

TEACHERS COLLEGE  
COLUMBIA UNIVERSITY

CCPX 5026.001

**Rational Emotive Behavior Therapy:  
The Pioneering Cognitive Approach  
Spring 2022**

Day: Wednesdays

Time: 3:00 – 4:40 pm

Room: HM 431

**Instructor: Debbie Joffe Ellis, Ph.D.**

Preferred Email: [debbiejoffeellis@gmail.com](mailto:debbiejoffeellis@gmail.com)

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**Course Assistant: Sydney DeCaro**

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**Course Description**

In this course students will learn the history, development, techniques, and application of Rational Emotive Behavior Therapy (REBT): the pioneering cognitive approach that heralded the cognitive revolution in psychology and psychotherapy by Albert Ellis PhD (1913-2007), the late husband of the instructor, Dr. Debbie Joffe Ellis. The course will also include a critical examination of the theory and technique of REBT, and comparative psychotherapeutic methods such as Cognitive Behavioral Therapy.

Students will learn the main and pivotal points of REBT therapy sessions. There will be opportunities for self-reflection in classes, and there will be exercises carried out by students in pairs and small groups, giving them the direct experience of the modality first-hand and of guiding another person through it.

Students will be able to apply REBT to various forms of emotional suffering that clients present, including PTSD, depression, anxiety, and addiction. Students will learn about the effectiveness of REBT in individual, group, short term and long term therapy. Main similarities and differences between REBT and CBT, and between REBT and various forms of Buddhism and Mindfulness, will also be examined. Video of Dr. Albert Ellis will be shown.

**Required Reading:**

All the articles required for this course are provided on Canvas in the “Files” section. Main texts and recommended readings are also available at the TC bookstore, or at [www.CengageBrain.com](http://www.CengageBrain.com) where you may buy individual chapters.

**Ellis, A. & Ellis, D.J. (2019). *Rational Emotive Behavior Therapy: Second edition*. Washington DC: American Psychological Association. \*\*\* Main Text\*\*\***

**\*Please Note: This is the current and latest edition of the Ellis & Ellis (2019) textbook. Students are expected to purchase this main text.**



Ellis, A. (2003). Similarities and Differences Between Rational Emotive Behavior Therapy and Cognitive Therapy, in *Journal of Cognitive Psychotherapy: An International Quarterly*, Vol. 17, no. 3. New York: Springer Publishing Company.

Ellis, A. (2005a). *The Myth of Self Esteem*. Amherst, N.Y.: Prometheus Books.

**\*Please Note: This book is available for purchase**

Ellis, A. (2005b). Discussion of Christine A. Padesky & Aaron T. Beck, "Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy", in *Journal of Cognitive Psychotherapy: An International Quarterly*, Vol. 19, no. 2. New York: Springer Publishing Company.

Ellis, D.J. (2015). Reflections: The Profound Impact of Gratitude In Times of Ease and Times of Challenge, in *Journal of Spirituality in Clinical Practice*, Vol. 2, No. 1, 96-100. Washington D.C. American Psychological Association.

Padesky, C. & Beck, A.T. (2003). Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy, in *Journal of Cognitive Psychotherapy: An International Quarterly*, Vol. 17, no. 3. New York: Springer Publishing Company.

#### **Recommended Readings/References/Videos:**

Corey, G. (2008). *Theory & Practice of Group Counseling*. Belmont, CA: Thomson, Brooks/Cole.

Eckstein, D. (2012). *The Couple's Matchbook: Techniques for lighting, rekindling, or extinguishing the flame*. Bloomington, IN: Trafford Publishing.

Ellis, A. (1962). *Reason and Emotion in Psychotherapy*. Secaucus, N.J.: Citadel.

Ellis, A. (2000). The Importance of Cognitive Processes in Facilitating Accepting in Psychotherapy in *Cognitive and Behavioral Practice*. 7, 288-299. Association for Advancement of Behavior Therapy.

Ellis, A. (2000). Rational-Emotive Behavior Marriage and Family Therapy in A, M, Horne (Ed.), *Family Counseling and Therapy*. (pp. 489-514). Itasca, IL: Peacock.

