

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

ACADEMIC CATALOG 2017-2018

ADMINISTRATIVE INFORMATION

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Academic Catalog

A Message from the President



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

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

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

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

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

Susan Fuhrman,
President
Teachers College, Columbia University

Message from the Provost

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

I hope you enjoy your studies at Teachers College. This is a place where you can delve into the possibilities of education and its allied fields, not only as a tradition or a profession but as a way of being in the world. We see



education and life as vitally interconnected. This means that you – your roots as a person, your vision as an advocate of human development, your drive to change the world – matter to us greatly as we develop our programs, degrees, and services.

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

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

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

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

Thomas James,
Provost
Teachers College, Columbia University

About the Catalog

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

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Academic Calendar 2017-2018

AUTUMN TERM 2017

(September 6 – December 22)

April	24	Monday. Registration for summer and autumn term for continuing students via web registration begins.
May	1	Monday. Registration for summer and autumn term begins for new students.
August	31	Thursday. Beginning of occupancy in Teachers College residence halls for new students attending the autumn term.
September	1	Friday. Confirmation of master's degree integrative project or formal essay completion due to Registrar's Office for October degree candidates.
September	4	Monday. Labor Day. University holiday.
September	5	Tuesday. In-person registration for autumn term. Hours: 10 a.m. to 7 p.m. Advisors available from 2 p.m. to 7 p.m.
September	5	Tuesday. New student orientation program.
September	6	Wednesday. Classes begin. Autumn term.
September	6	Wednesday. Registration and add/drop period. Hours: 9:30 a.m. to 6:00 p.m. Wednesday and Thursday; 9:30 a.m. - 5:00 p.m. Friday. Advisors and/or their representatives available from 3 to 5 p.m.
September	7	Thursday. Registration and add/drop period. Hours: 9:30 a.m. to 6:00 p.m. Wednesday and Thursday; 9:30 a.m. - 5:00 p.m. Friday. Advisors and/or their representatives available from 3 to 5 p.m.
September	7	Thursday. Last day to file application for October Doctoral Certification Examination (Ed.D./Ph.D.).
September	8	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.
September	8	Friday. Fall semester payment due date for tuition, fees, and housing charges.
September	14	Thursday. Last day to file notification of intention to defend Ed.D. and Ph.D. dissertations during the autumn term.
September	19	Tuesday. Last day to add and drop courses and to file a Certificate of Equivalency for the autumn term.
September	20	Wednesday. Requests for late registration under exceptional circumstances on or after this date require Registrar's approval and payment of late registration fee.
September	30	Saturday. Last day to enroll in, upgrade, or submit a waiver request for the Columbia Health Fee and Columbia Student Health Insurance.
October	3	Tuesday. Last day to change points in variable point courses.

October	13	Friday. Last day to make final deposit of corrected Ed.D. dissertations and abstracts for October award of degree.
October	13	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.
October	13	Friday. Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the October award of the degree.
October	18	Wednesday. Award of October degrees and certificates. No ceremony.
October	19	Thursday. Midterm date, autumn term.
October	20	Friday. Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9 a.m. to 12 noon and 1:45 to 4:45 p.m.
November	1	Wednesday. Last day to file or to renew an application for Master's degrees and certificates to be awarded in February. (After this date, application may be filed only until November 16 upon payment of \$25 late fee.)
November	22	Wednesday. No classes. Offices open.
November	23	Thursday. Thanksgiving holidays. No classes. No offices open.
November	24	Friday. Thanksgiving holidays. No classes. No offices open.
December	22	Friday. Autumn term ends.
December	22	Friday. Termination of occupancy in Teachers College residence halls for autumn term students not returning for spring term.

SPRING TERM 2018

(January 17 – May 8)

December	4	Monday. Registration for the spring term for continuing students via web registration begins.
January	2	Tuesday. Confirmation of master's degree integrative project or formal essay completion due to Registrar's Office for February degree candidates.
January	14	Sunday. Beginning of occupancy in Teachers College residence halls for new students attending the autumn term.
January	15	Monday. Martin Luther King, Jr. Day Observed. University Holiday. No classes. No offices open.
January	16	Tuesday. In-person registration for spring term. Hours: 10:00 a.m. to 7:00 p.m. Advisors available from 2:00 p.m. to 7:00 p.m.
January	16	Tuesday. New student orientation program.
January	17	Wednesday. Registration and add/drop 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.
January	17	Wednesday. Classes begin. Spring term.
January	18	Thursday. Registration and add/drop 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.

January	18	Thursday. Last day to file application for February Doctoral Certification Examination (Ed.D./Ph.D.).
January	19	Friday. Registration and add/drop 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.
January	19	Friday. Spring semester payment due date for tuition, fees, and housing charges.
January	25	Thursday. Last day to file notification of intention to defend Ph.D. and Ed.D. dissertation during spring term.
January	30	Tuesday. Last day to add and drop courses and to file a Certificate of Equivalency for spring term.
January	31	Wednesday. Requests for late registration on or after this date require registrar's approval and payment of late registration fee.
February	1	Thursday. Last day to file or to renew an application for Master's degrees and certificates to be awarded in May. (After this date, application may be filed only until February 15 upon payment of \$25 late fee.)
February	9	Friday. Last day to make final deposit of corrected Ed.D. dissertations and abstracts for February award of degree.
February	9	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.
February	9	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.
February	13	Tuesday. Last day to change points in variable-point courses.
February	14	Wednesday. Award of February degrees and certificates. No ceremony.
February	15	Thursday. Last day to enroll in, upgrade, or submit a waiver request for the Columbia Health Fee and Columbia Student Health Insurance.
February	16	Friday. Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9 a.m. to 12 noon and 1:45 to 4:45 p.m.
March	1	Thursday. Midterm date, spring term.
March	11	Sunday. First day of spring holidays. No classes during spring holidays.
March	16	Friday. No offices open.
March	18	Sunday. Last day of spring holidays.
April	23	Monday. Last day to hold the dissertation defense (Ed.D./Ph.D.) for the May award of the degree.
April	27	Friday. Last day to make first deposit of corrected Ed.D. dissertations and abstracts for May award of degree.
April	27	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.)
May	1	Tuesday. Confirmation of master's degree integrative project or formal essay completion due to Registrar's Office for May degree candidates.
May	8	Tuesday. End of spring term.

May	9	Wednesday. Termination of occupancy in Teachers College residence halls for spring term for students not remaining for summer session A. Extensions granted for students participating in Commencement.
May	14	Monday. Teachers College Master's degree Convocations.
May	15	Tuesday. Teachers College Master's degree Convocations.
May	16	Wednesday. Conferring of degrees at Columbia University. Doctoral degree convocation.
May	18	Friday. Termination of occupancy in Teachers College residence halls for spring term for students not remaining for summer session A and who are participating in Commencement.

SUMMER TERM 2018

(May 17 – August 17)

April	30	Monday. Registration for summer and autumn terms for continuing students via web registration begins.
May	14	Monday. Registration for summer and autumn terms begins for new students.
May	14	Monday. Summer Welcome Session for new Summer A and B students
May	14	Monday. Beginning of occupancy in Teachers College residence halls for summer session A.
May	17	Thursday. Session A courses begin.
May	18	Friday. Summer A payment due date for tuition, fees, and housing charges.
May	18	Friday. Last day to file application for June Doctoral Certification Examination (Ed.D./Ph.D.).
May	22	Tuesday. Late registration and changes in registration for Session A (changes in Session B courses are also accepted). Hours: 10 a.m. to 6:00 p.m. advisors and/or their representatives available from 3 to 5 p.m.
May	23	Wednesday. Late registration and changes in registration for Session A (changes in Session B courses are also accepted). Hours: 10 a.m. to 6:00 p.m. advisors and/or their representatives available from 3 to 5 p.m.
May	23	Wednesday. Last day to add or drop Session A courses.
May	28	Monday. Memorial Day observed. University holiday. No classes. No offices open.
June	6	Wednesday. Last day to add/drop points in summer A and full summer variable-point courses.
June	15	Friday. Doctoral Certification Examination (Ed.D./Ph.D.), 9 a.m. to 12 Noon and 1:45 p.m. to 4:45 p.m.
June	27	Wednesday. End of summer session A courses.
June	28	Thursday. Termination of occupancy in Teachers College residence halls for students not remaining for summer session B.

July	4	Wednesday. Independence Day observed. University holiday. No classes. No offices open.
July	5	Thursday. In-person registration for Session B courses. Hours: 12 noon to 6 p.m.
July	6	Friday. Beginning of occupancy in Teachers College residence halls for summer session B.
July	9	Monday. Session B courses begin.
July	10	Tuesday. Late registration and changes in registration for Session B courses. Hours: 10 a.m. - 6:00 p.m. Advisors and/or their representatives available from 3 to 5 p.m.
July	13	Friday. Summer B payment due date for tuition, fees, and housing charges.
July	13	Friday. Last day to add or drop Session B courses.
July	20	Friday. Last day to add/drop points in summer B variable-point courses.
August	1	Wednesday. Last day to file or to renew an application for Master's degrees and certificates to be awarded in October. (After this date, application may be filed only until August 17 upon payment of a \$25 late fee.)
August	17	Friday. End of summer session B courses.
August	18	Saturday. Termination of occupancy in Teachers College residence halls for students not remaining for the autumn term.

Admissions and Applying to Teachers College

Applying to Teachers College

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

About the Application Process

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

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

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

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

How to Apply

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

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

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

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

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

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

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

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

Application Deadlines

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

Summer or Fall Entry

Ph.D. Final Deadline: December 15

Ed.D. programs:

Early Deadline: January 2

Final Deadline: April 1

Master's programs:

Early Deadline: January 15

Final Deadline: April 15

Spring Entry

Final Deadline: November 1

Please note:

- Not all programs are available for all entry terms.
- Only complete applications will be eligible for review. In order for an application to be considered complete, the Office of Admission must receive all required application materials by the designated deadline.
- Priority for scholarship consideration is given to those applicants who apply and complete the Teachers College Scholarship as part of the application for admission by the published early deadline. See www.tc.columbia.edu/admissions/areas-of-study (<http://www.tc.columbia.edu/admissions/areas-of-study/>) for deadline dates.
- Applications received after the early deadline may be considered on a space-available basis.

Components of the Complete Application

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

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

Completed Application Form

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

Application Fee

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

The application fee is a non-refundable submission fee.

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

Statement of Purpose

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

Official Transcript(s)

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

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

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

Letters of Reference

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

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

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

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

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

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

Résumé

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

Standardized Tests

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

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

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

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

Please note:

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

Supplemental Application Requirements

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

Other Admission Policies

Notification of Decision

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

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

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

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

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

Deferral of Admission

Deferment requests are subject to an Admission Committee review. Students should submit their request to defer to enrollmentservices@tc.columbia.edu. Students admitted to a doctoral program are eligible to defer for one year, based upon program approval. Students admitted to a masters program are not guaranteed the option to defer. Deferments for masters students are primarily reserved for extenuating circumstances.

Pending approval, students are required to submit a \$300 U.S. non-refundable tuition deposit and an additional \$300 US non-refundable deferral deposit by the deadlines provided in order to secure enrollment for the following year. Upon enrollment both the tuition deposit and deferral deposit will be credited to the student's account.

International Applicants

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

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

If an applicant's credentials are from an institution outside of the United States and Canada, the Office of Admission requires an official course-by-course evaluation of all post-secondary credentials (undergraduate and graduate, if applicable). It is the applicant's responsibility to provide the necessary paperwork and payment to an approved evaluation service, and to request and official copy of the report to be sent to the Office of Admission. The completed evaluation must be received by the appropriate admission deadline. The evaluation copy provided to Teachers College becomes an official academic record document and the sole property of Teachers College upon its receipt. Evaluations will be reviewed by Teachers College administrators and the determination of degree equivalency to U.S. degrees is at the discretion of Teachers College. For more information, please visit the Office of Admission website at www.tc.columbia.edu/apply (<http://www.tc.columbia.edu/apply>).

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

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

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

Documents necessary to obtain a student visa (I-20 or DS-2019) are sent to the Office of International Services only after an applicant is officially admitted to Teachers College and has submitted the Application for Visa Certificate (AVC) (available online at www.tc.columbia.edu/international (<http://www.tc.columbia.edu/international>)), and supporting documents certifying that the applicant has the

necessary funds to meet the cost of full-time study at Teachers College. Holders of student visas (F-1 or J-1) are required to study full-time (at least 12 points per semester). A copy of the ID page(s) of the passport or national ID card, as well as address in the applicant's country of permanent residence are also required.

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

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

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

Students with Disabilities

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

Office of Access and Services for Individuals with Disabilities
163 Thorndike Hall
Teachers College, Columbia University
Box 105
525 West 120th Street
New York, NY 10027-6696

Tel/Voice: (212) 678-3689

TTY: (212) 678-3853

Video Phone: (866) 624-3281

Fax: (212) 678-3793

Email: oasid@tc.columbia.edu

Admission as a Non-Degree Student

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

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

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

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

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

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

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

Admission as an Advanced Certificate Student

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

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

The advanced certificate application consists of the online application form, \$65.00 non-refundable application fee, and transcripts from each college or university attended for academic credit for any period of time, showing all courses, grades and degrees received (if any). A transcript, for application review, can be in the form of a scanned copy of an official transcript or an academic record from your institution's Student Information System (SIS). If uploading an academic record from your institution's SIS portal please be certain that it contains the institutions name, course titles and grade information and any academic comments.

The application form, application fee and transcripts can be submitted electronically through the online application process. Additional application materials may be required based on the advanced certificate program requirements.

Teachers College reserves the right to withdraw an application or an admission offer, if there is a discrepancy between unofficial transcripts/documents used for application review and the official original transcript(s).

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

Admission as a Non-Credit Student

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

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

Program Change Form

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

Contact Information

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

Statement of Non Discrimination

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

and educational policies or scholarships, loan, athletic and other school administrated programs.

Financial Aid

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

Scholarships and Grants

Each year Teachers College awards over \$23 million of its own funds in scholarship and stipend aid, and \$3 million of endowed funds to new and continuing students. Scholarship awards are made on the basis of financial need and 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 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 underrepresented 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 nominates 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 Adviser. 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.

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 a minimum of 5 hours per week in one of several approved educational programs in-tended 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.

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 Riady Scholars Fund will provide partial tuition and room and board for qualified recipients (preference for this scholarship will be given to citizens of Indonesia).

