

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

ACADEMIC CATALOG 2013-2014

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ACADEMIC CALENDAR

AUTUMN TERM 2013 (September 4 - December 20)

April 2013	29	Monday. Registration for the Summer Term 2013 and Autumn Term 2013 for continuing students via web registration begins.
		Monday. Opening day of Registration for the Autumn Term 2013 for new students via web.
May 2013	20	Registration is a continuous process through the end of add/drop on September 17. Students should contact their departments for program specific procedures and timelines.
August 2013	28	Wednesday. Beginning of occupancy in Teachers College residence halls for new students attending the Autumn Term.
September 2013	2	Monday. Labor Day. University Holiday.
	3	Monday. Labor Day. University Holiday. Tuesday. In-person registration for Autumn Term. Hours: 10 a.m. to 7 p.m.
	3	Advisors available from 2 p.m. to 7 p.m.
	4	Wednesday. Classes begin. Autumn Term 2013 Wednesday-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.
	5	Thursday. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given October 25 and November 1.
	12	Thursday. Last day to file notification in Office of Doctoral Studies of intention to defend Ed.D. and Ph.D. dissertations during the Autumn Term 2013.
	13	Friday. Last day to file, in the Registrar's Office, Master's essays for October 16 degree award.
	17	Tuesday. Last day to add and drop courses for the Autumn 2013 term, file a Certificate of Equivalency, and enroll in, upgrade, or submit a waiver request for the Columbia Health Program and the Columbia Student Medical Insurance.
	18	Wednesday. Requests for late registration under exceptional circumstances on or after this date require Registrar's approval and payment of \$100 late registration fee.
	30	Monday. Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation for October 16 award of degree.
October 2013	1	Tuesday. Last day to change points in <i>variable point</i> courses.
	11	Friday. Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the October 16 award of the degree.
	16	Wednesday. Award of October degrees and certificates. No ceremony.
	17	Thursday. Midterm date, Autumn Term 2013.
	25	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.
November 2013	1	Friday. Last day to file or to renew an application, in the Registrar's Office, for Master's degrees and certificates to be awarded in February. (After this date, application may be filed only until November 15 upon payment of \$25 late fee.)
	1	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.
	27	Wednesday. No Classes. Offices open.
	28-29	Thursday - Friday. Thanksgiving Holidays.

SPRING TERM 2014 (January 22-May 13)

January 2014	13	Monday. Last day to submit, to the Registrar's Office, formal master's essays for the February 12 award of the degree.
	19	Sunday. Beginning of occupancy in the Teachers College residence halls for the Spring Term.
	20	Monday. Martin Luther King, Jr. Day Observed. University Holiday.
	21	Tuesday. New Student Orientation Program.
	21	Tuesday. In-person Registration for Spring Term 2014. Hours: 10:00 a.m. to 7:00 p.m. Advisors available from 2:00 p.m. to 7:00 p.m.
	22	Wednesday. Classes begin. Spring Term 2014.
	22-24	Wednesday-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.
	23	Thursday. Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given February 14 and February 21.
	30	Thursday. Last day to file notification in Office of Doctoral Studies of intention to defend Ph.D. and Ed.D. dissertation during Spring Term 2014.
	31	Friday. Last day to deposit Ed.D. dissertation and abstracts, which have been corrected in accordance with Dissertation Secretary's evaluation fee for February 12 award of degree.
February 2014	3	Monday. Last day to file or to renew an application, in Registrar's Office, for Master's degrees 2014 and certificates to be awarded in May. (After this date, application may be filed only until February 17 upon payment of \$25 late fee.)
	4	Tuesday. Last day to add and drop courses for Spring Term 2014, file a Certificate of Equivalency, and enroll in, upgrade and waive the Columbia Health Program and Columbia Student Medical Insurance.
	5	Wednesday. Requests for late registration on or after this date require registrar's approval and payment of \$100 late registration fee.
	7	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.
	12	Wednesday. Award of February degrees and certificates. No ceremony.
	14	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.
March 2014	18	Tuesday. Last day to change points in <i>variable-point</i> courses.
	21	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.
	11	Tuesday. Midterm date, Spring Term 2014.
	16-23	Sunday-Sunday. Spring Holidays.
April 2014	1	Tuesday. Last day to file, in the Registrar's Office, Master's essays for May 21 degree award.
	28	Monday. Registration for the Summer Term 2014 and Autumn Term 2014 for continuing students via web registration begins.
	28	Monday. Last day to hold the dissertation defense (Ed.D./Ph.D.) for the May 21 award of the degree.
May 2014	2	Friday. Last day to deposit Ed.D. dissertation for the May 21 award of the degree.
	13	Tuesday. End of Spring Term 2014.
	14	Wednesday. Termination of occupancy in Teachers College residence halls for Spring Term 2014 for students not remaining for Summer Session A. Extensions granted for students participating in Commencement.
	16	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.)
	20	Tuesday. Teachers College Master's degrees Convocations.
	21	Wednesday. Conferring of degrees at Columbia University 10:30 a.m.; Teachers College Doctoral degrees Convocation, 2:00 p.m.

22 Thursday. Termination of occupancy in Teachers College residence halls for Spring Term 2014 for students not remaining for Summer Session A and who are participating in Commencement.

APPLYING TO TEACHERS COLLEGE

Thank you for your interest in Teachers College, Columbia University. For more information regarding Teachers College Admissions, please refer to the Guide to Admission (www.tc.columbia.edu/apply).

APPLYING TO TEACHERS COLLEGE

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 may apply to only one program at a time.

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's website (www.tc.columbia.edu/apply).

How to Apply

The Teachers College Application for Admission is available online (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 both online and through mail 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 not 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

All hard-copy materials should be accompanied by the Document Cover Sheet (www.tc.columbia.edu/apply) in order to expedite processing.

Application Deadlines

For most Teachers College programs, the application deadlines 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.
- Scholarships are awarded to those students 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. 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. 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's website: 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, 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 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's website (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, address, and telephone number 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, it must be accompanied by a Teachers College Recommendation Form and Document Cover Sheet (www.tc.columbia.edu/apply). 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 or from their local overseas educational advising center (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 individual program listings in the catalog or Guide to Admission (www.tc.columbia.edu/apply) for more information.

Supplemental Application Requirements

Some programs require application materials such as standardized test scores or writing samples (separate from the Statement of Purpose). Refer to the individual program information sections of the Guide to Admission (www.tc.columbia.edu/apply) for more information and instructions on how to submit Supplemental Application Requirements.

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 specifics 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 Admission Response Form. Students wishing to defer are required to submit a non-refundable tuition deposit at the time of the deferral request.

Transfer Credit

Students may apply for transfer credit upon acceptance at Teachers College. Transfer credit is defined as coursework completed outside of Teachers College and applied toward a Teachers College degree. Previously completed Teachers College coursework should be evaluated by your advisor outside of the transfer credit process.

No transfer credit is awarded for Master of Arts students. For the Master of Science, Master of Education and the Doctor of Philosophy, a maximum of 30 points completed outside of Teachers College may be transferred. Only Master of Science programs of 60 credits or more are eligible for transfer credit. For the Doctor of Education and Doctor of Education in the College Teaching of an Academic Subject, a maximum of 45 points may be transferred. For the Doctor of Philosophy, up to 45 points completed at another Columbia University institution may be transferred.

Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, and (3) granted/ assigned graduate credit on the transcript of that institution, may be considered for transfer credit. For educational institutions located outside of the United States or Canada, a course-by-course evaluation is required. Transfer credit is awarded at the discretion of the faculty advisor.

Refer to the "Degree Requirements" section of the Catalog for more information or e-mail the Transfer Credit Coordinator at TCTransfer@tc.edu.

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 a 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 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's website, 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 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), 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.

Students with Disabilities

The Office of Access and Services for Individuals with Disabilities (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. 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 proof of a baccalaureate degree (a photocopy of official transcript or diploma is acceptable). All three application items can be submitted electronically through the online non-degree application process.

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 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.

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 affirms that it admits students and selects employees regardless of their race, creed, color, religion, sex, sexual orientation, marital status, national origin, citizenship status, age, or disability and thereafter accords them all the rights and privileges generally made available to students or employees at the school.

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 600 spaces available for single students and 50 apartments for students with families. Whittier, Grant, and Sarasota 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.

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.

SINGLE STUDENT HOUSING INFO

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

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.

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.

All single student housing units are fully furnished. Residents must, however, provide their own linen, cooking utensils, and other household items. All units are equipped with telephone service, voice mail, unlimited local calls, caller ID, cable TV, and internet hook-up.

Single Student Housing Average Semester Rates

(2013–2014 Academic Year)

517 West 121st:

- Efficiency \$7,850-\$8,150
- Large Efficiency (*with kitchenette*) \$9,100-\$9,600

Whittier Hall:

- Single Room \$3,650-\$4,850
- Suite Room \$4,050-\$4,700
- Efficiency (*limited availability*) \$5,850-\$6,650
- Shared Two-bedroom (*limited availability*) \$5,400
- One-bedroom (*limited availability*) \$7,600
- Studio (*limited availability*) \$8,100

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 units: Bancroft, Grant, and Sarasota Halls. Bancroft Hall is closing on July 4, 2013 for renovations and will remain closed for a time period of approximately two years.

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.

Bancroft Hall, located at 509 West 121st Street, is an eight-story residence hall with 107 apartments. Each unit has a bathroom, living room/dining room area, kitchenette, 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. Typically, one-bedroom apartments are assigned to families with no children. Due to limited availability, two- and three-bedroom apartments are typically assigned to families with children. Bancroft Hall is closing on July 4, 2013 for renovations and will remain closed for a time period of approximately two years.

Housing rates vary according to the size and location of the apartment. Residents must pay monthly long distance phone bills and electric charges. Heat and hot water are provided at no additional cost. Unlimited local calls, caller ID, internet and cable TV service are included in the housing rates. All apartments come fully furnished.

Family Housing Average Semester Rates

(2013–2014 Academic Year)

- 1 Bedroom Apartment \$7,350-\$8,550

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

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 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.
- Housing applications are only considered for the initial semester for which a student applies. The Office of Residential Services must be notified in writing if a student decides to defer an application. The application will be considered for the requested semester. A housing application may be deferred for a maximum of one year, provided an assignment was never offered.

