process

Teachers College is a graduate-only institution. Applicants must hold, or be in the process of obtaining, the equivalent of a U.S. baccalaureate degree in order to be considered for admission. Applicants from the U.S. are also required to hold, or be in the process of obtaining, the undergraduate baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education.

Applicants may apply to only one program at a time per application cycle. One application is allowed for either Summer or Fall and one for Spring.

Teachers College admits students for Spring, Summer, and Fall entry. However, not all programs or degree levels are available for all entry terms.

A complete list of available programs, degrees, and entry terms can be found on the Office of Admission website at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>).

How to Apply

The Teachers College Application for Admission is available online at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>) and can be completed over several sessions, if necessary.

The complete Teachers College application consists of the application form, as well as additional materials to be submitted online and may include items submitted separately to the Office of Admission.

Applicants are responsible for collecting and submitting all required application materials to the Office of Admission. Official scores of any required standardized test, such as the TOEFL, GRE, or MAT must be directly reported to Teachers College Office of Admission by the Testing Centers. Refer to the "Standardized Tests" section for more information.

A Teachers College ID number (TC ID) is issued to each applicant via e-mail once her/his application form has been fully submitted. The TC ID is a randomly-generated eight-digit number preceded by the letter "T" that is used to identify the applicant throughout the application and enrollment process.

Any application components that cannot be submitted online should be mailed to:

Teachers College, Columbia University
Office of Admission, Box 302
525 West 120th Street
New York, NY 10027-6696

Applicants using DHL, FedEx, or UPS should have their materials delivered to:

Teachers College, Columbia University
 Thorndike Hall, 3rd Floor
 525 West 120th Street
 New York, NY 10027-6696

Application Deadlines

For most Teachers College programs, the application deadlines for all required application items be be received are as follows:

Summer or Fall Entry

Ph.D. Final Deadline: December 15

Ed.D. programs:

Early Deadline: January 2

Final Deadline: April 1

Master's programs:

Early Deadline: January 15

Final Deadline: April 15

Spring Entry

Final Deadline: November 1

Please note:

- Not all programs are available for all entry terms.
- Only complete applications will be eligible for review. In order for an application to be considered complete, the Office of Admission must receive all required application materials by the designated deadline.
- Priority for scholarship consideration is given to those applicants who apply and complete the Teachers College Scholarship application by published early deadlines.
- Applications received after the early deadline may be considered on a space-available basis.

Components of the Complete Application

Below is a list of items that must be received by the Office of Admission to ensure a complete application. Please note only complete applications will be eligible for review.

Under no circumstances can any application materials submitted to the Office of Admission be returned to an applicant or forwarded to another college, university, or place of business including other schools within Columbia University. All records submitted in support of an application for admission become part of a student's permanent record at Teachers College.

Completed Application Form

The Application for Admission is available online at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>). A valid e-mail address must be included on the application form, as it will be used for all correspondence from the Office of Admission.

Application Fee

- New application \$65
- Re-application \$35
- Non-Degree \$65

The application fee is a non-refundable submission fee.

The application fee must be submitted electronically through the online application (credit card or checking or savings account routing number). Application fees made by checking or savings account routing number must be drawn on a U.S. bank.

Statement of Purpose

Applicants should present a carefully planned and written statement of purpose two to three pages in length, double-spaced, describing their background, past work in the intended field of study, plans for graduate study and a professional career, or any other information they feel is relevant. Applicants who are currently registered in a graduate program at another university should explain why they wish to leave. The statement of purpose must be submitted electronically as a part of the online application.

Official Transcript(s)

For current requirements regarding transcript submission, please visit the Office of Admission website at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>).

For educational institutions located outside of the United States or Canada, the Office of Admission requires a course-by-course evaluation of all post-secondary credentials (undergraduate and graduate, if applicable). Refer to the Office of Admission's website at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>) for more information.

Official transcripts are required from all academic institutions for applicants offered admission to Teachers College. Teachers College reserves the right to withdraw an application or an admission offer, if there is a discrepancy between unofficial transcripts/documents used for application review and the official original transcript.

Letters of Reference

Applicants are required to submit two letters of recommendation, unless a third is required. More information can be found on the Office of Admission website at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>).

Letters of recommendation should be written by people who can comment from personal knowledge on the applicant's academic or professional qualifications for graduate study. Wherever possible, letters of recommendation should be submitted from academic sources. However, if an applicant has been out of school for a number of years, professional recommendations may be used in most cases.

Recommendations written by family members or friends are not appropriate for the purposes of this application. A credentials file at a previous college or university may be submitted to fulfill the letters of recommendation requirement. However, if an applicant has been out of school for five or more years, one additional current letter of recommendation should be submitted.

Letters of recommendation may be submitted electronically through the online application or in paper form. Applicants must provide the name, title, relationship and email of each recommender in the space provided on the online application, regardless of the method of submission.

If a paper letter of recommendation is submitted, applicants should request that each letter of recommendation be returned to the applicant in a sealed envelope with the signature of the recommender across the sealed flap. Each recommendation must be received by the Office of Admission in its original sealed envelope. If the recommender prefers, the letter may be sent directly to the Office of Admission at Teachers College. The recommender's signature must appear on both the letter of recommendation and across the sealed flap. Open or unsigned reference letters will not be accepted.

Letters of recommendation are used for admission and scholarship review in the applicant's intended field of study only. All letters of recommendation are destroyed after the review process.

Résumé

A current résumé or chronological listing of employment and other significant activities must be submitted electronically through the online application.

Standardized Tests

Standardized Tests are required by some, but not all, Teachers College degree programs. All submitted test scores received by the Office of Admission will be available for review by the Admission committee.

Applicants are expected to take any required standardized tests well before the application deadline(s). Official scores of any required standardized test, such as the TOEFL, GRE, or MAT must be directly reported to Teachers College Office of Admission by the Testing Centers. Expired scores will not be accepted. The official scores must be received by the application deadline.

For the TOEFL, GRE, or other tests administered by the Educational Testing Service (ETS), the assigned institution code for Teachers College is 2905. No department code should be indicated.

For all applicants who received a baccalaureate degree from an institution where English is not the sole official language of instruction, an English proficiency exam must be taken. An English proficiency exam is required regardless of where the applicant received a graduate degree (if any). We accept TOEFL or the International English Language Testing System (IELTS) exam.

Please note:

- The minimum TOEFL exam score required by Teachers College is 100 on the internet-based exam (IBT), 250 on the computer-based exam (CBT), and 600 on the paper-based exam (PBT). The TOEFL is administered by Educational Testing Service (ETS). Applicants may obtain further information on TOEFL at www.toefl.org (<http://www.toefl.org>) or from their local overseas educational advising center (www.educationusa.state.gov (<http://www.educationusa.state.gov>)).
- The minimum IELTS exam score required by Teachers College is an overall band score of 7.0.
- Applicants to the Teaching of English as a Second Language (TESOL) or Applied Linguistics programs must submit an English proficiency exam score if their native language is not English, regardless of where their undergraduate and/or graduate degree was obtained. In addition, these programs have exam restrictions and minimum score requirements that differ from all other Teachers College programs. Refer to the program website (<http://www.tc.columbia.edu/a%26h/TesolAI/index.asp>) for more information.

Supplemental Application Requirements

Some programs require additional application materials such as standardized test scores or writing samples (separate from the Statement of Purpose). Refer to the Areas of Study section (www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>)) for more information.

Other Admission Policies

Notification of Decision

The length of the application review process varies from program to program. The Office of Admission will notify the applicant via e-mail once a decision has been published. This notification will include instructions on how to retrieve the application decision through the online application. The official notification of the decision is the letter bearing the signature of the Director of Admission. Decisions will not be given over the telephone.

For Summer/Fall applicants who submit a complete application by the published early application deadlines, it is our goal to publish decisions around mid-March. Spring term applicants and applicants applying after the early deadline will be notified on a rolling basis.

Members of the Admissions staff are not permitted to discuss specific details regarding the decision on any application. Admission committee meetings are confidential and information cannot be shared with applicants or any other party. Admission decisions are final.

If you have applied to Teachers College three times and were denied admission each time, you must wait three years before submitting another application.

In order to ensure a place in a program, a \$300 U.S. non-refundable tuition deposit must be received by Teachers College. Deposit deadlines will be included in the letter of admission. The tuition deposit must be submitted electronically through the Admission Response Form (credit card or checking or savings account routing number). Deposits made by checking or savings account routing number must be drawn on a U.S. bank. Upon enrollment, the tuition deposit will be credited to the student's account.

Deferral of Admission

Students may defer their admission to a Master of Arts, Master of Education, or Master of Science degree program for one year, unless otherwise specified by the program. Students admitted to doctoral programs must have the written permission of the program to which they were admitted to defer an offer of admission. Requests for deferral of admission must be indicated on the Deferral Response Form. Pending approval, students are required to submit a \$300 U.S. non-refundable tuition deposit and an additional \$300 US non-refundable deferral deposit in order to secure enrollment for the following year. Upon enrollment both the tuition deposit and deferral deposit will be credited to the student's account.

International Applicants

International applicants must hold, or be in the process of obtaining, the equivalent of a U.S. baccalaureate degree in order to be reviewed for admission to Teachers College. Applicants who do not meet this requirement will not be considered for admission.

Applicants are expected to collect and prepare international educational credentials well in advance of the application deadline. Incomplete records will not be reviewed for admission.

If an applicant's credentials are from an institution outside of the United States and Canada, the Office of Admission requires an official course-by-course evaluation of all post-secondary credentials (undergraduate and graduate, if applicable). It is the applicant's responsibility to provide the necessary paperwork and payment to an approved evaluation service, and to request an official copy of the report to be sent to the Office of Admission. The completed evaluation must be received by the appropriate admission deadline. The evaluation copy provided to Teachers College becomes an official academic record document and the sole property of Teachers College upon its receipt. Evaluations will be

reviewed by Teachers College administrators and the determination of degree equivalency to U.S. degrees is at the discretion of Teachers College. For more information, please visit the Office of Admission website at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>).

If a school an applicant attended is no longer in existence or it is impossible to obtain official documents from the school attended, the applicant should have the Ministry of Education of that country furnish an official statement testifying to the impossibility of obtaining records. The Ministry should also supply Teachers College with a list of courses ordinarily required in the degree program an applicant has followed in that school or university.

Students who have earned a baccalaureate degree or its equivalent from a college or university where English is not the sole official language of instruction must take an exam to establish English Language proficiency. Refer to “Standardized Tests” for more information.

Applicants should not submit bank statements or other proof of funds with application materials.

Documents necessary to obtain a student visa (I-20 or DS-2019) are sent to the Office of International Services only after an applicant is officially admitted to Teachers College and has submitted the Application for Visa Certificate (AVC) (available online at www.tc.columbia.edu/international) (<http://www.tc.columbia.edu/international>), and supporting documents certifying that the applicant has the necessary funds to meet the cost of full-time study at Teachers College. Holders of student visas (F-1 or J-1) are required to study full-time (at least 12 points per semester). A copy of the ID page(s) of the passport or national ID card, as well as address in the applicant’s country of permanent residence are also required.

Be certain that any form not issued in English is accompanied by a notarized English translation.

Individuals holding B-1 or B-2 status, or who entered the United States on a visa waiver, may be in violation of their status if they enroll in classes.

Contact International Services at tcintl@tc.columbia.edu with any questions related to visas or visit www.tc.columbia.edu/international (<http://www.tc.columbia.edu/international>).

Students with Disabilities

The Office of Access and Services for Individuals with Disabilities (www.tc.columbia.edu/oasid) (<http://www.tc.columbia.edu/oasid>) ensures that programs and services at Teachers College are physically, programmatically, and attitudinally accessible to individuals with disabilities. Equal access is achieved through individualized responses addressing the needs of individuals with conditions including, but not limited to, vision, hearing or mobility impairments, medical conditions, or learning disabilities that affect one or more academic activities.

Office of Access and Services for Individuals with Disabilities

163 Thorndike Hall

Teachers College, Columbia University

Box 105

525 West 120th Street

New York, NY 10027-6696

Tel/Voice: (212) 678-3689

TTY: (212) 678-3853

Video Phone: (866) 624-3281

Fax: (212) 678-3793

Email: oasid@tc.columbia.edu

Admission as a Non-Degree Student

Non-degree status is available to all applicants holding the equivalent to a U.S. baccalaureate degree.

The non-degree application is available online at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>). A valid e-mail address must be included on the application form, as it will be used for correspondence from the Office of Admission.

The non-degree application consists of the online non-degree application form, \$65.00 non-refundable application fee, and either a copy or official transcripts from the undergraduate baccalaureate institution showing a conferred baccalaureate degree and all academic courses and grades. All three application items can be submitted electronically through the online non-degree application process. Additional application materials may be required based on the non-degree program.

A non-degree student may take up to 16 credit points as long as the academic standards of the College are met.

In order to exceed the maximum of 16 points, a non-degree student must either:

- Be admitted to a Teachers College degree program, or
- Obtain approval from the Registrar for continued registration under non-degree status.

Admission to non-degree status implies no commitment for admission to a degree, advanced certificate or non-credit program. Should a non-degree student become a degree candidate, a maximum of 16 points (8 in the major field) taken in non-degree status may be applied toward a degree program.

Admission as an Advanced Certificate Student

Advances Certificate status is available to all applicants holding the equivalent to a U.S. baccalaureate degree.

The advanced certificate application is available online by using the non-degree application at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>). A valid e-mail address must be included on the application form, as it will be used for correspondence from the Office of Admission.

The advanced certificate application consists of the online non-degree application form, \$65.00 non-refundable application fee, and either a copy of official transcripts from the undergraduate baccalaureate institution showing a conferred baccalaureate degree and all academic courses and grades. All three application items can be submitted electronically through the online non-degree application process. Additional application materials may be required based on the advanced certificate program requirements.

Admission to an advanced certificate status implies no commitment for admission to a degree, non-degree or non-credit program.

Admission as a Non-Credit Student

Refer to the Continuing Professional Studies website at <http://www.tc.columbia.edu/continuing-professional-studies/> (<http://www.tc.columbia.edu/continuing-professional-studies/>) for more information about non-credit options at Teachers College.

Admission to a non-credit status implies no commitment for admission to a degree, non-degree or advanced certificate program.

Program Change Form

Current Teachers College students enrolled in a teacher certification program or a program that offers multiple tracks may use a Program Change Form to apply to switch from one certification/track to another in the same program. The Program Change Form must be signed and approved by the Program Coordinator before the Office of Admission can begin to process the form. A signed and approved Program Change Form does not guarantee admission until after it is reviewed by the Office of Admission. The Director of Admission reserves the right to request additional application materials from the applicant, even after the form has been signed by the Program Coordinator. *The Program Change Form is not intended to be used as a means to re-apply to different programs or advanced degrees at Teachers College.* For these requests the online application is recommended. The Office of Admission will notify the applicant via e-mail once a decision has been published. The official notification of the decision is the letter bearing the signature of the Director of Admission. Decisions will not be given over the telephone.

Contact Information

Office of Admission
Thorndike Hall, 3rd Floor
Phone: (212) 678-3710
Fax: (212) 678-4171
Email: tcinfo@tc.columbia.edu

Statement of Non Discrimination

Teachers College does not discriminate on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, marital status, citizenship status, veteran status, disability, pregnancy and gender expression or any other criterion specified by federal, state or local laws in the administration of its admission, employment and educational policies or scholarships, loan, athletic and other school administrated programs.

Financial Aid

The Office of Financial Aid recognizes that the pursuit of a graduate education includes a financial commitment for the student and family. We also know that identifying and securing financial resources plays a significant role in planning for graduate school. To this end, we are committed to reducing financial barriers and offering students the best financial aid package possible in the form of institutional scholarships, federal grants and student loans, and employment opportunities. Please visit the website at www.tc.edu/financialaid/ (<http://www.tc.edu/financialaid/>) for further information on the financial aid process, grants and internal and external scholarships.

Housing at Teachers College

Residential Services At Teachers College

The Office of Residential Services extends a warm welcome to you as you consider joining our residential community.

The Office of Residential Services at Teachers College, Columbia University, complements the institutional mission of the College by striving to provide housing that is convenient, clean, and safe for campus residents, their families and guests. The department is committed to creating a stimulating, inclusive, and caring environment that supports the out-of-classroom experience and enhances intellectual, personal, and professional development. We collaborate with other campus departments to meet the unique needs of our graduate student population and provide uncompromising quality, innovation, and continuous improvement in a multicultural community.

Teachers College has approximately 650 spaces available for single students and 75 apartments for students with families. Bancroft, Grant, Sarasota and Whittier Halls are historic buildings similar to other early 1900's New York City apartment-style buildings. Our newest building, 517 West 121st, opened in the fall 2004 semester.

Eligibility for Housing

In order to be eligible for student housing, students must be enrolled in a degree program at Teachers College and registered for classes. To maintain housing eligibility, residents must be enrolled and registered for a minimum of 9 credits or equivalent each semester (fall and spring). Two-thirds of each semester's credits (6 points per term) must be earned course credits (i.e. not Certificates of Equivalency). Semester courses that are defined by the Registrar as full-time, qualify a resident for full-time status. Housing Contracts extend for one calendar year, beginning with the summer term. Any resident who completes 18 credits during the fall and spring semesters combined (or 9 credits during the spring semester for students who begin residency in the spring) is not required to register for summer sessions and may remain in the residence hall, but must re-enroll for the upcoming fall semester and live in Teachers College housing for the upcoming fall semester. To remain eligible for summer housing if a resident is vacating in the summer (at the conclusion of Summer A or Summer B) the resident must be enrolled for the summer or have documentation from the College demonstrating an affiliation with the College during the summer. If the resident is teaching in public schools or has dependents in public schools, the resident is permitted to remain in housing until the conclusion of Summer A.

Full-time employees of Teachers College are not eligible for on-campus housing. Residents who become Teachers College full-time employees are not eligible for Teachers College housing, and will be required to vacate Teachers College housing at end of the current contract period.

When to Apply for Housing

Housing offers are based on availability of units, geographic priority, and date of receipt of application. Applicants outside a 30-mile radius of the greater New York City area have the highest priority for housing. To complete an application you should visit our website at www.tc.edu/housing and complete our on-line housing application.

The following early application dates are recommended for submitting a housing application:

- *Fall term entry: February 1st*
- *Spring term entry: September 1st*
- *Summer term entry: December 1st*

Please note: Students are encouraged to apply prior to the early application dates listed above and may apply for housing up to one year in advance of the term they seek housing.

Unfortunately, given the limited number of spaces available, we may be unable to accommodate all requests for housing, and we encourage students to apply for housing before they are accepted into a degree-granting program. Housing applications will only be considered once one has been admitted and deposited.

Housing Assignments

Students will be notified by the Office of Residential Services of their housing status on a bi-weekly basis when offers commence for the semester for which they have applied. Each student's assignment email contains information regarding the unit to which the student has been assigned. This information includes: type of unit, semester housing charge, and approximate size of unit. Also, information regarding check-in dates and times will be included. Notification that a housing space is available will be accompanied by instructions about how to accept the offer which is done through the myTC portal. A non-refundable \$750 housing deposit is required to hold the space. This deposit is held in an interest-bearing account for the duration of the student's residence and may not be used for semester housing charges.

Every effort is made to accommodate each applicant's housing preferences. However, there is a transfer period after the semester begins in which students may request a change of assignment. Students may choose to exercise the transfer option if the College is unable to accommodate their original request.

Applications will be processed beginning (dates approximate):

- *May 15th: Fall Term*
- *October 15th: Spring Term*
- *March 15th: Summer A Term*
- *April 15th: Summer B Term*

Once offered an assignment in Teachers College housing, the housing application may not be deferred to another semester. Hence, the applicant would need to submit a new housing application and fee for the desired semester. The Office of Residential Services must be notified in writing if a student decides to defer an application. A housing application may be deferred for a maximum of one year, provided an assignment was never offered.

Important Information

- Students may submit an application for housing even if they have not yet applied or been admitted to the College. No offer for housing, however, will be made until students are officially admitted into a Teachers College degree program and have paid the Admission deposit, as established by the Office of Admission.
- Individuals interested in summer-only housing should visit our website at www.tc.edu/housing (<http://www.tc.edu/housing>) for a Summer Conference Housing application.
- Students are responsible for notifying the Office of Admission (if an incoming student) or the Office of Registrar (if a continuing student) of any changes in mailing address, telephone number, and/or email address.

Single Student Housing Info

Three buildings are available for single-student housing. They are Bancroft Hall, Whittier Hall and 517 West 121st.

Bancroft Hall is located at 509 West 121st Street. It was constructed in 1910 and completed a full renovation in 2015. There are three types of housing options for single students in this residence hall, including one-bedroom apartments and shared apartments (two and three bedrooms). All assignments include a private bedroom. Room sizes vary in all accommodation types.

Whittier Hall is located at 1230 Amsterdam Avenue (at the corner of 120th Street) and was constructed in 1901. There are several different types of housing accommodations offered in this residence hall. All assignments include a private bedroom. Room sizes vary in all accommodation types.

In the single rooms, kitchen and bathroom facilities are shared by approximately 20 students. Suites are self-contained units with three to six private bedrooms. Residents of suites share a kitchen, bathroom, and common area. Efficiency units, one- and shared-two-bedroom apartments, and studio units all have a private bathroom and kitchen. Microwaves are provided for students in suites, efficiencies, studios and one- and shared-two-bedroom apartments. A microfridge (a microwave attached to a refrigerator unit) is provided in the single rooms.

517 West 121st opened in the fall 2004 semester. The building contains 252 studio apartments. Some have private kitchenettes, while most units share community kitchens which are distributed throughout the building. The regular studios are approximately 215 square feet in size, and each one contains a private bathroom.

All single student housing units are fully furnished. Residents must, however, provide their own linen, cooking utensils, and other household items. All units come with cable TV service, and internet hook-up (Bancroft Hall also has wireless internet).