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/ (<http://www.woodrow.org/>) [newcombe/](http://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/](http://www.nctm.org/about/met/begle.htm) (<http://www.nctm.org/>) [about/met/begle.htm](http://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/ (<http://www.nctm.org/>) [resources](http://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/ (<http://www.ehr.nsf.gov/dge/>) [programs/grf](http://www.ehr.nsf.gov/dge/programs/grf) or email: nsfgrfp@ora.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 and Master Promissory Note 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 and Master Promissory Note 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 Master Promissory Note, and Entrance interview. To ensure consideration for the Federal Work-Study program, it is recommended that the FAFSA be filed by March 1st. In order for Federal Direct Unsubsidized Stafford Loan and the Federal Graduate PLUS Loan to be processed in time for the beginning of the fall semester, applicants are urged to file the FAFSA by April 15th.

William D. Ford Direct Loan Program

Federal Direct Unsubsidized Stafford Loan is 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 5.31%.

Federal Direct Graduate PLUS Loan is available to TC students. Graduate PLUS loans offer a fixed interest rate of 6.31%. 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 suggested lenders 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 Direct 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: <http://www.teachnycprograms.net/>
- United States Department of Education Teaching Service Cancellation/Deferment Options: <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>

- 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: <https://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp>

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

A TEACH Grant provides funding for students pursuing a teaching career in a high-need field at a public or private elementary or secondary school that serves low-income students. The TEACH Grant Program provides full-time students up to \$3,724 per year (up to \$7,448 total for graduate studies) in grants to master's students who plan to teach full-time in high-need subject areas at schools that serve students from low-income families. Students taking fewer than 11 credits may receive lesser amounts correlated to their enrollment. (See the Important Notes section below.)

Grant recipients must agree to teach for at least four years within eight years of finishing their teacher preparation program. Recipients must also teach in a high-need subject area in a designated school that serves low-income students. If recipients do not complete the four-year teaching obligation, the grant will convert to an unsubsidized loan, which must be repaid with interest calculated back to the date the funds were disbursed.

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 effective January 2017:

Be enrolled in one of the eligible programs at Teachers College: Applied Behavior Analysis (MA-ABAS-DU), Art & Art Education, Initial Certification (MA-ARTE-IN), Bilingual/Bicultural Childhood Education (MA-BILC-DU), Bilingual/Bicultural Education (MA-BILG-IN), Biology, Grades 7 - 12 (MA-SCIB-IN), Chemistry, Grades 7 - 12 (MA-SCIC-IN), Deaf Education & Reading Specialist (ME-DHRI-DU), Deaf & Hard of Hearing Adolescent Education (ME-DHAE-DU), Deaf & Hard of Hearing Early Childhood Education (ME-DHEI-DU), Deaf & Hard of Hearing Childhood Education (ME-DHCI-DU), Deaf & Hard of Hearing (ME-DHEA-IN), Early Childhood Special Education (MA-ECSE-IN), Early Childhood/Special Education Dual (MA-ECSE-DU), Earth Science, Grades 7 - 12 (MA-SCIE-IN), Elementary Inclusive Education, Dual (MA-ELEM-DU), Intellectual Disability/Autism Childhood (ME-ITDC-DU), Intellectual Disability/Autism Early Childhood (ME-ITDE-DU), Intellectual Disability/Autism, Dual (MA-ITDS-DU), Intellectual Disability/Autism, Adolescence (MA-ITDA-IN), Mathematics Education (MA-MATH-IN), Music & Music Education (MA-MUSC-IN; ME-MUSC-IN), Physics, Grades 7 - 12 (MA-SCIP-IN), Reading Specialist (MA-READ-IN), Secondary Inclusive Education (MA-CUSE-DU), Teaching of English (MA-ENGL-IN), TESOL (MA-TESL-IN), Secondary Elementary Inclusive Education (MA-SIEE-IN).

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.doc> (<http://www2.ed.gov/about/offices/list/ope/pol/tsa.do%20>)

Schools serving low-income students search: <http://www.tcli.ed.gov/CBSWebApp/tcli/TCLIPubSchoolSearch.jsp> (<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 (<http://www.tc.edu/administration/hr%20>) 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 the 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, 2017 through June 30, 2018). New students are eligible to use their awards after they have registered for classes and the Fall/Spring semester has begun.
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 2017-2018 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 an approved 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 2017-2018 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

The Teachers College scholarship application is now integrated into your application for admission. We recommend that students complete the application(s) by the priority deadline established by the Office of Admission.

Continuing Students

The Teachers College scholarship application renews automatically. Generally, returning students do not need to complete a new scholarship application if they have completed one in the past. 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 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 of tuition and fees, books and supplies are 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 2017-2018 academic year, the estimated fall/spring budget for a full-time student enrolled for 24 points was:

Tuition and Fees	\$38,624
Room and Board	\$19,367
Books and Supplies	\$1,070
Transportation	\$1,800
Health Services Fee	\$1,020
Personal Expenses	\$13,036
Total	\$74,917

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

Budget	\$74,917
Family Contribution	-(9,400)
Need	\$65,517

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 (\$1,572 per credit/point)	\$9,432
Federal Work Study	\$7,000
Federal Unsubsidized Stafford Loan	\$20,500
Total	\$36,932

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 after the last day of add/drop, or 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 completed a Master Promissory Note; and (5) has completed verification of income and residency, if required.

Tuition, fees, account charges, and refunds are processed by the Office of the Bursar, 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 employment until they have been awarded Federal Work study for the academic year, and have completed the necessary documents.

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 academic 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.

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: Federal Direct Unsubsidized Stafford loans, Federal Perkins loans, Federal Direct Graduate 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

Executive Summary Regarding Satisfactory Academic Progress (SAP) for Teachers College (Effective Spring 2016)

As of 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 measuring and enforcing these standards is to ensure that recipients of federal financial aid are making satisfactory progress toward degree completion. Students who fail to meet SAP become ineligible to receive federal financial aid funding until they are in compliance.

The following federal financial aid programs are impacted by SAP:

- Federal Direct Unsubsidized Stafford Loan
- Federal Direct Graduate PLUS Loan
- Federal Perkins Loan
- Federal Work-Study
- Federal TEACH Grant

The Office of Financial Aid at Teachers College (TC) will evaluate all students at the master's and doctoral degree levels prior to the start of each term (fall and spring). Additional SAP evaluations will take place prior to the start of the summer term for those students in a probation or warning status at the end of the spring semester. The following information outlines the policies and procedures that TC will administer in determining whether a student is placed in a *Financial Aid Warning*, *Financial Aid Approved*, *Financial Aid Probation*, or *Financial Aid Denied* status. The policies outlined in the document refer to the standards for SAP for the disbursement of federal financial aid only (this does NOT include scholarship). Academic programs may continue to have academic requirements for the degree, separate from federal financial aid eligibility, but these should be clearly stated in the TC Catalog and Program of Study Guides each year.

Federal regulations require that TC track the academic progress of potential financial aid recipients from the first date of enrollment at the College, whether or not financial aid was received.

Please take time to read through this policy. While TC has always maintained a SAP policy, new federal regulations require that federal financial aid funds be eliminated for anyone not making SAP at the College.

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SATISFACTORY ACADEMIC PROGRESS (SAP)
FOR FINANCIAL AID REGULATIONS

As of 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 measuring and enforcing these standards is to ensure that recipients of federal financial aid are making satisfactory progress toward degree completion. Students who fail to meet SAP become ineligible to receive federal financial aid funding until they are in compliance.

For students to maintain eligibility for federal financial aid, Teachers College (TC), in accordance with federal regulations for financial aid, has developed the following standards for determining SAP as it pertains to eligibility for federal financial aid. **Federal regulations require that TC track the academic progress of potential financial aid recipients from the first date of enrollment at the College, whether or not financial aid was received.** SAP for financial aid is typically evaluated prior to the start of each term (fall and spring) for both, master's and doctoral students. Students who are on *Financial Aid Probation* or in a *Financial Aid Warning* status at the end of the spring term will have to be reviewed prior to the start of the summer term if they wish to enroll for this additional semester.

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

Students should also note that the SAP standards outlined below refer to the disbursement of federal financial aid only (this does NOT include scholarship). Students are required to continue to make satisfactory 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 TC Catalog and Program of Study Guides each year.

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MASTER'S DEGREES (M.A., M.S., Ed.M.)

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.

Over Maximum Credit Allowance

Master's students may not exceed 150% of the required points/credits for the degree program measured by attempted points. If a student's degree program requires more than the amount of credits shown on the chart below, the student's Maximum Points Allowed will reflect 150% of the actual program points required. *(To find your Maximum Points Allowed, multiply your Program Points Required by 1.5.)* Students who exceed 150% of the required points for their degree program will be placed on *Financial Aid Denied* status.

<i>Degree Program</i>	<i>Program Points Required</i>	<i>Maximum Points Allowed</i>
Master of Arts (M.A.)	32	48

Master of Science (M.S.)	32	48
Master of Education (Ed.M.)	60	90

Course Completion – 66%

Master's students are required to complete 66% of attempted points/credits cumulatively (all terms registered). Calculated percentages will be rounded to the nearest tenth (i.e., 65.4 will be rounded to 65% completion; 65.5 will be rounded to 66% completion).

Master's students who fail to meet the required percentage (66%) of attempted points in one term will be placed on ***Financial Aid Warning*** status. If the student is not in compliance, maintaining a completion of 66% of the cumulative total at the end of the subsequent term, their status will be changed to ***Financial Aid Denied***.

Grade Point Average (GPA)

Master's students are required to have a [cumulative] minimum grade point average (GPA) of 3.00 (equivalent to a B) for all terms. Students who do not meet the GPA requirement will be placed on ***Financial Aid Warning*** status for one term. Their GPA must 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 GPA is used only for financial aid purposes and is not reported by the College.*

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DOCTOR OF PHILOSOPHY DEGREE (Ph.D.)

Maximum Time to Completion

Ph.D. students are given a seven-year period of candidacy for the completion of their degree requirements. Students who do not earn their degree within their seven-year period of candidacy will be placed on ***Financial Aid Denied*** status. To continue to receive federal financial aid, a Ph.D. student must have an approved extension of the period of eligibility on file with the Office of Doctoral Studies (as well as an approved SAP appeal; details to follow).

Over Maximum Credit Allowance

Ph.D. students may not exceed 150% of the required points/credits for the degree program measured by attempted points. If a student's degree program requires more than the amount of credits shown on the chart below, the student's Maximum Points Allowed will reflect 150% of the actual program points required. *(To find your Maximum Points Allowed, multiply your Program Points Required by 1.5.)* Students who exceed 150% of the required points for their degree program will be placed on ***Financial Aid Denied*** status.

<i>Degree Program</i>	<i>Program Points Required</i>	<i>Maximum Points Allowed</i>
Doctor of Philosophy (Ph.D.)	75	112

Course Completion – 66%

Ph.D. students are required to complete 66% of attempted points/credits cumulatively (all terms registered). Calculated percentages will be rounded to the nearest tenth (i.e., 65.4 will be rounded to 65% completion; 65.5 will be rounded to 66% completion).

Ph.D. students who fail to meet the required percentage (66%) of attempted points in one term will be placed on *Financial Aid Warning* status. If the student is not in compliance, maintaining a completion of 66% of the cumulative total at the end of the subsequent term, their status will be changed to *Financial Aid Denied*.

Grade Point Average (GPA)

Ph.D. students are required to have a [cumulative] minimum grade point average (GPA) of 3.00 (equivalent to a B) for all terms. Students who do not meet the GPA requirement will be placed on *Financial Aid Warning* status for one term. Their GPA must 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 GPA is used only for financial aid purposes and is not reported by the College.*

DOCTOR OF EDUCATION (Ed.D.) AND DOCTOR OF EDUCATION IN COLLEGE TEACHING OF AN ACADEMIC SUBJECT (Ed.D.C.T.) DEGREES

Maximum Time to Completion

Ed.D. and Ed.D.C.T. students are given a ten-year period of candidacy for the completion of their degree requirements. Students who do not earn their degree within their ten-year period of candidacy will be placed on *Financial Aid Denied* status. To continue to receive federal financial aid, an Ed.D./Ed.D.C.T. student must have an approved extension of the period of certification (if required) on file with the Office of Doctoral Studies (as well as an approved SAP appeal; details to follow).

Over Maximum Credit Allowance

Ed.D. and Ed.D.C.T. students may not exceed 150% of the required points/credits for the degree program measured by attempted points. If a student's degree program requires more than the amount of credits shown on the chart below, the student's Maximum Points Allowed will reflect 150% of the actual program points required. *(To find your Maximum Points Allowed, multiply your Program Points Required by 1.5.)* Students who exceed 150% of the required points for their degree program will be placed on *Financial Aid Denied* status.

<i>Degree Program</i>	<i>Program Points Required</i>	<i>Maximum Points Allowed</i>
Doctor of Education (Ed.D.)	90	135

Course Completion – 66%

Ed.D./Ed.D.C.T. students are required to complete 66% of attempted points/credits cumulatively (all terms registered). Calculated percentages will be rounded to the nearest tenth (i.e. 65.4 will be rounded to 65% completion; 65.5 will be rounded to 66% completion).

Ed.D./Ed.D.C.T. students who fail to meet the required percentage (66%) of attempted points in one term will be placed on *Financial Aid Warning* status. If the student is not in compliance, maintaining a completion of 66% of the cumulative total at the end of the subsequent term, their status will be changed to *Financial Aid Denied*.

Grade Point Average (GPA)

Ed.D./Ed.D.C.T. students are required to have a [cumulative] minimum grade point average (GPA) of 3.00 (equivalent to a B) for all terms. Students who do not meet the GPA requirement will be placed on *Financial Aid Warning* status for one term. Their GPA must 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 GPA is used only for financial aid purposes and is not reported by the College.*

ADDITIONAL NOTES (INCLUDING 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 IN 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), Year Course (YC), 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.
- Students will be given a new “clock” upon entry into a new degree program. *Grade Point Average* and *Course Completion* calculations will be done cumulatively including ALL courses/degrees taken over time by the student, but the *Maximum Time to Completion* and *Over Maximum Credit Allowance* requirements will reset with each new program.
- The College may not grant automatic “academic amnesty” under any circumstances. A completed SAP appeal must be submitted in all *Financial Aid Denied* cases to determine a student’s eligibility for aid.
- *Financial Aid Warning* and *Financial Aid Probation* statuses may only last for one payment period before an additional SAP review is required.
- 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.
- If the student appealed on the basis of one circumstance and wanted to appeal again based on the same circumstance, the student would have to provide information about what has changed to permit the student to make SAP at the next evaluation. In addition, the College may decide to limit the number of times it will allow a student to appeal.

FINANCIAL AID WARNING STATUS

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 Warning* lasts for one payment period only and does not require action (such as an appeal) by the student.