Ellis, A. (2000). Spiritual Goals and Spirited Values in Psychotherapy in *The Journal of Individual Psychology*, Vol. 56, No. 3, Fall 2000. Austin, TX: University of Texas Press.

Ellis, A. (2001). Rational and Irrational Aspects of Countertransference in *Journal of Clinical Psychology/In Session: Psychotherapy in Practice*. Vol. 57, 999-1004. John Wiley & Sons, Inc.

Ellis, A. (2004a). *Rational Emotive Behavior Therapy – It Works for Me, It Can Work for You*. Amherst, N.Y.: Prometheus Books.

Ellis, A. (2004b). *The Road to Tolerance*. Amherst, N.Y.: Prometheus Books.

Ellis, A. & Ellis, D.J. (2014). Chapter 5: Rational Emotive Behavior Therapy: in *Current Psychotherapies* (10<sup>th</sup> Edition). Belmont, CA: Brooks/Cole, Cengage Learning.



- Ellis, A. with Ellis, D.J. (2010). *All Out!: An Autobiography*. Amherst, NY: Prometheus Books.
- Ellis, D.J. (2014). *DVD: Rational Emotive Behavior Therapy: Systems of Psychotherapy*. Washington DC: American Psychological Association.
- Vandenbos, G.S., Meidenbauer, E. & Frank-McNeil, J. (2014). *Psychotherapy Theories and Techniques: A Reader*. Washington D.C.: American Psychological Association.
- Velten, E. & Penn, P.E. (2010). *REBT for People with Co-occurring Problems*. Sarasota, Florida: Professional Resource Press.
- Wedding, D. & Corsini, R.J. (2014). *Case Studies in Psychotherapy* (7<sup>th</sup> Edition). Belmont, CA: Brooks/Cole, Cengage Learning.
- Wedding, D. & Corsini, R.J. (2019). *Current Psychotherapies* (11<sup>th</sup> Edition). Belmont, CA: Brooks/Cole, Cengage Learning.
- Ellis, D.J. (2014). *DVD: Rational Emotive Behavior Therapy: Systems of Psychotherapy*. Washington DC: American Psychological Association Publications.



## Course Schedule

Session	Topic	Reading
<b>Class 1.</b> 1/19/22	Introduction to Rational Emotive Behavior Therapy (REBT).	Ellis & Ellis (2019): Rational Emotive Behavior Therapy – Chapter 1.
<b>Class 2.</b> 1/26/22	History and Development of REBT.	<p>Ellis &amp; Ellis (2019): Rational Emotive Behavior Therapy – Chapter 2.</p> <p>David, D., Szentagotai, A., Eva, K., &amp; Macavei, B. (2005). A synopsis of rational-emotive behavior therapy (REBT); fundamental and applied research. <i>Journal of Rational-Emotive and Cognitive-Behavior Therapy</i>, 23(3), 175-221.</p> <p>Dryden, W. &amp; David, D. (2008). Rational emotive behavior therapy: Current status. <i>Journal of Cognitive Psychotherapy</i>, 22(3), 195-209.</p> <p>Smith, T. W. (1982). Irrational beliefs in the cause and treatment of emotional distress: A critical review of the rational-emotive model. <i>Clinical Psychology Review</i>.2(4), 505-522.</p>
<b>Class 3.</b> 2/2/22	REBT Techniques and Method. Cognitive, Emotive and Behavioral  Clinical Demonstration. Use of Humor, Compassion, Empathy, Kindness, Gratitude, Awe.	<p>Ellis &amp; Ellis (2019): Rational Emotive Behavior Therapy – Chapter 3.</p> <p>Ellis, D.J. (2015): The Profound Impact of Gratitude.</p>
<b>Class 4.</b> 2/9/22	Video of clinical demonstration of REBT.	Ellis & Ellis (2019): Rational Emotive Behavior Therapy – Chapters 4 & 5.
<b>Class 5.</b> 2/16/22	<p>The Unique Qualities of REBT:</p> <ul style="list-style-type: none"> <li>• Unconditional Acceptance</li> <li>• Vigor and Precision in Disputing: the use of forcefulness and energy.</li> <li>• The Emphasis on the “E”: The Emotions.</li> <li>• Similarities and Differences between: REBT and CBT</li> <li>• Albert Ellis’ and Carl Rogers’ approaches</li> <li>• REBT and Adlerian Psychology (Individual Psychology).</li> </ul>	<p>Ellis, A. (2005). The Myth of Self Esteem.</p> <p>Ellis, A. (2003). Similarities and Differences between Rational Emotive Behavior Therapy and Cognitive Therapy.</p> <p>Ellis, A. (2005). Discussion of Christine A. Padesky &amp; Aaron T. Beck, “Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy”.</p>