Single Student Housing Average Semester Rates

(2015–2016 Academic Year)

Bancroft Hall

- One bedroom apartment \$9,244-9,775
- Two-bedroom shared apartment \$5,625-\$6,458 (per person)
- Three-bedroom shared apartment \$5,513-\$6,638 (per person)

517 West 121st:

- Efficiency without kitchen \$8,058-\$8,359
- Efficiency with kitchen* \$9,173-\$9,678

Whittier Hall:

- Single Room \$3,980-\$5,265
- Suite Room \$4,414-\$5,316
- Single Room with private bathroom* \$5,314 - \$5,672
- Efficiency with private kitchen* \$6,542 - \$7,439
- Two-bedroom shared unit* \$5,683
- One-bedroom* \$8,329
- Studio* \$8,636

*Limited availability

Please note: Rates are subject to change and typically increase 4-6% each year.

Family Housing Info

Family housing is available for both traditional and non-traditional families. To be eligible for family housing, students must demonstrate that the applicant and the individual(s) with whom the applicant is applying to reside share a qualifying family relationship. Qualifying family relationships under current policy include the following: (a) marriage, (b) presence of minor or dependent child(ren), or (c) domestic partnership (a long-term relationship between the two adults). Relationships that do not qualify for family housing status include: parents, grandparents or siblings of applicants, other than a minor sibling for whom the resident is the legal guardian.

Documentation of Family Status

All persons applying for family housing must submit proper documentation along with their application. The following are acceptable forms of documentation:

1. Copy of a current marriage certificate.
2. In the case of a single parent, birth certificate(s), adoption papers, or other appropriate documentation of legal guardianship.
3. Notarized affidavit declaring that the applicants share a domestic partnership.

The approved affidavit form is included in the application.

In addition, those who apply as Domestic Partners must include one of the following along with the signed affidavit:

1. Copy of a joint lease naming and signed by both applicants and their landlord;
2. Joint tax returns for one calendar year immediately preceding the application;
3. Notarized letter on bank letterhead signed by a bank officer indicating a joint saving and/or checking account for at least one calendar year;
4. Affidavit of Domestic Partnership from New York City or any city, which registers unmarried couples who are in a committed, ongoing family relationship.

Family Housing Options

Teachers College maintains three family housing apartment buildings: Bancroft, Grant, and Sarasota Halls.

Bancroft Hall, located at 509 West 121st Street, is an eight-story residence hall with approximately 100 apartments. Each apartment has a bathroom, living room/dining room area, kitchen, and bedroom(s). The front apartments face 121st Street. The rear apartments face a courtyard, which connects Bancroft to Grant and Sarasota Halls. A security officer is on duty 24 hours a day at the Bancroft Hall front desk. Bancroft Hall completed a major renovation in 2015. Housing rates vary according to the size and location of the apartment. Electricity, heat and hot water are provided at no additional cost. Wireless internet and cable TV service are included in the housing rates. All apartments come fully furnished.

Grant and Sarasota Halls, located at 514 and 512 West 122nd Street, respectively, are six-story buildings with four one-bedroom apartments on each floor. The two front apartments have an entry foyer, living room, bedroom, kitchen, and bathroom. The two rear apartments have a long hallway with the bedroom, kitchen, bathroom, and living room opening into the hallway. Housing rates vary according to the size and location of the apartment. Residents must pay monthly electric charges. Heat and hot water are provided at no additional cost. Internet and cable TV service are included in the housing rates. All apartments come fully furnished.

Family Housing Average Semester Rates

(2015–2016 Academic Year)

Bancroft Hall

- One Bedroom apartment \$9,244 - \$10,200
- Two Bedroom apartment \$11,263

Grant and Sarasota Halls

- One bedroom apartment \$8,037 - \$9,881

Please note: Rates are subject to change and typically increase 4-6% each year.

Residence Halls at a Glance

| | Bancroft Hall | Sarasota Hall | Grant Hall | Whittier Hall | 517 West 121st (New Residence Hall) |
|--|--|--|--|---|--|
| Population | Family housing and co-ed single-student housing | Family housing | Family housing | Co-ed; single-student housing | Co-ed; single-student housing |
| Location | 509 West 120th Street (between Broadway and Amsterdam) | 512 West 122nd Street (between Broadway and Amsterdam) | 514 West 122nd Street (between Broadway and Amsterdam) | 1230 Amsterdam Avenue (between 120th and 121st Streets) | 517 West 121st Street (between Broadway and Amsterdam) |
| Capacity and Layout | 20 one-bedroom apartments, 29 two-bedroom shares and 8 three-bedroom shares for single students; 15 one-bedroom apartments and 23 two-bedroom apartments for families | 24 one-bedroom apartments; 4 apartments total per floor | 24 one-bedroom apartments; 4 apartments total per floor | 350 residents; approximately 35 residents per floor; single, suite, efficiency, one-bedroom apartment, two-bedroom shared apartment and studio options | 237 residents; approximately 10 units per floor; efficiency, and efficiency with private kitchenette options |
| Furnishings - All units are furnished | All units: desk with hutch, desk chair, sofa/loveseat, easy chair, dining table and chairs, extra-long full bed in one-bedroom apartments and in the A bedroom of larger apartments and extra-long twin bed in additional bedrooms, dresser, refrigerator, electric stove/oven | All units: desk, desk chair, lamp, sofa/loveseat, easy chair, bookcase, dining table and chairs, full bed, 2 dressers, refrigerator, electric stove/oven | All units: desk, desk chair, lamp, sofa/loveseat, easy chair, bookcase, dining table and chairs, full bed, 2 dressers, refrigerator, electric stove/oven | All units: twin bed, desk, desk chair, wardrobe/closet, dresser, lamp; Single rooms: microwave, small refrigerator; Studio, one-bedroom apartment, two-bedroom shares and efficiency units: kitchenettes, microwave, small refrigerator | All units: desk, desk chair, dresser, bookshelf, microwave, refrigerator. Select units also have dining table and chair, microwave cabinet. Units without kitchenette: extra-long twin bed and units with kitchenettes: stove/oven and extra-long full bed |
| Kitchen Facilities | Private kitchen in each apartment | Private kitchens | Private kitchens | Single units: community kitchens; studio, one-bedroom apartment, and efficiency units: private kitchenettes; two-bedroom and suites: shared kitchen | Units with kitchenettes: private; units without kitchenettes: community kitchens (every other floor) |

| | | | | | |
|-----------------------------------|---|--|--|---|---|
| Bathroom Facilities | Private bathroom in each apartment | Private bathrooms | Private bathrooms | Single units: community bathrooms; studio, one-bedroom apartment, and efficiency units: private bathrooms; two-bedroom: and suites: shared bathroom | Private bathrooms |
| Study and Community Spaces | Lounge on the first floor | Residents may use any community space in any residence hall | Residents may use any community space in any residence hall | Computer room with internet connection; study & TV lounges and a fitness room | Computer room/study lounge with internet connection, TV lounge, fitness room and courtyard area |
| Laundry | Credit/Debit Card and coin-operated washers and dryers | Credit/Debit Card and coin-operated washers and dryers | Credit/Debit Card and coin-operated washers and dryers | Credit/Debit Card and coin-operated washers and dryers | Credit/Debit Card and coin-operated washers and dryers |
| Air Conditioning | Each apartment will be provided one air conditioner for the common area. Residents desiring additional units will rent from a TC approved vendor. | Non-air conditioned. Residents will rent from a TC approved vendor. | Non-air conditioned. Residents will rent from a TC approved vendor. | Non-air conditioned. Residents will rent from a TC approved vendor. | Central; individually regulated thermostats. electricity surcharge included in housing charge |
| Telephone | Each apartment will have one telephone line for the apartment for calling within TC. | Each unit has an assigned phone number to allow calls within TC | Each unit has an assigned phone number to allow calls within TC | Each unit has an assigned phone number to allow calls within TC | Each unit has an assigned phone number to allow calls within TC |
| Cable TV | Included | Included | Included | Included | Included |
| Internet | High-speed data connectivity and wireless (Wi-fi) | High-speed data connectivity | High-speed data connectivity | High-speed data connectivity | High-speed data connectivity |
| Mail and Packages | Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall) | Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall) | Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall) | Mail sorted by staff; package pick-up at Residential Mailroom (Whittier Hall) | Mail sorted by staff; package pick-up at Residential Mailroom (Whittier Hall) |
| Security | 24-hour security desk; swipe card access to building | Swipe card access to building with 24 hour monitored cameras | Swipe card access to building with 24 hour monitored cameras | 24-hour security desk; swipe card access to building | 24-hour security desk; swipe card access to building |

Contact Information

Location: 1230 Amsterdam Avenue, Whittier 1B (between 120th and 121st Streets)

Mailing Address: Office of Residential Services, 525 West 120th Street, Box 312, New York, NY 10027

Phone: (212) 678-3235

Fax: (212) 678-3222

Email: housing@tc.columbia.edu

Website: www.tc.edu/housing (<http://www.tc.edu/housing>)

Academic Resources and Services

Research and Service Centers and Institutes

These are the active Research and Service Centers and Institutes at Teachers College.

Assessment and Evaluation Research Initiative

Assessment and Evaluation Research Initiative

Center Coordinator: Madhabi Chatterji

Contact Person: Madhabi Chatterji mb1434@columbia.edu (<mailto:mb1434@columbia.edu>)

Phone: 212-678-3357

Center Website: <http://www.tc.edu/aeri> (<http://www.tc.edu/aeri>)

Mission:

The mission of AERI, a center established at Teachers College, Columbia University in May, 2006, is to promote meaningful use of assessment and evaluation information in practice and policy contexts, internationally and across disciplines. AERI achieves its current mission through a program with four strands: • conferences and symposia • publications and policy briefs • sponsored/contracted research and evaluation projects • capacity-building institutes on measurement and evaluation topics for global and domestic audiences.

Cahn Fellows Program for Distinguished Public School Principals

The Cahn Fellows Program for Distinguished Public School Principals

Center Coordinator: TBD TBD

Contact Person: Krista Dunbar cahnfellows@tc.edu (<mailto:cahnfellows@tc.edu>)

Phone: 212-678-8204

Center Website: <http://www.tc.columbia.edu/centers/cahnfellows/>
(<http://www.tc.columbia.edu/centers/cahnfellows/>)

Mission:

The Cahn Fellows Program for Distinguished Principals at Teachers College, Columbia University is committed to recognizing outstanding principals and providing them with opportunities for professional, intellectual and personal growth. Our goal is to strengthen the public school system by investing in its most effective school leaders. We aim to: retain and enhance the leadership of effective experienced public school principals, improve school performance, and identify and cultivate new leaders.

Campaign for Educational Equity

Campaign for Educational Equity

Center Coordinator: Michael Rebell

Contact Person: (mailto:)

Phone: 646-745-8282

Center Website: <http://www.tc.columbia.edu/equitycampaign/>

(<http://www.tc.columbia.edu/equitycampaign/>)

Mission:

The Campaign for Educational Equity is a nonprofit research and policy center at Teachers College, Columbia University, that champions the right of all children to meaningful educational opportunity and works to define and secure the full range of resources, supports, and services necessary to provide this opportunity to disadvantaged children.

We believe that all children, whatever their family background, wherever they live, and whatever the current political and economic climate, are entitled to a meaningful opportunity to graduate from high school prepared for college success and/or competitive employment. We promote a comprehensive approach to educational opportunity that would provide disadvantaged students the full spectrum of resources, services, and supports most critical for school success because we believe their right to meaningful educational opportunity entails access to these essential resources.

Founded in 2005 by internationally known educational law scholar and advocate Michael A. Rebell, who successfully litigated the landmark school funding lawsuit, *CFE v. State of New York*, the Campaign pursues systems change through a dynamic, interrelated program of research, legal analysis, policy development, coalition building, curriculum development, and advocacy dedicated to developing the evidence, policy models, curricula, leadership, and collaborations necessary to advance this agenda at the federal, state, and local levels.

Center for African Education

Center for African Education

Center Coordinator: George Bond

Contact Person: George Bond bond@tc.edu (<mailto:bond@tc.edu>)

Phone: 212-678-3311

Center Website: <http://www.tc.edu/centers/cae> (<http://www.tc.edu/centers/cae>)

Mission:

The Center for African Education promotes research and teaching about education, broadly defined, in Africa and the African Diaspora. It aims to create a community of students, faculty, and staff with common interests and commitments to the fields of Education and African Studies. Interdisciplinary study and discussion across Teachers College and Columbia University are promoted through research projects, conferences, lecture series, and courses. The Center integrates the study of African education in different programs at the College. It also promotes linkages with African universities by hosting visiting scholars, policy makers, practitioners, and activists who will present their research and experience from different disciplinary and theoretical perspectives. The Center provides a forum for students to discuss their research and interests with African scholars, Africanist faculty, and colleagues at conferences, public lectures, and seminars.

Center for Analysis of Postsecondary Education and Employment (CAPSEE)

Center for Analysis of Postsecondary Education and Employment (CAPSEE)

Center Coordinator: Tom Bailey

Contact Person: Sarah Phillips phillips@tc.edu (<mailto:phillips@tc.edu>)

Phone: 212-678-3371

Center Website: <http://capseecenter.org/> (<http://capseecenter.org/>)

Mission:

The Center for Analysis of Postsecondary Education and Employment (CAPSEE) carries out research in partnership with five states—Florida, Michigan, North Carolina, Ohio, and Virginia—to better understand the employment and earnings benefits associated with a broad range of postsecondary education pathways, including those at the subbaccalaureate level. CAPSEE also seeks to identify policies that improve completion rates along pathways leading to strong economic returns. The Center was established in summer 2011 through a grant from the Institute of Education Sciences of the U.S. Department of Education.

Center for Cerebral Palsy Research

Center for Cerebral Palsy Research

Center Coordinator: Andrew Gordon

Contact Person: Andrew Gordon 212-678-3326 (mailto:212-678-3326)

Phone: 1056E Thorndike

Center Website: <http://www.tc.edu/centers/cit> (<http://www.tc.edu/centers/cit>)

Mission:

The Center for Cerebral Palsy Research is committed to understanding the mechanisms underlying the symptoms of cerebral palsy and developing evidence-based treatment approaches targeting these symptoms. Our Center is committed to improving the lives of children with cerebral palsy through research. These include both speech and motor disorders associated with CP.

Center for Multiple Languages and Literacies

Center for Multiple Languages and Literacies

Center Coordinator: JoAnne Kleifgen

Contact Person: (mailto:)

Phone:

Center Website: <http://www.tc.columbia.edu/centers/cmll/>

(<http://www.tc.columbia.edu/centers/cmll/>)

Mission:

The Center for Multiple Languages and Literacies (CMLL) at Teachers College, Columbia University, focuses on the challenges occasioned by the multiplicity of languages and literacies in the 21st century. CMLL conducts and disseminates research on how different languages and literacies can be used as resources to advance human development, education, and intercultural understanding. CMLL also promotes dialogue across societies and groups through lectures, conferences, and the Internet. In addition, it supports educators in using research to inform practice.

CMLL's work is elaborated in the context of a world characterized by greater flows of people, information, goods and services within and across national boundaries. CMLL is distinctive because of its emphasis on international and transcultural societies, with New York City as an expression of such a society, and its attention to educational systems, including schools, families, religious institutions, community centers, the workplace, and the media.

Center for Opportunities & Outcomes for People with Disabilities

Center for Opportunities & Outcomes for People with Disabilities

Center Coordinator: Hsu-Min Chiang, PhD

Contact Person: Hsu-Min Chiang hickson@tc.columbia.edu (<mailto:hickson@tc.columbia.edu>)

Phone: 212-678-8346

Center Website: <http://www.tc.columbia.edu/centers/oopd>

(<http://www.tc.columbia.edu/centers/oopd>)

Mission:

The Center for Opportunities and Outcomes for People with Disabilities confronts the current challenges facing individuals with disabilities through its commitment to the production of knowledge and professional expertise aimed at supporting the full inclusion of people with disabilities in society. The broad-based research, evaluation, and demonstration activities of the Center reflect an emphasis on empowering people with disabilities by increasing their capacity and opportunities for independence and self-determination, reducing their vulnerability to victimization and abuse, and addressing the disability-related issues of culturally and ethnically diverse groups, including women and minorities. The Center encourages national and international partnerships aimed at strengthening the connection between research and policy.

Center for Professional Education for Teachers

Center for Professional Education for Teachers

Center Coordinator: Ruth Vinz

Contact Person: Karishma Chanda cpet_admin@tc.columbia.edu

(mailto:cpet_admin@tc.columbia.edu)

Phone: (212) 678-3161

Center Website: <http://www.tc.columbia.edu/cpet> (<http://www.tc.columbia.edu/cpet>)

Mission:

The Center for the Professional Development of Teachers (CPET) advances global capacities in teacher education, research and whole school reform. CPET advocates excellence and equity in education through direct service to youth and educators, innovative school projects that promote students' Write to Achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school partnerships that leverage current policy and mandates to raise literacy levels and embed collaborative communities of learning. Uniting theory and practice, CPET promotes rigorous and relevant scholarship and is committed to making excellent education accessible worldwide.

Center for Technology and School Change

Center Coordinator: Ellen Meier

Contact Person: Greta Keltz ctsc@tc.columbia.edu (<mailto:ctsc@tc.columbia.edu>)

Phone: (212) 678-3101

Center Website: <http://ctsc.tc.columbia.edu> (<http://ctsc.tc.columbia.edu>)

Mission:

The Center for Technology and School Change is committed to the creation of innovative learning environments for all students. Recognizing technology as a catalyst for transforming instruction, the Center engages in research and practice to re-imagine approaches to equitable education in the digital age.

Core Values

The Center for Technology and School Change (CTSC):

- Envisions technology as a powerful agent for human innovation that challenges the boundaries of traditional schooling;
- Champions opportunities for students to be at the center of their own learning, leveraging digital tools that enable teachers to facilitate student inquiry;
- Leads research that informs the transformative use of technology in existing and emerging practices;
- Supports leaders in guiding and sustaining change initiatives, while positioning teachers as agents of change;
- Engages teachers as designers of student-centered, authentic learning experiences;
- Collaborates with partners dedicated to transforming educational landscapes;
- Contributes to evolving scholarship on innovations for teaching and learning;
- Informs policy through dialogue with key stakeholders to address the dynamic needs of today's schools, teachers and students.

To further its work, CTSC often engages in partnerships with other institutions, programs, and projects.

Center for the Professional Education of Teachers

Center for the Professional Education of Teachers

Center Coordinator: Ruth Vinz

Contact Person: Karishma Chanda cpet_admin@tc.columbia.edu
(mailto:cpet_admin@tc.columbia.edu)

Phone: 212-678-3161

Center Website: www.tc.edu/cpet (www.tc.edu/cpet)

Mission:

The Center for the Professional Development of Teachers (CPET) advances global capacities in teacher education, research and whole school reform. CPET advocates excellence and equity in education through direct service to youth and educators, innovative school projects that promote students' Write to Achieve, international research that examines and advocates the highest quality instructional and assessment practices today, and sustainable school partnerships that leverage current policy and mandates to raise literacy levels and embed collaborative communities of learning. Uniting theory and practice, CPET promotes rigorous and relevant scholarship and is committed to making excellent education accessible worldwide.

Center on Chinese Education

Center on Chinese Education

Center Coordinator: Mun Tsang

Contact Person: Xin Gong xg2143@tc.columbia.edu (<mailto:xg2143@tc.columbia.edu>)

Phone: (212) 678-3814

Center Website: www.tc.edu/centers/coce (www.tc.edu/centers/coce)

Mission:

- (1) Promote a better understanding of education development & policy in China
- (2) Strengthen relationship between TC/USA and Chinese education

Community College Research Center

Center Coordinator: Thomas Bailey

Contact Person: Sarah Prescott Phillips phillips@tc.edu (<mailto:phillips@tc.edu>)

Phone: 212-678-3091

Center Website: <http://ccrc.tc.columbia.edu/> (<http://ccrc.tc.columbia.edu/>)

Mission:

CCRC strategically assesses the problems and performance of community colleges in order to contribute to the development of practice and policy that expands access to higher education and promotes success for all students. Housed at Teachers College, Columbia University, CCRC is the leading independent authority on the nation's nearly 1200 two-year colleges.

Consortium for Policy Research in Education

Consortium for Policy Research in Education

Center Coordinator: Thomas Corcoran

Contact Person: Sara Scovronick cpre-tc@tc.edu (<mailto:cpre-tc@tc.edu>)

Phone: x3143

Center Website: <http://www.cpre.org/> (<http://www.cpre.org/>)

Mission:

Created in 1985, CPRE unites researchers from seven of the nation's leading research institutions—University of Pennsylvania, Teachers College Columbia University, Harvard University, Stanford University, University of Michigan, University of Wisconsin-Madison, and Northwestern University—in an effort to improve elementary and secondary education through practical research. CPRE researchers have made their mark studying the effectiveness of federal, state, and local policies, with particular emphasis on accountability systems, school finance, teacher quality initiatives, assessment systems, and school governance. Over time, CPRE's work has shifted from studies of policy implementation to studies of instructional change and effectiveness. CPRE-TC focuses on research and development of tools, processes, and policies intended to promote the continuous improvement of instructional practice locally, nationally and across the globe.

Dean Hope Center for Educational and Psychological Services

Dean Hope Center for Educational and Psychological Services

Center Coordinator: Dinelia Rosa

Contact Person: (mailto:)

Phone:

Center Website: ()

Mission:

The mission of the Dean-Hope Center for Educational and Psychological Services (DHCEPS) has two related components. First, the DHCEPS is an integral part of five academic programs: Clinical, Counseling, and School Psychology, Reading Specialist and Special Education. It serves as the practicum training setting where students, under the professional oversight of highly qualified supervisors, seek to integrate didactic and applied experiences within a multidisciplinary setting. The DHCEPS is committed to supporting students' practicum experience by ensuring an optimal functioning of the Center and by making sure that the needs and requirements of each practicum are met.

Second, through practicum, the DHCEPS offers psychological and educational services to individuals, couples, and families living in the New York City area. The Center serves people from diverse racial, ethnic, economic, cultural, religious, and sexual orientation backgrounds. To this end, the DHCEPS is committed to creating, and maintaining liaisons with diverse community-based organizations and agencies within the Harlem and Morningside Heights areas to ensure a continuous flow of clients for practicum.