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FINANCIAL AID DENIED STATUS

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 or for however long the approval term is. 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 reviewed by the SAP Appeals Committee. Students must be in a *Financial Aid Approved* or *Financial Aid Probation* status to receive aid after being denied. The SAP Appeals Committee will follow the process outlined in the 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 prior to the start of each term (fall and spring) to determine if they are meeting SAP standards. Students who are on *Financial Aid Probation* or in a *Financial Aid Warning* status at the end of the spring term will have to be reviewed prior to the start of the summer term if they wish to enroll for this additional term.

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 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 typically 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.

Registration Information

Registration

Registration Procedures

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

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

Teachers College Student Information System

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

Whenever course enrollment has been entered in the 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.

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

Maximum Point Loads

The number of points (credits), a point being the equivalent of a semester hour that a course carries per term, is given in parentheses following the course title. No more than 9 points may be taken during a summer session and no more than a total of 16 points in the summer term. No more than 18 points may be taken during the fall or spring term; students who hold full-time positions are discouraged from enrolling for programs in excess of 8 points each fall and spring term.

Certification of Part-Time/Full-Time Attendance

Enrollment status certification is based upon the number of points for which a student is registered per term. During the fall, spring and summer terms, "full-time" status is accorded to students registered for 12 or more points per term. Students enrolled for fewer than 12 points (0–11 points) are considered "part-time." "Half-time" status is based on enrollment of 6–11 points per term. Students registered for fewer than 6 points are accorded "less-than-half-time status." During the summer term, enrollment status is determined by the cumulative number of points in both Session A and B. For "full-time" status, students must register for a combined load of at

least 12 points, with no more than 9 points in one summer session. Full-time status is accorded to students registered for CCPJ6460, CCPX6430, HBSK6480, or HBSK5480 as well as students registered for doctoral dissertation advisement (_8900 courses) and Ph.D. Dissertation Defense (TI8900).

Students taking fewer than 6 or 12 points in a term may be certified as full-time or half-time if they have an approved Certificate of Equivalency (COE) form. A Certificate of Equivalency is only approved when a student is working on an academic activity that is directly related to a student's degree program. The form is available from the Office of the Registrar and must be recommended by the student's advisor and approved by the Registrar. A Certificate of Equivalency is only granted for activities that are directly related to the degree program and satisfy 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 the Registrar regarding personal exemption or waivers. Students cannot be certified for future dates of attendance.

Change in Registration and Withdrawal

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

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

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

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

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

For grading symbols covering withdrawals, see Grades.

Tuition and Fees

Tuition

Tuition and fee rates are set annually by the Teachers College Board of Trustees. In the 2017-2018 academic year, tuition for all regular courses is \$1,572 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 U.S. bank. An eCheck payment will appear on your monthly statement as **Teachers College Epayment**. There is no fee to pay by eCheck. Online payments can be made by accessing the myTC Portal at: <http://my.tc.edu> (<http://my.tc.edu/>). Returned checks are assessed a return-check fee and subject to collection fees, if necessary. After three returned check payments, no further personal checks will be accepted.

International Wire Transfers

International students may pay their student account using international wire transfers. Students can generate a Western Union international wire transfer payment request on the myTC ePayment site in their home currency, in most cases.

The benefits include:

- Teachers College and Western Union will not charge a fee for wire transfers.
- (NOTE: your bank may charge an encounter fee for wire transfer payments)
- Competitive exchange rates valid for 72 hours.
- Automated posting of wires to your student account when payments are received.

To learn more visit our <http://www.tc.columbia.edu/bursar/payments/international-wire-transfers/>

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 the Bursar: 525 West 120th Street, Box 305, New York, NY 10027. The drop off payment box is located at the door of the Office of the Bursar, 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 the Bursar, 133 Thompson Hall. During the academic year, the Office of the Bursar 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 Bursar will close at 5:00pm Monday through Thursday and 3pm on Friday). For payments that include more than \$10,000 in cash, IRS Form 8300 must be completed at the cashier's window.

Online Deferred Payment Plan

Students may choose to participate in the Online Deferred Payment Plan during the fall and spring semesters only (plan is not available for summer sessions). The Online Deferred Payment Plan allows students to spread the term tuition, fees, and housing charges less any aid disbursed, over three equal installments during the semester. An online agreement between the student and Teachers College must be electronically completed on

the MyTC Student Information System Portal. A \$50 fee is required to participate in the plan and the first installment plus the \$50 fee is due at the time the student electronically signs the agreement. Installment dates are listed below:

Fall 2017	
First Installment Due	September 8, 2017
Second Installment Due	October 7, 2017
Third (Final) Installment Due	November 7, 2017

Spring 2018	
First Installment Due	January 19, 2018
Second Installment Due	February 16, 2018
Third (Final) Installment Due	March 16, 2018

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

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

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

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

Withdrawal from Classes

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

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

Fall 2017

Withdraw on...	Receive tuition credit of...
Before September 20	100%
September 20-22	80%
September 23-29	75%
Sept. 30 - Oct. 6	70%
October 7-13	65%
October 14-20	55%
October 21-27	50%
Oct. 28 - Nov. 3	40%
After November 3	0%

Spring 2018

Withdraw on...	Receive tuition credit of...
Before January 31	100%
Jan. 31 - Feb. 2	80%
February 3-9	75%
February 10-16	70%
February 17-23	65%
Feb. 24 - March 2	55%
March 3-9	50%
March 10-16	40%
After March 16	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. cannot 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	\$448
Teachers College Research Fee	\$448
Health Service Fee - (Fall/Spring)	\$541 / \$541
Medical Insurance Fee - Gold - (Fall/Spring)	\$1,407 / \$2,289
Medical Insurance Fee - Platinum - (Fall/Spring)	\$2,048 / \$3,329
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
Continuous Doctoral Advisement registration fee	\$4,716

Ph.D. Oral Defense fee	\$5,980
Late registration fee	\$100
Late application fee for conferring of degrees	\$25
Student identification card replacement fee	\$20
Late payment fee (flat fee)	\$50
Late payment (monthly fee)	1- 1/3% (16% annually)
Returned check fee	\$20
Deferred payment plan fee	\$50

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

General Requirements

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

General Residence

For each degree, a candidate must register for and earn a minimum of thirty semester hours of acceptable graduate credits. The candidate must register for course work through Teachers College and remain matriculated in each degree program for at least two academic terms. 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); satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. Some fields of study have additional requirements; consult departmental advisory statements.

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

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

Continuous Registration Requirement for the Ed.D. Degree

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

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

Doctor of Philosophy

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

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

Continuous Registration for Dissertation Advisement: Ph.D. Degree

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

Postdoctoral Study

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

Student Life and Student Services

Teachers College

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

Office of the Vice President for Diversity and Community Affairs

Janice S. Robinson, Esq.

Vice President for Diversity and Community Affairs

Associate Professor in Higher Education, Department of Organization and Leadership

Teachers College Title IX Coordinator

128 Zankel, (212) 678-3391

jsr167@tc.columbia.edu (<mailto:jsr167@tc.columbia.edu>)

Melissa Rooker, Esq.

Executive Director for Equity

128 Zankel, (212) 678-7508

Juan Carlos Reyes, M.A.

Associate Director for Diversity and Community Affairs

128 Zankel, (212) 678-8410

reyes@tc.columbia.edu

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

The Office of the Vice President for Diversity and Community Affairs leads the President's and College's initiatives concerning community, diversity, civility, equity, harassment prevention, and anti-discrimination. The philosophy is to encourage the College community to listen, learn, educate, and work together in collaborative and positive ways. Working collaboratively and in broadly overlapping areas to weave the Teachers College community together, we endeavor to unify the diverse constituencies, serving the students and alumni, full-time and adjunct faculty, and professional and union staff that comprise the TC community. The Office continues to lead and implement the diversity and community vision by engaging the entire College community academically, administratively and culturally. The areas of focus are diversity, community, equity, anti-

discrimination, harassment prevention, retaliation and due process concerns, as well as collaboration with the Ombuds which is an independent office. As Title IX Coordinator, Janice Robinson has primary responsibility for compliance to Title IX of the Education Amendments of 1972, the federal law that prohibits sex discrimination and gender-based misconduct in education.

Simultaneously, the Office focuses on systemic issues by addressing policy and procedural concerns. The Vice President serves as a member of the President's Senior Staff. She chairs the College's Discrimination Laws Compliance Working Group and the President's Committee for Community and Diversity, the only cross-college multi-constituent committee. The Associate Director and Executive Director are also members of the Committee, and their responsibilities coincide with all of the initiatives of the Office as it continues to lead and implement the diversity, community and equity vision at Teachers College.

Office of the Ombuds

The Office of the Ombuds

Erwin Flaxman, Ph.D.

College Ombuds

280 Grace Dodge Hall

(212) 678-4169

flaxman@tc.columbia.edu

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

Riddhi Sandil, Ph.D.

Ombuds for Gender-Based Misconduct Concerns

Program Director, Psychological Counseling Program

212-678-4016

sandil@tc.columbia.edu

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

The Ombuds:

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

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

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

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

Office of Student Affairs

The Office of Student Affairs (OSA) includes three major areas: Graduate Writing Center (<http://www.tc.columbia.edu/writingcenter/>), Insurance and Immunization Records (<http://www.tc.columbia.edu/health>), and Student Development & Activities (<http://www.tc.columbia.edu/student-activities>). 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 Programs, provide students with the opportunity to learn about College resources and hear faculty and administrators share their research interests and professional experiences. Other co-curricular programs sponsored by OSA include: Broadway shows, sporting events and NYC trips. Students can also participate in more than thirty student organizations which provide additional opportunities to network with all members of the College community. Student organizations (<http://www.tc.columbia.edu/studentactivities/index.asp?Id=Get+Involved%21&Info=Student+Organizations>) varies from special interest groups to honor societies to local chapters of national organizations.

Some of the active organizations are:

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

For more information, please contact Student Affairs at (212) 678-3690 or email studentaffairs@tc.edu (<mailto:studentaffairs@tc.columbia.edu>).

Columbia Health Fee & Health Insurance

All students living in Teachers College residence halls are assessed the Columbia Health fee (<http://www.tc.columbia.edu/insurance-immunization-records/columbia-health/columbia-health-fee/>). Additionally, all students registered for 12 or more billable credits in the fall or spring semester and all international students (regardless of credit status) are assessed the Columbia Health fee. The fee covers primary care, counseling and psychological services, health education, support for survivors of sexual assault, as well as the public health services provided to the University community. Additional coverage for medications, lab costs, visits to medical specialists, and hospitalizations are covered by the Columbia Student Health Insurance Plan (<http://www.tc.columbia.edu/insurance-immunization-records/health-insurance/columbia-student-health-insurance/>) available through Teachers College. Students living in Teachers College residence halls and/or taking 12 or more billable credits and all international students (regardless of credit status) are required to enroll in the

Columbia Student Medical Insurance Plan or provide proof of comparable insurance coverage in order to waive. Information is available at Insurance & Immunization Records (<http://www.tc.columbia.edu/health>), (212) 678-3006, or email health-immunization@tc.edu (<mailto: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 (MMR). In addition, New York State requires all students to provide documentation of their decision to be immunized against meningitis within 30 days, opt not to be immunized, or provide documentation that they have received the meningitis vaccination within the past 5 years. The meningitis vaccination is not required for attendance; however, completion of the meningitis response form (<https://drive.google.com/file/d/0B7UIpxJhMf-UWXhZQ0JjcGRiTW8/view?usp=sharing>) is mandatory and can be submitted electronically via the myTC portal (<https://my.tc.columbia.edu/web/home-community/meningitis-form>). Both the meningitis response and the required immunization form (<https://drive.google.com/file/d/0B7UIpxJhMf-UY0JWOUJYRzJQa0U/view?usp=sharing>), which is available on the Admitted Student website, is to be completed and submitted to Insurance and Immunization Records prior to the first day of class.

Teachers College Student Senate

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

Graduate Writing Center

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

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

International Services

Teachers College has a long history of welcoming international students, scholars and faculty to our academic and social community. Currently, over 950 students from 85 countries are enrolled at all degree levels and in every department. The Office of International Services (OIS) provides extensive orientation and intercultural programs throughout the year; information on responsibilities, benefits and alternatives under immigration laws and regulations; counsel on personal, financial, cultural, academic and other concerns; and campus-wide international awareness events. The OIS staff also assists students in contacting campus and community resources when appropriate. In addition, OIS provides visa and orientation services for international visiting scholars, visa services for non-immigrant staff, resources for delegations of international visitors and assistance to the College community on regulatory compliance and other international issues and concerns. The office is

located in L5 Whittier Hall; (212) 678-3939. Interested individuals can contact the staff by email at tcintl@tc.columbia.edu (<mailto:tcintl@tc.columbia.edu>). In addition, prospective, admitted and current students are encouraged to go to www.tc.edu/international (<http://www.tc.edu/international>) for up-to-date information.

Individuals with Disabilities

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

Recreation and Fitness

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

Career Services

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

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

employer interview.

- **PROGRAMS AND EVENTS:** Offerings include career development workshops and panels, career fairs, networking events and employer information sessions and/or showcases.
- **VIRTUAL WORKSHOPS:** Virtually participate in 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) during live broadcasts presented by TCCS Staff!
- **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.
- **SOCIAL MEDIA:** Learn the benefits of using social media such as LinkedIn and Facebook for networking and job search. Follow TCCS on Facebook, Twitter and LinkedIn.
- **TEACHERS COLLEGE CAREER SERVICES (TCCS), COLUMBIA UNIVERSITY LINKEDIN GROUP:** Join this group and create a professional network with TC students and alumni, learn about programs and events, and pose industry questions and comments.
- **CREDENTIALFILES:** With Interfolio Inc., students can manage their credential files (e.g., letters of recommendation) online.

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

Office of Public Safety

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

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

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

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

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

The Office of Public Safety works in partnership with the Office of Environmental Health & Safety, and the two Offices share resources and responsibilities to promote a safe and healthful environment for all members of the College community. The Office of Environmental Health & Safety supports the community by providing technical assistance, education, training and hazard assessments.

The Teachers College Offices of Public Safety, and Environmental Health & Safety, prepare an Annual Campus Security and Fire Safety Report. This report contains important information for the Teachers College Community and is prepared in accordance with the federal Campus Security Act

(<http://www.ed.gov/admins/lead/safety/campus.html>), and the New York State Education Law Article 129A.

The most current version of the Teachers College Annual Campus Security and Fire Safety Report may be found at: <http://www.tc.columbia.edu/security/AnnualReport> (<http://www.tc.columbia.edu/security/AnnualReport>).

Paper copies of the Annual Campus Security and Fire Safety Report are available from the administrative office of the Office of Public Safety, in Suite 1A, of Whittier Hall.

