

Academic Catalog 2020-2021

Administrative Information

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Message from the President

As President of Teachers College, Columbia University, it's my pleasure to welcome

you to the nation's first 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 across the disciplines of education, health and psychology.

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 as a practitioner 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. Then will you truly be able to say that you have learned everything you needed to know at Teachers College.

Thomas Bailey,
 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!

Stephanie J. Rowley

Provost, Dean and Vice President for Academic Affairs

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.

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Academic Calendar 2020-2021

Autumn Term 2020

April 27	Monday	Registration for Summer Term and Autumn Term for continuing students via web registration begins.
May 4	Monday	Registration for Summer Term and Autumn Term begins for new students.
September 2	Wednesday	Classes begin. Autumn Term.
September 3	Thursday	Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be held during Autumn 2020 term.
September 7	Monday	Labor Day. College Holiday.
September 10	Thursday	Last day to file notification in the Office of Doctoral Studies of Intention to Defend Ed.D. and Ph.D. dissertation during the Autumn term 2020.
September 15	Tuesday	Last day to add and drop courses and to file a Certificate of Equivalency for the autumn term.
September 18	Friday	Fall semester payment due date for tuition, fees, and housing charges.
October 2	Friday	Last day to make final deposit and not be required to register for an additional term of Dissertation Advisement for candidates who defended in Spring or Summer 2020 and who have not yet made final deposit.
October 2	Friday	Last day to change points in variable point courses.
October 9	Friday	Last day to submit all required materials for October 21st award date of the Master of Philosophy degree (Ph.D. students)
October 16	Friday	Last day to complete the final deposit Ed.D. dissertation which have been corrected in accordance with Office of Doctoral Studies' evaluation for October award of degree.

October 16	Friday	Last day to deposit Ph.D. dissertation with the Office of Doctoral Studies and the Graduate School of Arts and Sciences for the October award of degree.
October 16	Friday	Psychology Certification Exam
October 21	Wednesday	Award of October degrees and certificates. No ceremony.
November 1	Sunday	Deadline to apply for February 2021 Master's Degree or Advanced Certificate.
November 3	Tuesday	Election Day. College Holiday.
November 25	Wednesday	Classes meet on a Tuesday schedule.
November 26	Thursday	Thanksgiving Holidays.
November 27	Friday	Thanksgiving Holidays.
December 1	Tuesday	Graduation application for May 2021 opens.
December 7	Monday	Registration for the Spring term for continuing students via web registration begins.
December 14	Monday	Registration for the Spring term for new students via web registration begins.
December 21	Monday	Autumn Term ends.
January 10	Sunday	Last day to hold the dissertation defense (Ed.D./Ph.D.) to be considered an Autumn 2020 term defense.

Spring Term 2021

December 7	Monday	Registration for the Spring term for continuing students via web registration begins.
December 14	Monday	Registration for the Spring term for new students via web registration begins.
January 11	Monday	Classes begin. Spring Term.
January 14	Thursday	Last day to file application for Doctoral Certification Examination (Ed.D./Ph.D.) to be given February 12 and February 19.

January 18	Monday	Martin Luther King, Jr. Day Observed. College Holiday.
January 21	Thursday	Last day to file notification in the Office of Doctoral Studies of Intention to Defend Ed.D. and Ph.D. dissertation during the Spring term 2021.
January 24	Sunday	Last day to add and drop courses and to file a Certificate of Equivalency for the spring term.
January 29	Friday	Last day to submit all required materials for February 12 award date of the Master of Philosophy degree (Ph.D. students)
February 5	Friday	Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the award of the February 2021 degree.
February 5	Friday	Last day to make the final deposit of corrected Ed.D. dissertations and abstracts for the award of the February 2021 degree.
February 5	Friday	Spring semester payment due date for tuition, fees, and housing charges.
February 10	Wednesday	Award of February degrees and certificates. No ceremony.
February 11	Thursday	Last day to make final deposit and not be required to register for an additional term of Dissertation Advisement for candidates who defended in Autumn 2020 and who have not yet made final deposit.
February 12	Friday	Doctoral Certification Examination (Ed.D./Ph.D.) for students not majoring in an area of psychology, 9:00a.m. to 12 noon and 1:45p.m. to 4:45p.m.
February 19	Friday	Doctoral Certification Examination (Ed.D./Ph.D.) for students majoring in an area of psychology, 9:00a.m. to 12 noon and 1:45p.m. to 4:45p.m.
March 1	Monday	First day of spring holidays.
March 7	Sunday	Last day of spring holidays.
March 29	Monday	Registration for summer 2021 term and autumn 2021 term for continuing students begins. <i>*Last Updated: 9/22/2020</i>
April 5	Monday	Last day to hold the dissertation defense (Ed.D./Ph.D.) for the May 2021 award of the degree.

April 9	Friday	Last day to make the first deposit of corrected Ed.D. dissertations and abstracts for the May 2021 award of the degree.
April 9	Friday	Last day to complete the final deposit of the Ph.D. dissertation with the Graduate School of Arts and Sciences for the May 2021 award of the degree (Deposit must be completed by 4:00 pm)
April 9	Friday	Last day to submit all required materials for May 19th award date of the Master of Philosophy degree (Ph.D. students)
April 19	Monday	Registration for summer 2021 term and autumn 2021 term begins for new students. <i>*Last Updated: 9/22/2020</i>
April 26	Monday	End of Spring Term.
May 2	Sunday	Last day to hold the dissertation defense (Ed.D./Ph.D.) to be considered a Spring 2021 term defense.
May 19	Wednesday	Conferring of degrees at Columbia University.