Residence Halls at a Glance:

	Bancroft Hall	Sarasota Hall	Grant Hall	Whittier Hall	517 West 121st (New Residence Hall)
Population	Co-ed; family housing	Co-ed; family housing	Co-ed; 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	107 apartments; 14 apartments per floor; one-bedroom, two-bedroom, and three-bedroom options	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, desk chair, lamp, sofa/loveseat, easy chair, bookcase, dining table and chairs, full bed (one bedroom apartment) & 2 chests. Refrigerator and stove/oven. Two and three bedroom apartments have additional furniture	All units: desk, desk chair, lamp, sofa/loveseat, easy chair, bookcase, dining table and chairs, full bed, 2 chests, refrigerator, stove/oven	All units: desk, desk chair, lamp, sofa/loveseat, easy chair, bookcase, dining table and chairs, full bed, 2 chests, refrigerator, stove/oven	All units: twin bed, desk, desk chair, wardrobe/closet, chest, 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, chest, bookshelf, dining table & chair, microwave, microwave cabinet, refrigerator; Units without kitchenette: extra-long twin bed and units with kitchenettes: stove/oven and extra-long full bed
Kitchen Facilities	Private kitchens	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 bathrooms	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	Computer room with internet connection; study lounge; community room	All facilities located in Bancroft Hall (adjacent to building)	All facilities located in Bancroft Hall (adjacent to building)	Computer room with internet connection; 2 study & TV lounges Residence Halls at a Glance	Computer room with internet connection, study lounge, TV lounge, 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	Window units permitted; installation/removal must be coordinated by resident and done by insured professional; electricity charges paid by resident directly to Con Edison	Window units permitted; installation/removal must be coordinated by resident and done by insured professional; electricity charges paid by resident directly to Con Edison	Window units permitted; installation/removal must be coordinated by resident and done by insured professional; electricity charges paid by resident directly to Con Edison	Window units permitted; installation/removal must be coordinated by resident and done by insured professional; electricity surcharge included in housing charge	Central; individually regulated thermostats. electricity surcharge included in housing charge
Telephone	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls	Each unit has an assigned phone number & phone jack; voicemail and call waiting; unlimited local calls
Cable TV	Included	Included	Included	Included	Included
Internet	High-speed data connectivity	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 attendant; swipe card access to building	Swipe card access to building with 24 hour CCTV	Swipe card access to building with 24 hour CCTV	24-hour security desk; swipe card access to building	24-hour security desk; swipe card access to building

CONTACT INFORMATION

CONTACT INFORMATION

- Location: 1230 Amsterdam Avenue, Suite 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

RESEARCH AND SERVICE CENTERS AND INSTITUTES

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

- [Assessment and Evaluation Research Initiative](#)
- [Center for African Education](#)
- [Center for Analysis of Postsecondary Education and Employment \(CAPSEE\)](#)
- [Center for Cerebral Palsy Research](#)
- [Center for Food and Environment](#)
- [Center for Multiple Languages and Literacies](#)
- [Center for Opportunities & Outcomes for People with Disabilities](#)
- [Center for Professional Education for Teachers](#)
- [Center for Technology and School Change](#)
- [Center for the Professional Education of Teachers](#)
- [Center on Chinese Education](#)
- [Community College Research Center](#)
- [Consortium for Policy Research in Education](#)
- [Dean Hope Center for Educational and Psychological Services](#)
- [Edward D. Mysak Clinic for Communication Disorders](#)
- [Elbenwood Center for the Study of the Family as Educator](#)
- [Hechinger Institute on Education and the Media](#)
- [Institute for Learning Technologies](#)
- [Institute of Higher Education](#)
- [Institute on Education and the Economy](#)
- [International Center for Cooperation and Conflict Resolution](#)
- [J.M. Huber Institute for Learning in Organizations](#)
- [Klingenstein Center for Independent School Leadership](#)
- [National Center for Children and Families](#)
- [National Center for Postsecondary Research](#)
- [National Center for Restructuring Education, Schools, and Teaching](#)
- [Reading and Writing Project](#)
- [Rita Gold Early Childhood Center](#)
- [Secondary Literacy Institute](#)
- [Student Press Initiative](#)
- [The Cahn Fellows Program for Distinguished Public School Principals](#)
- [The Hollingworth Center](#)

For full descriptions, please visit: <http://catalog.tc.columbia.edu>

THE LIBRARY

THE GOTTESMAN LIBRARIES

THE LIBRARY

The Gottesman Libraries at Teachers College house one of the nation's largest and most comprehensive research collections in education. The collection is comprehensive in American elementary and secondary education, and in such subject areas as psychology, particularly applied psychology, educational administration, 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.

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 increasingly have access to the 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.

Interlibrary loan provides Teachers College students, faculty, and staff with access to books and periodical literature not owned by the Gottesman Libraries or the Columbia University Libraries. By use of national and world-wide catalogs and through cooperative agreements with libraries around the world, the library can provide books, dissertations, or copies of journal articles.

The recently renovated Russell Hall includes individual and group study rooms, wired and wireless internet access, and a full program of events throughout the year. The Library Café at the library entrance offers beverage and snack services during library hours.

The Columbia Connection

Students at Teachers College have complete access to the collections of the Columbia University library system, the nation's seventh largest academic library housing more than six million volumes, four million units of microfilm, 2,500 separate collections, important maps, phonograph records, pamphlets and CD-ROMs.

To facilitate access to scholarly materials, the Columbia libraries have developed Library Web, a powerful integrated web-based library computer system. This resource links users to library catalogs, electronic reference tools and indexes, digital collections (including numerous electronic journals), subject guides and bibliographies, search engines, and extensive information on individual libraries, services, and events.

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 600 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: www.tc.columbia.edu/admitted/teachcert-guide.asp.

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, NYSTCE testing, 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 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. NYS specifies different liberal arts requirements according to the certification area. For example, students in the MA program in TESOL that leads to initial certification are required to hold or complete 3 semester hours of pure mathematics, 3 semester hours of pure science, 3 semester hours of history/social studies and 12 semester hours of a language other than English. For more information about these general core in 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.

Content Core. NYS specifies different general content core requirements according to the certification area. For example, students in the MA program in Mathematics that leads to initial certification are required to be Mathematics majors in undergrad or hold 30 semester hours in pure mathematics. For more information about these content core 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.

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.

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>

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

Dignity for All Students Act (DASA). Based on recent changes by NYSED, it is anticipated that individuals seeking certification after July 1, 2013 will be required to receive instruction as specified by the *Dignity for All Students Act*. It is expected that there will be a list of NYSED approved vendors. Teachers College is also looking into the feasibility of incorporating this instruction into existing coursework, but for the 2013-2014 Academic Year, we anticipate that students will need to complete this requirement through attending approved workshops. Additional information will be available through the Office of Teacher Education Website at www.tc.edu/ote.

Passing Required New York State Teacher Certification Exams (NYSTCE). NYSED is in the process of developing new teacher certification exams. Please refer to the OTE website (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. The first step, through www.highered.nysed.gov/tcert, is to open a NYSED TEACH account, and apply and pay for the teaching certificate.

The second step is to complete an Institutional Recommendation Data Form (IRDF) which can be found on the Office of Teacher Education website at <http://www.tc.edu/teachercertification/index.asp?Id=Institutional+Recommendation&Info=Institutional+Recommendation>. In addition to completing this form, students must provide proof of the certification requirements listed above as well as submit original copies of non-TC transcripts (undergraduate and graduate). 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 Officer will then 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.

Students who are seeking the School District Leader (SDL) Professional Certification must pass the required NYSTCE **prior** to graduation and recommendation.

Information on the pass rates of Teachers College program completers for the 2010-11 Assessment of Teaching and the Liberal Arts and Science tests are provided in the table below.

New York State Teachers State-Level Aggregate and Summary Assessment Pass-Rate Data for Certification Examinations 2010-2011 Teachers College								
Program Completers*			ATS-W**			LAST***		
	702		Tested	Pass	%	Tested	Pass	%
			312	312	100	308	307	99
NYS Teacher Certification Examination Pass Rate Data *Number of completers of the institution's teacher education programs leading to an initial teaching certificate								

Number and percent who passed/took the NYSTCE Assessment of Teaching Skills —Written (elementary or secondary version) *Number and percent who passed/took the NYSTCE Liberal Arts and Sciences Test
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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 small but outstanding cohorts of Returned Peace Corps Volunteer educators who are ready to make long-term, professional commitments to teach in New York City's public schools. Since 1985, the program has recruited and trained more than 750 urban educators. As a Paul D. Coverdell Fellows (formerly Fellows/USA) flagship teacher-preparation program, we provide partial scholarships covering from 20 to 60% 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 Masters 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 for more information. To arrange for a program interview and a school visit, call (212) 678-4080, or email (pcfellows@tc.edu). Application packets can also be requested at www.tc.edu/pcfellows.

Teacher Opportunity Corps

The Teacher Opportunity Corps (TOC) Program is a cohort program available to pre-service and in-service teachers. This selective program provides financial and academic support to ethnically diverse students at Teachers College who intend to teach in urban, high-needs, public schools. TOC is a New York State Department of Education initiative designed to increase the participation rate of historically under-represented and economically disadvantaged individuals in teaching careers. Applications and more information are available on the OTE website at www.tc.edu/ote.

Teaching Residents at Teachers College (TR@TC)

This 14 month intensive program prepares teachers who can meet the needs of children and youth in high-need, urban schools in the New York City Department of Education. The Teaching Residents at Teachers College (TR@TC) program was developed to ensure that teaching residents receive extraordinary preparation and support from 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.

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.

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.

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. In addition to TC Gmail, students also have a Columbia University email account, called CubMail. It is recommended that you forward your CubMail to your TC Gmail account. Information on how to do this is at <http://uni.columbia.edu>, under "Login to Manage Your UNI Account" and "Email Forwarding." The UNI is also required to log into computers in the library, 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. CubMail accounts expire early in the semester following the last date of registration, regardless of graduation. Columbia email forwarding continues indefinitely after graduation, but continues for only three semesters for those students who stop attending without earning a degree. More information on the Columbia University Network Identifier can be found on the Columbia University Information Technology page: 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.

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, are also available through site licenses for home use. Downloads are accessed via the web at 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.

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 a streaming server for audio and video files available at quicktime.tc.edu. 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>). Recordings of College events and other interesting digital content from Teachers College are available through the Apple iTunes University store site (see <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, or tape. The IML also provides satellite downlink.