Office of Public Safety Directory:

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AVP Offices of Public Safety, and Environmental Health & Safety

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Patrik Mathelier

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Malissa Garner

Secretary/Coordinator for the Office of Public Safety

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Phone: 212-678-3340

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

EH&S Website: <http://www.tc.columbia.edu/environmentalhealth/>
(<http://www.tc.columbia.edu/environmentalhealth/>)

Email: officeofpublicsafety@tc.columbia.edu

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.

Housing at Teachers College

Residential Services At Teachers College

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

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

Teachers College has approximately 650 spaces available for single students and 75 apartments for students with families. Bancroft, Grant, Sarasota and Whittier Halls are historic buildings similar to other early 1900's New York City apartment-style buildings. Our newest building, 517 West 121st, opened in the fall 2004 semester, and Bancroft was renovated in summer 2015.

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. Residents beginning occupancy in the summer must be enrolled and registered for a minimum of 1 credit during the respective summer term. Any resident who completes 18 credits during the fall and spring semesters combined (or 9 credits during the spring semester for students who begin residency in the spring) is not required to register for summer sessions and may remain in the residence hall, but must re-enroll for the upcoming fall semester and live in Teachers College housing for the upcoming fall semester.

To remain eligible for summer housing if a resident is vacating in the summer (at the conclusion of Summer A or Summer B) the resident must be enrolled for the summer or have documentation from the College demonstrating an affiliation with the College during the summer. If the resident is teaching in public schools or has dependents in public schools, the resident is permitted to remain in housing until the conclusion of Summer A.

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

When to Apply for Housing

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

An application for housing can be submitted as soon as a Teachers College applicant is admitted. It is recommended to apply as early as possible. Housing applications will only be considered once the admissions deposit has been paid. Unfortunately, given the limited number of spaces available, we may be unable to

accommodate all requests for housing.

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. Notification that a housing space is available will be accompanied by instructions about how to select an available room and sign the housing contract, which is done through the myTC portal. A non-refundable \$750 reservation fee is required to hold the space. This fee will be credited to a student's account upon move-in, and may be used to pay for the semester housing charges.

There is a transfer period twice per year in which students may request a change of assignment. Students may choose to exercise the transfer option if they are unsatisfied with their original assignment.

Applications will be processed beginning (dates approximate):

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

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

Important Information

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

Single Student Housing Info

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

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

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

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

517 West 121st opened in the fall 2004 semester. The building contains 252 units. Some have private kitchenettes, while most units share community kitchens which are distributed throughout the building. The efficiency units are approximately 200 square feet in size, and each one contains a private bathroom.

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

Single Student Housing Average Semester Rates

(2017–2018 Academic Year)

Bancroft Hall

- One Bedroom: \$9,995-\$10,569
- Two Bedroom Share: \$6,025-\$6,916
- Three Bedroom Share: \$5,904-\$6,386

517 West 121st

- Efficiency: \$8,220-\$8,527
- Studio*: \$9,543-\$9,971

Whittier Hall

- Single Room: \$4,304-\$5,694
- Suite Room: \$4,820-\$5,805
- Single Room with private bathroom*: \$5,745-\$6,132
- Small Studio*: \$7,140-\$8,119
- Two Bedroom Share*: \$6,029
- One Bedroom*: \$9,268
- Large Studio*: \$9,337

*Limited availability

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

Family Housing Info

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

Documentation of Family Status

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

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

The approved affidavit form is included in the application.

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

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

Family Housing Options

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

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

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

Family Housing Average Semester Rates

(2017–2018 Academic Year)

Bancroft Hall

- One Bedroom: \$10,569-\$11,028
- Two Bedroom: \$12,063

Grant and Sarasota Halls

- One Bedroom: \$8,860-\$10,893

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

Residence Halls at a Glance

	Bancroft Hall	Sarasota Hall	Grant Hall	Whittier Hall	517 West 121st (New Residence Hall)
Population	Family housing and single-student housing	Family housing	Family housing	Single-student housing	Single-student housing
Location	509 West 120th Street (between Broadway and Amsterdam)	512 West 122nd Street (between Broadway and Amsterdam)	514 West 122nd Street (between Broadway and Amsterdam)	1230 Amsterdam Avenue (between 120th and 121st Streets)	517 West 121st Street (between Broadway and Amsterdam)

Capacity and Layout	20 one-bedroom apartments, 29 two-bedroom shares and 8 three-bedroom shares for single students; 15 one-bedroom apartments and 23 two-bedroom apartments for families	24 one-bedroom apartments; 4 apartments total per floor	24 one-bedroom apartments; 4 apartments total per floor	350 residents; approximately 35 residents per floor; single, suite, one-bedroom apartment, two-bedroom shared apartment, and small and large studio options	237 residents; approximately 10 units per floor; efficiency and studio options
Furnishings - All units are furnished	All units: desk with hutch, desk chair, sofa/loveseat, easy chair, dining table and chairs, extra-long full bed in one-bedroom apartments and in the A bedroom of larger apartments and extra-long twin bed in additional bedrooms, dresser, refrigerator, electric stove/oven	All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 2 dressers, refrigerator, electric stove/oven	All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 2 dressers, refrigerator, electric stove/oven	All units: twin bed, desk, desk chair, wardrobe/closet, dresser, lamp; Single rooms: microwave, small refrigerator; Large and Small Studios, one-bedroom apartment, and two-bedroom shares: kitchenettes, microwave, small refrigerator	All units: desk, desk chair, dresser, bookshelf, microwave, refrigerator. Efficiencies: extra-long twin bed and Studios: stove/oven and extra-long full bed
Kitchen Facilities	Private kitchen in each apartment	Private kitchens	Private kitchens	Single units: community kitchens; small and large studios, and one-bedroom apartments: private kitchenettes; two-bedroom and suites: shared kitchen	Studios: private; Efficiencies: community kitchens (every other floor)
Bathroom Facilities	Private bathroom in each apartment	Private bathrooms	Private bathrooms	Single units: community bathrooms; small and large studios, and one-bedroom apartments: private bathrooms; two-bedroom: and suites: shared bathroom	Private bathrooms
Study and Community Spaces	Lounge on the first floor, fitness room in basement	Residents may use any community space in any residence hall	Residents may use any community space in any residence hall	Computer room with internet connection; study & TV lounges and a fitness room	Computer room/study lounge with internet connection, TV lounge, fitness room and courtyard area
Laundry	Credit/Debit Card and coin-operated washers and dryers	Credit/Debit Card and coin-operated washers and dryers	Credit/Debit Card and coin-operated washers and dryers	Credit/Debit Card and coin-operated washers and dryers	Credit/Debit Card and coin-operated washers and dryers
Air Conditioning	Each apartment will be provided one air conditioner for the common area. Residents desiring additional units will rent from a TC approved vendor.	Non-air conditioned. Residents will rent from a TC approved vendor.	Non-air conditioned. Residents will rent from a TC approved vendor.	Non-air conditioned. Residents will rent from a TC approved vendor.	Central; individually regulated thermostats. electricity surcharge included in housing charge
Telephone	Each apartment will have one telephone line for the apartment for calling within TC.	Each unit has an assigned phone number to allow calls within TC	Each unit has an assigned phone number to allow calls within TC	Each unit has an assigned phone number to allow calls within TC	Each unit has an assigned phone number to allow calls within TC
Cable TV	Included	Included	Included	Included	Included
Internet	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity	High-speed data connectivity	High-speed data connectivity	High-speed data connectivity

Mail and Packages	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail delivery by USPS; package pick-up at Residential Mailroom (Whittier Hall)	Mail sorted by staff; package pick-up at Residential Mailroom (Whittier Hall)	Mail sorted by staff; package pick-up at Residential Mailroom (Whittier Hall)
Security	24-hour security desk; swipe card access to building	Swipe card access to building with 24 hour monitored cameras	Swipe card access to building with 24 hour monitored cameras	24-hour security desk; swipe card access to building	24-hour security desk; swipe card access to building

Contact Information

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

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

Phone: (212) 678-3235

Fax: (212) 678-3222

Email: housing@tc.columbia.edu

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

Academic Resources and Services

Research and Service Centers and Institutes

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

- Campaign for Educational Equity : <http://www.tc.columbia.edu/equitycampaign/>
(<http://www.tc.columbia.edu/equitycampaign/>)
- The Laurie M. Tisch Center for Food, Education & Policy : <http://www.tc.edu/tisch>
(<http://www.tc.edu/tisch>)
- The Hollingworth Center : <http://www.tc.edu/hollingworth> (<http://www.tc.edu/hollingworth>)
- The Cahn Fellows Program for Distinguished Public School Principals :
<http://www.tc.columbia.edu/centers/cahnfellows/> (<http://www.tc.columbia.edu/centers/cahnfellows/>)
- Secondary Literacy Institute : <http://cpet.tc.columbia.edu> (<http://cpet.tc.columbia.edu>)
- Rita Gold Early Childhood Center : <http://www.tc.edu/ritagold> (<http://www.tc.edu/ritagold>)
- Reading and Writing Project : <http://rwproject.tc.columbia.edu/> (<http://rwproject.tc.columbia.edu/>)
- National Center for the Study of Privatization in Education : <http://www.tc.columbia.edu/ncspe/>
(<http://www.tc.columbia.edu/ncspe/>)
- National Center for Restructuring Education, Schools, and Teaching : www.tc.edu/ncrest
(www.tc.edu/ncrest)
- National Center for Postsecondary Research : <http://www.postsecondaryresearch.org>
(<http://www.postsecondaryresearch.org>)
- National Center for Children and Families : <http://www.policyforchildren.org>
(<http://www.policyforchildren.org>)
- Resilience Center for Veterans and Families : <http://www.tc.columbia.edu/resiliencecenter/>
(<http://www.tc.columbia.edu/resiliencecenter/>)
- Klingenstein Center for Independent School Leadership : <http://www.klingenstein.org>
(<http://www.klingenstein.org>)
- Center for Cost-Benefit Studies of Education : <http://cbcse.org/> (<http://cbcse.org/>)
- International Center for Cooperation and Conflict Resolution : <http://www.tc.edu/icccr>
(<http://www.tc.edu/icccr>)
- Center on History and Education : <http://www.tc.columbia.edu/che/> (<http://www.tc.columbia.edu/che/>)
- Center for Understanding Race in Education
- Institute on Education and the Economy : <http://www.tc.columbia.edu/iee/>
(<http://www.tc.columbia.edu/iee/>)
- Center for International Foreign Language Teacher Education : <http://www.tc.columbia.edu/arts-and-humanities/tcsol-certificate/>
(<http://www.tc.columbia.edu/arts-and-humanities/tcsol-certificate/>)
- Institute of Higher Education
- Cowin Financial Literacy Initiative : <http://lootinc.tc.columbia.edu/> (<http://lootinc.tc.columbia.edu/>)
- Institute for Urban and Minority Education : <http://iume.tc.columbia.edu/> (<http://iume.tc.columbia.edu/>)
- Institute for Learning Technologies : <http://www.ilt.columbia.edu> (<http://www.ilt.columbia.edu>)
- Hechinger Institute on Education and the Media : <http://www.hechingerreport.org>
(<http://www.hechingerreport.org>)
- Elbenwood Center for the Study of the Family as Educator : <http://www.tc.edu/elbenwood/>
(<http://www.tc.edu/elbenwood/>)
- Edward D. Mysak Clinic for Communication Disorders : <http://www.tc.columbia.edu/mysak>
(<http://www.tc.columbia.edu/mysak>)
- Dean Hope Center for Educational and Psychological Services : <http://www.tc.columbia.edu/deanhope/>
(<http://www.tc.columbia.edu/deanhope/>)
- Consortium for Policy Research in Education : <http://www.cpre.org/> (<http://www.cpre.org/>)
- Community College Research Center : <http://ccrc.tc.columbia.edu/> (<http://ccrc.tc.columbia.edu/>)

- Center for the Analysis of Postsecondary Readiness (CAPR) : <http://postsecondaryreadiness.org/> (<http://postsecondaryreadiness.org/>)
- Center on Chinese Education : <http://www.tc.edu/coce> (<http://www.tc.edu/coce>)
- Center for the Professional Education of Teachers : <http://www.tc.edu/cpet> (<http://www.tc.edu/cpet>)
- Center for Technology and School Change : <http://ctsc.tc.columbia.edu> (<http://ctsc.tc.columbia.edu>)
- Center for Professional Education for Teachers : <http://www.tc.columbia.edu/cpet> (<http://www.tc.columbia.edu/cpet>)
- Center for Opportunities & Outcomes for People with Disabilities : <http://www.tc.columbia.edu/centers/oopd> (<http://www.tc.columbia.edu/centers/oopd>)
- Center for Multiple Languages and Literacies : <https://tc-cml.org/> (<https://tc-cml.org/>)
- Center for Cerebral Palsy Research : <http://www.tc.edu/centers/cit> (<http://www.tc.edu/centers/cit>)
- Center for Analysis of Postsecondary Education and Employment (CAPSEE) : <http://capseecenter.org/> (<http://capseecenter.org/>)
- Center for African Education : <http://www.tc.edu/centers/cae> (<http://www.tc.edu/centers/cae>)
- Assessment and Evaluation Research Initiative : <http://www.tc.edu/aeri> (<http://www.tc.edu/aeri>)
- Sexuality, Women, and Gender Project : <http://www.swgproject.org> (<http://www.swgproject.org>)

The Library

THE GOTTESMAN LIBRARIES

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

The Library Collections

The Gottesman Libraries house one of the nation's largest research collections in education. The collection is comprehensive in American elementary and secondary education, and in such subject areas as art and design, psychology, particularly applied psychology, educational administration, education policy, the history and philosophy of education, guidance, special education, higher and adult education, speech and language pathology and audiology, health and nursing education, nutrition, curriculum and teaching, communications and computing technology, recreation, and international and comparative education. Research resources in printed, non-printed, and electronic formats include all important reference works; a wide selection of monographs; extensive journals; and major indexing and abstracting services. PocketKnowledge (<http://pocketknowledge.tc.columbia.edu/home.php>), the digital archive of Teachers College, holds the archives of the College as well as the papers of faculty, students, alumni, and major offices.

Online Services

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

Russell Hall Services

In addition to access to print and electronic collections in Russell Hall, the library provides reserve readings, reference materials, research support, library instruction services, including course-specific instructional support, and assistance in the use of hundreds of online information resources. In addition, the library staff regularly

makes use of interlibrary loan and special purchases to provide access to materials not in the library collections.

The library building, Russell Hall, includes individual and group study rooms, wired and wireless internet access, and a full program of events throughout the year. The Library regularly hosts seminars, book talks, musical performances by members of the Teachers College community, and other events. The Library Café at the library entrance offers beverage and snack services during library hours. The Smith Learning Theater on the fourth floor of Russell Hall offers a state-of-art venue for complex teaching, learning, and research activities that combine physical settings, digital components, and content in diverse forms and formats.