The Dean-Hope Center plays a very important role in the community and in the training of Teachers College graduate students; as such it seeks to explore future opportunities to continuing the integration of these two equally important components.

Edward D. Mysak Clinic for Communication Disorders

Edward D. Mysak Clinic for Communication Disorders

Center Coordinator: Kathleen Youse

Contact Person: Kathleen Youse youse@tc.columbia.edu (mailto:youse@tc.columbia.edu)

Phone: 3410

Center Website: www.tc.columbia.edu/mysak (www.tc.columbia.edu/mysak)

Mission:

The Edward D. Mysak Clinic for Communication Disorders is an integral part of, and administratively contained within, the graduate training program in speech and language pathology at Teachers College. The Clinic offers a wide range of diagnostic and therapeutic services

to individuals of all ages with communication disorders. Services are provided by program faculty and supervisory staff who hold national and state certification in their respective areas. Qualified graduate students provide or assist in the provision of these services under the direct supervision of the faculty and staff. Mission: The Program in Speech and Language Pathology at Teachers College, Columbia University, is committed to providing high quality education of professionals in the discipline of communication sciences and disorders at the graduate level. The Program is dedicated to fostering among its students appreciation and respect for the diversity of human cultures and languages along with the relevance of this diversity to the practice of Speech-Language Pathology.

Elbenwood Center for the Study of the Family as Educator

Elbenwood Center for the Study of the Family as Educator

Center Coordinator: Hope Leichter

Contact Person: Hope Jensen Leichter hl177@columbia.edu (mailto:hl177@columbia.edu)

Phone: 2126783187

Center Website: <http://www.tc.edu/centers/elbenwood/> (<http://www.tc.edu/centers/elbenwood/>)

Mission:

The Elbenwood Center for the Study of the Family as Educator is dedicated to improving the education of children and adults through a fuller understanding of the strengths and creative intelligence in families of all types and backgrounds. The Center's agenda is based on the assumption that families are both the first educators of young children and lifelong educators of adults. Education—teaching and learning—occurs in the many relationships within the family and extended family. It is thus essential for educators to learn from families and to ask: How can we obtain a picture of families that is complicated enough to go beyond the rampant stereotypes we all hold?

The Elbenwood Center has developed original approaches for understanding education within families. These approaches examine family memories and intergenerational communication, e.g., Grandparents as Educators and Family Migration and Immigration Narratives, as well as the links of families to other institutions that educate such as schools, museums, libraries, television and other media of mass communication. These approaches have been used in educational reform efforts in schools and communities through the United States and abroad.

Hechinger Institute on Education and the Media

Hechinger Institute on Education and the Media

Center Coordinator: Elizabeth Willen

Contact Person: Janet Ellis jle2127@tc.columbia.edu (<mailto:jle2127@tc.columbia.edu>)

Phone: 212-870-1060

Center Website: www.hechingerreport.org (www.hechingerreport.org)

Mission:

The Hechinger Institute informs the public about education through quality journalism.

Education is key to a healthy and prosperous society. America's future isn't going to be built with our sweat and muscle but with our minds and ideas. Each one of us has an interest in the nation becoming more educated. We need to spend more time talking about the failures — and successes — of our educational system. That is where The Hechinger Institute comes in. Through our many efforts we hope to redirect the conversation about education away from day-to-day minutiae and toward bigger issues and ideas.

Since its launch in 1996, the Institute has sponsored approximately 70 seminars that have been attended by more than 2,000 journalists who write or editorialize about education or who edit coverage of education. Those attending seminars have come from the New York Times, Washington Post, Los Angeles Times, Atlanta Journal-Constitution, Dallas Morning News, Chicago Tribune, USA Today and many other major publications.

Recently the Institute has shifted its focus to producing The Hechinger Report, an outlet focused on producing in-depth education journalism, including investigative reporting and detailed analysis, with staff and freelance reporters. Journalism from The Report appears frequently on the pages of the nation's biggest newspapers and websites, and always online at hechingerreport.org.

Hollingworth Center

The Hollingworth Center

Center Coordinator: Lisa Wright

Contact Person: Lisa Wright lrw22@columbia.edu (<mailto:lrw22@columbia.edu>)

Phone: 3849

Center Website: tc.edu/hollingworth (tc.edu/hollingworth)

Mission:

The Hollingworth Center, a program within the Department of Curriculum and Teaching at Teachers College, Columbia University, is a service, research, outreach, and demonstration site. Primarily concerned with nurturing the talent development of all young children, the Center holds a special commitment to creating and implementing programs for underserved children and teachers in urban schools; and designing model curricula in areas traditionally neglected in elementary schools.

The Center maintains the stance that the deficit model of education, so often found in classrooms, negates the development of children and oppresses their opportunities to identify and nurture areas of potential. Rather we embrace and bring to life the talent development model based on the research of Teachers College Professors Abraham Tannenbaum and A. Harry Passow. In this model, each child's talent is nurtured and celebrated; and through differentiated curriculum each child grows as a global citizen of the world.

The Hollingworth Center was established by Professor James Borland (who continues as the Center's faculty advisor) and Dr. Heidi Hayes Jacobs in 1981. At that time, each of the founders was mentored by their advisors, the eminent professors noted above. Over the past 30 years, The Hollingworth Center has been internationally recognized for its comprehensive opportunities for graduate students, exemplary programs, grant projects, teacher development efforts, and research contributions. The work of the Center provides internship and professional development opportunities to graduate students, develops model programming in early childhood education, creates authentic science curriculum for young children, and offers enriched educational services and outreach programs to the local community and abroad.

The child must know that he is a miracle, that since the beginning of the world there hasn't been, and until the end of the world there will not be, another child like him. ~Pablo Casals

Institute for Learning Technologies

Institute for Learning Technologies

Center Coordinator: John Black

Contact Person: Susan Lowes lowes@tc.edu (<mailto:lowes@tc.edu>)

Phone: x8198

Center Website: <http://www.ilt.columbia.edu> (<http://www.ilt.columbia.edu>)

Mission:

The Institute's mission is to determine how to use technology and media to increase learning and understanding, both in and outside of schools. It conducts research on the effects of current technology and media, and develops more effective uses of current and future technology and media for learning and understanding.

Institute of Higher Education

Institute of Higher Education

Center Coordinator: Anna Neumann

Contact Person: Awilda Cabrera Cabrera@exchange.tc.columbia.edu

(mailto:Cabrera@exchange.tc.columbia.edu)

Phone: (212) 678-3946

Center Website: ()

Mission:

TC's Institute for Research on Teaching, Learning, and Assessment in Higher Education supports research projects and programs of professional/practitioner development that pivot around a core belief in the centrality of learning and teaching to the social institution of higher and postsecondary education. The Institute supports scholars seeking to create theory on teaching and learning in higher education, examine and develop methods for assessing the quality of teaching and learning, design strategies for communicating research findings to interested audiences, and provide professional development to practitioners committed to improving the quality of teaching on their campuses.

Institute on Education and the Economy

Institute on Education and the Economy

Center Coordinator: Thomas Bailey

Contact Person: Sarah Phillips phillips@tc.edu (mailto:phillips@tc.edu)

Phone: 212-678-3371

Center Website: <http://www.tc.columbia.edu/iee/> (<http://www.tc.columbia.edu/iee/>)

Mission:

The Institute on Education and the Economy (IEE) is an interdisciplinary policy research center focused on the interaction between education and the economy. IEE conducts a rigorous program of research and policy analysis on the implications of changes in the economy and labor markets for all levels of education and training systems.

International Center for Cooperation and Conflict Resolution

International Center for Cooperation and Conflict Resolution

Center Coordinator: Peter Coleman, Claudia Cohen

Contact Person: Liz Hernandez (mailto:Hernandez)

Phone: 3402

Center Website: www.tc.edu/icccr (www.tc.edu/icccr)

Mission:

The International Center for Cooperation and Conflict Resolution (ICCCR) is an innovative center committed to developing knowledge and practice to promote constructive conflict resolution, effective cooperation, and social justice. We partner with groups, organizations and communities who want to learn constructive conflict strategies so they that may develop just and peaceful relationships. We work with sensitivity to cultural differences and emphasize the links between theory, research, and practice. Theory and Research: Our current research focuses on understanding the dynamics of constructive, sustainable change in systems that evidence enduring patterns of destructive conflict, violence and oppression. Our work involves a variety of methodologies including qualitative, experimental, participatory action, survey, and computer simulation modeling research. Education: We continue to be recognized for educational excellence. We offer a wide range of courses for scholar-practitioners in the areas of cooperation, conflict resolution, and social justice. Our educational activities include the most current thinking and innovative pedagogy from experts across the field. Practice: We provide locally informed and tailored, evidence-based conflict resolution and justice related services to groups and institutions, particularly those who specialize in developing new leaders and serving marginalized populations.

J.M. Huber Institute for Learning in Organizations

J.M. Huber Institute for Learning in Organizations

Center Coordinator: Martha|^Victoria Gephart|^Marsick

Contact Person: Martha A. Gephart gephart@exchange.tc.columbia.edu

(<mailto:gephart@exchange.tc.columbia.edu>)

Phone: 678-3297

Center Website: <http://www.jmhuberinstitute.org> (<http://www.jmhuberinstitute.org>)

Mission:

The J.M. Huber Institute for Learning in Organizations is a research-based institute dedicated to advancing the state of knowledge and practice for learning and change in organizations.

Klingenstein Center for Independent School Leadership

Klingenstein Center for Independent School Leadership

Center Coordinator: Pearl Rock Kane

Contact Person: klingenstein@tc.columbia.edu (<mailto:klingenstein@tc.columbia.edu>)

Phone: 212-678-3156

Center Website: <http://www.klingenstein.org> (<http://www.klingenstein.org>)

Mission:

At the Klingenstein Center, we believe that strong schools require strong leadership throughout. We dedicate ourselves to improving the quality of independent schools by developing and strengthening the leadership skills of teachers and administrators at every stage of their careers.

Laurie M. Tisch Center for Food, Education & Policy

The Laurie M. Tisch Center for Food, Education & Policy

Center Coordinator: Isobel Contento

Contact Person: Claire Uno cu2155@tc.columbia.edu (<mailto:cu2155@tc.columbia.edu>)

Phone: 212-678-3693

Center Website: <http://www.tc.edu/tisch> (<http://www.tc.edu/tisch>)

Mission:

The Laurie M. Tisch Center for Food, Education & Policy cultivates research about the connections between a just, sustainable food system and healthy eating and translates it into recommendations and resources for educators, policy makers, and community advocates. The Center focuses on schools as critical levers for learning and social change.

National Center for Children and Families

National Center for Children and Families

Center Coordinator: Lynn Kagan & Jeanne Brooks-Gunn

Contact Person: Emily Fox emily.fox@tc.edu (<mailto:emily.fox@tc.edu>)

Phone: x8255

Center Website: <http://www.policyforchildren.org> (<http://www.policyforchildren.org>)

Mission:

The National Center for Children and Families (NCCF) advances the development and education of children and their families through the production of scholarship that informs practice and policy.

National Center for Postsecondary Research

Center Coordinator: Thomas Bailey

Contact Person: Sarah Prescott Phillips phillips@tc.edu (<mailto:phillips@tc.edu>)

Phone: 212-678-3371

Center Website: www.postsecondaryresearch.org (www.postsecondaryresearch.org)

Mission:

NCPR uses rigorous research methods to tackle a critical question for our nation: How do we help students both make the transition to college and master the skills needed to advance to a degree? NCPR is housed at the Community College Research Center, Teachers College, Columbia University, and operated in collaboration with partners MDRC and the Curry School of Education at the University of Virginia, and with a professor at Harvard University.

National Center for Restructuring Education, Schools, and Teaching

National Center for Restructuring Education, Schools, and Teaching

Center Coordinator: Jacqueline Ancess & Thomas Hatch

Contact Person: Grazyna Hulacka hulacka@tc.edu (<mailto:hulacka@tc.edu>)

Phone: 646-745-8229

Center Website: www.tc.edu/ncrest (www.tc.edu/ncrest)

Mission:

NCREST's mission is to advance education stakeholders' understanding of the intense, complex, and difficult work of restructuring schools. To carry out this mission, NCREST conducts research, fosters connections, and develops resources that share concrete, detailed knowledge and vivid images to help education practitioners, reformers, researchers, parents and community members to reimagine and create schools that are responsive, equitable and successful.

Reading and Writing Project

Reading and Writing Project

Center Coordinator: Lucy Calkins

Contact Person: (mailto:)

Phone:

Center Website: <http://rwproject.tc.columbia.edu/> (<http://rwproject.tc.columbia.edu/>)

Mission:

The mission of the TCRWP is to enable young people to become avid readers, writers, and inquirers. We accomplish this goal through research, curriculum development, and through working shoulder-to-shoulder with students, teachers, principals and superintendents. Our research has led us to develop state-of-the-art knowledge about the teaching of reading and writing in grades K-8, and about methods of differentiating instruction, using formative assessments and supporting content-area literacy. The Project's methods of coaching teachers and supporting whole school reform have been widely influential. Because we function as both a think-tank and a community of practice, thousands of teachers regard the Reading and Writing Project as a continual source of professional renewal and education.

Rita Gold Early Childhood Center

Rita Gold Early Childhood Center

Center Coordinator: Susan Recchia

Contact Person: (mailto:)

Phone:

Center Website: tccenters/ritagold (tccenters/ritagold)

Mission:

The Rita Gold Early Childhood center provides a program of early care and education for children aged 2 months through 5 years whose families are affiliated with Teachers College and Columbia University. The center is fully embedded in C&T's Integrated Early Childhood Masters program, and also serves as a professional preparation site for others at the College. We conduct ongoing research that informs practice and the field of early childhood education.

Secondary Literacy Institute

Secondary Literacy Institute

Center Coordinator: Ruth Vinz & Roberta Kang

Contact Person: (mailto:)

Phone: 212-678-3161

Center Website: <http://cpet.tc.columbia.edu> (<http://cpet.tc.columbia.edu>)

Mission:

The Secondary Literacy Initiative (SLI) addresses the inequalities in public education by leveraging mandates, and creating transformational change through professional development. From Brooklyn to the Bronx, SLI brings the resources of cutting-edge research from Teachers College into the classrooms of New York City schools. By offering services to networks, school leaders, and teachers, SLI uses the foundation of literacy education across subject areas to create dynamic change. In recent years, SLI has been in the forefront of professional development for designing meaningful curriculum, instructional strategies and assessments that initiate instructional leadership and whole school reform.

Student Press Initiative

Student Press Initiative

Center Coordinator: Jondou Chen

Contact Person: Jondou Chen jondouchen@gmail.com (<mailto:jondouchen@gmail.com>)

Phone:

Center Website: <http://www.publishspi.org/> (<http://www.publishspi.org/>)

Mission:

Student Press Initiative grows educational communities to advance teachers' professional development and youth literacy through project-based initiatives and student publications.

The Library

THE GOTTESMAN LIBRARIES

The Gottesman Libraries at Teachers College offer a diverse set of information services to meet the needs of faculty and students in all programs of the College. The library staff is dedicated to helping patrons find and use the information that they need for all of their academic work. In addition, both online and on-site services and facilities are organized to support the production of new intellectual materials for education, research, and development.

The Library Collections

The Gottesman Libraries house one of the nation's largest research collections in education. The collection is comprehensive in American elementary and secondary education, and in such subject areas as art and design, psychology, particularly applied psychology, educational administration, education policy, the history and philosophy of education, guidance, special education, higher and adult education, speech and language pathology and audiology, health and nursing education, nutrition, curriculum and teaching,

communications and computing technology, recreation, and international and comparative education. Research resources in printed, non-printed, and electronic formats include all important reference works; a wide selection of monographs; extensive journals; and major indexing and abstracting services. PocketKnowledge, the digital archive of Teachers College, holds the archives of the College as well as the papers of faculty, students, alumni, and major offices.

Online Services

The library's online site, accessible from the Teachers College homepage, is the focal point for a growing array of library services that support instruction and research at the College. The website combines news and information, access to local and remote databases, and exhibits that showcase the accomplishments and contributions of notable Teachers College persons and programs, particularly as they relate to or are reflected in library collections and archives. Through advances in electronic information resources and global networks, library users have access to an extensive virtual library, providing the means to search and retrieve a growing percentage of the universe of documents and files. The online public access catalog integrates the library's catalog information with up-to-the-minute circulation, reserve, acquisitions, and serial control information.

Russell Hall Services

In addition to access to print and electronic collections in Russell Hall, the library provides reserve readings, reference materials, research support, library instruction services, including course-specific instructional support, and assistance in the use of hundreds of online information resources. In addition, the library staff regularly makes use of interlibrary loan and special purchases to provide access to materials not in the library collections.

The library building, Russell Hall, includes individual and group study rooms, wired and wireless internet access, and a full program of events throughout the year. The Library regularly hosts seminars, book talks, musical performances by members of the Teachers College community, and other events. The Library Café at the library entrance offers beverage and snack services during library hours.

EdLab Tools

The EdLab at the Gottesman Libraries develops tools and materials to support learning at the College and beyond. The current suite of EdLab applications are featured on the Teachers College homepage and on the library website. A single EdLab account provides access to all tools and resources.

The Columbia Connection

Students at Teachers College have complete access to the collections of the Columbia University library system, one of the nation's top academic libraries, housing nearly twelve million volumes and over 167,000 serial subscriptions. These resources are available online at the library website and at libraries located throughout the Columbia campus.

For further information contact the Gottesman Libraries, Teachers College, Columbia University,

525 West 120th Street, Box 18, New York, NY 10027; Telephone: (212) 678-3494.

Teachers College Press

Teachers College Press

Director: Carole Pogrebin Saltz

Established in 1904 as the Bureau of Publications, Teachers College Press is one of the oldest and most distinguished publishers of educational materials in the United States. Since 1965, when the Bureau of Publications became Teachers College Press, its primary purpose has been to publish works that respond to, examine, and confront issues and change pertaining to education and the educational process. Over the years the publication program has included scholarly and professional works in all areas of education – from early childhood and curriculum to philosophy and critical theory; from assessment and school reform to parenting and social issues. It now publishes more than 60 titles a year with over 900 titles in print. Among the Press's authors are many of the most distinguished educators from throughout the world, including members of the Teachers College faculty.

Teacher Education

TEACHER EDUCATION

Programs

Teachers College offers a wide variety of educational experiences for students at the preservice and in-service levels. Programs are field-based, offering practica, internships, and student teaching. Departments offer, for qualified holders of a bachelor's degree, programs that lead simultaneously to a master's degree and to eligibility for New York State certification for teaching in elementary or secondary schools, as well as for special subjects and to special populations (see sections below on additional New York State Department of Education (NYSED) requirements for initial teacher certification). Many of these departments also offer New York State teacher certification with a bilingual extension. The programs typically require a minimum of an academic year and a summer term to complete degree requirements. Applicants need not have included courses in education in their undergraduate programs, but inadequate preparation in the proposed teaching field may necessitate additional coursework to meet admission or certification requirements.

For a complete list of teacher preparation programs, please go to: <http://www.tc.columbia.edu/admissions/areas-of-study/teacher-education-and-teacher-certification/> (<http://www.tc.columbia.edu/admissions/areas-of-study/teacher-education-and-teacher-certification/>)

Office of Teacher Education

The Office of Teacher Education (OTE) offers many services at Teachers College, including conducting professional development workshops, providing information regarding certification, New York State Teacher Certification Exams, fingerprinting, and other information related to student teaching and other requirements. Most importantly, OTE oversees and manages the certification process, recommending candidates for certification once all institutional and NYS requirements are met. OTE also plays a key role in the support and documentation of student teaching, including clearance to begin the student teaching experience.

Student Teaching and Observation

All candidates for initial certification must complete two student teaching experiences at two different developmental levels relevant to the certification they seek. The student teaching experiences are structured to enable each student teacher to gradually develop pedagogical competence and skill, and typically begin with observation of an experienced, certified cooperating teacher, with incremental

assumption of responsibility as the term progresses. The College selects cooperating teachers and provides on-site supervision so as to ensure that students are well-supported during this component of their teacher preparation program.

Student teachers are required to obtain a clearance letter before commencing student teaching and to carefully review the "Student Teaching Handbook." A general orientation to student teaching is offered by OTE in the beginning of each semester. Please go to www.tc.edu/ote (<http://www.tc.edu/ote>) for a full list of workshops, packets, and handbooks. Hard copies of all items are also available at the Office of Teacher Education in Zankel 411.

New York State Certification

Teachers College has an array of programs that upon successful completion lead to an institutional recommendation for New York State Certification at the initial and professional level. Students enrolled in programs that lead to New York State Certification are responsible for becoming knowledgeable about New York State Certification requirements and regulations. In addition to completing an approved teacher preparation program at Teachers College, students must meet a number of New York State Department of Education (NYSED) requirements as follows:

General Core in Liberal Arts and Sciences. NYSED requires that all students seeking initial certification complete coursework in Mathematics, Science, English, History, and Foreign Language. The amount of credits that candidates must complete in these areas varies depending on certificate title. For more information about these general core liberal arts and sciences requirements, please contact the Office of Teacher Education at 212.678.3502 or see the Office of Teacher Education Website at www.tc.edu/ote (<file:///C:/Aimee's%20Files/Katambo%20Backup%202010-11-11/My%20Documents/Catalog%20Copy/www.tc.edu/ote>).

Content Core. NYSED specifies general content core requirements according to the certification area. For example, students in the MA program in Mathematics that leads to initial certification (7-12) are required to be Mathematics majors at the undergraduate level or hold 30 semester hours in pure mathematics. For more information about these content core requirements, please refer to the NYSED website <http://www.highered.nysed.gov/tcert/> (<http://www.highered.nysed.gov/tcert/>), the Office of Teacher Education Website at www.tc.edu/ote (<file:///C:/Aimee's%20Files/Katambo%20Backup%202010-11-11/My%20Documents/Catalog%20Copy/www.tc.edu/ote>) or call the OTE Office at 212.678.3502.