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 PCs, Macs, VCR/ DVD players, projectors and document cameras. Twelve classrooms are outfitted with touchscreen ©SMART 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 electronic mail, word processing, spreadsheets, social networking media and web publishing, statistical analysis, 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).

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.

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, voicemail, Internet and cable television services are provided in student and faculty residences. Those living in the Residence Halls have direct connections to the campus data network. Detailed information is found on the Technology pages (www.tc.columbia.edu/computing) site under Telecommunications.

STUDENT LIFE AND STUDENT SERVICES

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.

THE OFFICE OF THE VICE PRESIDENT FOR DIVERSITY AND COMMUNITY AFFAIRS

Janice S. Robinson, Esq.
Vice President for Diversity and Community Affairs
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Teachers College Title IX Coordinator
128 Zankel, (212) 678-3391
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Important Websites: www.tc.edu/diversity & 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 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.

The 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
www.tc.edu/diversity/ombuds

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 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.

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

The Office of Student Activities and Programs

The Office of Student Activities and Programs (OSAP) includes four major areas: Graduate Writing Center, Office of Insurance and Immunization Records, Student Activities, and Orientation. 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 Dinner 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 OSAP 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 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 (OHGCC)
- 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 the Office of Student Activities at (212) 678-3690 or email studentactivities@tc.edu.

COLUMBIA HEALTH PROGRAM & INSURANCE

All students living in Teachers College residence halls are assessed the Columbia Health Program fee. Additionally, all students registered for 12 or more billable credits in the fall or spring semester are assessed the Columbia Health Program 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 Medical Insurance Plan 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 Plan or provide proof of comparable insurance coverage. Information is available from the Insurance & Immunization Records Office, (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 formal documentation of their decision. The required immunization form, which is available on the Admitted Student website, is to be completed and submitted to the Insurance and Immunization Records Office 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 provides discipline-specific, individualized, professional development to TC students. The emphasis is on preparing graduate students to be more successful writers, both within their disciplines and in their publishing communities. The Center offers one-on-one fee-based consultations and free writing workshops.

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 700 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. In addition, prospective, admitted and current students are encouraged to go to 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 oadis@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, 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). All counseling sessions are confidential.
- **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: TCCS Recruitment Services Agreement, as

well as Vault, Wetfeet and Going Global, Online Career Development Resources, and the Resume and Cover Letter Writing eWorkshop.

- *CAREER DOCUMENT REVIEW*: TC students and alumni can have their cover letter/resume/curriculum vitae (CV)/personal statement reviewed either in-person or via email.
- *WALK-IN HOURS*: A first-come, first-serve service providing TC students and alumni with a "quick" (10-15 minute) counseling appointment.
- *MOCK INTERVIEWS*: This service 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 (e.g., Education Career Fair), networking events (e.g., Meet the Firms) and employer information sessions (e.g., NYCDOE).
- *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, Wetfeet and Going Global 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*: Create a professional network with TC students and alumni, learn about programs and events, and pose industry questions and comments.
- *TCCS LIBRARY & RESOURCE AREA*: Career books and directories, computers and printer are available during office hours for TC students and alumni to use.
- *GRADUATE SCHOOL PREPARATION*: For TC students and alumni interested in pursuing another degree, TCCS can assist with the application process.
- *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.

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, an two 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](#), 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>. 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.

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.

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 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 residency 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); 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 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; 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 a departmental Certification Examination; and the preparation and defense of a dissertation. The point requirement beyond certification is the same for the program as described in the above paragraph. 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.

GENERAL RESIDENCE REQUIREMENTS

Minimum Point Requirements for Multiple Degrees

This list only represents minimum point requirements to establish residence for multiple degrees. In addition, each degree program has a planned program of study, and the degree requirements as outlined by your department and in this catalog must also be satisfied. It is possible that students will need to take more than the minimum point requirements.

	Minimum Point Requirement	Minimum TC Credit	Minimum Transfer Credit
Two Degrees at Teachers College			
M.A. (M.S.) and M.A. (M.S.)	60*	60*	0
M.A. (M.S.) and Ed.M.	60	45	15
Ed.M. and Ed.M.	90	60	30
M.A. (M.S.) and Ph.D.	75	45	30
M.A. (M.S.) and Ed.D.	90	45	45
Ed.M. and Ph.D.	75	45	30
Ed.M. and Ed.D.	90	45	45
Three Degrees at Teachers College			
M.A. (M.S.), M.A., (M.S.), and Ed.M.	90	75	15
M.A. (M.S.), Ed.M. and Ed.M.	90	90	0
M.A. (M.S.), M.A. (M.S.), and Ed.D.	90	75	15
M.A. (M.S.), M.A. (M.S.), and Ph.D.	75	75	0
M.A. (M.S.), Ed.M. and Ph.D.	75	60	15
M.A. (M.S.), Ed.M. and Ed.D.	90	60	30
Ed.M., Ed.M., and Ed.D.	90	90	0
Four Degrees at Teachers College			
M.A.(M.S.), M.A. (M.S.), Ed.M. and Ed.D. (or Ph.D.)	120	120	0
M.A.(M.S.), Ed.M., Ed.M. and Ed.D. (or Ph.D.)	120	120	0

* Plus an essay or 32 points without an essay for each degree.

Note: If you received a Professional Diploma from Teachers College, please check with the Registrar for minimum requirements.

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. Those not 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 by use of Teachers College Touchtone Services or online via myTC. Limited in-person registration is available during dates announced in the Academic Calendar.

Teachers College Touchtone Services and the Student Information System

All students are expected to register via the telephone through Touchtone Services or on the web through the Student Information System. 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. The telephone number to access Touchtone Services is (212) 678-3200. Students may connect to the Student Information System through the TC portal myTC. Both systems are 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.

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 systems: Touchtone Services or the Student Information System. Instructions for changes in registration and withdrawal through Touchtone Services or 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 Touchtone Services or 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 2013-2014 academic year, tuition for all regular courses is \$1,344 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>. Returned checks are assessed a return-check fee and subject to collection fees, if necessary.

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).

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 Portal no later than the payment due date for each term (September 6, 2013 for the Fall semester and January 24, 2014 for the Spring semester). 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 2013

First Installment Due

September 6, 2013

Fall 2013

Spring 2014

First Installment Due	January 24, 2014
Second Installment Due	February 19, 2014
Third (Final) Installment Due	March 19, 2014

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 (September 17, 2013 for the Fall semester and February 4, 2014 for the Spring semester) . 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 file an application to withdraw in the Office of the Registrar (in-person) or withdraw through the myTC Portal or Touch-tone Services system in a timely manner. Fees are not subject to rebate. The percentage of tuition reduction will be determined according to the withdrawal schedule.

FALL 2013

Withdraw on...	Receive tuition credit of...
Before September 18	100%
September 18-20	80%
September 21-27	75%
Sept. 28 - Oct. 4	70%
October 5-11	65%
October 12-18	55%
October 19-25	50%
Oct. 26 - Nov. 1	40%
After November 1	0%

SPRING 2014

Withdraw on...	Receive tuition credit of...
Before February 5	100%
February 5-7	80%
February 8-14	75%
February 15-21	70%
February 22 – 28	65%
March 1-7	55%
March 8-14	50%
March 15-21	40%
After March 21	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	\$408
Teachers College Research Fee	\$408
Health Service Fee - (Fall/Spring)	\$429 / \$429
Medical Insurance Fee - Basic - (Fall/Spring)	\$1,139 / \$1,788
Medical Insurance Fee - Comprehensive - (Fall/Spring)	\$1,580 / \$2,481
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	\$4,032
Ph.D. Oral Defense fee	\$5,313
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. Spring medical insurance runs through August 31.

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/ for further information on the financial aid process, grants and internal and external scholarships.

SCHOLARSHIPS AND GRANTS

Each year Teachers College awards over \$8 million of its own funds in scholarship and stipend aid, and \$2 million of endowed funds to new and continuing students. Most scholarship awards are made on the basis of academic merit. Scholarships are applied to tuition only, and students should expect to provide additional funds for the tuition balance, fees, medical insurance, academic and living expenses.

Please note:

- All scholarship awards must be used in the year awarded and may not be transferred to a future academic year.
- All scholarship recipients must successfully complete a minimum of 9 points per academic year in order to be eligible for scholarship awards in future academic years.
- Full-time Teachers College and Columbia University affiliated employees (including dependents and spouses) who are eligible to receive 12 points or more of tuition exemption annually may not receive Teachers College scholarship aid, unless the scholarship they receive is derived from a publicized academic competition (i.e., W. Sindlinger Writing Award) in which recipients have been selected via committee.

Departmental Supplemental Scholarships

These scholarships are available to students enrolled in teacher education/certification programs. Students are nominated by the program faculty to a department committee. Awards are made based upon merit.

Minority Scholarships

The Teachers College Minority Scholarship Program seeks to promote the enrollment of a diverse student body at the College, including individuals from historically under represented groups. To be eligible, students must be U.S. citizens or permanent residents and must complete the Teachers College Scholarship Application. In making awards under this program, consideration will be given to all students who have self-identified on the Teachers College Financial Aid and Scholarship Application either as members of a federally recognized U.S. ethnic minority group or as having a federally recognized disability. The academic program faculty scholarship committees which make these awards also take into consideration a range of other factors related to the enrollment of a diverse student body at the College, including: geographic origin, socioeconomic status (e.g., evidence of social and economic disadvantage), and family and educational background (e.g., first generation college, enrollment at a historically minority serving institution, etc.).

Endowed Scholarships

Endowed scholarships are provided through the generosity of donors' contributions. Many of these are in support of students in particular programs. Faculty committees select the award recipients based upon the criteria designated by the donor. Some endowed scholarships are available to students across many programs. For these, faculty nominate students to a College-wide selection committee, which makes the final award decisions. There are over 300 endowed scholarships.

General Scholarships

Based upon merit, all students are eligible for Teachers College General Scholarships. Program faculty committees make these award decisions.

Graduate Assistantships

Students who are employed as graduate assistants earn salary plus a tuition scholarship. Students may be awarded up to 3 points per semester, with a maximum of 6 points per academic year (fall, spring, summer). Points may be used during the semester awarded.

The points may not be transferred to a future academic year.