EdLab Tools

The EdLab at the Gottesman Libraries develops tools and materials to support learning at the College and beyond. A single EdLab account provides access to all tools and resources for both members of the Teachers College community and their friends and colleagues not at Teachers College. Sign up for an EdLab account at the EdLab homepage (<https://edlab.tc.columbia.edu>) and begin using a growing suite of tools.

The Columbia Connection

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

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

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

Teachers College Press

Teachers College Press

Director: Carole Pogrebin Saltz

Established in 1904 as the Bureau of Publications, Teachers College Press is one of the oldest and most distinguished publishers of educational materials in the United States. Since 1965, when the Bureau of Publications became Teachers College Press, its primary purpose has been to publish works that respond to, examine, and confront issues 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, teacher education, and critical theory; from assessment and school leadership to parenting, citizenship, and social issues. It now publishes more than 60 titles a year with over 900 titles in print. Among the Press's authors are many of the most distinguished educators from throughout the world, including members of the Teachers College faculty.

Teacher Education

TEACHER EDUCATION

Programs

Teachers College offers a wide variety of educational experiences for students at the preservice and in-service levels. Programs are field-based, offering practica, internships, and student teaching. Departments offer, for qualified holders of a bachelor's degree, programs that lead simultaneously to a master's degree and to eligibility for New York State certification for teaching in elementary or secondary schools, as well as for specific subjects

and to special populations (see sections below on additional New York State Department of Education (NYSED) requirements for initial teacher certification). Some of these programs 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, certification or graduation requirements.

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

Office of Teacher Education

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

Student Teaching and Observation

Candidates for initial certification must complete a minimum of 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 cooperating teacher with incremental assumption of responsibility as the term progresses. The College provides on-site supervision so as to ensure that students are well-supported during this component of their teacher preparation program.

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

New York State Certification

Teachers College has an array of programs that upon successful completion lead to an institutional recommendation for New York State Certification at the initial or 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. *The New York State Education Department (NYSED) mandates teacher certification requirements that are needed for program completion and graduation. These requirements are listed below.*

General Core in Liberal Arts and Sciences. NYSED requires that all students seeking initial and professional certification complete coursework in Mathematics, Science, English, History, and Foreign Language. The number of credits that candidates must complete in these areas varies, depending on certificate title and grade level. For more information about these general core liberal arts and sciences requirements, please contact the Office of Teacher Education at 212.678.3502 or go to the Office of Teacher Education Website at www.tc.edu/ote (<http://www.tc.edu/ote>).

Content Core. NYSED specifies general content core requirements according to the certification area. For example, students in the MA program in Mathematics that leads to initial certification (7-12) are required to be Mathematics majors at the undergraduate level or hold 30 credits in pure mathematics. For more information about these content core requirements, please refer to the NYSED website <http://www.highered.nysed.gov/tcert/> (<http://www.highered.nysed.gov/tcert/>), the Office of Teacher Education Website at www.tc.edu/ote (<http://www.tc.edu/ote>) or call the OTE Office at 212.678.3502.

Child Abuse Identification Workshop. Students may fulfill this requirement at Teachers College by taking a workshop offered through Continuing Professional Studies (CPS) in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at www.tc.edu/cps. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health and Behavior Studies. Alternatively, students may opt to take an on-line or in-person workshop offered by approved NYSED vendors. For information about these workshops, please go to <http://www.op.nysed.gov/training/caproviders.htm> (<http://www.op.nysed.gov/training/caproviders.htm>).

School Violence Intervention and Prevention Workshop. Students may fulfill this requirement at Teachers College by taking a workshop offered through Continuing Professional Studies (CPS) in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at www.tc.edu/cps. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health and Behavior Studies. Alternatively, students may opt to take an on-line or in-person workshop offered by approved NYSED vendors. For information about these workshops, please go to http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html (http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html).

Dignity for All Students Act (DASA) Workshop. Students may fulfill this requirement at Teachers College by taking a workshop offered through Continuing Professional Studies (CPS) in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at www.tc.edu/cps. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health and Behavior Studies. **This course may be offered on-line; however, to fulfill the DASA requirement, students must complete 3 hours of in-person preparation.** In addition, a list of NYSED approved providers is available at <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html> (<http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>).

Autism Workshop (only for students seeking certification in special education/teaching students with disabilities). Students fulfill this requirement at Teachers College by taking a course specified by their programs.

New York State Teacher Certification Exams (NYSTCE): Please see the chart below for exams required by certificate type.

Initial Teaching	<ul style="list-style-type: none"> • Educative Teacher Performance Assessment (edTPA) • Educating All Students Test (EAS) • Content Specialty Tests (CST)
Initial School Building Leader	<ul style="list-style-type: none"> • School Building Leader Assessment (SBL) Part I & Part II • Educating All Students Test (EAS)
Professional School Building Leader	<ul style="list-style-type: none"> • School District Leader Assessment (SDL) Part I & Part II • Educating All Students Test (EAS)

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

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

Please note that Teachers College programs lead to New York State certification. If you would like to seek certification in another state, please contact that state's Department of Education regarding requirements.

Applying for Certification

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

Step 1: Create a NYSED TEACH account, and apply and pay for the teaching certificate(s) via the NYSED TEACH online system at: www.highered.nysed.gov/tcert (<http://www.highered.nysed.gov/tcert>).

Step 2: Submit a completed Institutional Recommendation Data Form (IRDF) to OTE. The IRDF can be found on the OTE website at: <http://www.tc.columbia.edu/office-of-teacher-education/office-of-teacher-education/certification/institutional-recommendation/> (<http://www.tc.columbia.edu/office-of-teacher-education/office-of-teacher-education/certification/institutional-recommendation/>).

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

Students who are in the Literacy Specialist, Reading Specialist or 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 or ote@tc.columbia.edu.

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 or ote@tc.columbia.edu.

Teacher Education Standards at Teachers College

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

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

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

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

Expectations of Teacher Education Candidates at Teachers College

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

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

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

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

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

Expectations of Teacher Preparation Programs at Teachers College

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

Knowledge and Understanding of:

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

Skills in:

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

Dispositions/Commitments to:

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

Peace Corps Fellows Program

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

Teacher Opportunity Corps

The Teacher Opportunity Corps (TOC) program is a New York State Education Department grant funded program designed to increase the number of underrepresented and economically disadvantaged individuals in the teaching profession. Participants are provided with some tuition assistance toward coursework at Teachers

College in addition to a stipend. All participants must be a part of a 10 month internship from September-June at one of the partnership schools located near the College in order to receive the tuition points and stipend. The internship is intended to provide different lenses and contexts for supporting diverse students.

Teaching Residents at Teachers College (TR@TC2)

This 18 month intensive, full-time program prepares teachers for public, high-need, urban schools in New York City. With support from the U.S. Department of Education, the Teaching Residents at Teachers College (TR@TC2) program was developed to ensure that teaching residents receive extraordinary preparation and multiple supports, while enrolled in a Master's degree program leading to initial NYS teaching certification. Teaching Residents receive a stipend and a generous scholarship; upon graduation, students benefit from induction support for at least two years, while they fulfill their commitment to teach in a high-need urban school in New York City for a minimum of three years. For more information please visit: www.tc.edu/teachingresidents (<http://www.tc.edu/teachingresidents>).

Computing and Information Services

Computing and Information Services (CIS) is a consultative information technology organization responsible for academic and college technology. These services include:

1. Application development and operations
 1. Cloud services
 2. High performance computing (HPC)
2. Classroom technology and event audio visual services
3. Network infrastructure including data, voice, video, wired and wireless networks.
4. Service Desk for students, faculty, and staff
5. Computer labs, video production studios and post production.

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 in the Teachers College Policy Library (<http://www.tc.columbia.edu/policylibrary/354>).

Email Accounts

Teachers College has established email as the official means of communication with students. Students are required to activate their Columbia University Network ID (UNI) and should follow the Checklist for New Students (<http://www.tc.columbia.edu/student-handbook/student-resources/checklist-for-new-students/>).

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

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

Teachers College expects every student to receive email at their 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.

The complete policy can be viewed at: Email Use Policy (<http://www.tc.columbia.edu/policylibrary/569>).

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.

Teachers College 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 and device certificates, which can be done by downloading software from the myTC portal (<https://my.tc.columbia.edu>) at no cost. They are also required to maintain current security by configuring Windows, Mac OS, IOS, and Android 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 such as MS Office, Adobe Creative Suite (Design Premium), statistical analysis, e.g. SPSS, R (and R Studio) SAS, STATA, EQS, HLM, MPlus, Latent Gold, Matlab, WinSteps/FACETS, NVivo, ArcGIS, Inspiration, Kidspiration, InspireData, Mathematica, Comic Life, Smart Notebook, and Food Processor SQL. McAfee virus protection is licensed by the College for all students, faculty and staff to download for their home computers. Several software applications including MS Office, SPSS, R, Endnote, a bibliographic database program, Matlab, a quantitative analysis program, and NVIVO, a qualitative analysis program are also available through site licenses for home use. Downloads are accessed via the web at myTC portal (<https://my.tc.columbia.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 the kiosks located in corridors, Everett Lounge, and ground floors of campus buildings.

The Gottesman Libraries have more than 70 public workstations connected to the Internet. An adaptive technology facility is located in 301 Zankel Hall. We are also requiring vendors as of June 2016 to provide the college with Voluntary Product Accessibility Templates (VPATs) in order to meet the minimum requirements for accessibility on the Teachers College campus.

Teachers College Printing Access

Printers are available for students using the TC printing system in the Student Computing Support Center in 242HM, the computer classrooms in 345 Macy, the Everett Student Lounge, the cafeteria and the Whittier resident Hall 10th floor computer lab. Students can print 20 double sided pages per week at no cost and can purchase additional pages at 5 cents per page black & white and 50 cents per page for color. For volume printing, we recommend using TC Business Services (*located in Zankel 34*).

There are also two Columbia printers located in the Gottesman libraries which provide students with 20 double sided pages per week at no cost (in addition to the Teachers College printing system) with the option to purchase additional pages also at 5 cents per page black & white. For volume printing, we recommend using TC Business Services (*located in Zankel 34*).

TC Apps

TC Apps (<https://sites.google.com/a/tc.columbia.edu/tcapps2/>) is a collection of integrated applications available through a sign-on to myTC. These include Google Apps for Education, Learning management systems Moodle, Canvas and BlackBoard, Mahara for ePortfolios, and Alfresco for managing files.

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

TC Course/Learning Management Systems

Moodle is TC's main course management system, and it is integrated with TC Apps. In addition, the college is experimenting with Instructure's Canvas platform. Systems include features such as syllabi, course materials, announcements, online discussions video and chat sessions. These systems are used by TC onsite and online courses.

Multi-media Classrooms

All of our 65 classrooms have dedicated equipment such as PC's, Macs, projectors and document cameras. Six classrooms are outfitted with interactive whiteboards, similar to those often found in K-12 classrooms. Many of the rooms are set up with cameras and software for asynchronous, synchronous and collaboration. Mobile multimedia, laptop and iPad carts are available for use in rooms which do not have dedicated equipment. Several new classrooms were built to provide experimentation spaces with state of the art active learning technologies. The lessons learned through the use of these spaces resulted in the design that is being used for ongoing classroom renovations. The rooms are equipped for video conferencing and lecture capture, with touch LCD panels, and the ability to easily share content among room participants including use of personal mobile devices. There is flexible seating to easily move from lecture to group work, and plenty of white board surfaces including the tables.

Training

Training workshops are scheduled throughout the year on the use of Google apps and word processing, spreadsheets, social networking media, web publishing, statistical analysis surveys with Qualtrics, and video creation. New workshops focusing on design for online teaching and learning provide a resource for both faculty and students. In addition to workshops, individual and online training using *Lynda.com* is also available. The workshop schedule may be found on the Technology homepage (<http://www.tc.columbia.edu/computing>).

Enrollment 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 myTC portal (<https://my.tc.columbia.edu>).

TC Mobile

The new mobile app (<http://www.tc.columbia.edu/computing/announcements/tc-launches-iphone-app/>) gives you a single interactive portal for Teachers College services, from the telephone directory to e-mail and course scheduling. Your one mobile place for all things Teachers College. The app is available for IOS and Android devices.

Policies and Procedures

Access to Services

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

Accreditation

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

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

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

A number of academic programs are accredited by specialized accrediting bodies, including:

- American Psychological Association (Counseling Psychology, Clinical Psychology and School Psychology doctoral programs)
- American Speech-Hearing-Language Association (Communication Sciences and Disorders)
- Applied Behavior Analysis International (Applied Behavior Analysis)
- Association for Childhood Educators International (Elementary Inclusive Education)
- Association for Sport and Physical Education (Physical Education)
- Commission on Accreditation for Diabetics Education (Nutrition Education internship)
- 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 (Summer Principals Academy, Urban Education Leaders Program)
- International Reading Association (Literacy Specialist)
- International Society for Technology in Education (Technology Specialist)
- Masters in Counseling Accreditation Council (Psychological Counseling)
- National Association for the Education of Young Children (Early Childhood Education and Early Childhood Special Education)
- 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)

Updated: March, 2016

Attendance

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

online components, both attendance at face-to-face meetings and regular and substantive participation in the online learning activities prescribed by the course instructor are required.

Auditing

Teachers College students currently enrolled for 15 or more points may audit one or two Teachers College courses during the term. Also, fully certified doctoral candidates may audit Teachers College courses which enhance their professional interests.

Applications for auditing privileges are obtainable from the Office of the Registrar during the change-of-program period. Students must secure the written approval of the course instructor and return the approval form to the Office of the Registrar during the change-of-program period.

Audited courses will not appear on the transcript or fulfill any academic requirement and may not later be applied for credit. Courses with limited enrollment, laboratory courses, seminars, continuing professional studies courses, and non-credit courses are not open to auditors.

Credit and Noncredit Courses

Some credit-bearing courses are offered also on a noncredit basis, as indicated in the course description.

Students registering for noncredit offerings do not earn academic credit.

A student who registers for a course on a noncredit basis may not change enrollment to credit once the course begins. A student who registers for a course for credit may not change enrollment to noncredit once the course begins.

No Teachers College fee is charged if the noncredit course registration is the only course registration for the term; however, any laboratory fees or special fees for the course are additional.