Session	Topic	Reading
		<p>Padesky, C. &amp; Beck, A.T. (2003). Science and Philosophy: Comparison of Cognitive Therapy and Rational Emotive Behavior Therapy.</p> <p>Watson, P. J., Sherbak, J., &amp; Morris, R. J. (1998). Irrational beliefs, individualism-collectivism, and adjustment. <i>Personality and Individual Differences</i>, 24(2), 173-179.</p>
<p><b>Class 6.</b> <b>2/23/22</b></p>	<p>Clinical Practice and Application: Clarifying Goals, Goal Setting and Homework.</p> <p>Secondary Symptoms.</p> <p>Pivotal Aspects in Therapeutic Sessions.</p> <p>The Role of the Therapist.</p> <p>The Role of the Client.</p>	<p>Ellis &amp; Ellis (2019): Rational Emotive Behavior Therapy – Chapter 4.</p>
<p><b>Class 7.</b> <b>3/2/22</b></p>	<p>Current Individual Applications of REBT</p> <p>Pair and group exercises, class discussion</p> <p><b>**Paper A Due at 10:00 AM – Word Doc**</b></p>	



Session	Topic	Reading
<p><b>Class 8.</b> <b>3/9/22</b></p>	<p>REBT for:</p> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Anxiety</li> <li>• Rage</li> <li>• Shame and Guilt</li> <li>• Jealousy</li> <li>• Need for Approval</li> <li>• Low Frustration Tolerance</li> </ul> <p style="text-align: center;"><b>**Student Presentations Begin**</b></p>	<p>Ellis &amp; Ellis (2019): Rational Emotive Behavior Therapy – Chapter 4.</p> <p>Ellis, A. (2005). The Myth of Self Esteem</p> <p>David, D., Montgomery, G. H., Macavei, B., &amp; Bovbjerg, D. H. (2005). An empirical investigation of Albert Ellis's binary model of distress. <i>Journal of Clinical Psychology</i>, 61(4), 499-516.</p> <p>David, D., Szentagotai, A., Lupu, V., &amp; Cosman, D. (2008). Rational emotive behavior therapy, cognitive therapy, and medication in the treatment of major depressive disorder: a randomized clinical trial, posttreatment outcomes, and six-month follow-up. <i>Journal of clinical psychology</i>, 64(6), 728-746.</p> <p>Macavei, B. (2005). The role of irrational beliefs in the rational emotive behavior theory of depression. <i>Journal of Cognitive and Behavioral Psychotherapies</i>, 5(1), 73-81.</p> <p>Solomon, A., Haaga, D.A.F., Brody, C., Kirk, L., &amp; Friedman, D.G. (1998). Priming irrational beliefs in recovered depressed people. <i>Journal of Abnormal Psychology</i>, 107 (3), 440-449.</p>
<p><b>3/16/22</b></p>	<p style="text-align: center;"><b>SPRING BREAK – NO CLASS</b></p>	
<p><b>Class 9.</b> <b>3/23/22</b></p>	<p>REBT for:</p> <ul style="list-style-type: none"> <li>• Perfectionism</li> <li>• Post-Traumatic Stress (PTS)</li> <li>• Addiction</li> <li>• Borderline Personality Disorder (BPD)</li> <li>• Obsessive Compulsive Disorder (OCD)</li> </ul>	<p>Ellis &amp; Ellis (2019): Rational Emotive Behavior Therapy – Chapter 4.</p> <p>Hyland, P., Shevlin, M., Adamson, G., &amp; Boduszek, D. (2014). The Organization of Irrational Beliefs in Post-traumatic Stress Symptomology: Testing the Predictions of REBT Theory Using Structural Equation Modelling. <i>Journal of Clinical Psychology</i>, 70(1), 48–59.</p> <p>Jarrett, M. T., (2008). Warrior Resilience Training in Operation Iraqi Freedom: Combining Rational Emotive Behavior Therapy, Resiliency, and</p>