Grant-in-Aid

Grant-in-Aid is awarded to doctoral students during the last two semesters of graduate work, taking both merit and need into consideration. Students must demonstrate considerable loan indebtedness incurred while at Teachers College. International students are required to seek approval from the International Student Advisor. Faculty recommendations in support of Grant-in-Aid applications are required. Applications are available in the Office of Financial Aid or at www.tc.edu/financialaid/index.asp?ID=forms&info=forms. The Grant-in-Aid committee meets monthly from September to June to make award decisions.

International Student Scholarships

Teachers College International Student Scholarships are available to international students only and is a competitive process. Program faculty recommend students for these awards to their academic program and departmental scholarship committees.

Stipends, Internships, Fellowships and Research Assistantships

Stipends, internships, fellowships, graduate and research assistantships are also available through the program faculty. These provide students with valuable experiences which enrich academic growth and development, as well as income which may be applied towards college and living expenses.

This is a partial list of endowed scholarships.

Jaffe Scholarship

This scholarship will support Peace Corps Fellows. The Peace Corps Fellows Program nominates candidates. Only returned Peace Corps volunteers are eligible to apply to the Peace Corps Fellows Program.

Jewish Federation for the Education of Women (JFEW)

For two full-time female pre-service science and math education students willing to teach for 2 years in NYC public schools. This is a full tuition scholarship that is available to new students only. Financial need is required.

Peace Corps Fellows Program

The Peace Corps Fellows Program offers partial tuition remission on a competitive basis to returned Peace Corps Volunteers. While enrolled part-time in selected areas of study leading to an M.A. degree, Peace Corps Fellows are employed full-time by the New York City Department of Education and teach in New York City Public Schools. Additional information may be obtained by visiting the website at www.tc.edu/pcfellows, by calling the Peace Corps Fellows Program Office at (212) 678-4080 or by writing to the Program at Box 90, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027.

Arthur Zankel Urban Fellowship Program

The Arthur Zankel Urban Fellowship is a financial aid award in the amount of \$10,000 per academic year for Teachers College students to work with inner city youth. All Zankel Urban Fellows will be required to perform an internship of 5 hours per week in one of several approved educational programs intended to benefit disadvantaged inner city youth. The list of approved programs is maintained by the TC Office of School and Community Partnerships. In addition, Zankel Fellows are also required to participate in a full year (fall and spring) service learning seminar which carries one academic credit. The course will meet periodically throughout the year. It will provide an academic context to ground internship experiences and a set of cohort experiences for all Zankel Fellows.

Lemann Fellowship

The Lemann Fellowship at Teachers College, Columbia University, is an extension of the commitment and generosity of the Lemann Foundation to foster educational service and exchange between Brazil and the Teachers College educational community. Applicants who are current or former residents of Brazil, who have demonstrated interest in social change in Brazil, and intend to use their master's degree from Teachers College to further those interests will be successful candidates for the Lemann Fellowship fund. This newly created fund will provide full tuition, plus partial room and board, annually, for qualified master's degree candidates.

Abby M. O'Neill Fellowship

This fellowship is for students interested in one of TC's many dual-certification master's degree programs. The Abby M. O'Neill Fellowships are designed to award \$35,000 in tuition assistance to selected recipients who will best embody the new wave of outstanding individuals committed to teaching in New York City. This fellowship was made possible by the gracious gift from trustee Abby O'Neill. In addition to providing funding to committed teacher certification students, the fellowship will provide mentoring experiences to increase the recipients' future opportunities and options.

Riady Scholars Fund

Prospective Masters Degree Students who are citizens of Indonesia and other countries within Southeast Asia and have a commitment to teaching, education management, or educational policy are eligible to apply for the new Riady Scholars Fund. The Riady family supports education worldwide, contributes to Teachers College's Annual Fund, and manages the largest private education foundation in Southeast Asia, covering nearly 40,000 students. The family has also contributed \$1 million to the Columbia University Global Center in Beijing. The Fund will provide tuition and room and board for qualified recipients, for an annual fellowship of \$70,000 per year.

Selected External Scholarships, Fellowships and Grants

- *American Association of School Administrators: Graduate Student Scholarships.* This scholarship is open to graduate students who intend to pursue the public school superintendency as a career is available at www.aasa.org.
- *American Educational Research Association (AERA)*—www.aera.net
- *AT&T Labs Fellowships,* These awards are available to outstanding minority and women students who are U. S. Citizens or Permanent Residents and who are pursuing Ph.D. studies in computer and communications-related fields. More information is available at www.research.att.com/academic/Programs.html
- *Charlotte W. Newcombe Doctoral Dissertation Fellowships.* These fellowships are designed to encourage original and significant study of ethical or religious values in all fields of the humanities and social sciences. More information is available at www.woodrow.org/newcombe/.
- *Dale Seymour Scholarships, Grades K–12 Teachers Awards.* These scholarships are given to persons currently working at the grades K–12 level who are interested in improving their mathematics background to provide, in turn, better math instruction to their students. More information is available at www.nctm.org/about/met/.
- *Edward G. Begle Grant for Classroom-Based Research.* This award supports collaborative classroom-based research in pre-college mathematics education. More information is available at www.nctm.org/about/met/begle.htm.
- *Eleanor Roosevelt Teacher Fellowships.* Teacher Fellowships are available to female K–12 public school teachers as individuals or as lead members of teams. More information is available at www.aauw.org/fga/.
- *Emerson Charitable Trust .* Provides grants for community funds, higher education, cultural programs, hospitals and health agencies, public policy organizations and youth agencies for the arts, education, federated giving programs, higher education, public policy and research, youth services. More information is available at www.emersonelectric.com.
- *Ernest Duncan Scholarships, Grades K–12 Teachers.* Awards are given to persons currently working at the grades K–6 level to improve their own professional competence as a classroom teacher of mathematics. More information is available at www.nctm.org/resources.
- *Ford Foundation Minority Doctoral Fellowships.* Three-year predoctoral and 12 month dissertation fellowships. More information is available at www.nationalacademies.org.
- *Gates Millennium Scholar Program.* The Foundation seeks to increase the number of African-Americans, American Indians/Alaska Natives, Asian Pacific Americans, and Hispanic Americans enrolling in and completing undergraduate and graduate degree programs. More information is available at www.gmsp.org.
- *The Hispanic Scholarship Fund.* The Hispanic Scholarship Fund (HSF) is the largest Hispanic scholarship-granting organization in the nation. HSF recognizes and rewards outstanding Hispanic students in higher education throughout the United States and Puerto Rico. More information is available at www.hsf.net.
- *Jeanne S. Chall Research Fellowship* The Jeanne S. Chall Research Fellowship is a grant established to encourage and support reading research by promising scholars. More information is available at www.reading.org/awards.
- *Mellon Fellowships in Humanistic Studies.* These fellowships are designed to help exceptionally promising students prepare for careers of teaching and scholarship in humanistic disciplines. More information is available at www.woodrow.org/mellon/.
- *National AMBUCS Scholarships for Therapists.* Graduate students who wish to pursue degrees in physical therapy, occupational therapy, speech language pathology, or hearing audiology. More information is available at www.ambucs.com.
- *National Science Teachers Association*—www.nsta.org/programs/.

- *New York State Tuition Aid-BOCES ITI-BE*. Awards are made to persons in Bilingual Education/TESOL. Please contact the director: Dr. Maria Eugenia Valverde, Eastern Suffolk BOCES ITI-BE, 350 Martha Avenue, Bellport, NY 11713.
- *NSF Graduate Fellowships*. Offers three-year graduate research fellowships in science, mathematics, and engineering, including Women in Engineering and Computer and Information Science awards. More information is available at www.ehr.nsf.gov/dge/programs/grf or email: nsfgrfp@orau.gov.
- *The Paul and Daisy Soros Fellowships for New Americans*. The Fellowships are grants for up to two years of graduate study in the United States. The recipients are chosen on a national competitive basis. More information is available at www.pdsoros.org.
- *Sinfonia Foundation Research Assistance Grants*. These grants are offered to candidates conducting research in American music or music in America. More information is available at www.sinfonia.org/SEF.
- *Spencer Dissertation Fellowships*. The Dissertation Fellowship Program for Research Related to Education assists young scholars interested in educational research in the completion of the doctoral dissertation. More information is available at www.spencer.org.

LOANS

Student Loans

Federal student loans are available to Teachers College students. To qualify for any of the federal education loan programs, an applicant must be a U.S. citizen or an eligible non-citizen and must be enrolled at least half time (6 points or the equivalent) in a degree program. International students may qualify for credit-worthy loans from a bank by securing a co-signer who is a U.S. citizen or permanent resident. Consult with a financial aid counselor for more information.

If a student receives a federal loan, she/he must complete a Loan Entrance Interview before receiving the initial funds, and a Loan Exit Interview before graduating, leaving Teachers College, or dropping to less than half-time status. The Entrance Interview will review the terms and conditions of the loan, and the Exit Interview will cover repayment, deferment and consolidation options. Loans are processed during the semester a student is enrolled. For additional information on student loans, please visit our website at www.tc.edu/financialaid/.

The following loans require a Free Application for Federal Student Aid (FAFSA), a separate loan authorization form, a promissory note, and a loan entrance interview. To ensure consideration for the Federal Perkins Loan and the Federal Work-Study programs, it is recommended that the FAFSA be filed by March 1st. In order for Stafford Loans to be processed in time for the beginning of the fall semester, applicants are urged to file the FAFSA by April 15th.

Federal Perkins Loan

Federal Perkins Loans are awarded on the basis of exceptional need to students from a limited amount of federal funds allocated to Teachers College. Students must be enrolled at least half-time (6 points or the equivalent). The loan is made up of government funds with a share contributed by the college. Teachers College is the lender and repayment is made to the school. Payment of both interest and principal is deferred until nine months after leaving Teachers College or dropping to less than half time. The annual fixed interest rate of 5% begins to accrue at the same time payments begin. Repayment may take up to 10 years.

William D. Ford Direct Loan Program

Unsubsidized Stafford loans are available to TC students. Students accrue interest from the time the loan is disbursed until it is paid in full. If the interest is not paid in full before repayment begins, the amount of outstanding interest will be capitalized (it will be added to the principal amount of the loan), and additional interest will be based upon the higher amount. The current interest rate is fixed at 6.8%.