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

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

Last updated: March 16, 2016

Credit Hour Policy

A “point” (equivalent to a semester hour) is the College’s unit of credit. The New York State Education Department¹ and the U.S. Department of Education² regulate the minimum standards for a credit hour. To meet these regulations, the following standards apply to all Teachers College credit courses. These are minimum requirements; individual courses may have greater requirements as determined by the course instructor. Time spent out-of-class represent averages, and some students might find it necessary to devote more time than these stated expectations. For this policy, a contact hour is defined as 50 minutes

Please see the full policy here (<http://www.tc.columbia.edu/policylibrary/credit-hour>) (<http://www.tc.columbia.edu/policylibrary/associate-provost-enrollment-services/credit-hour-/>)

Student Records and Family Education Rights and Privacy Act (FERPA) Statement

Student Records and Family Educational Rights and Privacy Act (FERPA)

A. General Background

1. The Family Educational Rights and Privacy Act ("FERPA") gives "students" a right of access to their "education records." It also limits the disclosure of a student's education records by the College without the student's written permission.
2. Under this policy, "students" are individuals who are or were registered students in attendance at Teachers College. Persons who unsuccessfully applied for admission or who were accepted but never attended the College are not "students." An unsuccessful applicant for admission to the College is not a College "student," even if the applicant is or was in attendance at another Columbia University school.
3. Records Covered:
 - a. A student's "education records" include records, files, documents, and other materials regularly maintained by the College that contain information directly related to the student.
 - b. Certain types of records are excluded from the scope of FERPA. For example, a student is not entitled to examine:
 1. Records maintained personally by an individual faculty member that have not been shared with and are not accessible by others.
 2. Records created or maintained by a physician, psychologist, or other recognized health care provider that are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment.
 3. Records that are confidential as a matter of law, such as those that might be maintained by the College's attorneys.
 4. Records containing financial information about a student's parents, such as information submitted with an application for financial aid.

B. Maintenance of Education Records

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

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

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

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

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. The student must

bring valid photo identification to the appointment. Students will not be provided with copies of any part of their records other than the College transcript unless the inability to obtain copies of any part of his or her record other than the transcript would effectively prevent him or her from exercising his or her right to inspect and review his or her education records.

2. The right to request the amendment of any parts of the student's education records that the student believes are inaccurate or otherwise in violation of the student's privacy rights under FERPA. Students who request amendment of a record that they believe is inaccurate should submit a written request to the Registrar in which they clearly identify the part of the record they want changed and why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If, after a hearing, the College decides that the records are not inaccurate, misleading, or otherwise in violation of the student's rights, the student may place in the records a statement commenting upon the information and setting forth reasons for disagreeing with the decision.
3. The right to withhold consent to disclosures of personally identifiable information ("PII") contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. It shall be a condition of the College's disclosure of PII to a third party (1) that the party to which the information is released will not permit any other party to have access to such information without the written consent of the student and (2) that the released information may be used only for the purposes for which the disclosure was made. These conditions do not apply to certain subpoenas and court orders.

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

- a. To "School Officials" with legitimate educational interests. A "School Official" includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position; public safety officials, members of the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee or admission committee, or assisting another School Official in performing his or her tasks for the College. In addition, a School Official may be a contractor who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records such as an attorney, auditor or collection agent. A School Official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.
- b. Upon request and in the discretion of the Registrar, to officials of another school in which the student seeks or intends to enroll.
- c. To authorized representatives of the U.S. Controller General, Attorney General, or Secretary of Education, or to State and local educational authorities. Disclosures under this provision may be made, subject to the FERPA requirements, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- d. In connection with financial aid for which the student has applied or received, if the information is necessary to determine eligibility for the aid, the amount of the aid, or the

conditions of the aid; or enforce the terms and conditions of the aid.

- e. 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.
- f. To accrediting organizations to carry out their accrediting functions.
- g. To comply with a judicial order or lawfully issued subpoena.
- h. If designated as "directory information." The College has designated the following categories of information as directory information with respect to each student: name, mailing, campus and permanent addresses, photo, email address, Columbia University Network ID (UNI), degree program and major field of study, dates of attendance at the College, full-time, half-time or part-time status, degrees conferred and their dates, dissertation title and dissertation committee members and master's essay title and sponsor. A student who does not wish to have "directory information" released to third parties should notify the Office of the Registrar in writing of his or her wish to withhold such information in the future.
- i. Under limited circumstances, to a victim of an alleged perpetrator of a crime of violence or sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
- j. Under limited circumstances, to the general public, the final results of a disciplinary proceeding, if the school determines the student has committed a violation of the school's rules or policies with respect to the allegation against the student.
- k. To appropriate officials in connection with a health or safety emergency subject to the provisions of the Regulations.
- l. 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.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with FERPA. More information about FERPA is available at www.ed.gov/policy/gen/guid/fpco/ferpa (<http://www.ed.gov/policy/gen/guid/fpco/ferpa>). FERPA is administered by:

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

D. Student Requests for Release of Records.

Upon written request by a student, the College may release information in that student's Teachers College education records to third parties. The student should make a request for such release in writing with the student's signature to the Registrar. The third-party designated by the student will ordinarily not be provided with copies of any part of the student's record other than the College transcript. The College

may impose a charge for copying a student's records in connection with such a release, generally 20 cents per page. Transcripts are covered by a one-time fee paid by students upon registration.

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

Responsible office: Vice Provost for Student Affairs

Last updated: March 31, 2015

Grading

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

A+ Rare performance. Reserved for highly exceptional, rare achievement.

A Excellent. Outstanding achievement.

A- Excellent work but not quite outstanding.

B+ Very good. Solid achievement expected of most graduate students.

B Good. Acceptable achievement.

B- Acceptable achievement but below what is generally expected of graduate students.

C+ Fair achievement, above minimally acceptable level.

C Fair achievement but only minimally acceptable.

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

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

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

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

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

www.tc.edu/policylibrary/withdrawal_from_classes
(http://www.tc.edu/policylibrary/withdrawal_from_classes)

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

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

T Transfer credit awarded. The T grade is applied to transfer courses that meet minimum eligibility requirements for transfer work and that a faculty advisor has approved for credit.

The above grades are final and may not be changed.

IN Incomplete. The grade of Incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

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

Grading Options

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

Pass/Fail and Evaluative Letter Grades

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

Doctoral Pass

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

Attendance Credit

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

Changes in Grades

All grades other than Incomplete are final once submitted to the Office of the Registrar. Once final grades have been given, instructors may not change them unless errors occurred in the original transmission of grades. A student who believes that an instructor has made a grading error should follow the procedures outlined in the Grade Correction policy: [http://www.tc.columbia.edu/policylibrary/Grade Correction](http://www.tc.columbia.edu/policylibrary/Grade%20Correction) (<http://www.tc.columbia.edu/policylibrary/Grade%20Correction>) (http://www.tc.edu/policylibrary/Grade_Correction)

Courses at Schools Other than Teachers College

Different schools and affiliates of Columbia University, as well as members of the Inter-University Doctoral Consortium, may have different policies, procedures, and deadlines on course grading and incomplete grades. Teachers College students who cross-register at other schools should note that their course work at the host school may be subject to the policies and procedures of that school and not those of Teachers College. Grades of "D" earned at these other institutions will not count toward a Teachers College degree or certificate.

Responsible Office: Vice Provost for Student Affairs

Last updated: October 2014

Graduate Credit in Advanced Undergraduate Courses

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

HEGIS Codes

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.
†*Applied Behavior Analysis	0808	Ph.D., Ed.D.
Applied Behavior Analysis-Initial Dual Certification	0808	M.A.
*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.
Secondary Inclusive Education	0808	M.A.
Severe and Multiple Disabilities: Annotation	0808	M.A.
Special Inclusive Elementary Education	0808	M.A.
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	M.A.
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.
Communication Sciences and Disorders-Initial Certification	0815	M.S.
Communication Sciences and Disorders-Professional Certification	0815	M.S.
Communication Sciences and Disorders: 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	0822	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	Ph.D.
Education Policy	0827	M.A., Ed.M., Ph.D.
Educational Leadership	0827	PH.D.

Educational Leadership Studies	0827	M.A., Ed.M., Ed.D.
Urban Education Leaders Program	0827	Ed.D.
Leadership, Policy and Politics	0827	Ed.D.
††Education Leadership Management (M.B.A. through Columbia University Graduate School of Business)	0827	Ed.D.
Private School Leadership	0827	M.A., Ed.M.
††Private School Leadership (M.B.A. through Columbia University Graduate School of Business)	0827	M.A.
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.
	0831	M.A.
Creative Technologies	0831	Adv. Cert.
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., Ed.D.
Nutrition and Exercise Physiology	0837	M.S.
Community Health Education	0837	M.S.
Diabetes Education and Management	0837	M.S.
Advanced Diabetes Topics	0837	Adv. Cert.
Health Education	0837	M.A., Ed.D
Bilingual/Bicultural Education	0899	M.A.
Bilingual/Bicultural Education Extension	0899	Adv. Cert.
Communication and Educatin	0899	Ed.D.
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.
Learning Analytics	0899	M.S.
Neuroscience and Education	0899	M.S.
Teaching and Learning with Technology	0899	Adv. Cert.
Technology Specialist: K-12- Initial Certification	0899.03	M.A.
Technology Specialist for Teachers - 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.
Intellectual Disabilities/Autism-Childhood - Transitional B	0899.50	M.A.
Intellectual Disabilities/Autism-Generalist 5-9 - 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.
Art and Art Education-Professional Certification	1002	M.A.
Arts Administration	1099	M.A.
Nurse Executive Role (Accelerated Program)	1203.10	M.A.
Nurse Executive Role (Accelerated Program)	1203.10	Ed.D.
Nursing Education: Professorial Role (Accelerated Program)	1203.10	M.A.
Nursing Educaiton (Distance Learning)	1203.10	Ed.D., Adv. Cert.
Communication Sciences and Disorders	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.
TESOL (Teaching of English to Speakers of Other Languages)	1508	M.A., Ed.M., Ed.D.
TESOL- Initial Certification	1508	M.A.
Mathematics Education- Initial Certification	1701.01	M.A.
Mathematics Education- Professional Certification	1701.01	M.A.,M.S., Ed.M.
Arts Administration	1899	M.A.
Physics 7-12- Initial Certification	1902.01	M.A.
Chemistry 7-12- Initial Certification	1905.01	M.A.
Earth Science 7-12- Initial Certification	1917.01	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.
Cooperation and Conflict Resolution	2005	Adv. Cert.
Measurement and Evaluation	2007	Ed.M., Ed.D., Ph.D.
Psychology-Organizational	2008	M.A.
Developmental Psychology	2009	Ph.D.
Psychology:Developmental	2009	M.A.
Sexuality, Women and Gender	2099	Adv. Cert.
Teaching of Social Studies	2201	M.A., Ed.M., Ed.D., Ph.D.
Global Competence	2201	Adv. Cert.
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.
Design and Development of Digital Games	5503	M.A.

* 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.

Inter-University Doctoral Consortium

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

Key to Teachers College Course Numbers

The prefix indicates the department:

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

- ORL Organization & Leadership

The first digit of the course number indicates course level:

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

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

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

Non Discrimination

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 Vice Provost Katie Embree, 113 Zankel, (212) 678-3991, Vice President for Diversity and Community Affairs Janice Robinson, 128 Zankel, (212) 678-3391, Executive Director for Equity and Section 504 Compliance Officer, Melissa Rooker, 128 Zankel, (212) 678-7508, or Ombuds Officer Erwin Flaxman, 280 Grace Dodge, (212) 678-4169. Students with Title IX concerns may also contact **Ombuds for Gender-Based Misconduct** Riddhi Sandil, 325 Horace Mann, (212) 678-4016.

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 Associate Vice President for Human Resources Randy Glazer, 120 Whittier Hall, (212) 678-3175, Vice Provost Katie Embree, 113 Zankel, (212) 678-3991, Vice President for Diversity and Community Affairs Janice Robinson, 128 Zankel, (212) 678-3391, Executive Director for Equity and Section 504 Compliance Officer, Melissa Rooker, 128 Zankel, (212) 678-7508, or Ombuds Officer Erwin Flaxman, 280 Grace Dodge, (212) 678-4169. Faculty and staff with Title IX concerns may also contact **Ombuds for Gender-Based Misconduct** Riddhi Sandil, Ph.D., 325 Horace Mann, (212) 678-4016.

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).

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Questions regarding Title IX may be referred to the TC Title IX Coordinator, Janice Robinson, at (212)-678-3391 or JRobinson@tc.columbia.edu (<mailto:JRobinson@tc.columbia.edu>). Individuals who wish to seek assistance outside of the College community may contact the U.S. Department of Education, Office for Civil Rights (New York Office), (646) 428-3900, OCR.NewYork@ed.gov (<mailto:OCR.NewYork@ed.gov>).

Pay Transparency. Teachers College will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the College or (c) consistent with the College's legal duty to furnish information.

Last updated: June, 2016

Responsible office: VP Diversity & Community Affairs Office

(<http://www.tc.columbia.edu/message.htm?Id=Website+Feedback&Info=Help+Us+Improve+Our+Website>)

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 <http://www.tc.columbia.edu/computing/divisions/getting-started/students/> (<http://www.tc.columbia.edu/computing/divisions/getting-started/students/>).

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/cu/policy.

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.

Acceptable Use of Information Technology

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 (<http://www.columbia.edu/cu/policy>) and particularly the *Acceptable Use of IT Resources Policy*, policylibrary.columbia.edu/acceptable-use-it-resources-network-and-computing-policy (<http://policylibrary.columbia.edu/acceptable-use-it-resources-network-and-computing-policy>).

Use of College information technology resources must also conform with College policies, regardless 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 (<http://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 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 Complaints about and Discipline for Violation of IT Policies (/policylibrary/computing-and-information-services/complaints-about-and-discipline-for-violation-of-it-policies/).

Policy on Protection from Harassment

Teachers College Policy on Protection from Harassment Interim Policy effective October 5, 2015

This Policy has been updated to ensure compliance with current laws, including New York State Education Law section 129-B (effective October 5, 2015). This is an Interim Policy and will be reviewed within Teachers College.

Gender Based Misconduct between students is governed by the Columbia University Gender-Based Misconduct Policy for Students, sexualrespect.columbia.edu (sexualrespect.columbia.edu), rather than by this Policy. This Policy contains special procedures for addressing allegations of sexual assault, domestic violence, dating violence and stalking involving members of the Teachers College community not subject to the Gender-Based Misconduct Policy for Students.

Please see www.tc.edu/policylibrary/RESOURCES (<http://www.tc.edu/policylibrary/RESOURCES>) for information about campus and off-campus resources relating to this Policy.

See full policy here (<http://www.tc.columbia.edu/policylibrary/Protection%20From%20Harassment>).

Release of Transcripts

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

Religious Observance

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, students will not be penalized for absences due to religious reasons, and course instructors will work with students on alternative means for satisfying academic requirements. If students and instructors cannot reach a suitable arrangement, they should consult the appropriate Program Director or Department Chair. If necessary, students or instructors may take the matter to the Office of the Provost for additional appeal.