Session	Topic	Reading
		<p>Positive Psychology. The Army Medical Department Journal. July-Sept., 32-28.</p> <p>Penn, P. E., &amp; Brooks, A. J. (2000) Five years, twelve steps, and REBT in the treatment of dual diagnosis. Journal of Rational-Emotive &amp; Cognitive-Behavior Therapy, 18 (4), 197-208.</p> <p>Rieckert, J., &amp; Moller, A.T., (2000). Rational Emotive Behavior Therapy in the treatment of adult victims of childhood sexual abuse. Journal of Rational-Emotive &amp; Cognitive-Behavior Therapy. 18 (2), 87-101.</p>
<p><b>Class 10.</b> <b>3/30/22</b></p>	<p>Working with Aging Clients. Multi-Cultural Considerations. Overcoming Resistance. Maintaining Therapeutic and Self-Help Gains.</p>	<p>Ellis &amp; Ellis (2019): Rational Emotive Behavior Therapy – Chapters 4 &amp; 5.</p> <p>Braunstein, J.W. (2004). An investigation of irrational beliefs and death anxiety as a function of HIV status. Journal of Rational-Emotive &amp; Cognitive-Behavior Therapy. 22, (1), 21-38.</p> <p>Chen, C.P. (1995). Counseling applications of REBT in a Chinese cultural context. Journal of Rational-Emotive &amp; Cognitive-Behavior Therapy. 13 (2), 117-129.</p> <p>Hays, P.A., (1995). Multicultural Applications of Cognitive-Behavior Therapy. Professional Psychology: Research and Practice. 26 (3) 309-315.</p> <p>Lega, L.I., &amp; Ellis, A. (2001). Rational Emotive Behavior Therapy (REBT) in the new millennium: a cross cultural approach. Journal of Rational-Emotive &amp; Cognitive-Behavior Therapy. 19(4), 201-222.</p> <p>Sapp, M., McNeely, R.L., &amp; Torres, J.B. (1998) Rational Emotive Behavior Therapy in the process of dying: Focus on Aged African Americans and Latinos. Journal of Human Behavior in the Social Environment. 1(2-3), 305-321.</p>



Session	Topic	Reading
<b>Class 11.</b> <b>4/6/22</b>	REBT for Short Term Therapy. REBT for Long Term Therapy. REBT in Relationship, Marriage and Family Therapy. Group Therapy.	Ellis, A. & Ellis, D.J. (2014). Chapter 5: Rational Emotive Behavior Therapy: in Current Psychotherapies (10 <sup>th</sup> Edition). Belmont, CA: Brooks/Cole, Cengage Learning.  Ellis & Ellis (2019): Rational Emotive Behavior Therapy – Chapter 4.  Gonzalez, J. E., Nelson, J. R., Gutkin, T. B., Saunders, A., Galloway, A., & Shwery, C. S. (2004). Rational Emotive Therapy with children and adolescents: A meta-analysis. Journal of Emotional and behavioral Disorders. 12 (4), 222-235.  Wilde, J. (2008). Rational Emotive Behavioral Interventions for children with anxiety problems. Journal of Cognitive and Behavioral Psychotherapies. 8 (1), 133-141.
<b>Class 12.</b> <b>4/13/22</b>	The Multimodal Nature of REBT. Hypnosis. Dream Work.	Ellis & Ellis (2019): Rational Emotive Behavior Therapy – Chapter 4.  Ellis, D.J. (2012, Jul. 16). Article for Hypnosis (Division 30) Psychological Bulletin: Albert Ellis, Ph.D. – Master Therapist, Pioneer, Humanist. Retrieved from: <a href="http://www.ellisrebt.co.uk/article-for-hypnosis-division-30-psychological-bulletin-albert-ellis-phd-master-therapist-pioneer-humanist">http://www.ellisrebt.co.uk/article-for-hypnosis-division-30-psychological-bulletin-albert-ellis-phd-master-therapist-pioneer-humanist</a> .
<b>Class 13.</b> <b>4/20/22</b>	REBT and Spirituality. REBT and Buddhism. REBT and Mindfulness. REBT in the Media.	Ellis, A. (2005). The Myth of Self Esteem  DiGiuseppe, R.A., Robin, M., & Dryden, W. (1990). On the compatibility of Rational-Emotive Therapy and Judeo-Christian Philosophy: A focus on clinical strategies. Journal of Cognitive Psychotherapy: An International Quarterly. 4(4) 355-368.  Johnson, W. B., Ridley, C. R., & Nielsen, S. L. (2000). Religiously sensitive rational emotive behavior therapy: Elegant solutions and ethical risks. Professional Psychology: Research and Practice. 31, 14-20.