Graduate PLUS Loans are available to TC students. Graduate PLUS loans offer a fixed interest rate of 7.9%. Students can borrow up to the cost of attendance minus other financial aid received. In order to qualify, students must file a FAFSA and meet all federal guidelines to receive student aid and not have an adverse credit history. Repayment begins on the date of the last disbursement of the loan.

For periods of study that are less than an academic year, the amounts students can borrow may be less than the annual maximum. The exact amount of loan eligibility will be listed in the award letter. Generally, graduate students can borrow up to \$20,500 each academic year. Students may receive less than the yearly maximum if they receive other financial aid that is used to cover a portion of the cost of attendance.

Other Loans

There are several student loan programs administered by private institutions that provide funds to students who do not qualify for federal or need-based loans, or who may need additional funding. They are often available from banks, require a credit check, and in some cases, a co-signer and processing fee. Securing a co-signer may result in lower interest on the loan. For information on banks that have preferred lending agreements with Teachers College, please visit our website at www.tc.columbia.edu/financialaid/.

Loan Cancellation and/or Deferment

There are several incentive programs offered by various federal, state and local government agencies that will defer and/or cancel a portion of a student's federal education loan debt, usually Federal Perkins Loans but sometimes Federal Stafford Loans as well.

The most common cancellations are Federal Perkins Loans and qualifying Federal Stafford Loans for teachers working full-time in "federally designated" teacher shortage areas. These federally designated schools are located in school districts that qualify for funds under Chapter 1 of Title I of the Elementary and Secondary Education Act. However, not all Chapter 1-funded schools are on the "federally designated" list.

For a complete explanation of school and loan eligibility requirements as well as searchable databases of qualifying schools, please visit the Department of Education websites listed below. These websites also contain details about loan cancellation and/or deferment.

- New York City Department of Education Incentive Programs: www.teachny.com
- United States Department of Education Teaching Service Cancellation/Deferment

Options: <http://studentaid.ed.gov/PORTALSWebApp/students/english/teachercancel.jsp?tab=repaying>
- United States Department of Education list of federally designated teacher shortage areas: www.ed.gov/about/offices/list/ope/pol/tsa.pdf
- United States Department of Education searchable site for low-income schools eligible for Federal Perkins Loan cancellation: <http://studentaid.ed.gov/PORTALSWebApp/students/english/cancelperk.jsp?tab=repaying>

The following is a list of state education departments for states in geographic proximity to Teachers College:

- New York (NY)

New York State Education Department
89 Washington Avenue
Albany, New York 12234
(518) 474-5915
<http://www.nysed.gov>
- New Jersey (NJ)

New Jersey Department of Education
P. O. Box 500
Trenton, NJ 08625
(609) 292-4469
<http://www.state.nj.us/education>
- Connecticut (CT)

Office of Public Information
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06145
(860) 713-6548
<http://www.state.ct.us/sde>
- Pennsylvania (PA)

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126
(717) 783-6788
<http://www.pde.state.pa.us>

FEDERAL TEACH GRANT

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 a year in grant assistance to students who are completing or who plan to complete master's level coursework to begin a career in teaching.

In exchange for the grant, a student must sign an Agreement to Serve as a full time teacher at certain low-income schools and with certain high-need fields for at least four academic years within eight years after completing (or ceasing enrollment in) the course of study for which the candidate received a grant. TEACH Grant recipients must submit evidence of employment as certified by the chief administrative officer of the school upon completion of each year of teaching service.

If the grant recipient fails or refuses to carry out his or her teaching obligation, the amount of the TEACH Grants received are treated as an unsubsidized Direct Loan and must be repaid with interest.

Eligibility:

To be eligible for a TEACH Grant, you must:

- Be a U.S. citizen or eligible non-citizen
- Be enrolled in coursework or plan to complete coursework in a TEACH Grant eligible master's degree program (see list below)
- Maintain Satisfactory Academic Progress and meet all other institutional requirements for maintaining enrollment
- Complete TEACH Grant counseling and sign a TEACH Grant Agreement to Serve each year
- Complete a FAFSA, although you do not have to demonstrate financial need to be eligible

TEACH Grant- Eligible Programs at TC:

- Art
- Bilingual Education
- English (Grades 5-9 and 7-12)
- English as Second Language
- Intellectual Disability/Autism
- Languages other than English
- Mathematics (Grades 5-9 and 7-12)
- Music
- Physical Education
- Reading and Literacy
- Sciences (Grades 5-9 and 7-12)
- Special Education (Bilingual)
- Special Education (5-9 and 7-12)
- Teaching Students with Disabilities

Note: The field you teach in must be a high-need field in the state where you teach in order to satisfy your service requirement. Documented high need fields website: <http://www2.ed.gov/about/offices/list/ope/pol/tsa.do>

Schools serving low-income students search: <http://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>

STUDENT EMPLOYMENT

Opportunities for student employment are available at Teachers College. Students should inquire at the Teachers College Human Resources Office or visit the website at www.tc.edu/administration/hr and with program faculty for a list of current vacancies. In some instances positions may be eligible for tuition exemption or scholarship points.

FEDERAL WORK STUDY

Federal Work Study (FWS) is a need-based federal financial aid program through which the federal government provides funds to Teachers College for the purpose of providing job opportunities to our eligible students. Funds are allocated to several Teachers College departments and offices which may then create and offer jobs to FWS awardees. (Not all departments and offices have FWS funds with which to offer FWS jobs. FWS awards may be used only in those departments/offices which have an FWS budget).

FWS jobs allow awardees to earn wages which help them to cover various education-related expenses like books and supplies, transportation, etc. The amount of FWS which appears on the Financial Aid Award Letter is an earning eligibility; it is not a guarantee of wages to be earned. Rather, it is a maximum limit on the amount of FWS funds a student may earn should they choose to participate in the program. Students are paid only for actual hours worked. Placement in an FWS position is contingent upon availability of jobs and funding, as well as on a student's skills, experience, and schedule. Below is a list of basic rules and regulations that students must be aware of while employed under the FWS program.

As an FWS employee:

1. A student must register for a minimum of 6 points or the equivalent each semester while employed, exception: If a continuing student wishes to work over the summer, s/he may do so without being registered for classes, if a student is returning in the following fall semester as a half-time (or equivalent) student. If a continuing student is not returning in the following fall, s/he must be at least half-time during the summer in order to work and can only work until June 30th.
2. The suggested number of hours to work while classes are in session are no more than 20 hours per week during the fall and spring semesters, and up to 30 hours per week during the summer, winter, and spring breaks.
3. A student may not work after his/her date of graduation.
4. A student must complete and submit a Federal Work Study Agreement for every academic year in which s/he participates in the FWS program.
5. A student's FWS award is valid for the fiscal year (July 1, 2013 through June 30, 2014). New students are eligible to use their awards after they have registered for classes and the Fall/Spring semester has begun. Continuing students are eligible to begin using their awards as soon as they have received a 2013-2014 award letter which includes an FWS award, but no sooner than July 1st of the year of their award.
6. In order to have a FWS award (and other need-based awards) renewed in future years, students must file a Free Application for Federal Student Aid (FAFSA) for every academic year.

HOW TO APPLY FOR AID

How to Apply for Aid for the 2013-2014 Academic Year

To be eligible for federal financial aid you must meet the following criteria:

- Be a United States citizen or permanent resident.
- Be enrolled in at least 6 points in a degree program.
- Make satisfactory academic progress towards a degree.
- Not have been convicted of any offense under federal or state law involving the possession or sale of a controlled substance.
- Register with selective service administration if you are a male.
- Not be in default on a loan or owe a payment of federal funds.

U.S. citizens and Eligible non-citizens

All students are encouraged to file a 2013-2014 Free Application for Federal Student Aid (FAFSA), regardless of eligibility for Federal Aid. The FAFSA is available at the Office of Financial Aid by January of each year. Students can also find and file the FAFSA on the web at www.fafsa.ed.gov. Teachers College's institutional code is G03979.

After filing the FAFSA, students will receive a Student Aid Report (SAR) which must be reviewed for accuracy, and necessary corrections made. If there are questions, contact the Office of Financial Aid. Students may also be required to submit copies of their federal tax returns and other supporting documents to verify the information on the FAFSA.

New Applicants

Students interested in applying for scholarships will need to complete the Teachers College scholarship application (Please check the Financial Aid website for instructions and dead-lines for completing this application form). Several scholarships do require demonstration of financial need. New students must file a FAFSA to be considered for federal aid.

Continuing Students

Students interested in applying for scholarships will need to complete the Teachers College Scholarship application. (Please check the Financial Aid website for instructions and dead-lines for completing this application form). Continuing students must file the FAFSA for each year that they wish to be considered for federal aid.

International Students

International students should review the Application Procedure for International Students and the scholarship opportunities for international students.

How to Apply for Aid for the 2014-2015 Academic Year

To be eligible for federal financial aid you must meet the following criteria:

- Be a United States citizen or permanent resident.
- Be enrolled in at least 6 points in a degree program.
- Make satisfactory academic progress towards a degree.
- Not have been convicted of any offense under federal or state law involving the possession or sale of a controlled substance.
- Register with selective service administration if you are a male.
- Not be in default on a loan or owe a payment of federal funds.

U.S. citizens and Eligible non-citizens

All students are encouraged to file a 2014-2015 Free Application for Federal Student Aid (FAFSA), regardless of eligibility for Federal Aid. The FAFSA is available by January of each year at the Office of Financial Aid. Students can also find and file the FAFSA on the web at www.fafsa.ed.gov. Teachers College's institutional code is G03979.

After filing the FAFSA, students will receive a Student Aid Report (SAR) which must be reviewed for accuracy, and necessary corrections made. If there are questions, contact the Office of Financial Aid. Students may also be required to submit copies of their federal tax returns and other supporting documents to verify the information on the FAFSA.

New Applicants

Students interested in applying for scholarships will need to complete the Teachers College application for Scholarship. (Please check the Financial Aid website for instructions and deadlines for completing this application form). Several scholarships do require demonstration of financial need. New students must file the FAFSA (if qualified) to be considered for federal aid.

Continuing Students

Students interested in applying for scholarships or financial aid will need to complete the Teachers College application for Scholarship and Financial Aid. (Please check the Financial Aid website for instructions and deadlines for completing this application form). Continuing students must file the FAFSA for each year that they wish to be considered for federal aid.

International Students

International Students wishing to apply for scholarships or financial aid will need to complete the Teachers College application for Scholarship and Financial Aid. International students should also review the Application Procedure for International Students and the scholarship opportunities for international students.