Fingerprinting. Students in programs leading to Initial Certification must undergo fingerprinting prior to their clinical experiences (including student teaching, internships and practica). Forms and information regarding fingerprinting and clearance can be found in the Office of Teacher Education (411 ZB) or at the OTE website www.tc.edu/ote (<http://www.tc.edu/ote>).

Child Abuse Identification. Students may fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health and Behavior Studies. Alternatively, students may opt to take an on-line or in-person workshop offered by approved NYSED vendors. For information about these workshops, please go to <http://www.op.nysed.gov/training/caproviders.htm> (<http://www.op.nysed.gov/training/caproviders.htm>)

School Violence Intervention and Prevention. Students may fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health and Behavior Studies. Alternatively, students may opt to take an on-line or in-person workshop offered by approved NYSED vendors. For information about these workshops, please go to http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html (http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html)

Dignity for All Students Act (DASA). Based on recent changes by NYSED, individuals seeking certification after July 1, 2013 are required to receive instruction as specified by the *Dignity for All Students Act*. A list of NYSED approved providers is available at <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html> (<http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>). Additional information and dates and times for DASA workshops offered at TC will be available through the Office of Teacher Education Website at www.tc.edu/ote (file:///C:/Aimee's%20Files/Katambo%20Backup%202010-11-11/My%20Documents/Catalog%20Copy/www.tc.edu/ote).

New York State Teacher Certification Exams (NYSTCE): NYSED has instituted new teacher certification exams for candidates who apply for certification after May 1, 2014. Please see the chart below for exams required by certificate type.

| | |
|--------------------------------|--|
| Initial Teaching | <ul style="list-style-type: none"> • Educative Teacher Performance Assessment (edTPA) • Educating All Students Test (EAS) • Academic Literacy Skills Test (ALST) • Content Specialty Tests (CST) |
| Initial School Building Leader | <ul style="list-style-type: none"> • School Building Leader Assessment (SBL) • Educating All Students Test (EAS) |

For more information regarding NYSTCE exam registration and schedules please see the NYSTCE website at: <http://www.nystce.nesinc.com/> (<http://www.nystce.nesinc.com/>)

For more information regarding NYSED exam requirements by certificate title and grade level, please see the NYSED website at: <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do> (<http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do>)

Please refer to the OTE website (www.tc.edu/ote (<http://www.tc.edu/ote>)) to find information on new examination requirements.

Applying for Certification

Students who are in programs leading to teacher certification must complete a two-step process.

Step 1: Create a NYSED TEACH account, and apply and pay for the teaching certificate via the NYSED TEACH online system at: www.highered.nysed.gov/tcert (file:///C:/Aimee's%20Files/Katambo%20Backup%202010-11-11/My%20Documents/Catalog%20Copy/www.highered.nysed.gov/tcert)

Step 2: Submit a completed Institutional Recommendation Data Form (IRDF) to OTE. The IRDF can be found on the OTE website at: www.tc.columbia.edu/i/a/document/31277_May14IRDFrevised.pdf (http://www.tc.columbia.edu/i/a/document/31277_May14IRDFrevised.pdf)

In addition to completing this form, students must provide proof of completion of all general core in liberal arts and science requirements (listed above), submit official non-TC transcripts (undergraduate and graduate) and proof of completion of the three (3) required workshops. Once all requirements have been met, and the Office of the Registrar has notified OTE that candidates have been cleared for graduation, TC's Certification Officers will electronically submit the institutional recommendation for certification.

Students who are in the Literacy Specialist, Reading Specialist and Summer Principals Academy Programs must also provide proof of their Initial Certification. If you have questions about this requirement, please contact the Office of Teacher Education at 212.678.3502.

Students who are seeking professional certification must provide proof of their New York State Initial Certificate within the same certificate title. If you have questions about this requirement, please contact the Office of Teacher Education at 212.678.3502.

Teacher Education Standards at Teachers College

Consistent with the College's long tradition of serving the needs of urban and suburban schools in the United States and around the world, the vision and purpose of professional education at Teachers College is to establish and maintain programs of study, service, and research that prepare competent, caring, and qualified professional educators (teachers, counselors, psychologists, administrators and others). This vision is based on three shared philosophical stances that underlie and infuse the work we do:

Inquiry stance: We are an inquiry-based and practice-oriented community. We and our students and graduates challenge assumptions and complacency, and embrace a stance of inquiry toward the interrelated roles of learner, teacher, and leader in P-12 schools.

Curricular stance: Negotiating among multiple perspectives on culture, content, and context, our graduates strive to meet the needs of diverse learners, both students and other adults, in their school communities.

Social justice stance: Our graduates choose to collaborate across differences in and beyond their school communities. They demonstrate a commitment to social justice and to serving the world while imagining its possibilities.

Expectations of Teacher Education Candidates at Teachers College

Our candidates are inquirers/researchers who have breadth of knowledge and a variety of tools to ask questions about educational environments. They reflect on and continually evaluate the effects of their choices on others (children, families, and other professionals in the learning community).

Lifelong Learners: Our candidates are continually engaged in learning and research. They take responsibility for their professional growth and seek/create learning opportunities for themselves and others.

Learner-Centered Educators: Our candidates understand their subject matter/disciplines, learners and learning, and curriculum and teaching. They create learning experiences that foster development and achievement in all students.

Effective Collaborators: Our candidates actively participate in the community or communities of which they are a part to support students' learning and well being.

Advocates of Social Justice and Diversity: Our candidates are familiar with legal, ethical and policy issues. They provide leadership in advocating for children, families, and themselves in a variety of professional, political, and policy-making contexts.

Expectations of Teacher Preparation Programs at Teachers College

Teachers College programs preparing teachers and other professional school personnel ensure that candidates have the knowledge, skills, and dispositions required for effective teaching. By the conclusion of the program, candidates demonstrate:

Knowledge and Understanding of:

- research and inquiry methods and the relationship between research and practice;

- the continuum of lifelong learning and issues of professional concern;
- subject-matter/disciplinary content;
- learners and learning;
- curriculum and teaching;
- processes and strategies of effective communication and collaboration; and
- foundations of democracy, equity, and schooling.

Skills in:

- self-critique and reflection;
- use of research and inquiry methods and application of research to practice;
- planning, implementation, and evaluation of professional growth;
- planning, implementation, and evaluation of curriculum/services;
- communication and collaboration; and
- addressing inequalities in the classroom, school and society.

Dispositions/Commitments to:

- inquiry and reflection;
- the profession, ethics, and lifelong learning leadership;
- the fullest possible growth and development of all students;
- cooperation and collaboration; and
- social justice and diversity.

Peace Corps Fellows Program

The Elliot and Roslyn Jaffe Peace Corps Fellows Program recruits outstanding cohorts of Returned Peace Corps Volunteer educators who make long-term, professional commitments to teach in New York City's public schools. Since 1985, the program has recruited and trained more than 800 urban educators. As a Paul D. Coverdell Fellows (formerly Fellows/USA) flagship teacher-preparation program, we provide partial scholarships covering from 20 to 65% of tuition expenses. Upon completion of our 15-week summer intensive training, new Fellows teach full-time in salaried positions in NYC public schools where they teach for a minimum of three years. All related Master's degree requirements are generally completed within two years. We recruit candidates for a variety of grade levels and subject areas. Please check www.tc.edu/pcfellows (<http://www.tc.edu/pcfellows>) for more information. To arrange for a program interview and a school visit, call (212) 678-4080 (tel:%28212%29%20678-4080), or email (pcfellows@tc.edu (<mailto:pcfellows@tc.edu>)). Application packets can also be requested at www.tc.edu/pcfellows (<http://www.tc.edu/pcfellows>).

Teaching Residents at Teachers College (TR@TC2)

This 18 month intensive program prepares teachers for high-need, urban schools in the New York City Department of Education. The Teaching Residents at Teachers College (TR@TC2) program was developed to ensure that teaching residents receive extraordinary preparation and a myriad of support, including a mentor teacher, while enrolled in a master's degree program leading to an initial NYS teaching certificate. Teaching Residents receive a scholarship and upon graduation, students are required to teach in a high-need urban school in New York City. For more information please visit: www.tc.edu/teachingresidents.

Computing and Information Services

COMPUTING AND INFORMATION SERVICES

Computing and Information Services (CIS) is responsible for academic and administrative computing, media services, the campus data, voice and video network, and Telecommunications. These services include email, course web pages, desktop computers, student laboratories, multimedia classrooms, audio-visual services, management information systems, telephone and video-conferencing connections, and residential cable television. More extensive information may be found on the Information Technology pages of TCWeb: www.tc.edu/Computing (<http://www.tc.edu/Computing>).

The Policy on Acceptable Use of Information Technology Resources at TC is listed on the Policies and Procedures Section of this catalogue and can be found online at www.tc.edu/aupolicy (<http://www.tc.columbia.edu/aupolicy>).

Email Accounts

Teachers College has established email as the official means of communication with students. Students are required to activate and use the email address provided by the College. Information on how to do that is located at www.tc.edu/computing/newstudents (<http://www.tc.edu/computing/newstudents>).

Teachers College expects every student to receive email at his or her Teachers College email address and to read email frequently and consistently. A student's failure to receive and read College communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Students may redirect (auto-forward) email sent to their Teachers College email address to another email address, unless they are also employees of the College and have access to confidential College information. However, students who redirect email from their official College email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with communications sent to their official College email address.

To access their TC Gmail account students activate the Columbia University Network ID (UNI) which gives them entry to myTC. This portal also includes access to Columbia libraries and databases, course management systems and TC Apps. The UNI is also required to log into computers in the student labs, student lounge, and kiosks located in the halls of Teachers College. TC Gmail accounts are kept for life after graduation. If a student does not register again but does not graduate, the TC Gmail account stays active for 3 more semesters. More information on the Columbia University Network Identifier can be found on the Columbia University Information Technology page: www.columbia.edu/cuit (<http://www.columbia.edu/cuit>).

If you are also an employee, please note that any access to employment-related email or other resources is discontinued on the last day of employment for the particular office.

To view the complete Email Use Policy please see www.tc.edu/emailpolicy (<http://www.tc.edu/emailpolicy>).

Campus Network

Data, voice, and video outlets as well as wireless access are found in every classroom and office on the main portion of the campus. Student residences are served by wired access.

Public Computing Access

Wireless access is available throughout the academic buildings and in common areas of the student residence halls. Those connecting personal computers to the College network are required to maintain current virus protection which can be done by downloading software from the portal at my.tc.edu at no

cost. They are also required to maintain current security by configuring Windows and Macintosh systems for automatic updates.

The Student Computing Support Center in 242 Horace Mann has 70 workstations and consulting support. It provides students with PCs and Macs, software, printers and other peripherals. This laboratory is open daily. The Center's software library includes PC and Mac programs for word processing, web development, graphics, statistical analysis, qualitative analysis and databases. McAfee virus protection is licensed by the College for all students, faculty and staff to download for their home computers. Several software applications including Endnote, a bibliographic database program, Matlab, a quantitative analysis program, and NVIVO, a qualitative analysis program are also available through site licenses for home use. Downloads are accessed via the web at my.tc.edu (my.tc.edu). Computer classrooms with workstations at each seat in 345 Macy (see below) are available for open use when not scheduled for instruction.

Email and local websites can also be accessed from more than 20 kiosks located in corridors on the first and ground floors of campus buildings and the Student Lounge. The Gottesman Libraries have more than 70 public workstations connected to the Internet. An adaptive technology facility is located in 301 Zankel Hall.

Public Printing Access

Printers are available for students using the TC printing system in the Student Computing Support Center in 242HM, the computer classrooms in 345 Macy, the Everett Student Lounge, the cafeteria and the Whittier resident Hall 10th floor computer lab. Students can print 20 double sided pages at no cost and can purchase additional pages at greatly reduced cost.

There are also two Columbia printers located in the Gottesman libraries which provide students with 20 double sided pages at no cost (in addition to the college printing system) with the option to purchase additional pages at greatly reduced cost.

TC Apps

TC Apps is a collection of integrated applications available through a sign-on to myTC. These include Google Apps for Education, Moodle for course management, Mahara for ePortfolios, and Alfresco for managing files.

Other online resources include Qualtrics, an online survey platform which is available to students and faculty for use in creating, administering, and reporting on surveys. CIS provides both video-conferencing and a web-based conferencing application called Adobe Connect, which provides desktop audio and video conferencing along with application sharing for those who can't meet in the same physical space. The college owns an island called TC Educator in the virtual world of Second Life, where classes are held and simulations and other exciting new pedagogies are being explored (see <http://secondlife.com> (<http://secondlife.com>)). Recordings of College events and other interesting digital content from Teachers College are available through the Apple iTunes U store site (see <http://itunes.tc.columbia.edu> (<http://itunes.tc.columbia.edu/>)). Class sessions can be recorded through Tegrity lecture capture by request of the instructor to Media Services. Student access to these recordings is through the TC Apps Moodle course management system.

TC Course Management Systems

Moodle is TC's main course management system, and it is integrated with TC Apps. BlackBoard is also used for a small number of classes. Both systems include features such as syllabi, course materials, announcements, online discussions and chat sessions. These systems are used by most regular TC classes and also support classes taught to students at a distance.

Instructional Media Lab

The Instructional Media Lab (IML) in 265 Macy is a facility for students and faculty to create rich content for classes, online learning, student teaching, and research. Digital cameras and other equipment are loaned. Workstations allow for computer-based full motion video from camera, VCR, or mini-DV tapes to be edited, integrated with animation and digitized voice and music and to be written to CD, DVD, tape or storage to the Internet where the College has a cloud storage repository.

Computer Classrooms

Computer classrooms for hands-on instruction are two rooms with dual-boot Apple Macs for either Windows or Mac instruction in 345 Macy. The Goodman Family Computer Classroom suite includes a classroom equipped with 32 dual-boot MacBooks on tables that can be reconfigured to accommodate varying workgroup sizes. Located in 234 Horace Mann, it also has a seminar room for 10 people. The Macy rooms are available for use by students and faculty when not scheduled for instruction.

Multi-media Classrooms

All of our 65 classrooms have dedicated equipment such as PC's, Macs, VCR/ DVD players, projectors and document cameras. Twelve classrooms are outfitted with Interactive White Boards, similar to those often found in K-12 classrooms. Many of the rooms are set up with cameras and software for lecture capture. Mobile multimedia carts are available for use in rooms which do not have dedicated equipment. The TC Prototype Smart Classroom of the Future is equipped with new, state-of-the-art technology and equipment. The room is equipped for video conferencing and lecture capture, two large touch LCD panels, and the ability to easily share content among room participants. It has flexible seating to easily move from lecture to group work, and plenty of white board surfaces including the tables. The room is being used to experiment with pedagogical technology and space for future classroom renovations.

Training

Training workshops are scheduled throughout the year on the use of Google apps and electronic mail, word processing, spreadsheets, social networking media and web publishing, statistical analysis surveys with Qualtrics, photo, video editing, podcasting and iTunes U. In addition to workshops, individual training is also available. The workshop schedule may be found on the Technology homepage (www.tc.columbia.edu/computing (<http://www.tc.columbia.edu/computing>)).

Administrative Systems

Students are able to register, drop and add classes, check financial aid, academic history and current grades or pay by ACH via the web portal at my.tc.edu (my.tc.edu).

Microcomputer/LAN Services

Student support is provided at the Student Computing Support Center in 242 Horace Mann as well as in the residence halls.

All faculty and staff have workstations appropriate to their work, with budgeted replacement at 20% per year. The local area network features file and print services as well as web servers and other applications. The CIS Help Desk provides problem resolution via telephone, email, drop-ins, and office visits.

Residential Telecommunications Services

Telephone, Internet and cable television services are provided in student and faculty residences. Detailed information is found on the Technology pages (www.tc.columbia.edu/computing (<http://www.tc.columbia.edu/computing>)) site under Telecommunications.

Student Life and Student Services

Teachers College

Teachers College is located in New York City, one of the most important and dynamic cultural and educational centers in the world. Our student population is very diverse and includes international students, scholars and faculty from over 75 countries. TC combines a large number of part-time and full-time students who are very active in professional education circles and either commute or live on campus. There are a variety of student services and organizations at TC designed to support students' programs of study, provide professional development opportunities, foster community and celebrate diversity.

Office of the Vice President for Diversity and Community Affairs

Janice S. Robinson, Esq.

Vice President for Diversity and Community Affairs

Assistant Professor in Higher Education, Department of Organization and Leadership

Teachers College Title IX Coordinator

128 Zankel, (212) 678-3391

jsr167@tc.columbia.edu

Jolene A. Lane, Ed. M.

Director for Diversity and Community Affairs

128 Zankel, (212) 678-8410

lane@tc.columbia.edu

Important Websites: www.tc.edu/diversity (<http://www.tc.edu/diversity>) & www.tc.columbia.edu/titleix (<http://www.tc.columbia.edu/titleix>)

The Office of the Vice President for Diversity and Community Affairs leads the President's and College's initiatives concerning community, diversity, civility, equity, harassment prevention, and anti-discrimination. The philosophy is to encourage the College community to listen, learn, educate, and work together in collaborative and positive ways. Working collaboratively and in broadly overlapping areas to weave the Teachers College community together, we endeavor to unify the diverse constituencies, serving the students and alumni, full-time and adjunct faculty, and professional and union staff that comprise the TC community. The Office continues to lead and implement the diversity and community vision by engaging the entire College community academically, administratively and culturally. The areas of focus are diversity, community, equity, anti-discrimination, harassment prevention, retaliation and due process concerns, as well as collaboration with the Ombuds which is an independent office. As Title IX Coordinator, Janice Robinson has primary responsibility for compliance to Title IX of the Education Amendments of 1972, the federal law that prohibits sex discrimination and gender-based misconduct in education.

Simultaneously, the Office focuses on systemic issues by addressing policy and procedural concerns. The Vice President serves as a member of the President's Senior Staff. She chairs the College's Discrimination Laws Compliance Working Group and the President's Committee for Community and Diversity, the only

cross-college multi-constituent committee. The Director of the Office is also a member of the Committee, and her responsibilities coincide with all of the initiatives of the Office as it continues to lead and implement the diversity and community vision at Teachers College.

Office of the Ombuds

The Office of the Ombuds

Erwin Flaxman, Ph.D.

College Ombuds

280 Grace Dodge Hall,

(212) 678-4169

flaxman@tc.columbia.edu (<mailto:flaxman@tc.columbia.edu>)

www.tc.edu/diversity/ombuds (<http://www.tc.edu/diversity/ombuds>)

Riddhi Sandil, Ph.D.

Ombuds for Gender-Based Misconduct Concerns

Program Coordinator, Psychological Counseling Program

212.678.4016

sandil@tc.columbia.edu (<mailto:sandal@tc.columbia.edu>)

The Teachers College Office of the Ombuds is a resource available to students, faculty and staff for resolving problems and conflicts when they need advice or after other efforts have not been successful.

The Ombuds:

1. Listens to concerns, clarifies the issues in a problem and evaluates a range of solutions and options.
2. Offers coaching in how to deal with a problem.
3. Creates ways for those involved in a problem to communicate, including setting up meetings when necessary; and helps mediate a solution.
4. Provides information about other resources and makes referrals.
5. Identifies issues and trends in common issues and concerns.

Discussions with the Ombuds are confidential, as permitted by law, except in matters of imminent or actual physical or mental harm. In such matters the Ombuds considers the interests and safety of all involved parties in maintaining confidentiality.

The Ombuds is an advocate for the solution of a problem, not for any particular party, and gives equal attention to the rights and responsibilities of all concerned. Individuals seeking a confidential resource with whom to discuss Gender-Based Misconduct may contact either the Ombuds, Dr. Flaxman or the Ombuds for Gender-Based Misconduct Concerns, Dr. Sandil. *Individuals with concerns about faculty, staff or students in the Department of Clinical and Counseling Psychology should contact TC's long-time Ombuds officer, Dr. Erwin Flaxman.*

The use of the services of the Office of the Ombuds does not substitute for a formal grievance procedure.

Office of Student Affairs

The Office of Student Affairs (OSA) includes three major areas: Graduate Writing Center (<http://www.tc.columbia.edu/writingcenter/>), Insurance and Immunization Records (<http://www.tc.columbia.edu/admin/health/>), and Student Development & Activities (<http://www.tc.columbia.edu/studentactivities/>). The Office strives to enhance the quality of life and academic experience for students by providing services and programs designed to engage students in the College and University communities. There is a strong commitment to promote professional, co-curricular, recreational, social, cultural, and wellness programs. Events, such as the Casual Conversation Series, and Doctoral Students Discussions, provide students with the opportunity to learn about College resources and hear faculty and administrators share their research interests and professional experiences. Other co-curricular programs sponsored by OSA include: Broadway shows, sporting events and NYC trips. Students can also participate in more than thirty student organizations which provide additional opportunities to network with all members of the College community. Student organizations (<http://www.tc.columbia.edu/studentactivities/index.asp?Id=Get+Involved%21&Info=Student+Organizations>) varies from special interest groups to honor societies to local chapters of national organizations.

Some of the active organizations are:

- African Studies Working Group
- Association of Latin American Scholars (ALAS)
- Black Student Network (BSN)
- Coalition of Latino/a Scholars (CLS)
- Kappa Delta Pi (national honor society)
- Korean Graduate Student Association
- Organization and Human Development Consulting Club (OHDCC)
- Peace Education Network
- Queer TC
- Society of Economics and Education
- Society for International Education
- Student Advocates for the Arts (SAA)

For more information, please contact Student Development & Activities at (212) 678-3690 or email studentactivities@tc.edu.

Columbia Health Fee & Health Insurance

All students living in Teachers College residence halls are assessed the Columbia Health fee (<http://www.tc.columbia.edu/health/index.asp?Id=Columbia+Health&Info=Columbia+Health+Overview>). Additionally, all students registered for 12 or more billable credits in the fall or spring semester are assessed the Columbia Health fee. The fee covers primary care, counseling and psychological services, health education, support for survivors of sexual assault, as well as the public health services provided to the University community. Additional coverage for medications, lab costs, visits to medical specialists, and hospitalizations are covered by the Columbia Student Health Insurance Plan (<http://www.tc.columbia.edu/health/index.asp?Id=Insurance&Info=Columbia+Student+Health+Insurance>) available through Teachers College. Students living in Teachers College residence halls or taking 12 or more billable credits are required to enroll in the Columbia Student Medical Insurance Plan or provide proof of comparable insurance coverage. Information is available at Insurance & Immunization Records (<http://www.tc.columbia.edu/health/index.asp>), (212) 678-3006, or email health-immunization@tc.edu.