Some of the major holidays occurring during the academic year are: Good Friday, Id al Adha, Id al Fitr, Passover (first two and last two days), Rosh Hashanah, Shemini Atzeret, Shavuoth, Simchat Torah, Succoth (first two days) and Yom Kippur.

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.

The Office of the Provost and Dean of the College requests that faculty members who will miss classes for religious observances notify their Department Chair in advance. They should also announce missed class sessions on their syllabi. In such cases, faculty members may either make arrangements for another course instructor to cover the missed class or schedule a makeup session at a time convenient to students.

Updated March 25, 2016

Student Conduct Code: Academic Integrity and General Misconduct

[http://www.tc.columbia.edu/policylibrary/Student Conduct Code: Academic Integrity and General Misconduct](http://www.tc.columbia.edu/policylibrary/Student%20Conduct%20Code:%20Academic%20Integrity%20and%20General%20Misconduct)

Owner: Vice Provost for Student Affairs

Conduct Standard Defined/Statement of Public Order

Teachers College (TC or the College) expects members of the College community to observe traditional norms of scholarly discourse, academic integrity, and fairness. All members of the College community are expected to exhibit the high level of personal integrity which society must demand of professionals.

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. For matters of gender-based misconduct involving students (listed below under General Misconduct 3.2.4) including sexual assault, domestic violence, dating violence, and stalking, the Gender-Based Misconduct Policy for Students found at <http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/> (<http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/>) is the student conduct code.

Students or other members of the College community may charge students with violating these standards. Students found responsible for violating these standards of conduct may be subject to appropriate disciplinary action, ranging from reprimand to disciplinary probation, suspension or expulsion.

1. Definitions and Organization of the Disciplinary System

1.1 Student: For purposes of this Policy, any person enrolled in a degree program, a non-degree (non-matriculated or non-credit) course, including an online course, at Teachers College is a student. All persons taking courses or participating in activities at TC as students fall under the jurisdiction of the Student Conduct Code. Students who allege academic integrity or general misconduct violations may be called complainants. Students accused of academic integrity or general misconduct violations under this Code may be called respondents.

1.2 Jurisdiction: This document addresses misconduct committed by students. Any alleged infraction that is committed by an individual while that person is a student or on the TC campus may be addressed under this Policy. If an accused student is enrolled at another institution, that student may also be referred to his or her primary institution at the discretion of TC. Students who also serve as TC employees may be subject to separate disciplinary proceedings by virtue of their employment status. TC has other policies that relate to staff and faculty as well as policies (such as the Policy on Protection from Harassment) that apply to all members in this community. Nothing in this Code shall prevent an investigation or discipline under other applicable College policies.

Accusations of gender-based misconduct subject to the Columbia University Gender-Based Misconduct Policy for Students will be addressed under that policy rather than this Student Conduct Code.

1.3 Vice Provost for Student Affairs: The Vice Provost for Student Affairs has overall responsibility for overseeing proceedings and all matters related to the enforcement of this Policy. The Vice Provost for Student Affairs may identify a designee to carry out these responsibilities.

1.3.1 The duties of the Vice Provost for Student Affairs include determining whether complaints warrant referral to the SCC (Student Conduct Committee), resolving complaints by voluntary agreements, bringing charges of violations to the SCC for a disciplinary hearing, monitoring and enforcing the fulfillment of sanctions imposed, maintaining records of all disciplinary matters, providing administrative support for all aspects of the disciplinary process (including hearings), preparing reports, and compiling statistics. In cases of admission fraud, the Vice Provost for Student Affairs will work with the Office of Admission and other offices as necessary to discipline those who violated the College's admission certification of accuracy statement.

1.4 Student Conduct Committee (SCC): The SCC is responsible for hearings related to alleged violations of this Policy by students.

1.4.1 The jurisdiction of the SCC extends to both areas of the TC disciplinary system: Academic Integrity and General Misconduct.

1.4.2 The SCC shall be comprised of three students, three professional staff members, and three faculty members. Its members shall serve staggered terms to ensure continuity as members of the SCC rotate on and off the Committee.

1.4.3 SCC hearings are conducted by a three-member panel of the SCC convened by the Vice Provost for Student Affairs or designee.

1.5 Advisors: Advisors can help students involved in disciplinary proceedings to understand the disciplinary process, respect and comply with the provisions of this Policy, and manage all aspects of the process.

1.5.1 An advisor may accompany any complainant, respondent or witnesses and may participate in any meeting regarding a disciplinary complaint. Advisors also may accompany complainants or respondents to hearings and may quietly advise but may not participate in such hearings.

1.5.2 An advisor must be a TC faculty member, staff member, or student in good academic and disciplinary standing. An attorney may also serve as an advisor but only under the following conditions: (a) the attorney may not speak at or otherwise participate in the hearing but is limited to quietly advising, (b) the respondent or complainant must advise the Vice Provost for Student Affairs in writing, no less than 5 calendar days before the hearing if an attorney will serve as the advisor and must provide the name of the attorney, and (c) a representative from the Office of the General Counsel or a designee will be present at the hearing to advise the SCC regarding procedural matters. If the respondent, complainant or attorney fails to comply with these restrictions, the attorney will not be permitted to attend the hearing and/or will be asked to leave the hearing.

1.5.3 Generally, a student must select an advisor whose schedule allows attendance at the scheduled hearing dates and times. Delays will not be allowed due to advisor scheduling conflicts.

2. Academic Integrity

2.1 Professional and Ethical Standards: TC is an academic community whose most fundamental purpose is the pursuit of knowledge. High principles of academic integrity are essential to the functioning and continued growth of this community. Students, as well as faculty, are responsible for adhering to these principles, and TC will not tolerate failure to adhere to the College's principles of academic integrity. Students who intentionally or recklessly submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Those who violate academic and professional ethics should expect sanctions up to and including dismissal from TC.

2.2 Responsibilities of Community Members: Every member of the TC academic community is responsible for upholding the standards of professionalism and ethics declared in this Policy.

2.2.1 If a student is unsure whether actions might constitute a violation of academic integrity, the student has the responsibility to consult with the instructor in advance about any ambiguities.

2.3 Violations of academic integrity include but are not limited to:

2.3.1 Cheating: using or attempting to use unauthorized assistance, material, or study aids in examinations or other academic work;

2.3.2 Plagiarism: using the ideas, data, or language of another without specific or proper acknowledgement;

2.3.3 Fabrication: submitting contrived or altered information in any academic exercise, such as making up data, citing nonexistent articles, contriving events and sources of information;

2.3.4 Duplicate submissions: submitting any work submitted to fulfill another assignment without appropriate revision to meet the instructional goals of the current course. In cases of uncertainty or ambiguity, a student should check with the student's instructor;

2.3.5 Misrepresentation of academic records, or attempting to tamper with transcripts or any portion of a student's academic record;

2.3.6 Facilitating academic dishonesty by knowingly helping another student to violate academic integrity;

2.3.7 Unfair advantage through attempting to gain unauthorized access to examination materials, or obstructing another student's efforts;

3. General Misconduct

3.1 Any member of the TC or Columbia University community may bring a complaint about student conduct to the attention of the Vice Provost for Student Affairs. Doing so in no way limits the complainant's rights or obligations to bring such matters to the attention of other College offices, officers, or resources, including the Office of the Ombuds, or to seek recourse outside TC through civil or criminal legal proceedings.

3.2 Violations of general misconduct include but are not limited to:

3.2.1 Obstruction or disruption of teaching, research, administration, TC procedures and activities, or other authorized activities on TC premises, including functions on or off the premises.

3.2.2 Physical abuse, verbal abuse, threats, intimidation, stalking, harassment, coercion or other conduct that may endanger the health or safety of members of the TC community. This includes threats of violence against another person, stalking, and physical or verbal intimidation that unreasonably impairs the security or privacy of another person.

3.2.3 Discriminatory harassment including sexual harassment and gender-based misconduct. Please see the TC Policy on Protection from Harassment, www.tc.edu/policylibrary/Protection_from_Harassment (http://www.tc.edu/policylibrary/Protection_from_Harassment), and the Gender-Based Misconduct Policy for Students found at <http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/> (<http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/>).

3.2.4 Gender-based misconduct, including sexual assault, domestic violence, dating violence and stalking. Please see the TC Policy on Protection from Harassment, www.tc.edu/policylibrary/Protection_from_Harassment (http://www.tc.edu/policylibrary/Protection_from_Harassment), and the Gender-Based Misconduct Policy for Students found at <http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/>.

affairs/gender-based-misconduct-policy-for-students/
(<http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/>).

3.2.5 Unauthorized entry or use of TC facilities or unauthorized possession or use of TC property or property of others.

3.2.6 Disorderly conduct or obscene conduct or expression.

3.2.7 Forgery, alteration, or misuse of TC documents, records, or identification, furnishing false information to TC, or possession of any false identification or identification belonging to another person.

3.2.8 Identity theft: Possessing or using another person's name, address, Social Security Number (SSN), bank or credit card account number, or other identifying information without that person's knowledge, and with the intent to commit fraud or other crimes.

3.2.9 Theft or other abuse of computer facilities and resources including but not limited to: any violation of College or Columbia University Computer Use Policy, using computing facilities and resources to send obscene or abusive messages, or other unauthorized use of computing facilities and resources.

3.2.10 Violations of copyright law by unlawful copying, distributing, sharing, or storing copyright-protected information or material, including but not limited to music, film, and video on the Internet.

3.2.11 The unlawful manufacture, possession, use, or distribution of illicit drugs, unlawful drug paraphernalia, and alcohol. Please see the TC Policy Drug-Free Campus Policy, <http://www.tc.columbia.edu/policylibrary/public-safety/drug-free-campus/>.

3.2.12 Failure to comply with authorized directions of, or furnishing false information to, TC officials or representatives of the SCC acting in performance of their duties.

3.2.13 Failure to engage in responsible social conduct and to model good civil conduct and citizenship.

3.2.14 Violations of any other TC policy, rule or regulation, or of federal, state or local law.

4. Informal Procedures

4.1 When an issue arises involving the academic integrity or general misconduct of a student, the Policy provides informal avenues by which the complaint may be resolved:

4.2 Personal Resolution: A complainant may wish to begin by addressing the person against whom the complaint is being made.

4.2.1 Academic Integrity: A faculty member or other instructor who believes that a student has engaged in academic misconduct will apprise the student of the suspected academic misconduct and refer the student to the Student Conduct Code. The instructor shall also provide the student with the opportunity to meet with the instructor to discuss the nature and validity of the charges and the possible institutional responses. If, in discussion with the student, the instructor decides that the violation was unintentional, the instructor and student may agree upon appropriate sanctions.

4.2.2 General Misconduct: In cases of alleged general misconduct, parties are encouraged to pursue personal resolution where appropriate, but a complainant may bypass this or any step if the complainant would feel uncomfortable or unsafe taking it. In particular, individuals who believe that they have been threatened or who have been injured are encouraged to seek assistance before pursuing personal resolution. Such an individual may wish to pursue mediation, file a request for a formal resolution, speak with the Vice Provost for Student Affairs or visit the Ombuds.

4.3 Mediation:

4.3.1 TC encourages mediation whenever practical and appropriate. Mediation may take place only if the complainant and respondent agree to participate; a matter is resolved through mediation only if all parties agree on a resolution.

4.3.2 Academic Integrity: If, after following the procedure above, a resolution is not reached, the instructor and student may approach the Program Director (or Department Chair if the instructor is the Program Director) following their discussion and decision to move forward with mediation. The Program Director or Department Chair may then convene a meeting to discuss possible resolution of the matter. If sanctions are imposed and agreed upon, these should be communicated in writing to the student by the Program Director or Department Chair.

4.3.3 General Misconduct: In situations involving alleged general misconduct, any involved party may contact the Vice Provost for Student Affairs with a request for mediation. The Vice Provost for Student Affairs or a designee may then convene a meeting to discuss possible resolution of the matter. If, as part of the mediation, a resolution is agreed to that involves the imposition of sanctions, these will be handled by the Vice Provost for Student Affairs or designee.

4.3.4 The parties may, if they agree, ask the Ombuds to mediate a dispute. The Ombuds is independent from the College's administration and determines the procedures under which the mediation will take place.

5. Formal Procedures

5.1 If attempts at personal resolution or mediation fail or any member of the community wishes to bypass informal procedures and file a formal complaint, the complainant shall notify the Vice Provost for Student Affairs in writing. The Vice Provost for Student Affairs or designee will then convene a Hearing Panel from the members of the SCC and the Vice Provost for Student Affairs will provide at least a 7 calendar days' notice of the hearing and a statement of the charges to the complainant and the respondent.

5.2 The statement of the charges will identify the reasons for calling the hearing with sufficient particularity and rationale to insure the parties have an opportunity to prepare for the hearing. The statement of charges will also contain the names of the proposed panelists. Either party should notify the Vice Provost for Student Affairs or designee of any panelist that is known to them and who could present a conflict in the case. The Vice Provost for Student Affairs will review the potential conflict and decide whether or not the panelist should be replaced.

5.3 A hearing may be expedited in appropriate circumstances, including disciplinary matters involving students who have been placed on mandatory temporary suspension or conditional attendance, graduating students, or students who are about to take a leave of absence or to leave campus to study elsewhere. Students who withdraw from TC remain subject to this Code and a hearing.

5.4 The SCC Hearing Panel will be comprised of one student, one professional staff member, and one faculty member, one of whom will serve as Chair. The Chair is, in consultation with the Vice Provost for Student Affairs, responsible for ensuring that the hearing process occurs in a timely fashion. No member of the Hearing Panel who is otherwise interested in the particular case shall sit on the Hearing Panel for that case.

5.5 All members of the TC community are required to cooperate with these policies and procedures. Individuals who are interviewed or called as witnesses (including respondents and complainants) are obligated to provide honest and complete statements during the process.

5.6 Disciplinary hearings are not trials or legal in nature, and they are not governed by rules of legal procedure, evidence, or judicial formality. They are designed to encourage open discussion among the participants to promote the Hearing Panel's understanding of the facts, the individuals involved, the circumstances under which the alleged incident occurred, the nature of the conduct, and the attitudes and

experience of those involved. Information, including hearsay evidence, may be considered if it is relevant, not unduly repetitious, and the sort of information on which responsible persons are accustomed to rely upon in the conduct of serious affairs.

5.7 These procedures and standards apply to all hearings:

5.7.1 Participants in the process may be accompanied by advisors as described in the section on advisors above.

5.7.2 No less than 3 calendar days prior to the hearing, the parties shall submit to the Vice Provost for Student Affairs or designee all documents to be submitted as evidence and the names and anticipated areas of testimony of any witnesses. The Vice Provost for Student Affairs or designee shall provide the materials submitted by each party to the other(s). The Hearing Panel may exclude any evidence that is not submitted in accordance with this provision, but may consider such evidence if the party offering it demonstrates a good reason for failing to provide it in the manner requested above.