How Need-based Eligibility is Determined

The information provided on the FAFSA is applied to a federally designed formula which calculates the "estimated family contribution," the theoretical amount the student should have available for educational costs. The cost of education minus the family contribution is "need". The total amount of need-based aid cannot exceed this figure.

Normally, the need calculations are based on data from the prior calendar year. However, the Office of Financial Aid may recalculate family contribution if the student's financial circumstances change significantly during the academic year. Students requesting recalculation based on academic year information should provide a written explanation of the circumstances and consult a financial aid counselor to determine the supporting documentation that will be needed.

How Aid is Awarded

To award need-based funds, the College makes up an academic year student budget that consists of the average costs of tuition, fees, and other expenses. The amount for tuition and fees, books and supplies is adjusted based on full-time, three-quarter time, and half-time enrollment. If enrollment plans change during the academic year, students should notify the Office of Financial Aid in case it becomes necessary to adjust the aid package.

During the 2013-2014 academic year, the estimated fall/spring budget for a full-time student enrolled for 24 points was:

Tuition and Fees	\$32,664
Living Expenses	\$18,594
Books and Supplies	\$2110
Transportation	\$5,282
Health Services Fee	\$900
Personal Expenses	\$14,130
Total	\$69,460

The family contribution toward academic year living and educational expenses is then deducted from this budget. For example:

Budget	\$69,460
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Family Contribution	-(9,400)
Need	\$60,060

After need is determined, the Office of Financial Aid tries to meet this amount with financial aid. Often, a variety of sources are combined into a package, which might look like this:

Department Scholarship (\$1,344 per credit/point)	\$8,064
Federal Work Study	\$6,000
Federal Perkins Loan	\$4,000
Federal Unsubsidized Stafford Loan	\$20,500
Total	\$38,564

If students cannot provide the full amount of the family contribution, some banks offer credit-worthy loans that can be used to finance the remaining cost of attendance. However, the total of all financial aid, including loans used to replace family contribution, cannot exceed the total cost of attendance.

How Aid is Disbursed

Scholarships are disbursed to a student's account on the first day of in-person registration once the student has registered in a degree program for the semester. Federal loans are disbursed when a student meets the following criteria: (1) has been accepted in a degree program; (2) has registered for at least half time status each semester; (3) has completed an entrance interview; (4) has a master promissory note on file with their lender; and (5) has completed verification of income and residency, if required.

Tuition, fees, account charges, and refunds are processed by the Office of Student Accounts, which is located in 133 Thompson Hall.

Additional Steps and Conditions Prior to Release of Funds

Prior Default: Students in default on a federal loan, or who owe a repayment on a Pell, SEOG, or SSIG grant cannot receive federal need-based aid until the status is cleared.

Verification: Some students are randomly selected by the federal government for a process called verification. If a student is selected, she/he will have to provide a copy of her/his federal income tax return and other documents to the Office of Financial Aid. An award letter will not be generated until all documents are submitted to the Office of Financial Aid. Students interested in work-study employment cannot begin until awarded.

Maintaining Federal Student Aid Eligibility

All students requesting and receiving federal student aid must meet and maintain the following criteria:

- must be enrolled as a matriculated student in an eligible program
- must make satisfactory progress
- must meet enrollment status requirements
- must have resolved any drug conviction issue

Failure to meet the above requirements may result in the loss of federal student aid eligibility. Students will need to present proof of resolution to the Office of Financial Aid before aid can be offered or disbursed. Please contact the Office of Financial Aid for more information.

Satisfactory Academic Progress: In order to maintain eligibility for aid, students must make satisfactory progress toward their degree. In addition to meeting all standards of academic performance required in the program, students must maintain a minimum of points per semester in order to remain eligible for student aid. (See chart)

Return of Title IV Funds

This policy applies to students who complete 60% or less of the enrollment period (i.e., Fall, Spring or Summer session) for which they received Federal Title IV aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy. The term "Title IV aid" refers to the following Federal financial aid programs: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal Grad PLUS loans, and Federal TEACH Grant.

To conform with the policy, Teachers College must determine the student's withdrawal date. The withdrawal date is defined as: 1. the date the student began the withdrawal process or officially notified Teachers College of their intent to withdraw; or 2. the last date of attendance at an academically-related activity by a student who doesn't notify Teachers College.

The calculation required determines a student's earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least 5 days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of an enrollment period, only a portion of the student's aid has been earned. A student who remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period.

Earned aid is not related in any way to institutional charges. In addition, the College's refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course may be required to return unearned aid and still owe the college for the course. For more information on the Teachers College withdrawal and institutional charges' policies, please consult the Teachers College catalog.

SATISFACTORY ACADEMIC PROGRESS

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID REGULATIONS

Beginning July 2011, Federal regulations required all institutions to establish, publish, and apply standards of Satisfactory Academic Progress (SAP) for federal financial aid eligibility. The purpose of establishing, publishing, and applying SAP standards is to ensure that recipients of federal financial aid not only demonstrate financial need but also are making satisfactory progress toward degree completion. For students to maintain eligibility for federal financial aid, Teachers College, in accordance with federal regulations for financial aid, has developed the following standards for determining satisfactory academic progress as it pertains to eligibility for federal financial aid. Federal regulations require that Teachers College track the academic progress of financial aid recipients from the first date of enrollment at Teachers College, whether or not financial aid was received. Satisfactory academic progress (SAP) for financial aid is evaluated at the end of each term for master's students and at the end of each spring term for doctoral students.

The following federal financial aid programs are impacted by SAP regulations: Direct Subsidized and Unsubsidized Stafford Loans, Direct Graduate PLUS Loan, Federal Perkins Loan, Federal Work-Study, and Federal TEACH Grant.

Students should also note that the satisfactory academic progress standards outlined below refer to the disbursement of federal financial aid ONLY. Students are required to continue to make satisfactory academic progress towards the completion of degree requirements as defined by their academic program. Academic programs also have program requirements that may be different than the standards outlined below, which are stated in the catalog and program requirements bulletins.

MASTER'S DEGREES

Maximum Time to Completion. Master's students are required to complete their programs of study within their five-year period of candidacy. Students who do not earn their degree within their five-year period of candidacy will be placed on **Financial Aid Denied** status. In addition, students may not exceed 150% of the required points for the degree program measured by attempted points. If a student's degree program requires more than the minimum credits shown on the chart, the student's maximum credits allowed will reflect 150% of the actual program credits required.

<i>Degree Program</i>	<i>Minimum Points Required</i>	<i>Maximum Points Allowed</i>
Master of Arts	32	48
Master of Science	32	48
Master of Education	60	90

Academic Progress. Master's students are required to complete 75% of attempted points cumulatively (all terms registered). For a Master's student who completes less than 75% of attempted points in one term, the student will be placed on **Financial Aid Warning** status. Students who do not complete 75% of attempted points cumulatively will be placed on **Financial Aid Denied** status. If the student is not in compliance, either for 75% of the cumulative total or 75% for the term at the end of the subsequent term, the status will be changed to **Financial Aid Denied**.

Grades. Students are required to have a minimum grade point average of 3.00 (equivalent to a B) for all terms. Students who do not meet the grade point average will be placed on **Financial Aid Warning** status for one term. The grade point average must then meet the 3.00 requirement in the following term or the student will be placed on **Financial Aid Denied** status. **Please note that the calculation of a grade point average is only used for financial aid purposes.**

DOCTOR OF PHILOSOPHY

Maximum Time to Completion. Ph.D. students are given a seven-year period of eligibility for the completion of the degree requirements. Students who do not earn their degree within their seven-year period of eligibility will be placed on **Financial Aid Warning** status. To continue to receive federal financial aid, a student must have an approved extension of the period of eligibility on file with the Office of Doctoral Studies. If a student exceeds nine years, the student's financial aid status will change to

Financial Aid Denied. In addition, students may not exceed 150% of the required points for the degree program measured by attempted points. If a student's degree program requires more than the minimum credits shown on the chart, the student's maximum credits allowed will reflect 150% of the actual program credits required.

<i>Degree Program</i>	<i>Minimum Points Required</i>	<i>Maximum Points Allowed</i>
Doctor of Philosophy	75	112

Academic Progress. Ph.D. students are required to complete 75% of attempted points cumulatively (all terms registered). For a Ph.D. student who completes less than 75% of attempted points in one term, the student will be placed on **Financial Aid Warning** status. Students who do not complete 75% of attempted points cumulatively will be placed on **Financial Aid Denied** status. If the student is not in compliance, either for 75% of the cumulative total or 75% for the term at the end of the subsequent term, the status will be changed to **Financial Aid Denied**.

Grades. Students are required to have a minimum grade point average of 3.00 (equivalent to a B) for all terms. Students who do not meet the grade point average will be placed on **Financial Aid Warning** status for one term. The grade point average must then meet the 3.00 requirement in the following term or the student will be placed on **Financial Aid Denied** status. **Please note that the calculation of a grade point average is only used for financial aid purposes.**

DOCTOR OF EDUCATION AND DOCTOR OF EDUCATION IN COLLEGE TEACHING OF AN ACADEMIC SUBJECT

Maximum Time to Completion. To continue to receive financial aid, EdD students have a maximum of 10 years for the completion of all degree requirements from the time of admission to the doctoral program. If a student exceeds ten years, the student's financial aid status will change to **Financial Aid Denied**. In addition, students may not exceed 150% of the required points for the degree program measured by attempted points. If a student's degree program requires more than the minimum credits shown on the chart, the student's maximum credits allowed will reflect 150% of the actual program credits required.

<i>Degree Program</i>	<i>Minimum Points Required</i>	<i>Maximum Points Allowed</i>
Doctor of Education	90	135

Academic Progress. EdD students are required to complete 75% of attempted points cumulatively (all terms registered). For an EdD student who completes less than 75% of attempted points in one term, the student will be placed on **Financial Aid Warning** status. Students who do not complete 75% of attempted points cumulatively will be placed on **Financial Aid Denied** status. If the student is not in compliance, either for 75% of the cumulative total or 75% for the term at the end of the subsequent term, the status will be changed to **Financial Aid Denied**.