Immunization Records

New York State requires that all students born on or after January 1, 1957 provide proof of immunity to measles, mumps, and rubella. In addition, New York State requires all students to decide whether or not to be immunized against meningitis and to provide documentation of their decision. The required immunization form (<http://www.tc.columbia.edu/health/index.asp?Id=Forms&Info=Important+Forms+%26+Guides>), which is available on the Admitted Student website, is to be completed and submitted to Insurance and Immunization Records prior to the first day of class.

Teachers College Student Senate

The Teachers College Student Senate is composed of elected student body representatives from academic departments and positions at large. The Senate advocates for student voice on campus and participates in College-wide committees which impact the decision-making process and enhances communication amongst students, administration and faculty. For more information please contact the Student Senate via email student-senate@tc.edu.

Graduate Writing Center

The Graduate Writing Center, a branch of the Office of Student Affairs (<http://www.tc.columbia.edu/studentaffairs/>), offers a variety of writing services to the Teachers College community. During private consultations (<http://www.tc.columbia.edu/writingcenter/?Id=Services&Info=Private+Consultations>), students have the opportunity to focus on any aspect of their writing with one of our qualified consultants. The types of assistance often sought are on both the micro and macro levels, including brainstorming, organizing, drafting, and writing coaching and instruction. The Graduate Writing Center also offers workshops (<http://www.tc.columbia.edu/writingcenter/?Id=Services&Info=Workshop+Descriptions>) throughout the year on topics that meet the wide-reaching needs of the Teachers College population.

For more information please contact the Graduate Writing Center at (212) 678-3789 or email writingcenter@tc.edu.

International Services

Teachers College has a long history of welcoming international students, scholars and faculty to our academic and social community. Currently, over 950 students from 85 countries are enrolled at all degree levels and in every department. The Office of International Services (OIS) provides extensive orientation and intercultural programs throughout the year; information on responsibilities, benefits and alternatives under immigration laws and regulations; counsel on personal, financial, cultural, academic and other concerns; and campus-wide international awareness events. The OIS staff also assists students in contacting campus and community resources when appropriate. In addition, OIS provides visa and orientation services for international visiting scholars, visa services for non-immigrant staff, resources for delegations of international visitors and assistance to the College community on regulatory compliance and other international issues and concerns. The office is located in L5 Whittier Hall; (212) 678-3939. Interested individuals can contact the staff by email at tcintl@tc.columbia.edu (<mailto:tcintl@tc.columbia.edu>). In addition, prospective, admitted and current students are encouraged to go to www.tc.edu/international (<http://www.tc.edu/international>) for up-to-date information.

Individuals with Disabilities

The Office of Access and Services for Individuals with Disabilities ensures that programs and services at Teachers College are physically, programmatically, and attitudinally accessible to members of the TC community. Equal access is achieved through individualized responses addressing the needs of persons with conditions including but not limited to vision impairments, mobility impairments, deafness/hearing loss, medical conditions or learning disabilities that affect one or more academic activities. A full-time Director, an Associate Director/Program Director of Deaf and Hard of Hearing Services, and an Assistant Director, are available to meet with students, to facilitate accommodations, and to advocate on behalf of students with disabilities. For more information call (212) 678-3689, (212) 678-3853 (V/TTY), (646) 755-3144 (video phone), email oasid@tc.columbia.edu, or visit our website at www.tc.edu/oasid.

Recreation and Fitness

Directly across the street from Teachers College is the Columbia University Marcellus Hartley Dodge Physical Fitness Center (<http://www.dodgefitnesscenter.com/>), an indoor sports and exercise facility open to our students. The center features two full-size gymnasiums, a swimming pool, 16 squash and handball courts, fully equipped exercise and weight rooms, a judo-karate room, fencing room, wrestling room, indoor track, and saunas.

Career Services

Teachers College Career Services (TCCS) is committed to guiding all TC students and alumni throughout the different phases of the career development process. Whether you are entering a new field, advancing within your current profession, or changing directions, we will help you identify and develop the skills and resources needed to achieve your career goals.

- **CAREER COUNSELING AND ASSESSMENT:** TCCS offers individual counseling appointments, either in person or by phone, to assist TC students and alumni with their career development needs. TCCS also offers the Strong Interest Inventory and the Myers-Briggs Type Indicator (MBTI) to help assess career interests and skills (nominal fee charged).
- **TCCS LINK (ONLINE CAREER DEVELOPMENT RESOURCE & JOB DATABASE):** Promotes career opportunities and recruitment initiatives to TC students and alumni. Search full and part-time job openings, internships, volunteer and fellowship opportunities; view and register for career programs, career fairs, on-campus interviews and employer information sessions; access an online resource library, receive messages regarding upcoming career services events, and create job agents. *Access TCCS LINK through My TC Portal.*
- **TCCS on My TC Portal:** Within the portal, select the TC Services tab. The TCCS Career Services section is located on the right hand side of the page. The following resources are available within this section: Go to TCCS LINK, as well as Vault, Going Global, Online Career Development Resources, and the Resume and Cover Letter Writing eWorkshop.
- **DOCUMENT REVIEW:** TC students and alumni can have their cover letter/resume/curriculum vitae (CV)/personal statement reviewed either in-person or by phone. Those individuals applying for further graduate education may also utilize services for application document review.
- **WALK-IN HOURS:** A first-come, first-serve service providing TC students and alumni with a "quick" (15 minute) counseling appointment.
- **MOCK INTERVIEWS:** This videoed session provides TC students and alumni with a forum to practice their interview skills and receive feedback about how to improve their performance for the actual employer interview.
- **PROGRAMS AND EVENTS:** Offerings include career development workshops and panels, career fairs, networking events and employer information sessions and/or showcases.
- **eWORKSHOPS:** View TCCS's core workshops (Resume/Cover Letter Writing, CV/Cover Letter

Writing, General Interviewing, Job Search/Networking/Social Media, Salary Negotiation and How to Work a Career Fair/Networking Event) online. Each is available in the TCCS LINK Resource Library.

- **TCCS WEBSITE:** Learn about the services and resources offered, programs and events, industry specific websites and key professional associations; access job search, interview, industry, salary negotiation, and social media guides and tip sheets as well as resume, CV and cover letter writing guides and samples; and review the TC Graduate Survey Report. Visit our website at www.tc.edu/careerservices.
- **ONLINE RESOURCES & SOCIAL MEDIA:** Access online career development tools including Vault, Going Global, Policy Jobs, Ethical Jobs, and Human Rights Jobs through My TC Portal. Learn the benefits of using social media such as LinkedIn and Facebook for networking and job search. Follow TCCS on Facebook, Twitter and LinkedIn.
- **TEACHERS COLLEGE CAREER SERVICES (TCCS), COLUMBIA UNIVERSITY LINKEDIN GROUP:** Join this group and create a professional network with TC students and alumni, learn about programs and events, and pose industry questions and comments.
- **CREDENTIAL FILES:** With Interfolio Inc., students can manage their credential files (e.g., letters of recommendation) online.

We encourage you to come visit our office so that you can start your career development journey. Career Services is located in 44 Horace Mann, (212) 678-3140, careerservices@tc.edu (<mailto:careerservices@tc.edu>).

Office of Public Safety

Teachers College maintains a full service proprietary Office of Public Safety charged with providing a safe and secure environment in which College community members can enjoy the Teachers College experience. Public Safety staff members work 24 hours a day, seven days a week providing security for both the academic and the residential buildings on campus.

The administrative offices for the Office of Public Safety are located in Whittier Hall, Suite 1A. The office is open during normal business hours, Monday through Friday, from 9:30 A.M. to 5:00 P.M. The phone number for the administrative office is (212) 678-3340.

The Public Safety Central Information Center (CIC) is located in the Whittier Hall lobby and is open 24 hours a day, seven days a week. The phone number for the CIC is (212) 678-3220.

The Office of Public Safety enforces laws, rules and regulations on campus; controls access to the campus; deters and investigates crime (in cooperation with the New York City Police Department); maintains a Lost and Found; supervises special events; and provides general information for visitors and members of the College community. The Office provides community education in crime prevention, personal safety, and fire safety. The Office manages a technically advanced system of electronic access control, closed circuit television cameras, and emergency alarm systems. Members of the Office of Public Safety provide emergency medical assistance, and emergency response to conditions of fire and smoke.

Uniformed Public Safety Officers are licensed by the State of New York, certified as New York City Fire Safety Directors, and certified in First Aid, CPR, and in the operation of Automatic External Defibrillators (AED). The Office is led by a Director of Public Safety, three Associate Directors of Public Safety, and four Assistant Directors of Public Safety, and is supported by a Secretary.

The Teachers College Office of Public Safety prepares an Annual Campus Security and Fire Safety Report. This report contains important information for the Teachers College Community and is prepared in accordance with the federal Campus Security Act

(<http://www.ed.gov/admins/lead/safety/campus.html>), and the New York State Education Law Article 129A. The most current version of the Teachers College Annual Campus Security and Fire Safety Report may be found at: <http://www.tc.columbia.edu/security/AnnualReport> (<http://www.tc.columbia.edu/security/AnnualReport>). Paper copies of the Annual Campus Security and Fire Safety Report are available from the administrative office of the Office of Public Safety, in Suite 1A, of Whittier Hall.

New York City is one of the world's safest metropolitan communities and our Morningside Heights neighborhood is one of the safest neighborhoods in New York City. The greater Columbia University family of campuses enjoys one of the lowest crime rates of any Ivy League school in the United States.

Office of Public Safety Directory:

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Director of Public Safety

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Website: <http://www.tc.columbia.edu/administration/security/>

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Other Services

Additional services available to students include the Teachers College Cafeteria, Security Information Desk, Psychological Counseling Services, the Rita Gold Early Childhood Center, and ATM.

Registration Information

Registration

Registration Procedures

Students seeking course credit must be admitted by the Teachers College Office of Admission. For details, please refer to the section on Admission. Former Teachers College degree students who wish to pursue a degree program and have not been in attendance during the past five years must apply for re-admission in the Admission Office well before the registration dates. Former students who have not been in attendance within the last five years who do not desire degree candidacy should go directly to the Office of the Registrar.

Course registration may be completed online via myTC. Limited in-person registration is available during dates announced in the Academic Calendar.

Teachers College Student Information System

All students are expected to register via the web through the Student Information System on myTC. It is the responsibility of each student to obtain advisement and approval for their course selections from their academic advisor prior to registering. Registering for classes that your advisor has not approved can seriously compromise your ability to fulfill degree requirements and may have unintended financial consequences. Students must also obtain permission from the course instructor for any course listed in the Schedule of Classes that requires instructor approval. Students may connect to the Student Information System through the TC portal myTC. The system is normally available Mondays-Saturdays from 8 a.m. to 11 p.m. Instructions for registration are available in the Registration Information Section in the Schedule of Classes for each term.

Whenever course enrollment has been entered on the computer registration system, the student is responsible for payment of the assessed charges unless the student follows the procedures for a change of program as outlined in the Schedule of Classes and in accordance with the dates listed in the Academic Calendar. Failure to attend a course does not constitute an automatic withdrawal. (See section on Changes in Registration and Withdrawal.)

Each registrant is expected to assume a major responsibility in program planning. A careful study of the general degree requirements and maximum point loads outlined in this Catalog, special departmental bulletins, and advisory recommendations should be taken into consideration.

During the first day of in-person registration, faculty advisors will be available to consult with students and approve their programs; however, during the late registration period, advisors will be available from 3 p.m. to 5 p.m. on weekdays.

Teachers College students must have written permission of the Registrar before registering in any program or institution outside the College. Additionally, students are not permitted to be enrolled concurrently in two degree programs or schools within the University or the College.

Maximum Point Loads

The number of points (credits), a point being the equivalent of a semester hour that a course carries per term, is given in parentheses following the course title. No more than 9 points may be taken during a summer session and no more than a total of 16 points in the summer term. No more than 18 points may

be taken during the fall or spring term; students who hold full-time positions are discouraged from enrolling for programs in excess of 8 points each fall and spring term.

Certification of Part-Time/Full-Time Attendance

Enrollment status certification is based upon the number of points for which a student is registered per term. During the fall, spring and summer terms, “full-time” status is accorded to students registered for 12 or more points per term. Students enrolled for fewer than 12 points (0–11 points) are considered “part-time.” “Half-time” status is based on enrollment of 6–11 points per term. Students registered for fewer than 6 points are accorded “less-than-half-time status.” During the summer term, enrollment status is determined by the cumulative number of points in both Session A and B. For “full-time” status, students must register for a combined load of at least 12 points, with no more than 9 points in one summer session. Full-time status is accorded to students registered for CCPJ6460, CCPX6430, HBSK6480, or HBSK5480 as well as students registered for doctoral dissertation advisement (_8900 courses) and Ph.D. Dissertation Defense (TI8900).

Students taking fewer than 6 or 12 points in a term may be certified as full-time or half-time if they have an approved Certificate of Equivalency (COE) form. A Certificate of Equivalency is only approved when a student is working on an academic activity that is directly related to a student’s degree program. The form is available from the Office of the Registrar and must be recommended by the student’s advisor and approved by the Registrar. A Certificate of Equivalency is only granted for activities that are directly related to the degree program and satisfies a requirement for the degree program. No student will be certified for full-time, half-time, or part-time status unless he or she is enrolled for that term in some form and, if necessary, has filed a Certificate of Equivalency in the Office of the Registrar during the first two weeks of the term. Doctoral students may check with the Office of Doctoral Studies regarding personal exemption or waivers. Students cannot be certified for future dates of attendance.

Change in Registration and Withdrawal

Notice of any change in your registration, including adding/dropping courses, changes of points in variable point courses, or of total withdrawal from the College, must be given to the Registrar in writing or completed through the online registration system. Instructions for changes in registration and withdrawal through the Student Information System are outlined in the Registration Information section in the Schedule of Classes or may be obtained from the Office of the Registrar.

The last date for changes in registration is indicated in the Academic Calendar. After this deadline, courses may not be added but a partial refund of tuition fees for withdrawal from courses may be authorized by the Registrar. Fees are not subject to this reduction. Reduction of tuition based on a sliding scale is calculated from the day the Registrar receives written notice from the student or the withdrawal is processed through the Student Information System. The sliding scale is outlined in the Registration Information section in the Schedule of Classes on the TC-Web for each term.

The deadline for making changes in points in variable-point courses will extend until the class has met four times; dates are indicated in the Academic Calendar.

Courses with special dates must be dropped before the course begins to receive full tuition credit. There is no reduction of tuition for special date classes once the course begins or for fee-based courses in art, music and dance after the close of the change of program period. Students who have registered for workshops must withdraw from a workshop prior to the beginning of the workshop. No tuition rebates will be granted for a workshop once it has begun.

Students who are deficient in their attendance or who perform their class duties unsatisfactorily may be required at any time to withdraw from a course, upon recommendation by the course instructor to the Registrar; in extreme cases, this

may mean withdrawal from the College.

For grading symbols covering withdrawals, see Grades.

Tuition and Fees

Tuition

Tuition and fee rates are set annually by the Teachers College Board of Trustees. In the 2015-2016 academic year, tuition for all regular courses is \$1,454 per point. Non-credit courses vary in rate, usually depending on the minimum number of points for which the particular course is offered and the special services provided.

Columbia University's tuition is assessed at a per-point or flat rate determined annually by the University's Board of Trustees. Each school's rate may vary. Check the Office of the Registrar's website for the current tuition rates at Columbia and other affiliates.

Total tuition and fees are determined based on the number of points for which the student has registered. All tuition and fees (registration, service, workshops and all miscellaneous related expenses) charged are due and payable in full on the opening day of the semester or on the official published deadline date. Registrations submitted after the published due date are due upon registration.

Payment Options

Various forms of payment are accepted for tuition and fees and may be used individually or in combination. Teachers College accepts checks, money orders, and cash. A deferred payment plan, employee tuition exemption, third party billing agreements, and financial aid are also available to finance a Teachers College education. Some restrictions may apply.

eCheck

Tuition can be paid online directly from a personal checking or savings account drawn on a US bank. An eCheck payment will appear on your monthly statement as **Teachers College Epayment**. There is no fee to pay by eCheck. Online payments can be made by accessing the myTC Portal at: <http://my.tc.edu> (<http://my.tc.edu/>). Returned checks are assessed a return-check fee and subject to collection fees, if necessary. After three returned check payments, no further personal checks will be accepted.

Checks or Money Orders

Must be made payable to Teachers College. These types of payments can either be submitted in person, placed in the drop box, or mailed to the Office of Student Accounts: 525 West 120th Street, Box 305, New York, NY 10027. The drop off payment box is located at the door of the Office of Student Accounts, Thompson Hall Room # 133. Do not place cash in this box. Please write your student identification number and a valid daytime telephone number on the face of the check or money order. Returned checks are assessed a return-check fee and subject to collection fees, if necessary.

Cash Payments

Must be made in-person at the Office of Student Accounts, 133 Thompson Hall. During the academic year, the Office of Student Accounts staff is available Monday through Thursday 9:00am until 6:00pm and Friday 9:00am until 5:00pm. (Please note, during the Summer, the Office of Student Accounts will close at 5:00pm Monday through Thursday and 3pm on Friday). For payments that include more than \$10,000 in case, IRS Form 8300 must be completed at the cashier's window.

Online Deferred Payment Plan

Students may choose to participate in the Online Deferred Payment Plan during the fall and spring semesters only (plan is not available for summer sessions). The Online Deferred Payment Plan allows students to spread the term tuition, fees, and housing charges less any aid disbursed, over three equal installments during the semester. An online agreement between the student and Teachers College must be electronically completed on the MyTC Student Information System Portal. A \$50 fee is required to participate in the plan and the first installment plus the \$50 fee is due at the time the student electronically signs the agreement. Tentative installment dates are listed below:

| Fall 2015 | |
|-------------------------------|-------------------|
| First Installment Due | September 4, 2015 |
| Second Installment Due | October 5, 2015 |
| Third (Final) Installment Due | November 5, 2015 |

| Spring 2016 | |
|-------------------------------|-------------------|
| First Installment Due | January 22, 2016 |
| Second Installment Due | February 19, 2016 |
| Third (Final) Installment Due | March 19, 2016 |

Failure to remit payment, as scheduled, in the Deferred Payment Plan will result in the assessment of a late payment penalty of 1 1/3 percent on any unpaid balance.

Tuition Exemption—Students employed at the University may be eligible for tuition exemption. Human Resources must authorize tuition exemption forms with a valid HR personnel signature. Authorized Tuition Exemption forms must be submitted in person no later than the last day to add/drop courses for each term. If a student registers late, payments including tuition exemption forms are due at the time of the late registration. Various fees including, but not limited to, course fees, college fees, health service fees, medical insurance, and late registration fees are not covered by tuition exemption. The student should be prepared to remit payment for these fees on the official tuition due date.

Third Party Agreements—Students enrolling under a third party agreement must submit an authorization form to the College for approval each term/semester. A third party is usually an outside agency (not an individual) that agrees to pay all or part of the charges incurred by a particular student. The authorization form must include the student's name, relevant semester(s), and the total amount of tuition and fee charges that the third party is willing to pay. The form must be signed by an official of the third party agency. A third party agreement between the College and the agency must be completed each term/semester before the start of the term/semester.

Financial Aid—If all required applications and documentation have been filed with the Office of Financial Aid by the required deadline, financial aid awards should be available at the time of registration. Since tuition and all fees are due at the time of in-person registration, late payment penalties will be assessed on any outstanding balance as described under the Late Payment Penalties section of this bulletin. For further information about financial aid, review the section entitled Financial Aid.

Withdrawal from Classes

By registering for classes, a student has entered a legal and binding contract to pay all tuition, fees, and penalties charged by Teachers College.

When a student withdraws from Teachers College or from individual classes, the tuition charges originally assessed may be reduced, based on the date of withdrawal. Failure to attend classes does not constitute an automatic withdrawal; students must withdraw through the Student Information System on myTC Portal or request withdrawal by contacting the Office of the Registrar. Fees are not subject to rebate. The percentage of tuition reduction will be determined according to the withdrawal schedule.

Fall 2015

| Withdraw on... | Receive tuition credit of... |
|---------------------|------------------------------|
| Before September 17 | 100% |
| September 17-18 | 80% |
| September 19-25 | 75% |
| Sept. 26 - Oct. 2 | 70% |
| October 3-9 | 65% |
| October 10-16 | 55% |
| October 17-23 | 50% |
| October 24-30 | 40% |
| After October 30 | 0% |

Spring 2016

| Withdraw on... | Receive tuition credit of... |
|-------------------|------------------------------|
| Before February 3 | 100% |
| February 3-5 | 80% |
| February 6-12 | 75% |
| February 13-19 | 70% |
| February 20-26 | 65% |
| Feb. 27-March 4 | 55% |
| March 5-11 | 50% |
| March 12-18 | 40% |
| After March 18 | 0% |

Student Refunds

Proceeds originating from student aid programs in excess of all student account charges (tuition, fees, monthly housing, and other related expenses) will be mailed to the student or electronically deposited (students must enroll for eRefund through the myTC Portal).

NOTE: Title IV aid can only be credited towards institutional charges. Non-institutional charges such as finance charges, late penalty fees, etc. can not be paid from your Title IV aid. This may result in a refund being generated leaving an outstanding balance on your account for which you are responsible.