Session	Topic	Reading
		<p>Nielsen, S. L. (2001). Accommodating religion and integrating religious material during rational emotive behavior therapy. <i>Cognitive and Behavioral Practice</i>. 8 (1), 34-39.</p> <p>Wedding, D., &amp; Niemiec, R. M. (2003). The clinical use of films in psychotherapy. <i>Journal of clinical psychology</i>, 59(2), 207-215.</p>
<b>Class 14.</b> <b>4/27/22</b>	Dispelling Myths and Fantasies about REBT. REBT in Everyday Life Overview.	<p>Ellis &amp; Ellis (2019): Rational Emotive Behavior Therapy – Chapter 6.</p> <p>Ellis, D.J. (2015): The Profound Impact of Gratitude.</p>
<b>Class 15.</b> <b>5/4/22</b>	Live demonstration. Completion. Questions and Answers, Discussion, Video.  <b>**Paper B due at 10:00 AM – Word Doc**</b>	<p><a href="http://www.debbiejoffeellis.com/index.cfm/videos/rational-emotive-behavior-therapy-part-one-lifes-hardships-jeffrey-mishlove-interviews-dr-debbie-joffe-ellis/">http://www.debbiejoffeellis.com/index.cfm/videos/rational-emotive-behavior-therapy-part-one-lifes-hardships-jeffrey-mishlove-interviews-dr-debbie-joffe-ellis/</a></p> <p><a href="http://www.debbiejoffeellis.com/index.cfm/videos/rational-emotive-behavior-therapy-part-two-the-abcs-jeffrey-mishlove-interviews-dr-debbie-joffe-ellis/">http://www.debbiejoffeellis.com/index.cfm/videos/rational-emotive-behavior-therapy-part-two-the-abcs-jeffrey-mishlove-interviews-dr-debbie-joffe-ellis/</a></p>

### Course Requirements, Grading and Policy.

In this course there are 4 forms of grading:

1. Term paper A (30%), due Week 7, 5-7 pages in length (double-spaced), Word Doc. This paper is to be a well-informed personal analysis based on the literature you have read in and out of class, with an explanation of how the process you employed to resolve an aspect of your own irrational thinking may have been informed by the precepts of REBT. Please include a description of (i) Irrational ideas you have identified in your thinking, (ii) the disputing you have done in response to them, (iii) effective rational beliefs replacing them, (iv) homework you have done and intend to continue to do, to maintain the healthy new beliefs, and (v) discussion of the application of REBT in your life.
2. Term Paper B (30%), **APA 7 Professional Style**, due Week 15, 5-7 pages in length, Word Doc, discussing an aspect of REBT theory and practice most meaningful to you. **Important:** Topic to be approved by Dr. Joffe Ellis by the *eighth week* of the course. Please email Dr. Joffe Ellis and cc Sydney DeCaro to request topic approval. In addition to the 5-7 pages, provide a two-page update related to your application and personal experience of REBT over the course of the whole semester.
  - a. For APA 7 Professional Style, see Style Guide:  
<https://apastyle.apa.org/products/publication-manual-7th-edition>
3. A class presentation (60 minutes) (20%), (i) Students will present on the topic areas based on the week of the semester that they are assigned, (ii) Students will include a critical examination/review of *empirical studies* done on REBT related to those topic areas, (iii)



Students are to include a brief outline for classmates to accompany the presentation with citations/references, (iv) Students are to present with a PowerPoint presentation, (v) Students are required to provide a brief summary of the talk and references to Dr. Joffe Ellis.