Grades. Students are required to have a minimum grade point average of 3.00 (equivalent to a B) for all terms. Students who do not meet the grade point average will be placed on **Financial Aid Warning** status for one term. The grade point average must then meet the 3.00 requirement in the following term or the student will be placed on **Financial Aid Denied** status. **Please note that the calculation of a grade point average is only used for financial aid purposes.**

TREATMENT OF WD, IN, F, R, P, DP, * GRADES, REPEATED COURSEWORK AND TRANSFER CREDIT

- Course withdrawals (WD) are not included in the GPA calculation, but are considered a non-completion of attempted coursework.
- Incomplete (IN) grades are not included in the GPA calculation, but are considered a non-completion of attempted coursework. If the Incomplete grade is replaced with a permanent grade, academic progress will be reevaluated.
- Failing (F) grades are treated as attempted points and are included in the calculation of the GPA.
- Attendance credit (R) are treated as attempted points which are earned but not included in the calculation of the GPA.
- Pass (P) and Doctoral Pass (DP) grades are treated as attempted points which are earned but not included in the calculation of the GPA.
- Missing grades (*) are treated as attempted points, but are considered a non-completion of attempted coursework and are not included in the calculation of the GPA. Once a grade has been recorded, academic progress will be reevaluated.
- Transfer credits will be counted as attempted and completed points for the calculation of maximum time to completion, but are not included in the calculation of the GPA.
- For repeated courses, all points will be counted as attempted and all grades are included in the calculation of the GPA.

FINANCIAL AID WARNING

A student whose financial aid status is **Financial Aid Warning** will receive a notification via the official College email address and federal financial aid will be disbursed for the upcoming semester only. If a student is not in compliance with all financial aid regulations for SAP at the end of the subsequent semester, the financial aid status will be changed to **Financial Aid Denied** and no federal financial aid will be disbursed (until a SAP appeal is completed and approved; details to follow).

FINANCIAL AID DENIED

A student whose financial aid status is **Financial Aid Denied** will not receive federal financial aid for the semester. The student may appeal the **Financial Aid Denied** status through the SAP appeals process outlined below. If the appeal is granted by the SAP Appeals Committee, the student's status will be changed to either, **Financial Aid Approved** or **Financial Aid Probation**. If an appeal is deemed as **Financial Aid Approved**, federal financial aid will be disbursed for the remaining semesters of the current academic year. If an appeal is deemed as **Financial Aid Probation**, federal financial aid will be disbursed for the upcoming/approved semester only and the student's record will be reviewed before the start of the subsequent semester; the student must continue to meet all financial aid regulations for SAP and meet all criteria put forth by the SAP Appeals Committee in order to continue to receive federal financial aid.

SATISFACTORY ACADEMIC PROGRESS (SAP) APPEALS PROCESS

A student who does not meet the aforementioned SAP standards will fall under one of the following statuses: **Financial Aid Warning** or **Financial Aid Denied**. Students who are in a **Financial Aid Warning** status will receive federal financial aid for the upcoming semester, but will need to rectify the SAP issue before the start of the subsequent semester in order to continue to receive federal financial aid. If the SAP issue is not cleared up, the student will fall into a **Financial Aid Denied** status. For students whose financial aid eligibility status is **Financial Aid Denied**, the College has established an appeals process for reinstatement of eligibility for federal financial aid; please continue reading for additional details.

REINSTATEMENT OF FEDERAL FINANCIAL AID

Reinstatement of federal financial aid after a student is on **Financial Aid Denied** status can be achieved in two ways:

1. A SAP Appeals Form can be submitted and then, approved by the SAP Appeals Committee following the process outlined in the *SAP Appeals Process* section below.
2. The student officially registers for TC courses and pays for tuition and fees without federal financial aid and does well enough in their coursework to meet SAP standards by the next time that SAP is evaluated for all students. **Students who do not meet the Maximum Time to Completion or Over Maximum Credit Allowance standard(s) cannot regain eligibility this way.**

SAP APPEALS PROCESS AND NOTIFICATION OF COMMITTEE DECISIONS

The Office of Financial Aid at TC will evaluate both, Master's and Doctoral students at the end of each term (Fall and Spring) to determine if they are meeting SAP standards.

Students flagged as not meeting institutional SAP standards will be notified via email by the Office of Financial Aid. These students may fall under one of two categories/statuses: **Financial Aid Warning** or **Financial Aid Denied**. A student whose financial aid status is **Financial Aid Warning** will receive federal financial aid for that semester only and must be in compliance by the end of the subsequent semester. A student whose financial aid status is **Financial Aid Denied** will not receive federal financial aid for the semester. Students in a **Financial Aid Denied** status who wish to take advantage of any federal student aid must submit the SAP Appeals Form, along with any necessary written statements or supplemental documentation, to the Office of Financial Aid. Appeals will only be granted under truly extenuating circumstances, such as death or extreme sickness of an immediate family member, unexpected injury or illness, extended hospitalization, or another reasonable explanation. Work conflicts and/or an increased amount of reported schoolwork are (more often than not) not considered extenuating circumstances.

All SAP appeals will first be reviewed by the designated SAP Coordinator located in the Office of Financial Aid. The SAP Coordinator will ensure that all documents are included and attached to the SAP Appeals Form. Once all documents are successfully received, the completed appeal will be forwarded to the SAP Appeals Committee (consisting of several senior staff representatives from various offices at TC); the SAP Appeals Committee will meet 1-3 times a month, depending on the volume of submitted appeals.

If a student's SAP appeal is APPROVED, they will receive appropriate notification via email and will then be eligible

for federal student aid for the specified semester/academic year.

If a student's SAP appeal is DENIED, they will receive appropriate notification via email and will not be eligible for any federal student aid until they are in compliance with institutional SAP standards.

If a student's appeal is deemed as anything other than the above statuses (i.e. PROBATION or PENDING), the student will receive appropriate notification via email; this notification will detail any additional documentation and/or steps required on the student's behalf.

The decisions of the SAP Appeals Committee are final.

NOTES

A student may still register for courses and maintain status in his or her degree program even with a **Financial Aid Denied** status provided he or she still meets the academic regulations of the College and the program.

Any student who registers for a term is obligated to pay tuition and fees as outlined in the TC Catalog. If a student's SAP appeal is denied, they are still responsible for paying tuition and fees even though federal financial aid was not awarded.

POLICIES AND PROCEDURES

These are the policies and procedure documents for Teachers College.

- [Definition of Point Credit](#)
- [Credit and Noncredit Courses](#)
- [Graduate Credit in Advanced Columbia University Undergraduate Courses](#)
- [Inter-University Doctoral Consortium](#)
- [Accreditation](#)
- [Visiting Scholars](#)
- [Attendance](#)
- [Religious Observance](#)
- [Access to Services](#)
- [Official College Communication](#)
- [Grades](#)
- [HEGIS Codes](#)
- [Release of Transcripts](#)
- [FERPA](#)
- [Psychological Welfare of Our Students](#)
- [Non-discrimination Policy](#)
- [Policy on Protection from Harassment](#)
- [Student Conduct](#)
- [Policy on Acceptable Use of Information Technology](#)

[Policies & Procedures Documents](#) » Access to Services

ACCESS TO SERVICES

During the academic year, many of the services provided by the College are only available to 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.

[Policies & Procedures Documents](#) » Official College Communication

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.

[Policies & Procedures Documents](#) » Grades

GRADES

The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. No officer of the College may supersede the exercise of this responsibility. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made he or she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken.

Grades in Teachers College are recorded as evaluative, pass/fail, or attendance. All grading symbols used are listed below, as approved by the Faculty. A student electing to be graded on a basis other than the ones announced by the course instructor must request the option and obtain the instructor's written approval not later than the close of the third class meeting. An application for grading options is obtainable from the Office of the Registrar and needs to be filed in the Registrar's Office no later than the close of the third class meeting. Once the option has been approved and filed with the Registrar, it is not subject to change.

All grades are final once submitted to the Office of the Registrar except for grades of "Incomplete."

Grades are defined as follows:

- 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. The result of this review could be denial of permission to register for further study at Teachers College.

No more than 3 points of C- may be credited toward any degree or diploma. Students completing requirements for more than one degree or diploma may count 3 points of C- toward only one such award. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.

F Failure. The records of students receiving such grades are subject to review. The result of this review could be denial of permission to register for further study at Teachers College. A student who accumulates 8 points or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.

A course usually may not be repeated unless it is a required course. When the course is required, the student will reregister and obtain a satisfactory grade. The previous grade remains on the transcript.

P Passed. Some courses are graded only on a pass/fail basis for the instances in which greater evaluation specificity is neither required nor desirable and is used to indicate passing performances when only dichotomous evaluation is used.

At no time will the transcript carry any other grade nor will supplementary statements be issued. Application for the Pass/Fail option is to be made during

the first three class sessions with the approval of the course instructor. Applications are available in the Office of the Registrar. Once the option is approved, it may not be changed.

DP Doctoral pass credit. The grade of DP may be assigned only to a certified doctoral candidate in a Teachers College course, having successfully completed all requirements prescribed by the instructor. The candidate must request DP credit before two-thirds of the class sessions have met. Eligibility is determined upon presentation of the doctoral certification letter, and a record of the request for a DP grade is made by completing a form obtainable from the Office of the Registrar. DP credit is available to doctoral students only in terms subsequent to the terms in which the student is certified. DP credit may not be used toward M.A. or M.S. degree requirements. A maximum of 6 points of DP credit may be used toward Ed.M. degree requirements.

WD Withdrawn. Withdrawal occurring subsequent to the close of the change-of-program period during the term. See the section on withdrawal from courses.

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

R Attendance Credit. Students desiring R credit for any course must request

permission, in writing, to the instructor, before two-thirds of the class sessions have met. The instructor may approve or deny the request. If approval is granted, the instructor may stipulate requirements to be met in addition to regular attendance. Forms are available in the Office of the Registrar to be used for obtaining approval. Mathematics majors in the Department of Mathematics, Science and Technology must have their applications cosigned by the program coordinator. Courses taken through the Interuniversity Doctoral Consortium may not be taken for an R grade. The applicability of R credit in meeting degree program requirements is noted as follows: For Master of Arts and Master of Science degrees, no R credit is permissible. For Master of Education degree programs, a maximum of six semester hours of attendance credit is acceptable in meeting the point requirement, but may not be used to satisfy the three-course breadth requirement. For doctoral programs, a maximum of nine semester hours of attendance credit is permitted toward the minimum point requirement for the degree, provided they are not used to fulfill the minimum distribution requirements. 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 reenroll 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. Grades of Incomplete assigned in courses offered at Columbia University or through the Interuniversity Doctoral Consortium will follow the grading policy of the host school.