Other Fees

| | |
|--|------------------------|
| Teachers College Fee, Per Term | \$428 |
| Teachers College Research Fee | \$428 |
| Health Service Fee - (Fall/Spring) | \$475 / \$475 |
| Medical Insurance Fee - Gold - (Fall/Spring) | \$1,320 / \$2,157 |
| Medical Insurance Fee - Platinum - (Fall/Spring) | \$1,920 / \$3,133 |
| One-time Transcript Fee (charged in first term enrolled) | \$35 |
| Application Fee (non-refundable and payable at time of application) | \$65 |
| Tuition deposit (non-refundable but applicable against tuition assessment) | \$300 |
| Library Research Fee (for non-college users) per month | \$100 |
| Continuous Doctoral Advisement registration fee | \$4,362 |
| Ph.D. Oral Defense fee | \$5,637 |
| Late registration fee | \$100 |
| Late application fee for conferring of degrees | \$25 |
| Special examination fee (each course) | \$25 |
| Student identification card replacement fee | \$20 |
| Late payment fee (flat fee) | \$50 |
| Late payment (monthly fee) | 1- 1/3% (16% annually) |
| Returned check fee | \$20 |
| Deferred payment plan fee | \$50 |

Fees listed here and elsewhere throughout this catalog are reviewed periodically and are subject to change without prior notice. Additional fees may be added.

General Requirements

The minimum requirements for degrees as established by the College and University are given below. Students must consult the appropriate departmental brochures for specific program requirements governing each degree. Students may not be enrolled concurrently in degree programs in two different institutions; students may not be in two different degree programs or areas of specialization or schools at Teachers College or Columbia University.

General Residence

For each degree, a candidate offers a minimum of thirty semester hours of acceptable graduate credits taken over no less than the equivalent of a minimum of two academic terms under Teachers College registration. Living on campus is not required. Students electing to earn more than one degree must consult the Registrar about general residence including minimum point requirements for multiple degrees. Following is a chart of minimum residency requirements for several multiple degree requirements. In addition to satisfying residency requirements, a student must meet all degree requirements for each degree as outlined in the Degree Requirements section of the catalog and all degree requirements as outlined by the department.

Period of Candidacy (Master's Degrees)

Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet residency requirements.

A candidate may petition the Registrar for an extension of time for adequate reasons if the student has

been in attendance in the degree program within the last five years. In such cases, an extension must be recommended by the major advisor and approved by the Registrar. Upon approval, all current degree requirements including the departmental integrative project must be completed. In addition, at least 16 points must be completed through Teachers College during the final five-year period prior to the award of the degree. Petitions for extension may be obtained through the Office of the Registrar.

If a student has not been in attendance within the last 5 years and wishes to pursue the completion of the degree, the student must re-apply for admission and be accepted into the degree program. Applications for re-admission may be obtained from the Office of Admission.

Applications for re-admission follow the same processes and standards as those for initial admission. If a student is subsequently re-admitted to a Master's degree program with a period of candidacy after the expiration of the initial five-year period of candidacy, all current degree requirements including the departmental integrative project and at least 16 points to meet recency requirements must be completed.

Academic Performance

The Faculty of the College requires that all students maintain acceptable grades as well a satisfactory progress in the completion of degree requirements. Some departments specify an overall minimum grade average (see specific department statements). Any department judging a student to be performing below expectations is authorized by the Faculty to require additional coursework as a means to evaluate the student's continuance within the degree program or at the College. If satisfactory progress as defined by the department is not maintained, a student may be dismissed from the program. In addition, a student whose academic performance in coursework or in other requirements is seriously below the level required for successful completion of a degree may be denied permission for continued enrollment at the College on the initiative of the Department in which the student is enrolled. There is no formal appeal from such a decision, but the services of the Ombudsman may be requested by the student.

Any student receiving eight or more points in grades of C- or lower is not permitted to continue registration at the College in any capacity and may not receive a degree or diploma. Petitions for exception to this policy are to be submitted, in writing, to the Registrar with a written recommendation from the department in which the student was last enrolled. Such petitions will be submitted to a faculty committee for review and decision.

Statement on Academic Conduct

A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity.

Decisions regarding academic evaluation in all aspects of students' work at the College, including coursework, certification examinations, clinical or field experiences, and preparation of dissertations, are within sole jurisdiction of faculty concerned, including, as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the academic program or department as described in the Student Conduct Code. Refer to the Student Handbook or visit [www.tc.columbia.edu/student activities/](http://www.tc.columbia.edu/student%20activities/) for more details.

Application for Master's Degree or Certificate Award

Candidates for the award of the degree of Master of Arts, Master of Science, Master of Education, or a certificate must file an application (obtained from and returned to the Registrar, in accordance with dates listed in the Academic Calendar). All courses, except those of current enrollment, must be completed at the time of application. If the degree or certificate is not then earned, a Renewal-of-Application is to be filed for reconsideration of the award. (See Academic Calendar for dates). An application for award

terminates at the next time for degree conferral but may be renewed upon filing a Renewal-of-Application with the \$25 renewal fee in accordance with the dates listed in the Academic Calendar. Degree applications are kept on file for a period of three years from the date of the original degree application.

Graduation

All degrees and certificates are awarded in October, February, and May. Degrees are conferred by the President of the University at the annual Commencement in May.

Master of Arts Point Requirement

The Master of Arts degree is granted upon the satisfactory completion of no less than 30 points and a formal essay; or 32 points and an acceptable departmental integrative project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining coursework, through Teachers College registration, may be completed in Teachers College or other graduate divisions of the University, but no more than 12 points of graduate credit from other faculties of the University will be credited toward the minimum point requirement. Graduate level courses in the University are numbered from 4000 and above (with the exception of 4000 level courses in History which are considered undergraduate courses).

A candidate for a second Master's degree must be readmitted to candidacy by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay offered for the first Master's degree may not be applied toward the second. The same minimum point requirements stated above apply and must include three Teachers College courses (a course is defined as one for which at least 2 points are earned) outside the Teachers College major program.

Program of Study

The program for the Master of Arts must include: a minimum of 12 points in the major field courses, the exact requirement to be determined in consultation with the major advisor. In order to broaden the student's background in education, three Teachers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least 2 points are earned) must be completed as well as a formal essay, comprehensive examination, or an integrative project.

No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

Essay

Students opting for the preparation of a formal essay should check with the Office of the Registrar for instructions. The formal essay must demonstrate the ability of the student to select, organize, and present the results of professional investigation in the major field. The essay may consist of a body of work in a studio or performance area, demonstrating the design, preparation, and presentation of professional works appropriate to the major field. Documentation of such works may include media such as photographs, color slides, TV tapes, film, recordings, or an approved computer software program. An outline of the subject of the essay must be approved by the major advisor and forwarded to the Registrar prior to or accompanying the application for the degree. The original copy of the formal essay is to be submitted to the Registrar no later than the dates indicated in the Academic Calendar. The approved essay is submitted to the College library for retention; the departmental integrative project is maintained in the major department.

Master of Arts in Teaching

The Master of Arts in Teaching, a Columbia University degree, for students from Columbia, Barnard, or the School of General Studies, is offered as an alternative to the Teachers College Master of Arts degree for prospective secondary school teachers of English, mathematics, science, and social studies. For the current year, applications to this program are not accepted.

Master of Science

The Master of Science degree is granted upon the satisfactory completion of a minimum of 30 points and a formal essay; or 32 points plus a departmental integrative special project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining coursework may be completed, under Teachers College registration, in Teachers College or in other graduate departments of the University. Graduate level courses in the University are numbered from 4000 and above. All Barnard College courses are undergraduate courses.

Program of Study

The program for the Master of Science degree must include at least 20 points in science courses and related technical fields. In order to broaden the student's background in education, a minimum of two Teachers College courses outside the Teachers College major department (in this case, a course is defined as one for which at least two points are earned) must be completed as well as a formal essay, comprehensive examination, or a departmental integrative special project.

No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

Essay

Please refer to this requirement under the Master of Arts degree section.

Master of Education

The Master of Education degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. This is a two-year program. Thirty points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other recognized institutions. Candidates who have completed a Master of Arts or Master of Science degree through Teachers College must offer a minimum of 45 points of the required 60 points under Teachers College registration.

Candidates admitted to the Ed.M. program are required to offer a minimum of three Teachers College graduate courses in education outside the major program. (In this case, a course is defined as one in which at least 2 points are earned). Equivalent courses for which transfer credit has been granted may be substituted for Teachers College courses upon written petition to the Registrar. Additionally, either a formal essay, a departmental comprehensive examination, or special departmental integrative project is required. Consult departmental advisory statements for additional requirements.

Doctor of Education/Doctor of Philosophy

Teachers College offers programs of study leading to the Doctor of Education and Doctor of Philosophy degrees. The requirements differ in accordance with the nature of the degree as described below.

The Office of Doctoral Studies provides general information, administrative advice, and service to doctoral students and assists the doctoral committees in their supervision of the work of candidates for both degrees. Requirements outlined below are described in further detail in the bulletins Requirements for the Degree of Doctor of Education, Requirements for the Degree of Doctor of Education in the College Teaching of an Academic Subject, and Requirements for the Degree of Doctor of Philosophy. Each student

should obtain the appropriate bulletin through the Office of Doctoral Studies website. Each student is responsible for fulfilling the stated requirements. Doctoral programs are offered in many but not in all areas of specialization in Teachers College. Therefore, a prospective doctoral student should consult a faculty advisor, either through conference or correspondence, concerning programs offered, the degree most appropriate for specific goals, any departmental requirements for admission and programs of study, and application deadlines.

Direct inquiries concerning admission to the Office of Admission of Teachers College and indicate the degree and field of interest in order to receive appropriate information and application forms.

Doctor of Education

The degree of Doctor of Education emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction. The minimum requirements for this degree are: satisfactory completion of a planned program of 90 points of graduate coursework beyond the Bachelor's degree (at least 45 points of which must be taken through Teachers College registration); satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. Some fields of study have additional requirements; consult departmental advisory statements.

Special programs leading to the degree of Doctor of Education for persons preparing for college teaching of an academic subject are offered in several departments. The programs emphasize broad preparation in the candidate's major field, specialized competence in a limited area within that field, and an understanding of the broader problems of education, especially at the college level. The minimum requirements are: satisfactory completion of a planned program of 90 points of graduate coursework beyond the Bachelor's degree; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. Some fields of specialization have additional requirements such as an examination in one foreign language or in mathematical statistics; consult departmental advisory statements.

Former Teachers College doctoral students who have not registered in the last five years must apply for re-admission through the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If re-admitted, current degree requirements must be satisfied.

Continuous Registration Requirement for the Ed.D. Degree

Students are required to be in continuous enrollment for a Teachers College course for a minimum of 3 points, or for the dissertation advisement course, in each fall and spring term, starting with the term following successful completion of the certification examination or following the term in which the dissertation proposal was approved in a departmental hearing, whichever comes first, and continuing until all requirements for the degree are met. (See Requirements for the Degree of Doctor of Education Bulletin for policy on the dissertation advisement course). Certification examinations for students who take the examination in the summer term are not usually evaluated by departments and programs until the fall term. Consequently, these students will not be obligated for continuous enrollment until the following spring term.

The obligation to register continuously ends after the dissertation has received final approval.

Doctor of Philosophy

The degree of Doctor of Philosophy emphasizes research and intensive specialization in a field of scholarship. Under an Agreement with Columbia University, Teachers College offers programs leading to the Ph.D. degree in designated fields in which the Graduate School of Arts and Sciences of the University

does not offer programs, namely in education, including education in the substantive disciplines and certain applied areas of psychology. The minimum requirements for the degree are: satisfactory completion of a planned program of 75 graduate points beyond the Baccalaureate; submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on foreign language examinations and on a departmental Certification Examination; and preparation and defense of a research dissertation. Some fields of specialization have additional requirements; consult departmental program statements. Relevant courses completed in other recognized graduate schools to a maximum of 30 points, or 45 points if completed in another Faculty of Columbia University, may be accepted toward the minimum point requirement for the degree. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuance in the Ph.D. program. These degree requirements are specified in the Requirements for the Degree of Doctor of Philosophy Bulletin, available on the Office of Doctoral Studies website.

A Ph.D. candidate must complete all requirements for the degree in not more than seven years. The time limit is six years for those who have received an applicable Master's degree or 30 points of advanced standing. The candidate must register continuously each fall and spring term until all requirements are met unless granted a leave of absence. A candidate who expects to interrupt study for any reason should consult the Office of Doctoral Studies so as to avoid the risk of severing connection with the program. All candidates are required to register in residence in the Graduate School of Arts and Sciences through Teachers College and to pay a fee in the term in which the dissertation is defended.

Continuous Registration for Dissertation Advisement: Ph.D. Degree

Each Ph.D. student must register continuously for the course in doctoral dissertation advisement offered by the department following enrollment in the department's designated dissertation seminar course(s) or following the term in which the dissertation proposal was approved, whichever comes first, and continuing until all requirements for the degree are met. (See Requirements for the Degree of Doctor of Philosophy Bulletin for policy on the dissertation advisement course.) Continuous registration for doctoral advisement is required each fall and spring term, whether or not the student is in attendance, and in the summer term when special permission has been granted to schedule an oral examination on the dissertation. Registration for TI 8900, Dissertation Defense: Ph.D. is required for the term in which the oral defense is held. See Fees and General Offerings sections for further details. The obligation to register for dissertation advisement ends after the dissertation has received final approval.

Postdoctoral Study

The facilities of Teachers College may be made available to persons holding the doctoral degree from approved institutions who desire to spend a period in advanced research or study. Application for admission to postdoctoral study for transcript credit should be made to the Office of Admission. Persons who do not wish transcript credit may apply for Visiting Scholar status. Refer to the Visiting Scholar section in the Policies and Procedures section of this bulletin for more information.

Policies and Procedures

Access to Services

During the academic year, many of the services provided by the College are only available to credit students who are registered during the given semester. This includes, but is not limited to, library privileges and email accounts. Degree students who are not taking courses in the fall or spring semester may register for IND 4000, Master's Candidate or IND 6000, Doctoral Candidate in order to maintain registration. The fee for either IND 4000 or IND 6000 is the current college fee. During the summer term, email accounts and library access will be granted for students who were registered during the preceding spring term. Access to other services during the summer may vary. Individuals should check with the department providing the service.

Accreditation

All Teachers College programs are registered with New York State Education Department.

Teachers College is accredited by the Middle States Commission on Higher Education.

Teacher preparation and school leadership programs are nationally accredited with the Council for the Accreditation of Educator Preparation (CAEP, former NCATE).

Programs in areas with specific outside accrediting bodies also have accreditation from those entities. Specialized accreditors include:

- American Psychological Association (Counseling Psychology, Clinical Psychology and School Psychology doctoral programs)
- American Speech-Hearing-Language Association (Speech and Language Pathology)
- Applied Behavior Analysis International (Applied Behavior Analysis)
- Association for Childhood Educators International (Elementary Inclusive programs)
- Association for Sport and Physical Education (Physical Education)
- Commission on Accreditation for Diabetics Education (Nutrition Education)
- Council for Exceptional Children (Special Education programs)
- Council on the Education of the Deaf (Education of the Deaf and Hard of Hearing)
- Educational Leadership Constituents Council (Education Leadership)
- International Reading Association (Literacy Specialist)
- International Society for Technology in Education (Technology Specialist)
- National Association for the Education of Young Children (Early Childhood programs)
- National Association of School Psychologists (School Psychology)
- National Council for the Social Studies (Teaching of Social Studies)
- National Council of Teachers of English (Teaching of English)
- National Council of Teachers of Mathematics (Mathematics Education)
- National Science Teacher Association (Science Education)
- TESOL (Teaching of English to Speakers of Other Languages)

Attendance

Students are expected to attend all classes for which they are registered and are responsible for absences incurred by late enrollment. Attendance in online courses is defined as regular and substantive participation in the learning activities as prescribed by the course instructor. For courses that have face-

to-face meetings and online components, attendance in face-to-face meetings as well as regular and substantive participation in the online learning activities as prescribed by the course instructor is expected.

Credit and Noncredit Courses

Teachers College courses are detailed elsewhere in this Catalog. Certain courses in other parts of the University are open to students in Teachers College. For cross-registration in courses offered by other schools within the University, you must follow the cross-registration procedures of the specific school. For more information, please refer to *Cross-Registration for TC Students* section on the Office of the Registrar website.

Some credit-bearing courses are offered also on a noncredit basis, as indicated in the course description. No Teachers College fee is charged if the noncredit course registration is the only course registration for the term; however, any laboratory fees or special fees announced in the courses are additional.

Fees for noncredit offerings such as non-credit courses, workshops, institutes, and conferences vary. See the official announcement for these offerings and the tuition and/or fee charges.

When registering for a course on a noncredit basis, one may not change one's enrollment to credit once the course begins. In reverse, if one is registered for a course for credit, one may not change one's enrollment to noncredit once the course begins.

Students registering for noncredit offerings do not earn academic credit.

Teachers College reserves the right to cancel or modify the courses listed in this catalog and other official publications and to change the instructors as may be deemed necessary.

Definition of Point Credit

A point (equivalent to a semester hour) is the unit of College credit. For the typical student, a point of credit is earned by a minimum of two-and-one-half hours per week total time in lecture, laboratory, library, and outside work. These weekly two-and-one-half hours usually consist of: (1) attendance for a fall or spring term equal to one hour weekly in lectures or recitations or two hours in practical work, and (2) one-and-one-half hours additional work for each lecture, or one-half hour extra for each two-hour laboratory period. On this basis, a typical student with a 16 point program works a total of forty hours per week in classes and in outside preparation. These are averages; however, some students find it necessary to devote more time to preparation.

There are some variable-point courses in which a student can register and earn extra credit by doing additional work approved by the instructor. This additional work may entail additional reading, preparing a term paper, engaging in some special project, out-of-class group activities, or fieldwork.

FERPA: Family Educational Rights and Privacy Act and Access to Student Records.

Family Educational Rights and Privacy Act (FERPA) and Access to Student Records.

1. A. General Background

2. The Family Educational Rights and Privacy Act ("FERPA") gives "students" a right of access to their "education records." It also limits the disclosure of a student's education records by the College without the student's written permission.

3. Under this policy, "students" are individuals who are or were registered students in attendance at Teachers College, Columbia University

Teachers College. Persons who unsuccessfully applied for admission or who were accepted but never attended the College are not “students.” An unsuccessful applicant for admission to the College is not a College “student,” even if the applicant is or was in attendance at another Columbia University school.

4. Records Covered:

1. A student’s “education records” include records, files, documents, and other materials regularly maintained by the College that contain information directly related to the student.
2. Certain types of records are excluded from the scope of FERPA. For example, a student is not entitled to examine:
 - 1) Records maintained personally by an individual faculty member that have not been shared with and are not accessible by others.
 - 2) Records created or maintained by a physician, psychologist, or other recognized health care provider that are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment.
 - 3) Records that are confidential as a matter of law, such as those that might be maintained by the College's attorneys.
 - 4) Records containing financial information about a student’s parents, such as information submitted with an application for financial aid.

1. B. Maintenance of Education Records.

A student’s official academic record is maintained by the Registrar, and its use is carefully controlled. Official records include the transcript, certain documents submitted in support of admission to the College and degree programs, and the doctoral student’s record maintained by the Office of Doctoral Studies. Documents may be kept in digital form. In accordance with established records management procedures, some records are purged periodically.

Teachers College students, alumni and former students may inspect their student records in accordance with FERPA. With the exceptions set out below, such records are generally not available to anyone other than College representatives with an institutional reason for reviewing them. Transcripts and other student records are released only in accordance with the College’s FERPA statement.

1. Family Education Rights and Privacy Act (FERPA) Statement

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. The student must bring valid photo identification to the appointment. Students will not be provided with copies of any part of their records other than the College transcript unless the inability to obtain copies of any part of his or her record other than the transcript would effectively prevent him or her from exercising his or her right to inspect and review his or her education records.
2. The right to request the amendment of any parts of the student’s education records that the student believes are inaccurate or otherwise in violation of the student’s privacy rights under FERPA. Students who request amendment of a record that they believe is inaccurate should submit a written request to the Registrar in which they clearly identify the part of the record they want changed and why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of the

right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If, after a hearing, the College decides that the records are not inaccurate, misleading, or otherwise in violation of the student's rights, the student may place in the records a statement commenting upon the information and setting forth reasons for disagreeing with the decision.

3. The right to withhold consent to disclosures of personally identifiable information ("PII") contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. It shall be a condition of the College's disclosure of PII to a third party (1) that the party to which the information is released will not permit any other party to have access to such information without the written consent of the student and (2) that the released information may be used only for the purposes for which the disclosure was made. These conditions do not apply to certain subpoenas and court orders.

Under FERPA, records containing PII may be disclosed without consent as follows:

1. To "School Officials" with legitimate educational interests. A "School Official" includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position; public safety officials, members of the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee or admission committee, or assisting another School Official in performing his or her tasks for the College. In addition, a School Official may be a contractor who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records such as an attorney, auditor or collection agent. A School Official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.
2. Upon request and in the discretion of the Registrar, to officials of another school in which the student seeks or intends to enroll.
3. To authorized representatives of the U.S. Controller General, Attorney General, or Secretary of Education, or to State and local educational authorities. Disclosures under this provision may be made, subject to the FERPA requirements, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the student has applied or received, if the information is necessary to determine eligibility for the aid, the amount of the aid, or the conditions of the aid; or enforce the terms and conditions of the aid.
5. To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
6. To accrediting organizations to carry out their accrediting functions.
7. To comply with a judicial order or lawfully issued subpoena.
8. If designated as "directory information." The College has designated the following categories of information as directory information with respect to each student: name, mailing, campus and permanent addresses, photo, email address, Columbia University Network ID (UNI), degree program and major field of study, dates of attendance at the College, full-time, half-time or part-time status, degrees conferred and their dates, dissertation title and dissertation committee members and master's essay title and sponsor. A student who does not wish to have "directory information" released to third parties should notify the Office of the Registrar in writing of his or

her wish to withhold such information in the future.