5.7.3 The attendance of the witnesses at the hearing is generally the responsibility of the complainant or respondent who calls the witness. The attendance of witnesses called by the Panel are the responsibility of the Panel.

5.7.4 The complainant and the respondent may each make a brief opening statement followed by the Hearing Panel's questions to the complainant, respondent and any witnesses. The complainant and respondent will then have the opportunity to make a brief closing statement.

5.7.5 The Hearing Panel's findings are based solely on the statements of the complainant, respondent, and/or witnesses and any evidence submitted prior to or during the hearing.

5.7.6 The burden of proof rests upon the person bringing the charge. The Hearing Panel will presume a respondent innocent unless proven responsible for a violation by a preponderance of the evidence.

5.7.7 There shall be a single official record of all hearings. The record shall be the property of TC.

5.7.8 If the respondent fails to appear at the hearing, proceedings will continue. Evidence may be presented and considered even if the respondent is absent.

5.7.9 After the hearing concludes, the SCC Hearing Panel shall deliberate in private.

5.7.10 All findings of the Hearing Panel require a majority vote. The SCC Hearing Panel will then promptly deliver a brief written statement and any recommended sanctions to the Vice Provost for Student Affairs.

5.7.11 The Vice Provost for Student Affairs will communicate in writing to the respondent a decision and any sanctions to be imposed on the respondent. The Vice Provost for Student Affairs will inform the complainant of the decision.

5.8 Appeals must be submitted to the Vice Provost within 14 calendar days following written notification of the decision from the Vice Provost for Student Affairs. Grounds for appeal include (1) procedural error and (2) new evidence and/or information not available at the time of the hearing. Appeals must be in writing, must state the grounds for appeal and must provide any evidence to support the appeal. The Vice Provost will be provided with all information regarding the case. After review, the Vice Provost will notify the appellant in writing of the appeal decision, which is final.

5.8.1 If the Vice Provost brought the charges against the student, the appellate officer function shall be discharged by the Provost and Dean of the College or a full professor who will be selected by lot. Subject to the special provision for emergency or other extraordinary situations, there shall be no change in the status of the respondent until the appeals process is complete.

5.8.2 In an emergency or other extraordinary situations, the Vice Provost or Vice Provost for Student Affairs may take such interim disciplinary action as is necessary to deal appropriately with the situation pending a hearing by the SCC or a decision on appeal, which shall take place as soon as practicable.

6. Disciplinary Sanctions. Disciplinary sanctions may include but are not limited to one or more of the following:

6.1 Reprimand: an admonition and an official written warning, course or grade failure.

6.2 Restitution: repair or replacement of property when loss or damage is part of the offense.

6.3 Restriction: loss of privileges that are consistent with the offense and the rehabilitation of the student.

6.4 Disciplinary probation: placing a student in a probationary status that takes away the privilege of holding office and may also include social restrictions.

6.5 Suspension: dismissal from TC and/or its residence halls for a specified time. Suspension, pending a hearing, may be imposed when there is reason to believe the action is necessary to maintain TC operations or to protect the safety of individuals.

6.6 Expulsion: permanent dismissal from TC and/or its residence halls.

6.7 Revocation: withholding or repealing admission, course credit or a degree award based on fraud or misrepresentation.

6.8 Counseling, evaluation, and treatment programs: in some cases of misconduct, such as those committed under the influence of alcohol or other drugs, participation in an evaluation and/or treatment program by an approved counseling service may be required as a part of a sanction. Such treatment may also be a condition of readmission to TC or a condition for remaining at TC.

7. Disciplinary Records and Confidentiality

7.1 Records of disciplinary proceedings are maintained by the Vice Provost for Student Affairs. No record of the disciplinary proceedings will be entered in the student's official College file until a final disciplinary sanction is rendered and any appeals are concluded.

7.2 All disciplinary proceedings, the identity of individuals involved in particular disciplinary matters, and all disciplinary files, testimony, and findings are kept confidential to the extent possible.

Columbia University Rules of Conduct

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.

For more information please visit <http://www.essential-policies.columbia.edu/university-regulations-including-rules-conduct> (<http://www.essential-policies.columbia.edu/university-regulations-including-rules-conduct>)

Responsible office: Vice Provost for Student Affairs

Last updated: October 2016

Student Psychological Wellness Policy

Responsible Office: Vice Provost.

Last updated November 25, 2015

Introduction

Teachers College seeks to promote student academic progress and personal well-being. We face the reality that suicide is a leading cause of death for college and university students. In addition, suicide, attempted suicide, and suicidal threats may have a significant detrimental effect not only on the involved student, but on others in the campus community.

The College opposes, and strives to eliminate, all forms of personal abuse and violence, whether directed at oneself or others. This Student Psychological Wellness Policy outlines an approach to educate and promote discussion about threats, disruption, self abuse, and violence. It also outlines procedures for crisis intervention and response. All members of the College community are expected to promote a violence-free environment and to observe these policies and procedures.

See the full policy here (<http://www.tc.columbia.edu/policylibrary/vice-provost/student-psychological-wellness-/>).

Transcript Notations

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

Permanent - remain in perpetuity

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

Temporary

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

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

Removal of Temporary Transcript Notations

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

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

Transfer Credit

Students may apply for transfer credit upon acceptance at Teachers College. Transfer credit is based on coursework completed at another institution *prior to* enrolling at Teachers College that is then applied toward a Teachers College degree. Previously completed Teachers College coursework is not eligible for transfer credit.

Whether previously-completed Teachers College credits or transfer credits may be used towards a particular degree is an academic decision made by a student's advisor outside of the transfer credit process.

Eligibility for transfer credit depends on the student's Teachers College program:

Program	Maximum possible transfer credits
Master of Arts	None.
Master of Science program requiring fewer than 60 credits	None
Master of Science program requiring 60 credits or more.	30
Doctor of Philosophy	30; 45 for graduate work completed at another Columbia University school.
Doctor of Education	45
Doctor of Education in the College Teaching of an Academic Subject	45

Transfer credit may be awarded only for graduate courses that have been

- (1) completed with grades of B or higher,
- (2) submitted on an official transcript from a regionally accredited institution,
- (3) granted/assigned graduate credit on the transcript of that institution, and
- (4) completed prior to enrollment at Teachers College.

For educational institutions outside of the United States or Canada, a course-by course evaluation is required.

Transfer credit is awarded at the discretion of the Transfer Credit Coordinator and the student's faculty advisor.

For more information please refer to the "Degree Requirements" section of the Catalog, visit the transfer credit website (<http://www.tc.columbia.edu/transfercredit/>), or e-mail the Transfer Credit Coordinator at TCTransfer@tc.edu (<mailto:TCTransfer@tc.edu>).

Responsible office: Vice Provost for Student Affairs

Last updated: July 5, 2016

Visiting Scholars

Visiting Scholar Policy

Teachers College (TC) welcomes visitors 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 in another country, 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.

In addition, with special approval by the College, Visiting Scholar status may be granted to known practicing professionals, creative artists, former government officials, international officials (from entities such as the UN), leaders of NGOs and TC doctoral alumni and staff who are engaged in research and teaching of special interest to a Teachers College faculty member.

An individual who is not eligible for visiting scholar sponsorship but is currently a doctoral student at a regionally accredited institution within the United States, or its equivalent from a country other than the United States may apply to the College's Visiting Doctoral Student Program. For details, please see the Visiting Doctoral Students Policy at ([http://www.tc.columbia.edu/policylibrary/vice-provost/visiting-doctoral-students-/](http://www.tc.columbia.edu/policylibrary/vice-provost/visiting-doctoral-students/)) (<http://www.tc.columbia.edu/policylibrary/vice-provost/visiting-doctoral-students-/>)

Faculty Host

Visiting Scholar status is conferred by the Executive Director of International Affairs on behalf of the Provost and Dean of the College.

An individual who wishes to be a Visiting Scholar must be recommended by a faculty member in whose academic discipline the scholar has an interest. The faculty host must be in residence during the visiting scholar's approved period of stay and is responsible for facilitating mutually beneficial interactions between the Visiting Scholar, faculty 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. Directors of TC Institutes and members of Senior Staff may also recommend individuals for Visiting Scholar status.

Applications

A prospective Visiting Scholar must complete an application, available on the Office of International Affairs website (<http://www.tc.columbia.edu/international-affairs/visiting-scholars/forms/>). In addition to the application, prospective scholars must submit the following as PDF attachments to the attention of the program manager, Blessing Nuga (nuga@tc.columbia.edu):

1. Plan of research and/or activities at Teachers College (TC) including goals and objectives.
2. Curriculum vitae (CV).
3. SIGNED recommendation letter from your TC faculty host(s) stating the period of visit, the goals and objectives for the visit and detailing any funding, if applicable.
4. Copy of the passport identity and expiration page.

Administrative Fee

Please note that applications received after February 1, 2017 will be assessed a nonrefundable administrative fee of **USD\$400** for first time applicants and a nonrefundable renewal fee of **USD\$100** for extension applicants. Scholars whose application is approved will receive a link via email to access the online payment site, Cashnet. The Cashnet payment site only accepts credit cards (VISA, Mastercard, American Express, Discover, Masterpass). Scholars unable to pay by credit card may submit payment via wire transfer. Please contact the program manager, Blessing Nuga (nuga@tc.columbia.edu), for the TC wire transfer form. If paying by wire

transfer, please allow 1-2 weeks for processing. Also note that some banks may charge an additional fee for international wire transfers; please check with your banking institution to verify this. Please make sure that the email address on your application is correct, as the Cashnet access link will be sent directly to this address.

Visiting Scholar Privileges at TC

Visiting Scholars receive the following privileges at Teachers College:

- University ID (or UNI) for access to electronic resources and a TC Gmail account.
- Access to Teachers College and Columbia University libraries with some restrictions during periods of examination or special events.
- Auditing of classes with the instructor's permission.
- Attending open lectures.

Upon arrival at Teachers College, all Visiting Scholars must check in with the program manager in the Office of International Affairs. Scholar privileges will be activated following the check in appointment.

Individuals may be granted Visiting Scholar status for up to one year. The designation may be renewed for no more than one additional year with approval of the faculty host and payment of the \$100 renewal fee. "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 are not compensated and are not eligible for College or University health insurance. Scholars are responsible for arranging their own financial support and insurance. They may receive honoraria for participating in a conference or for 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 may not be compensated from a Teachers College account; given a TC fellowship or reimbursed for expenses without prior approval of the Executive Director of the Office of International Affairs.

Prospective visitors wishing to enroll in classes for credit at TC should request an application for non-degree student status from the Office of Admissions (www.tc.edu/admissions (<http://www.tc.edu/admissions>)).

Individuals in F-1 or J-1 student status are not granted Visiting Scholar privileges and must be full-time students. Contact the Office of International Services (www.tc.edu/international (<http://www.tc.edu/international>)) for more information.

J-1 Visa Sponsorship for Foreign Nationals

Foreign nationals ordinarily need a J-1 (research scholar category) visa to visit Teachers College. Upon receipt of all documentation required by the U.S. government, the Office of International Services will issue a Form DS-2019 to support the J-1 visa application. Federal regulations require that applicants 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. The Visiting Scholars Form DS-2019 Application is available from the Office of International Services; this office can provide additional details on complying with these requirements.

Please note that as of May 15, 2015, prospective Visiting Scholars applying for J-1 visa sponsorship from Teachers College are required to demonstrate English Language proficiency.

In addition to checking in with the OIA program manager, all Visiting Scholars on a J-1 visa sponsored by TC must also check-in with the Office of International Services upon arrival to receive a welcome orientation.

An individual interested in Visiting Scholar status should contact:

Ms. Blessing Nuga

Office of International Affairs

Teachers College, Columbia University

Telephone/fax: 212-678-4010

Email: nuga@tc.columbia.edu

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

Please note that individuals who do not qualify as a Visiting Scholar or Visiting Doctoral Student are not eligible for visa sponsorship from the College.

Last updated: April 2017.

Contact Information & Travel Directions

Post Office Address:

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

Telephone: (212) 678-3000

Fax: (212) 678-4048

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

Access Services

Office of Access and Services for Individuals with Disabilities

Tel/Voice: (212) 678-3689

TTY: (212) 678-3853

Video Phone: (646) 755-3144

Fax: (212) 678-3793

Email: oasid@tc.edu

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

Admission

Office of Admission

Tel: (212) 678-3710

Fax: (212) 678-4171

Email: tcinfo@tc.edu

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

Career Services

Career Services Center

Tel: (212) 678-3140

Fax: (212) 678-3107

Email: careerservices@tc.edu

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

Doctoral Studies

Office of Doctoral Studies

Tel: (212) 678-4058

Fax: (212) 678-3005

Email: ods@tc.edu

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

Employment

Office of Human Resources

Tel: (212) 678-3175

Fax: (212) 678-3178

Email: hr@tc.edu

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

Housing (On-campus)

Office of Residential Services

Tel: (212) 678-3235

Fax: (212) 678-3222

Email: housing@tc.edu

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

International Services

Office of International Services

Tel: (212) 678-3939

Fax: (212) 678-3990

Email: tcintl@columbia.edu

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

Payment of Fees

Office of Student Accounts

Tel: (212) 678-3056

Fax: (212) 678-4139

Email: StudentAccounts@tc.edu

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

Registration

Office of the Registrar

Tel: (212) 678-4050

Fax: (212) 678-3005

Email: registrar@tc.edu

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

Safety and Security

Office of Campus Safety & Security

Tel: (212) 678-3098

Fax: (212) 678-3222

Email: tcsecurity@tc.edu

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

Financial Aid

Office of Financial Aid

Tel: (212) 678-3714

Fax: (212) 678-4089

Email: FinancialAid@tc.edu

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

How to Get to Teachers College

- By Bus: Four bus routes include stops at West 120th Street: M4, M5, M11, M104
- By Subway: Take the 1 local subway to the 116th Street Station; walk north on Broadway to West 120th Street. Teachers College is on the north side of West 120th Street, between Broadway and Amsterdam Avenue.
- By Car: The Henry Hudson Parkway (West Side Highway) is convenient to Teachers College. The highway can be reached from most of the main routes entering New York City. Whether driving north or south, leave the West Side Highway at the 96th Street exit; at the first traffic light turn left (north) onto Riverside Drive; at 120th Street turn right and go two blocks east to the College.
- Parking: The following garages in the area will accept outside cars if you phone in advance.
 - E & B Operating Corp.
137 West 108th Street
(212) 865-8315
 - Riverside Church Garage
Riverside Drive & 120th St.
(212) 870-6736
 - Upper Westside Garage
234 West 108th Street

(212) 222-8800

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