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

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

ACADEMIC CATALOG

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.
*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.
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.
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.M., 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.
Mathematics Education	0833	M.A., M.S., Ed.M., Ed.D., 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
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>		

[Policies & Procedures Documents](#) » Release of Transcripts

RELEASE OF TRANSCRIPTS

Release of transcripts, student information, and student access to official academic records:

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.

[Policies & Procedures Documents](#) » FERPA

FERPA: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT AND ACCESS TO STUDENT RECORDS.

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

The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records. This FERPA regulations (the "Regulations") are available at www2.ed.gov/policy/gen/reg/ferpa/index.html.

At Teachers College, 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. In accordance with established records management procedures, records are purged periodically and essential documents may be digitized.

A Teachers College student or alumnus may inspect his or her 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.

Family Education Rights and Privacy Act (FERPA) Statement

The Family Educational Rights and Privacy Act (FERPA) afford 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 or head of the office a written request that identifies the record(s) they wish to inspect. The College official 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. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of correct official to whom the request should properly be addressed.
2. The right to request the amendment 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 may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify 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 his or her 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.
3. The right to withhold consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. Records may be disclosed without consent as follows:
 - To "School Officials" with legitimate educational interest. A "School Official" is 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 include a contractor outside of the College 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 personally identifiable information 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.
 - Upon request and in the discretion of the Registrar, to officials of another school in which the student seeks or intends to enroll.
 - To authorized representatives of the U.S. Controller General, Attorney General, or Secretary of Education, or to State and local

educational authorities, such as a State postsecondary authority responsible for supervising the College's state-supported education program. Disclosures under this provision may be made, subject to the requirements of the Regulations, 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 personally identifiable information 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.

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- 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.
- To accrediting organizations to carry out their accrediting functions.
- To comply with a judicial order or lawfully issued subpoena.
- If designated as "directory information" under the Regulations. 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 should notify the Office of the Registrar in writing of his or her wish to withhold such information in the future.
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the provisions of the Regulations. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- To the general public, the final results of a disciplinary proceeding, subject to the provisions of the Regulations, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation against him or her.
- To appropriate officials in connection with a health or safety emergency subject to the provisions of the Regulations.
- 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.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Requests for release of records:

Upon written request by a student, the College may release information in that student's education records at Teachers College to third parties. The student should make a request for such release in writing with the student's signature to the Office having custody of the record. A student will ordinarily not be provided with copies of any part of his or her record other than the Teachers 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. The College may impose a charge for copying a student's records in connection with such a release. The charge for an official transcript is \$5.00; the charge for other copies is 20 cents per page.

Questions about the interpretation of the guidelines should be referred to the Office of the Registrar.

[Policies & Procedures Documents](#) » Psychological Welfare of Our Students

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 (GA) who is available to meet with any student in need of short-term counseling. The Clinical GA 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 the Vice Provost.

1. Temporary Suspension Policy/Procedure. If a student commits an act deemed threatening and/or dangerous to self or others, the Vice Provost, Associate Vice Provost, or Assistant Vice President for Campus and Auxiliary Services (or, in their absence, the Director or Student Activities and Programs 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 cannot 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 outside authorities as deemed necessary. 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, procedures for Involuntary Withdrawal will be followed. 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 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 to self or others 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.

[Policies & Procedures Documents](#) » Non-discrimination Policy

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 Office of the Vice Provost, 113 Zankel, (212) 678-3052, the Vice President for Diversity and Community Affairs, Janice Robinson, 128 Zankel, (212) 678-3391, or the Ombuds, Erwin Flaxman, 280 Grace Dodge, (212) 678-4169.

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 Office of the Vice Provost, 113 Zankel, (212) 678-3052, the Office of Human Resources, 112 Zankel, (212) 678-3175, the Vice President for Diversity and Community Affairs, Janice Robinson, 128 Zankel, (212) 678-3391, or the Ombuds, Erwin Flaxman, 280 Grace Dodge, (212) 678-4169.

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 (voice/TTY).

[Policies & Procedures Documents](#) » Policy on Protection from Harassment

POLICY ON PROTECTION FROM HARASSMENT (SEPTEMBER 14, 2009)

Policy on Protection from Harassment

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 its members. 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.

Harassment is detrimental to the supportive setting TC Strives to provide for its community. Whether or not this behavior is unlawful, any action that impedes the performance or experience or others as employees or students at TC is damaging to the enjoyment of the fundamental freedoms of inquiry, work, and study. The policy of the College remains unequivocal in all domains of its activity: harassment cannot and will not be tolerated.

Discriminatory Harassment Defined

Discriminatory Harassment is defined as subjecting an individual to humiliating, abusive, or threatening conduct that creates an intimidating, hostile, or abusive work or educational environment and alters the conditions of employment or education or unreasonably interferes with an individual's work or educational performance on the basis of that individual's membership in a protected group. This includes sexual harassment, described in the further detail in the policy.

Sexual Assault and Violence

Sexual assault and other forms of sexual violence, including stalking and intimate partner violence, are also Sexual Harassment. While students concerned with sexual assault or violence may contact any of TC's resources, this Policy does not govern procedures for addressing sexual assault or violence *among* students. Students concerned about sexual assault or violence are encouraged to contact the Assistant Director, Student Services for Gender-Based and Sexual Misconduct, CU Deputy Title IX Coordinator, Wien Hall, Main Floor, Suite 108C, (212) 854-1717, ras2113@columbia.edu. For more information, see www.columbia.edu/cu/dpsa.

Retaliation Prohibited

Retaliation against anyone who raises concerns about discriminatory harassment, files a complaint, or participates in an investigation is prohibited. Faculty, staff and students will not suffer any adverse actions for reporting instances of alleged harassment. Acts of retaliation should be reported immediately and will be investigated promptly. Any person found to have retaliated against another for reporting harassment will be subject to disciplinary action.

The College seeks to protect the rights of all persons, accusers and accused, to fair procedures. Accusations of harassment typically have injurious far-reaching effects on the careers and lives of accused individuals. Allegations of harassment must be made in good faith and must not be knowingly false or frivolous.

The complete policy can be found at www.tc.edu/policylibrary/protection_from_harassment.

[Policies & Procedures Documents](#) » Student Conduct

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 all professionals. Teachers College insists on the greatest degree of freedom of inquiry, teaching, learning, and expression for all of its members. 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."

[Policies & Procedures Documents](#) » Definition of Point Credit

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.

[Policies & Procedures Documents](#) » Policy on Acceptable Use of Information Technology

POLICY ON ACCEPTABLE USE OF INFORMATION TECHNOLOGY RESOURCES AT TEACHERS COLLEGE

ACCEPTABLE USE OF INFORMATION TECHNOLOGY

Policy on Acceptable Use of Computer and Information Resources

The purposes of this policy are 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 and particularly the *Acceptable Use of IT Resources Policy*, 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.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](#).

[Policies & Procedures Documents](#) » Credit and Noncredit Courses

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, upon the approval of their course instructors and advisors.

Always consult the official catalog of the Faculty, College, or Department in which work is desired. Do not depend upon references or quotations in other announcements.

Some credit-bearing courses are offered also on a noncredit basis, as indicated in the course description. Unless stated otherwise, the fee is one-half of the tuition rate for the minimum number of semester hours (points) for which the course is offered. No Teachers College fee is charged; however, any laboratory fees or special fees announced in the courses are additional. To arrange for attendance at such courses, apply directly at the Office of the Registrar of Teachers College. It is not necessary to follow formal admission and registration procedures. No official record of registration for noncredit courses is kept; and no transcripts or statements certifying to attendance or work completed are issued by the Registrar. When registering for a course on a noncredit basis, one may not change one's enrollment to credit or vice versa.

Fees for special events such as workshops, institutes, and conferences vary. See the official announcement for each special event.

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.

[Policies & Procedures Documents](#) » Graduate Credit in Advanced Columbia University Undergraduate Courses

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.

[Policies & Procedures Documents](#) » Inter-University Doctoral Consortium

INTER-UNIVERSITY DOCTORAL CONSORTIUM

Teachers College participates in the Inter-University Doctoral Consortium which provides for cross-registration among member institutions. Fully admitted doctoral candidates 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 or the Office of the Vice-Provost, in 113 Zankel Building. 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.

[Policies & Procedures Documents](#) » Accreditation

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 National Council for Accreditation of Teacher Education (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 Sport and Physical Education (NASPE) (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)

[Policies & Procedures Documents](#) » Visiting Scholars

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](#) 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 - 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](#) (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>

[Policies & Procedures Documents](#) » Attendance

ATTENDANCE

Students are expected to attend all classes for which they are registered and are responsible for absences incurred by late enrollment.

[Policies & Procedures Documents](#) » Religious Observance

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:

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.

OFFICERS AND TRUSTEES

TRUSTEES

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Ronald Nicholson
Jeffrey M. Peek

Charles O. Prince
Elihu Rose
Donald Stewart
Douglas Williams

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President of the College

Thomas James, Ph.D.
Provost and Dean of the College

Harvey Spector, M.A., M.C.R.P.
Vice President for Finance and Administration

Suzanne M. Murphy, M.A., Ed.M.
Vice President for Development and External Affairs

Scott Fahey, M.Ed.
Secretary to the College and Chief of Staff

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James Shields
Courtney Steers
Mitchell Thompson
Vanessa Tesoriero
Bernardo Tirado
Adam Vane
Nicole Vartanian

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

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: oadsid@tc.edu
www.tc.edu/oadsid

Admission

Office of Admission
Tel: (212) 678-3710
Fax: (212) 678-4171
Email: tcinfo@tc.edu
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

Doctoral Studies

Office of Doctoral Studies
Tel: (212) 678-4058
Fax: (212) 678-3005
Email: ods@tc.edu
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

Housing (On-campus)

Office of Residential Services
Tel: (212) 678-3235
Fax: (212) 678-3222
Email: housing@tc.edu
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

Payment of Fees

Office of Student Accounts

Tel: (212) 678-3056

Fax: (212) 678-4139

Email: StudentAccounts@tc.edu

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

Safety and Security

Office of Campus Safety & Security

Tel: (212) 678-3098

Fax: (212) 678-3222

Email: tcsecurity@tc.edu

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

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