9. Under limited circumstances, to a victim of an alleged perpetrator of a crime of violence or sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
10. Under limited circumstances, to the general public, the final results of a disciplinary proceeding, if the school determines the student has committed a violation of the school's rules or policies with respect to the allegation against the student.
11. To appropriate officials in connection with a health or safety emergency subject to the provisions of the Regulations.
12. To parents of a student under the age of 21 regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation.
13. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with FERPA. More information about FERPA is available at www.ed.gov/policy/gen/guid/fpco/ferpa (<http://www.ed.gov/policy/gen/guid/fpco/ferpa>). FERPA is administered by:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520

1. **Student Requests for release of records:**

Upon written request by a student, the College may release information in that student's Teachers College education records to third parties. The student should make a request for such release in writing with the student's signature to the Registrar. The third-party designated by the student will ordinarily not be provided with copies of any part of the student's record other than the College transcript. The College may impose a charge for copying a student's records in connection with such a release, generally 20 cents per page. Transcripts are covered by a one-time fee paid by students upon registration.

Questions about the interpretation of the guidelines should be referred to the Executive Director Academic Affairs Compliance at maul@tc.edu.

Grades

Course instructors are responsible for setting the requirements for courses and evaluating students' work. The grading symbols approved by the Faculty, appear below:

- A+** Rare performance. Reserved for highly exceptional, rare achievement.
- A** Excellent. Outstanding achievement.
- A-** Excellent work but not quite outstanding.
- B+** Very good. Solid achievement expected of most graduate students.
- B** Good. Acceptable achievement.
- B-** Acceptable achievement but below what is generally expected of graduate students.
- C+** Fair achievement, above minimally acceptable level.
- C** Fair achievement but only minimally acceptable.

C- Very low performance. The records of students receiving such grades are subject to review. This review may result in the denial of permission to register for further study at Teachers College. No more than 3 points of C- may be credited toward any degree, certificate, or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. Students who accumulate 8 points or more with grades of C- or lower may not continue study at the College and will not receive a degree or diploma.

F Failure. The records of students receiving such grades are subject to review. This review may result in the denial of permission to register for further study at Teachers College. Students who accumulate 8 points or more with grades of C- or lower may not continue study at the College and will not receive a degree or diploma. Students usually may not repeat a failed course unless it is required. When the course is required, the students may re-register and obtain a satisfactory grade. The previous F grade remains on the transcript.

P Passed. The "P" grade indicates passing performance in certain courses that only provide for dichotomous evaluation. Alternatively, by arrangement with the instructor as outlined in the Grading Options section below, students can request pass/fail grading in courses that normally lead to letter grades. Once an instructor submits a final pass/fail grade for a course, the transcripts of students in that course will not carry any other type of grade. The College does not issue supplementary statements on student performance in the course.

DP Doctoral pass credit. The grade of DP may be assigned only to certified doctoral candidates who have successfully completed all requirements prescribed by the instructor. Students may receive DP credit only for courses taken in the semesters after they are certified. DP credit may not apply toward M.A. or M.S. degree requirements. A maximum of 6 points of DP credit may apply toward Ed.M. degree requirements. See section below on Grading Options for further information.

WD Withdrawn. The WD grade indicates course withdrawal after the close of the change-of-program period during the term or non-attendance, as reported by a course instructor. See www.tc.edu/policylibrary/withdrawal_from_classes.

YC Year Course. The symbol "YC" is assigned for the first half of a year course (courses that appear with a "z" suffix on the transcript). At the end of the second half of the course, the final grade, denoting the instructor's evaluation, will appear on the transcript.

R Attendance Credit. R grades indicate that students attended a course. Instructors who agree to grant R credit may stipulate requirements in addition to regular attendance. Courses taken through the Interuniversity Doctoral Consortium may not be taken for an R grade. No R credit may apply toward M.A. or M.S. degrees. A maximum of 6 R credits may apply toward Ed.M. programs but not to satisfy the three-course out-of-program requirement. Finally, a maximum of 9 R credits may apply toward doctoral programs but not toward minimum distribution requirements. See section below on Grading Options for further information.

T Transfer credit awarded. The T grade is applied to transfer courses that meet minimum eligibility requirements for transfer work and that a faculty advisor has approved for credit. *The above grades are final and may not be changed.*

IN Incomplete. The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of

Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

* Missing grade. Final grade has not been assigned by the course instructor.

Grading Options

Teachers College categorizes grade options as evaluative (letter-graded on an A+ through F scale), pass/fail (P/F), doctoral pass (DP), or attendance (R). Within the academic term of the course, students may request grade options that differ from the standard grade options that their course instructors use, but instructors have discretion to approve or deny such requests. Students may obtain applications for alternative grading options from the Office of the Registrar. Once an alternative grade application has received approval from the course instructor and Registrar, students may not request a subsequent change of grade option. Deadlines and specific procedures for completing the applications appear below:

Pass/Fail and Evaluative Letter Grades

Students in courses that normally award pass/fail grades may request letter grades, and students in letter-graded courses may request a pass/fail option. If the instructor approves the request, the student must submit the completed application for alternative grading to the Registrar before the third class session.

Doctoral Pass

Certified doctoral candidates may request a doctoral pass (DP) grade option. If the instructor approves the request, the candidate must submit the completed application to the Registrar before two-thirds of the class sessions have met.

Attendance Credit

Students desiring attendance (R) credit must request the R option from the course instructor. If the instructor approves the request, the student must submit the completed application to the Registrar before two-thirds of the class sessions have met. Mathematics majors in the Department of Mathematics, Science and Technology must have their applications cosigned by the program coordinator.

Changes in Grades

All grades other than Incomplete are final once submitted to the Office of the Registrar. Once final grades have been given, instructors may not change them unless errors occurred in the original transmission of grades. A student who believes that an instructor has made a grading error should follow the procedures outlined in the Grade Correction policy: www.tc.edu/policylibrary/Grade_Correction (<http://devweb.tc.columbia.edu/manager/form/docs/index.asp?formID=338>).

Courses at Schools Other than Teachers College

Different schools and affiliates of Columbia University, as well as members of the Inter-University Doctoral Consortium, may have different policies, procedures, and deadlines on course grading and incomplete grades. Teachers College students who cross-register at other schools should note that their

course work at the host school may be subject to the policies and procedures of that school and not those of Teachers College. Grades of "D" earned at these other institutions will not count toward a Teachers College degree or certificate.

Graduate Credit in Advanced Columbia University Undergraduate Courses

Students in degree programs may petition the Registrar to have an advanced undergraduate course offered at Columbia University counted as graduate credit toward the degree. To be considered for graduate credit, the courses must be beyond the general introductory level, relevant to the student's specialty, and must not be available on the graduate level within the University. In addition, a student must obtain a written statement from the instructor of the course clarifying the additional work required in order to differentiate between undergraduate and graduate participation in the course. For basic language courses, courses must be beyond the first two years. No more than 6 points in advanced undergraduate courses may be approved for graduate credit. The advisor's written recommendation is also required and final approval is granted by the Registrar. Petition forms may be obtained in the Office of the Registrar. Tuition charges for undergraduate courses that the Registrar approves for graduate credit or undergraduate language courses taken to fulfill the language requirement for the Ph.D. may be used to calculate students' federal financial aid awards. Undergraduate courses that fall outside of these parameters will not be factored into federal aid awards.

HEGIS Codes

| Program Title | HEGIS** | Award |
|---|----------------|--------------------|
| Biology (7-12) | 0401.01 | M.A. |
| Computing in Education | 0799 | M.A. |
| Computing in Education-Distance Learning | 0799 | M.A. |
| Bilingual/Bicultural Childhood Education- Dual Certification | 0802 | M.A. |
| Bilingual/Bicultural Education- Initial Certification | 0802 | M.A. |
| Curriculum and Teaching: Elementary Education- Professional Certification | 0802 | M.A. |
| Curriculum and Teaching: Secondary Education- Professional Certification | 0803 | M.A. |
| Elementary Inclusive Education-Initial Certification | 0802 | M.A. |
| Elementary Inclusive Education- Initial Certification With Gifted Extension | 0802 | Ed.D./ M.B.A. |
| Higher and Postsecondary Education | 0805 | M.A., Ed.M., Ed.D. |
| Adult Education Guided Intensive Study (AEGIS) | 0807 | Ed.D. |
| Adult Learning and Leadership | 0807 | M.A., Ed.M., Ed.D. |
| Administration of Special Education Programs | 0808 | Ed.D. |
| †*Applied Behavior Analysis | 0808 | Ph.D., Ed.D. |
| Applied Behavior Analysis-Initial Dual Certification | 0808 | M.A. |
| *Blindness and Visual Impairment | 0808 | Ed.D. |

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|---|------|--------------|
| *Cross-Categorical Studies | 0808 | Ed.D. |
| *Deaf and Hard of Hearing | 0808 | Ed.D. |
| Early Childhood Education: Special Education-Initial Certification | 0808 | M.A. |
| Early Childhood Education: Special Education-Initial Dual Certification | 0808 | M.A. |
| Guidance and Rehabilitation | 0808 | M.A. |
| Elementary Inclusive Education-Initial Dual Certification | 0808 | M.A. |
| †*Intellectual Disability/Autism | 0808 | Ed.D., Ph.D. |
| Intellectual Disability/Autism-Initial Dual Certification | 0808 | M.A. |
| Intellectual Disability/Autism: Early Childhood- Dual Certification | 0808 | Ed.M. |
| Intellectual Disability/Autism:Childhood/Elementary- Dual Certification | 0808 | Ed.M. |
| Instructional Practice in Special Education | 0808 | Ed.M. |
| †*Physical Disabilities | 0808 | Ed.D., Ph.D. |
| Severe and Multiple Disabilities: Annotation | 0808 | M.A. |
| Supervision of Special Education | 0809 | Ed.M. |
| Gifted Education | 0811 | M.A. |
| Gifted Education- Initial Certification | 0811 | M.A. |
| Deaf and Hard of Hearing | 0812 | M.A. |
| Deaf and Hard of Hearing- Initial Certification | 0812 | Ed.M. |
| Deaf and Hearing Impaired: Adolescence Education- Dual Certification | 0812 | Ed.M. |
| Deaf and Hearing Impaired: Early Childhood Education- Initial Dual Certification | 0812 | Ed.M. |
| Deaf and Hearing Impaired: Elementary Education-Initial Dual Certification | 0812 | Ed.M. |
| Deaf Education: Reading Specialist- Initial Dual Certification | 0812 | Ed.M. |
| Blindness and Visual Impairment- Initial Certification | 0814 | M.A., Ed.M. |
| Blindness and Visual Impairment: Adolescence Education-Initial Dual Certification | 0814 | Ed.M. |
| Blindness and Visual Impairment: Childhood Education- Initial Dual Certification | 0814 | Ed.M. |
| Blindness and Visual Impairment: Early Childhood Education-Initial Dual Certification | 0814 | Ed.M. |
| Speech and Language Pathology-Initial Certification | 0815 | M.S. |

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|--|---------|-------------------------------|
| Speech and Language Pathology-Professional Certification | 0815 | M.S. |
| Speech and Language Pathology: Bilingual Option-Initial Certification | 0815 | M.S. |
| Speech and Language Pathology-Bilingual Extension Institute | 0815 | Adv. Cert. |
| History and Education | 0821 | M.A., Ed.M., Ed.D.,Ph.D. |
| Philosophy and Education | 0821 | M.A., Ed.M., Ed.D.,Ph.D. |
| Applied Educational Psychology: Cognitive, Behavioral, and Developmental Analysis | 0822 | Ed.M. |
| Cognitive Studies in Education | 0834 | M.A., Ed.M., Ed.D. |
| Psychology in Education | 0822 | M.A. |
| Early Childhood Education | 0823 | M.A., Ed.M, Ed.D. |
| Early Childhood Education- Initial Certification | 0823 | M.A. |
| Early Childhood Education- Special Education | 0823 | Ed.M |
| Applied Statistics | 0824 | M.S. |
| School Counselor | 0826.01 | Ed.M |
| Applied Developmental and Learning Psychology- School Psychology | 0826.02 | Ed.M. |
| Applied Educational Psychology- School Psychology | 0826.02 | Ed.D.,Ph.D. |
| Education Policy | 0827 | M.A., Ed.M., Ph.D. |
| Educational Leadership | 0827 | PH.D. |
| Educational Leadership Studies | 0827 | M.A., Ed.M., Ed.D. |
| Urban Education Leaders Program | 0827 | Ed.D. |
| Leadership, Policy and Politics | 0827 | +Ed.D. |
| ††Education Leadership Management (M.B.A. through Columbia University Graduate School of Business) | 0827 | Ed.D. |
| Private School Leadership | 0827 | M.A., Ed.M |
| | | |
| Public School Building Leadership | 0828 | M.A., Ed.M. |
| Curriculum and Teaching | 0829 | M.A., Ed.M., Ed.D. |
| Designing Interactive Multimedia Instruction | 0829 | Adv. Cert. |
| Literacy Specialist- Initial Certification | 0830 | M.A. |
| Reading Specialist- Initial Certification | 0830 | M.A. |
| Art and Art Education | 0831 | M.A., Ed.M., Ed.D., Ed.D.C.T. |
| Art and Art Education- Initial Certification | 0831 | M.A. |
| Art and Art Education- Professional Certification | 0831 | M.A. |
| Music and Music Education | 0832 | M.A., Ed.M., Ed.D., Ed.D.C.T. |
| Music and Music Education- Initial Certification | 0832 | M.A. |
| Music and Music Education- Professional Certification | 0832 | M.A. |
| | | M.A., M.S., Ed.M., Ed.D., |

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|---|---------|---------------------------|
| Mathematics Education | 0833 | Ed.D.C.T., Ph.D. |
| Science Education | 0834 | Ed.D., Ph.D. |
| Science and Dental Education | 0834 | M.A. |
| Supervisor/Teacher of Science Education | 0834 | M.A. |
| Teacher Education in Science | 0834 | M.S., Ed.M. |
| Applied Physiology | 0835 | M.A., Ed.M., Ed.D. |
| Kinesiology | 0835 | Ph.D. |
| Motor Learning | 0835 | M.A., Ed.M., Ed.D. |
| Movement Sciences and Education | 0835 | Ed.D. |
| Physical Education | 0835 | M.A. |
| Physical Education- Initial Certification | 0835 | M.A. |
| Physical Education- Professional Certification | 0835 | M.A. |
| Physical Education, Curriculum and Teaching in | 0835 | M.A., Ed.M. |
| Nutrition and Exercise Physiology | 0837 | M.S. |
| Community Health Education | 0837 | M.S. |
| Diabetes Education and Management | 0837 | M.S. |
| Health Education | 0837 | M.A., Ed.D. |
| Bilingual/Bicultural Education | 0899 | M.A. |
| Bilingual/Bicultural Education Extension | 0899 | Adv. Cert. |
| Comparative and International Education | 0899 | M.A., Ed.M., Ed.D., Ph.D. |
| Instructional Technology and Media | 0899 | M.A., Ed.M., Ed.D. |
| International Educational Development | 0899 | M.A., Ed.M., Ed.D. |
| Neuroscience and Education | 0899 | M.S. |
| Teaching and Learning with Technology | 0899 | Adv. Cert. |
| Technology Specialist: K-12- Initial Certification | 0899.03 | M.A. |
| Bilingual/Bicultural Education- Transitional B | 0899.50 | M.A. |
| Biology 7-12- Transitional B | 0899.50 | M.A. |
| Chemistry 7-12- Transitional B | 0899.50 | M.A. |
| Early Childhood Education: Special Education-Dual Certification- Transitional B | 0899.50 | M.A. |
| Earth Science 7-12- Transitional B | 0899.50 | M.A. |
| English, Teaching of- Transitional B | 0899.50 | M.A. |
| Mathematics Education- Transitional B | 0899.50 | M.A. |
| Physics 7-12- Transitional B | 0899.50 | M.A. |
| TESOL- Transitional B | 0899.50 | M.A. |
| Teaching American Sign Language as a Foreign Language- Initial Certification | 1199 | M.A. |
| Nurse Executive Role (Accelerated Program) | 1203.10 | M.A. |
| Nurse Executive Role (Accelerated Program) | 1203.10 | Ed.D. |
| Nursing Education: Professorial Role | 1203.10 | Ed.D. |
| Nursing Education: Professorial Role (Accelerated Program) | 1203.10 | M.A. |
| Speech and Language Pathology | 1220 | M.S., Ed.M., Ed.D., Ph.D. |
| Community Nutrition Education | 1306 | Ed.M. |
| Nutrition and Public Health | 1306 | M.S., Ed.D. |

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|---|---------|-------------------------------|
| Nutrition Education | 1306 | M.S., Ed.D |
| English, Teaching of | 1501 | M.A., Ed.M., Ed.D.C.T., Ed.D. |
| English Education | 1501 | Ph.D. |
| English, Teaching of- Initial Certification | 1501.01 | M.A. |
| English, Teaching of- Professional Certification | 1501.01 | M.A. |
| Applied Linguistics | 1505 | M.A., Ed.M., Ed.D. |
| Communication and Education | 1506 | M.A., Ed.M., Ed.D. |
| TESOL (Teaching of English to Speakers of Other Languages) | 1508 | M.A., Ed.M., Ed.D. |
| TESOL- Initial Certification | 1508 | M.A. |
| TESOL (Japan) | 1508 | M.A. |
| Mathematics Education- Initial Certification | 1701 | M.A. |
| Mathematics Education- Professional Certification | 1508 | M.A., M.S., Ed.M. |
| Arts Administration | 1899 | M.A. |
| Physics 7-12- Initial Certification | 1902.01 | M.A. |
| Earth Science 7-12- Initial Certification | 1917.01 | M.A. |
| Chemistry 7-12- Initial Certification | 1925.01 | M.A. |
| Clinical Psychology | 2003 | Ph.D. |
| Counseling Psychology | 2004 | Ph.D. |
| Psychological Counseling | 2004 | Ed.M. |
| Mental Health Counseling | 2004 | Ed.M. |
| Social-Organizational Psychology | 2005 | Ph.D. |
| Measurement and Evaluation | 2007 | Ed.M., Ed.D. |
| Organizational Psychology | 2008 | M.A. |
| Developmental Psychology | 2009 | Ph.D. |
| Developmental Psychology | 2009 | M.A. |
| Teaching of Social Studies | 2201 | M.A., Ed.M., Ed.D., Ph.D. |
| Social Studies, Teaching of- Initial Certification | 2201.01 | M.A. |
| Social Studies, Teaching of- Professional Certification | 2201.01 | M.A. |
| Applied Anthropology (In Cooperation with GSAS) | 2202 | Ph.D. |
| Anthropology and Education | 2202 | M.A., Ed.M., Ed.D., Ph.D. |
| Economics and Education | 2204 | M.A., Ed.M., Ph.D. |
| Politics and Education | 2207 | M.A., Ed.M., Ed.D., Ph.D. |
| Sociology and Education | 2208 | M.A., Ed.M., Ed.D., Ph.D. |
| Interdisciplinary Studies in Education | 4999 | M.A., Ed.M., Ed.D. |
| <p>* Ed.D. in Special Education is acquired through these programs. † Ph.D. in Special Education is acquired through these programs. †† Joint M.B.A. offered by Columbia School of Business. ** HEGIS: Higher Education General Information Survey, New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230; telephone (518) 475-5851.</p> | | |

Inter-University Doctoral Consortium

Teachers College participates in the Inter-University Doctoral Consortium which provides for cross-registration among member institutions. Fully admitted doctoral students after the first year of study in Teachers College may register for courses at the Graduate School and University Center of the City University of New York, Fordham University, Princeton University, the New School for Social Research, New York University, Rutgers University, and Stony Brook University. Ordinarily, such courses must not be available within Columbia University. Applications are available in the Office of the Registrar, 324 Thorndike. Students cross-registered for courses at another university are subject to the academic regulations of the host university, including the grading system, calendar, and academic honor system. It is the responsibility of the students to familiarize themselves with the pertinent regulations of the host university. Teachers College students pay tuition at the standard Teachers College rate to Teachers College for any such courses they take.

The prefix indicates the department:

- A&H Arts & Humanities
- BBS Biobehavioral Studies
- CCP Counseling & Clinical Psychology
- C&T Curriculum & Teaching
- EDP Education Policy and Social Analysis
- HBS Health & Behavioral Studies
- HUD Human Development
- IND Interdepartmental
- ITS International & Transcultural Studies
- MST Mathematics, Science & Technology
- ORL Organization & Leadership

The first digit of the course number indicates course level:

- 4 initial graduate
- 5 intermediate graduate
- 6 advanced graduate
- 7 dissertation seminar
- 8 dissertation advisement
- 9 postdoctoral

The second digit of the course numbers indicates the type of offering:

- 0 lecture
- 1 lecture
- 2 field work
- 3 practicum
- 4 internship
- 5 seminar
- 6 colloquium
- 7 student teaching
- 8 workshop, work conference, or institute
- 9 independent study and research

Non-discrimination Policy

Continuing its long-standing policy to support active equality for all persons, Teachers College does not discriminate on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, marital status, citizenship status, veteran status, disability, pregnancy, gender expression or any other criterion specified by federal, state or local laws, in the administration of its admissions, employment and educational policies or scholarship, loan, athletic and other school-administered programs. Rather, Teachers College affirms that it admits students and selects employees regardless of their race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, marital status, citizenship status, veteran status, disability, pregnancy, gender expression or any other criterion specified by federal, state or local laws and thereafter accords them all the rights and privileges generally made available to students or employees at the school.

Students with concerns about the application of civil rights laws (including Title IX, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Age Discrimination Act) may wish to speak with the Associate Provost, Katie Embree, 113 Zankel, (212) 678-3991 (tel:%28212%29%20678-3991), the Vice President for Diversity and Community Affairs, Janice Robinson, 128 Zankel, (212) 678-3391 (tel:%28212%29%20678-3391), or the Ombuds, Erwin Flaxman, 280 Grace Dodge, (212) 678-4169 (tel:%28212%29%20678-4169).

Faculty and staff with concerns about the application of civil rights laws (including the Civil Rights Act of 1964 (Title VII), the Age Discrimination in Employment Act, Title IX, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Age Discrimination Act) may wish to speak with the Associate Provost, Katie Embree, 113 Zankel, (212) 678-3991 (tel:%28212%29%20678-3991), the Assistant Vice President, Human Resources, Randy Glazer, 120 Whittier Hall, (212) 678-3175 (tel:%28212%29%20678-3175), the Vice President for Diversity and Community Affairs, Janice Robinson, 128 Zankel, (212) 678-3391 (tel:%28212%29%20678-3391), or the Ombuds, Erwin Flaxman, 280 Grace Dodge, (212) 678-4169 (tel:%28212%29%20678-4169).