- a. The brief summary and references (Word Doc), PowerPoint slides (PDF), and optional handouts are to be **emailed** to Sydney DeCaro on the same day of the presentation no later than **10:00 AM**.
  - b. Talks begin Week 8 and will continue each week through Week 13\*\*
4. Participation in Group and Pair exercises, and in class discussion (20%). This is a key component of assessment.
- a. Students are expected to fully participate in a) class discussions and b) question and answer times. Students will be evaluated based upon the extent to which they participate appropriately in all of the above.
  - b. Punctuality each week is required. Lateness or unexcused absences will result in a reduction of the class participation portion of the final grade.
  - c. Excused Absences: Please notify Sydney DeCaro via email regarding any absences prior to the class date. In order to obtain an excused absence (vs. unexcused absence), students will be required to:
    - i. View Class Recording provided via email by Sydney DeCaro
    - ii. Submit a one-page, single-spaced summary of class recording
    - iii. APA style NOT required
    - iv. Format: Word Document (NOT PDF)
    - v. Due Date: 10am on the Tuesday following the missed class.
  - d. Class Etiquette: No eating in class (or during virtual classes) is permitted. Non-alcoholic beverages (coffee, water, smoothies etc.) are fine.
  - e. No cell phone use is permitted during classes.
  - f. Cameras are to be on during the entire class time.

### Course Policies

In addition to the required policies of Columbia University TC on Academic Dishonesty, Regarding Religious Holidays, Services for Students with Disabilities, and Incompletes:

- (a) Class Attendance: Reasons for absences are to be given, and it **is the student's responsibility to catch up on the topics missed which were presented the week of absence, and to provide a summary of them.**
- (b) Cell Phone Policy: All cell phones are to be turned off during classes.
- (c) Computer Policy: Computers may **ONLY** be used in class for note taking.
- (d) Due Date Policy: The only late papers that will be accepted are those for which extension has been given in advance by the instructor. No papers will be accepted after the date of the final class.
- (e) Food Policy: No food is to be eaten in class; beverages are allowed.

### Academic Dishonesty:

All work done for this class should be your original work. If you are using the exact words of others, quotation marks must be used and appropriate citation should be given to the correct authors of that work and page numbers should be included. If you are paraphrasing the words of others, appropriate citations must be used. Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, or engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

### Religious Holidays:

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Where academic scheduling conflicts prove unavoidable, no student will be penalized for



absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involve . If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost. Personally, I ask that you inform me in advance of dates you will be absent due to major religious holidays. In the same vein, please also inform me of any other times you may be absent.

#### **Services for Students with Disabilities:**

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

#### **Incompletes:**

The grade of Incomplete will 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.

#### **UNI Activation**

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI) and a free TC Gmail account. As official communications from the College – e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. -- will be sent to the student's TC Gmail account, students are responsible for either reading email there, or, for utilizing the mail forwarding option to forward mail from their account to an email address which they will monitor.

#### **Sexual Harassment and Violence Reporting.**

Teachers College is committed to maintaining a safe environment for students. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to the Title IX Coordinator, Janice Robinson. She will treat this information as private, but will need to follow up with you and possibly look into the matter. The Ombuds officer for Gender-Based Misconduct is a confidential resource available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.

#### **Emergency Preparedness**

TC is prepared for a wide range of emergencies. After declaring an emergency situation, the President/Provost will provide the community with critical information on procedures and available



assistance. If travel to campus is not feasible, instructors will facilitate academic continuity through Canvas and other technologies, if possible.

- It is the student's responsibility to ensure that they are set to receive email notifications from TC and communications from their instructor at their TC email address.
- Within the first two sessions of the course, students are expected to review and be prepared to follow the instructions stated in the emergency plan.
- In the event of an emergency that requires the cancellation of classes, please download or obtaining all available scheduled readings for the course.