Individuals with disabilities who seek reasonable accommodations or information concerning accommodations should contact the Office of Access and Services for Individuals with Disabilities (OASID), 166 Thorndike, (212) 678-3689 (tel:%28212%29%20678-3689) (voice/TTY).

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the TC Title IX Coordinator, Janice Robinson, at (212)-678-3391 (tel:(212)-678-3391) or at JRobinson@tc.columbia.edu (mailto:JRobinson@tc.columbia.edu) or to the U.S. Department of Education, Office for Civil Rights, (New York Office), (646) 428-3800 (tel:(646)%20428-3800), OCR.NewYork@ed.gov (mailto:OCR.NewYork@ed.gov).

Official College Communication

Teachers College, recognizing the increasing need for electronic communication with students, has established email as an official means of communication with students. In order to ensure effective communication with students, students are required to activate and use the email address provided by the College. Information on how to do that is located at www.tc.edu/computing/newstudents.

Teachers College expects that every student will receive email at his or her Teachers College email address and will read email on a frequent and consistent basis. A student's failure to receive Teachers College and read College communications in a timely manner does not absolve that student from knowing and complying with the content of such communications. Students may elect to redirect (auto-forward) email sent to their Teachers College email address. Students who (auto-forward) redirect email from their official College email address to another address do so at their own risk. If email is lost as a result of forwarding, it does not absolve the student from the responsibilities associated with

communications sent to their official University email address. All use of email will be consistent with other Teachers College and Columbia University policies including the Acceptable Use Policy at www.tc.edu/computing under IT Policies.

Information concerning emergencies or school closing is published in several ways:

- WINS at 1010 on AM radio;
- WCBS at 880 on AM radio;
- the TC Web homepage at www.tc.edu; and
- the main telephone number, (212) 678-3000.

In addition to the communication methods above, emergency notifications are made through public address systems in most campus buildings and through TCAAlert. All members of the TC community are strongly encouraged to sign up for TCAAlert via the portal at my.tc.edu to receive text or voice messages on their cellphones. Use of this system is limited to urgent messages. The College does not charge for it, although some wireless phone carriers may charge a fee for receiving SMS text messages.

Policy on Acceptable Use of Information Technology Resources at Teachers College

Policy on Acceptable Use of Information Technology Resources at Teachers College

The purposes of this policy is to promote and improve the effectiveness of Teachers College computing and communications resources and to support the College community's norms of scholarly discourse, academic integrity, and fairness. As an academic community, the College places a special value on free expression of ideas. However, unlawful or inappropriate use of these information technology (IT) resources can infringe upon the rights of others. Accordingly, all members of the College community are expected to use these resources responsibly. Prevention of abuse of the College's IT resources is important to:

- promote the appropriate and productive use of the College's information technology resources, which are a finite, shared resource of the College community;
- protect individuals from harassment and undue annoyance;
- prevent waste of the IT resources and obstruction of College activities; and
- protect the College and its resources.

Policy

The information technology resources of the College are part of the Columbia University network; all College users must be familiar with and adhere to the University IT policies found at www.columbia.edu/cu/policy (<http://www.columbia.edu/cu/policy>) and particularly the *Acceptable Use of IT Resources Policy*, policylibrary.columbia.edu/acceptable-use-it-resources-network-and-computing-policy (<http://policylibrary.columbia.edu/acceptable-use-it-resources-network-and-computing-policy>).

Use of College information technology resources must also conform with College policies, regardless of whether they make explicit reference to electronic or other media. Relevant policies, including those related to professional conduct and protection from harassment, are available in the College's Policy Library, www.tc.columbia.edu/policylibrary (www.tc.edu/policylibrary).

Students, faculty, staff and others using College and University electronic resources and services assume personal responsibility for their appropriate use and agree to comply with all relevant policies, as well as applicable laws. College IT resources may not be used for any purpose that violates College or University policies or for any illegal or criminal purpose, including violation of copyright law. Copying, storing, displaying, or distributing copyrighted material using College or University computers or networks

without the express permission of the copyright owner, except as otherwise allowed under the copyright law, is prohibited. Under the Digital Millennium Copyright Act of 1998, repeat copyright infringements by a user of the College's IT resources can result in termination of the user's access to those resources.

It is illegal and a violation of College and University policies to attempt to gain access to or use another person's ID, password or account, or to send an email impersonating another individual, regardless of where the email originates. Sharing of passwords is prohibited and each user is responsible for the proper use of his or her account and any activity conducted with it.

Communication at the College, whether spoken, written or electronic, should be conducted courteously and with respect for other people's ideas, privacy, intellectual property, and their right to be free from intimidation, harassment, and unwarranted annoyance including, but not limited to, chain letters and obscene and other unwelcome messages.

All email and postings should have the name of a person from or for whom it is sent, even if replies are not permitted. Broadcast messages to large lists should have an educational or work-related significance to many members of the group.

Messages or files that interfere with or impair the computers or activities of other people including, but not limited to, viruses, worms and Trojan horses, are forbidden. They violate College and University policies and applicable law.

Failure to abide by these policies will have consequences that may range from warnings to suspension of email and other computing privileges to dismissal or termination of employment. Conduct that violates College and University policies may also violate federal, state or local law and subject individuals to civil or criminal liability. See Complaints and Discipline regarding IT Policies (<http://devweb.tc.columbia.edu/manager/form/docs/index.asp?formID=364>).

Policy on Protection from Harassment

Interim Policy effective February 15, 2015

Teachers College ("TC" or the "College") is committed to providing a working and learning environment free from harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members. Continuing its long-standing support of active equality for all, the College prohibits discrimination, including harassment, on the basis of race, color, religion, creed, sex, sexual orientation, national origin, ancestry, age, marital status, citizenship status, veteran status, disability, pregnancy, gender expression, or any other criterion specified by federal, state or local laws, www.tc.edu/policylibrary/non_discrimination_policy (http://www.tc.edu/policylibrary/non_discrimination_policy).

Consistent with this commitment and with applicable federal, state, and local laws, it is the policy of the College (1) not to tolerate harassment in any form, (2) to actively foster prevention of harassment in the TC community, and (3) to provide faculty, students, administrators, and staff with mechanisms for seeking informal or formal resolution of harassment concerns and complaints. The term "sexual harassment," as used in this and other TC policies, includes other forms of gender-based misconduct, including sexual assault, domestic violence, dating violence and stalking.

This policy includes the following guidance:

- Principles and definitions concerning discriminatory harassment and related matters, including Retaliation, Reporting Obligations and Special principles and definitions relating to sexual harassment and gender-based misconduct.

- Education and Prevention
- Options for those concerned about discriminatory harassment, including Confidential Resources, Informal Procedures, Formal Procedures and Resolution and Appeal
- Other resources

The complete policy can be found at www.tc.edu/policylibrary/protection_from_harassment (http://www.tc.edu/policylibrary/protection_from_harassment).

Psychological Welfare of Our Students

Teachers College recognizes the importance of its students' academic progress and personal well-being. The College employs a part-time Clinical Graduate Assistant who is available to meet with any student in need of short-term counseling. The Clinical Assistant can be reached at (212) 678-3262.

Bearing in mind the safety and well-being of all members of its community, the College may discontinue the enrollment of, or take other action with respect to, a student who is experiencing mental health issues that prevent safe and successful participation in his or her academic program, or that threaten the safety or well-being of others. If a student is separated from the College, she/he will be informed of the process for requesting re-enrollment through the Office of Vice Provost.

1. *Temporary Suspension Policy/Procedure.* If a student commits an act deemed threatening and/or dangerous, the Vice Provost, Associate Provost (or, in their absence, the Director of Student Affairs or Director of Residential Services) can immediately effect a Temporary Suspension from the College and/or residence halls. The Temporary Suspension will be in writing and delivered to the student; it can not be appealed. Such a suspension will be in effect until the student meets with the Vice Provost or designee, who will then decide whether to continue or lift the suspension in consultation with members of the Psychological Emergency Response Team (PERT) and others as appropriate. If a decision is made to lift the suspension, the student will receive written permission to return to class and/or the residence halls. If the student is not permitted to return to the College, the student will be involuntarily withdrawn from courses. If the student is not allowed to return to the residence halls, his/her emergency contact will be notified.

2. *Involuntary Withdrawal.* The College may discontinue the enrollment of a student whose conduct prevents safe and successful participation in his or her academic program, impedes the work of other students, faculty, or administrative staff, or threaten the safety or well-being of self or others. This decision shall be made by the Vice Provost in consultation with PERT and others as deemed appropriate. The student will not be eligible to re-enroll until the Conditions for Continuance as a student have been met.

An involuntary withdrawal may be appealed. A student who wishes to appeal this decision must submit the appeal in writing to the President's office within five (5) business days of the decision. The President's office will review the appeal and provide the final decision to the student within seven (7) business days of receipt. There is no further appeal of the President's decision.

3. *Conditions for Continuance as a Student.* An individual who has committed an act deemed threatening and/or dangerous will be required to meet certain requirements before being permitted to return to the College, including a recommendation for readmission or continuance by a qualified mental health

professional. The student may also be required to enter into a behavioral contract to establish conditions under which that student may continue or resume enrollment at TC. Conditions may include reduced schedule loads or maintenance counseling with a member of the University Counseling Center licensed professional staff. Final readmission authority for a re-entering student rests with the Vice Provost, in consultation with PERT, others as deemed appropriate, and appropriate faculty member(s) who will meet to review the requested documents, establish any conditions and render their opinion to the Provost. The College reserves the right to require administrative evaluations with subsequent recommendations from Columbia University Counseling and Psychological Service (CU/CPS). In the case of an attempted or threatened suicide, PERT will respond in compliance with the Student Suicide Threat Response Policy and in consultation with CU/CPS or others as appropriate.

Release of Transcripts

The College regards the student's transcript as a personal and private document; it is released only upon written authorization of the student. Unpaid financial obligations to the College will result in the withholding of student transcript and/or diploma. Teachers College does not duplicate copies of transcripts from other institutions which were submitted in support of the applicant's application for admission to the College.

Religious Observance

It is the policy of the University to respect its members' observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved.

If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

Some of the major holidays occurring during the current academic year are:

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|----------------------------|-------------|
| Rosh Hashanah | Id al Fitr |
| Yom Kippur | Passover |
| First days of Succoth | Good Friday |
| Concluding days of Succoth | Id al Adha |
| Hanukkah | Shavuoth |

The Jewish and Islamic holy days begin at sundown of the preceding day.

It should be noted that because of the size of the event and the space available, convocations held at Commencement take place in either Riverside Church or the Cathedral of St. John the Divine. The facilities are used in a non-sectarian manner.

Student Conduct

The Statutes of the College provide: "The admission of a student, their continuance upon the rolls of the College, the receipt by them of academic credit for work completed, graduation, and the conferring of any degree or diploma upon them shall be subject strictly to the control of the College, which shall be free to refuse or cancel registration at any time on any grounds, except those cited (in the Non-Discrimination Policy), which it deems desirable." (Statutes, VII-C)

Teachers College (TC or the College) expects members of the College community to observe traditional

norms of scholarly discourse, academic integrity, and fairness. All members of the College community are expected to exhibit the high level of personal integrity which society must demand of professionals. Thus, activities which disrupt the regular and essential operation of the College or Columbia University are not permitted.

Students or other members of the College community may charge students with violating these standards. Students found guilty of violating these standards of conduct may be subject to appropriate disciplinary action, ranging from reprimand to disciplinary probation, suspension or expulsion. Columbia University has separate Rules of University Conduct which apply to all those who visit its campus or use its facilities. Violations of these rules can lead to sanctions including the eradication of permission to visit the Columbia campus or use of its facilities and suspension or dismissal from Columbia courses in which a Teachers College student may be enrolled. The full document that addresses student conduct can be accessed in the "College Policies – Students' Rights & Responsibilities" section of the Student Handbook and in the College's Policy Library under "Student Conduct Code: Academic Integrity and General Misconduct."

Transcript Notations

The following notations will be placed on transcripts on or after September 1, 2015.

Permanent - remain in perpetuity

1. "Expelled after a finding of responsibility for a code of conduct violation" – for sexual violence or another crime reportable under the Clery Act.
2. "Dean's Hold" - for disciplinary expulsions that do not require the notation above.
3. "Readmission subject to academic/administrative review: Academic Scholarship" - for academic dismissal when student receives 8 credits or more of C- or lower.

Temporary

1. "Suspended after a finding of responsibility for a code of conduct violation" – student has been temporarily suspended for sexual violence or another crime reportable under the Clery Act.
2. "Disciplinary Suspension" - student has been temporarily suspended for reason(s) that do not require the notation above.
3. "Academic Suspension" - student has been temporarily suspended for lack of progress to degree.
4. "Withdrawal with pending disciplinary action" – student withdrew while disciplinary charge for sexual violence or another crime reportable under the Clery Act are pending.

In the 4 temporary categories, after a two-year period of absence, the student would be withdrawn as "Failed to Graduate," but the temporary category transcript notation would remain. "Failed to Graduate" would not appear on the transcript. If the student is allowed to register again at the College, the temporary notation would be removed.

Removal of Temporary Transcript Notations

Students may request removal of a temporary notation by petitioning the Associate Provost. This request must be in writing and include the rationale for the request. The Associate Provost, or his or her designee, will review the request and provide a written response within 30 days from the date the request was received.

Revision Note: Adopted [September 1, 2015] to comply with NYS Education Law 129-B.

Visiting Scholars Policy and Program Information

Visiting Scholars Policy and Program Information

Teachers College (TC) welcomes visitors and others who do not hold academic appointments at the College to come to TC, for a specific period of time, to facilitate their research and to participate in the activities of the College. To accommodate the needs of these individuals and to recognize their contribution to the intellectual life of the College, TC confers Visiting Scholar status, with limited benefits and privileges, according to the policies and procedures described below.

Eligibility for TC Visiting Scholar Status

Visiting Scholars generally hold a doctorate from a regionally accredited higher education institution in the United States or its equivalent from a country other than the United States, and are on leave from a full-time faculty appointment at the institution where they are employed. In exceptional cases, a recognized expert in the field may also be nominated for Visiting Scholar status.

Practicing professionals, creative artists, international officials (and former officials of government or non-government organizations, such as UN and their affiliates), TC doctoral alumni and staff who are engaged in research of special interest to a Teachers College faculty member; and such other persons as will contribute to the intellectual life of Teachers College and are approved by the College may also be eligible for Visiting Scholar status. In these cases, the requirement of the doctorate may be waived, if needed.

Please note that an individual who is not eligible for visiting scholar sponsorship from the College but who is currently enrolled as a doctoral student in an institution outside of the U.S. may apply to the College's non-degree program. Please see the Visiting Doctoral Student Application (<http://www.tc.edu/international/index.asp?Id=Scholars+%26+Faculty&Info=Info+for+Departments>) on the Office of International Services website.

Faculty Host Recommendation

Visiting Scholar status is conferred on behalf of the Provost and Dean of the College, by the Vice Provost or the Director of the Office of International Services, on the recommendation of a faculty member in whose academic discipline the proposed visiting scholar has an interest. The faculty host should also obtain the approval of their department chair. Directors of TC Institutes as well as members of Senior Staff may also recommend an individual for Visiting Scholar status. A faculty host recommendation letter, a curriculum vita and description of research goals must accompany an application for Visiting Scholar status. The faculty host must be in residence during the visiting scholar's approved period of stay.

The faculty host will facilitate mutually beneficial interactions between the Visiting Scholar and department colleagues and students. Visiting Scholars are encouraged to participate in scholarly presentations at the College and to present a summary report on their experience at Teachers College.

Visiting Scholar Privileges at TC

Visiting Scholar privileges are limited to auditing courses with the permission of the instructor, attending open lectures, a University UNI (for access to electronic resources), e-mail account, and services at Teachers College libraries. Borrowing privileges at other libraries are not included. Information about access to other University libraries may be obtained at the Information Office, 201 Russell.

Individuals may be granted Visiting Scholar status for up to one year. The designation may be renewed for no more than one additional year. "Visiting Scholar" is a courtesy designation and does not signify a formal association with the College. No official records are maintained and no statement of activities is issued.

Visiting Scholars receive a special Teachers College identification card. They are responsible for arranging their own financial support and benefits. They are not eligible for Columbia University Health Services/Medical Insurance. They may not be paid compensation from a Teachers College account, given a fellowship or be reimbursed for expenses without prior approval of the Vice Provost or the Director of the Office of International Services. They may receive an honorarium for participating in a conference or giving an occasional lecture if they are citizens or permanent residents or, in the case of non-resident aliens, if they have an appropriate visa and the prior authorization of the Director of the Office of International Services.

Visiting Scholars are not permitted to enroll in any classes for credit. Prospective visiting researchers wishing to take classes at TC should request an application for non-degree student status from the Office of Admission. Individuals in F-1 or J-1 student status are not granted Visiting Scholar privileges and are required to be full-time students. Contact the Office of International Services for more information.

J-1 Visa Sponsorship for Foreign Nationals

Foreign nationals will ordinarily need a J-1 (research scholar category) visa in order to visit Teachers College. Upon submission of all documentation required by the government, the Office of International Services will issue a Form DS-2019 needed to support the J-1 visa application. Federal regulations require that the applicant for J-1 status have sufficient funds for the period of stay at Teachers College and meet the medical insurance requirements of the U.S. Department of State while in the United States. The Application for Visa Certificate (<http://www.tc.edu/international/index.asp?Id=Forms&Info=Forms>) - J1 Scholar (to obtain Form DS-2019) is available from the Office of International Services. This office can provide complete details on complying with these requirements.

Please note that all Visiting Scholars must check-in upon arrival with the Office of International Services (<mailto:tcintl@tc.columbia.edu>) (even those not on a TC visa sponsorship) to receive a welcome orientation.

An individual interested in Visiting Scholar status should contact:

Ms. Samantha Lu
Office of International Services
Teachers College, Columbia University
Tel: 212-678-3939
Fax: 212-678-3990
Email: tcintl@tc.columbia.edu
<http://www.tc.edu/international> (<http://www.tc.edu/international>)

Contact Information & Travel Directions

Post Office Address:

Teachers College, Columbia University
525 West 120th Street
New York, NY 10027

Telephone: (212) 678-3000

Fax: (212) 678-4048

www.tc.columbia.edu (<http://www.tc.columbia.edu>)

Access Services

Office of Access and Services for Individuals with Disabilities

Tel/Voice: (212) 678-3689

TTY: (212) 678-3853

Video Phone: (646) 755-3144

Fax: (212) 678-3793

Email: oasid@tc.edu

www.tc.edu/oasid (<http://www.tc.edu/oasid>)

Admission

Office of Admission

Tel: (212) 678-3710

Fax: (212) 678-4171

Email: tcinfo@tc.edu

www.tc.edu/admissions (<http://www.tc.edu/admissions>)

Career Services

Career Services Center

Tel: (212) 678-3140

Fax: (212) 678-3107

Email: careerservices@tc.edu

www.tc.edu/careerservices (<http://www.tc.edu/careerservices>)

Doctoral Studies

Office of Doctoral Studies

Tel: (212) 678-4058

Fax: (212) 678-3005

Email: ods@tc.edu

www.tc.edu/administration/doctoral (<http://www.tc.edu/administration/doctoral>)

Employment

Office of Human Resources

Tel: (212) 678-3175

Fax: (212) 678-3178

Email: hr@tc.edu

www.tc.edu/hr (<http://www.tc.edu/hr>)

Housing (On-campus)

Office of Residential Services

Tel: (212) 678-3235

Fax: (212) 678-3222
 Email: housing@tc.edu
www.tc.edu/housing (<http://www.tc.edu/housing>)

International Services

Office of International Services
 Tel: (212) 678-3939
 Fax: (212) 678-3990
 Email: tcintl@columbia.edu
www.tc.edu/international (<http://www.tc.edu/international>)

Payment of Fees

Office of Student Accounts
 Tel: (212) 678-3056
 Fax: (212) 678-4139
 Email: StudentAccounts@tc.edu
www.tc.edu/studentaccounts (<http://www.tc.edu/studentaccounts>)

Registration

Office of the Registrar
 Tel: (212) 678-4050
 Fax: (212) 678-3005
 Email: registrar@tc.edu
www.tc.edu/registrar (<http://www.tc.edu/registrar>)

Safety and Security

Office of Campus Safety & Security
 Tel: (212) 678-3098
 Fax: (212) 678-3222
 Email: tcsecurity@tc.edu
www.tc.edu/security (<http://www.tc.edu/security>)

Financial Aid

Office of Financial Aid
 Tel: (212) 678-3714
 Fax: (212) 678-4089
 Email: FinancialAid@tc.edu
www.tc.edu/FinancialAid (<http://www.tc.edu/FinancialAid>)

How to Get to Teachers College

- By Bus: Four bus routes include stops at West 120th Street: M4, M5, M11, M104
- By Subway: Take the 1 local subway to the 116th Street Station; walk north on Broadway to West 120th Street. Teachers College is on the north side of West 120th Street, between Broadway and Amsterdam Avenue.
- By Car: The Henry Hudson Parkway (West Side Highway) is convenient to Teachers College. The highway can be reached from most of the main routes entering New York City. Whether driving north or south, leave the West Side Highway at the 96th Street exit; at the first traffic light turn left (north) onto Riverside Drive; at 120th Street turn right and go two blocks east to the College.
- Parking: The following garages in the area will accept outside cars if you phone in advance.
 - E & B Operating Corp.
 137 West 108th Street
 (212) 865-8315

- Riverside Church Garage
Riverside Drive & 120th St.
(212) 870-6736
- Upper Westside Garage
234 West 108th Street
(212) 222-8800

- Park Yorkshire Garage
151 West 108th Street
(212) 865-2314
- Morningside Garage
3100 Broadway
(212) 864-9877