Summer Term 2021

March 29	Monday	Registration for summer 2021 term and autumn 2021 term for continuing students begins. <i>*Last Updated: 9/22/2020</i>
April 19	Monday	Registration for summer 2021 term and autumn 2021 term begins for new students. <i>*Last Updated: 9/22/2020</i>
May 3	Monday	Session A courses begin.
May 31	Monday	Memorial Day Observed. College Holiday.
June 14	Monday	End of Summer Session A courses.
June 28	Monday	Session B courses begin.
July 5	Monday	Independence Day observed. College Holiday.
August 6	Friday	End of Summer Session B courses.

Applying to Teachers College

For complete information regarding admission to Teachers College, please refer to the Office of Admission website at www.tc.edu/admission.

About the Application Process

Teachers College is a graduate school of education. To be eligible for admission to any /all programs, applicants must hold, or be in the process of obtaining, a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree.

Teachers College admits students for Spring, Summer, and Fall entry. However, not all programs or degree levels are available for all entry terms. The application for degree admission opens each year in early September for the following Spring, Summer, and Fall entry terms. Applicants may only have one active application at a time, and **may only apply to one degree program per Spring term and one degree program per Summer/Fall term.**

A complete list of available programs, degrees, and entry terms can be found at www.tc.edu/programs.

All admission decisions are final. The official notification of all admission decisions comes directly from the Office of Admission. Specific details regarding an applicant's admission decision are confidential and not shared with anyone external to the admission committee.

How to Apply

The Teachers College application for admission is available at www.tc.edu/apply.

The complete Teachers College application consists of the application form and supplemental materials, which vary depending on the program and degree.

Admission requirements and application instructions may be found at www.tc.edu/apply.

Application Deadlines

Only complete applications will be eligible for review. An application is considered complete when all required application materials are received by the Office of Admission by the designated, posted deadline.

Deadlines vary according to degree and program. Deadlines are posted at www.tc.edu/programs.

Please note: Applications for admission received after the posted deadline(s) may be considered on a space-available basis, but review is not guaranteed.

Students with Disabilities

The Office of Access and Services for Individuals with Disabilities (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. Students who seek accommodations should contact OASID directly. For more information, visit www.tc.columbia.edu/oasid.

Statement of Non-Discrimination

Teachers College (“TC” or the “College”) is committed to providing a working, learning and living environment free from discrimination and harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, Teachers College does not discriminate on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, marital or partnership status, citizenship or immigration status, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status in the administration of its admissions policies, educational policies, employment, scholarship, loan, and other College-administered programs; treatment, or in access to College programs or activities.

Components of a Complete Degree Application

Degree-seeking applicants must submit all pieces of the application to be considered for admission. **Only complete applications will be reviewed.** These required items are:

- **Completed and Signed Online Application Form**
- **\$65 Non-Refundable Application Fee**
- **Statement of Purpose**
- **Résumé**
- **Academic Transcript(s):** For current requirements regarding transcript submission, visit the Office of Admission website at tc.edu/apply. Students who completed or are completing degrees outside of the United States will be required to submit an official course-by-course evaluation. Please see the “International Students” section for further detail.
- **Letters of Recommendation:** Applicants are required to submit at least two letters of recommendation. Some programs require a third recommendation or may include specific elements to address. For program-specific requirements, please visit tc.edu/programs and search for your program.
- **Standardized Tests:** Standardized tests are required by some, but not all, Teachers College degree programs. The testing center must report official scores directly to the Office of Admission by the application deadline. Expired scores will not be accepted. For tests administered by the Educational Testing Service (ETS), **the assigned institution code for Teachers College is 2905**. For more information, visit tc.columbia.edu/admissions/admission/instructions/degree-programs.
- **English Proficiency Tests:** All applicants who received a baccalaureate degree from an institution where English is not the sole official language of instruction must take an English proficiency exam. Teachers College accepts official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. An English proficiency exam is required regardless of where the applicant received a graduate degree (if any). For more information and score requirements, visit tc.columbia.edu/admissions/admission/international-students.
- **Supplemental Application Requirements:** Some programs require additional application materials. For more information, visit tc.edu/programs.

International Applicants

International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree to be eligible for admission to Teachers College.

- **Course-by-Course Evaluation:** Applicants who have completed, or are completing, undergraduate and/or graduate degrees at institutions outside of the United States are required to submit a course-by-course translation and evaluation. It is the applicant's responsibility to provide the necessary paperwork and payment to an approved evaluation service, and to request that an official copy of the report be sent to the Teachers College Office of Admission. **The completed evaluation must be received by the admission deadline.** Evaluations will be reviewed by Teachers College administrators. The determination of degree equivalency to U.S. degrees is at the discretion of Teachers College. For more information and a list of approved evaluation agencies, visit tc.columbia.edu/admissions/admission/international-students.
- **Certified Translations:** For students who are not required to submit a course-by-course evaluation because they did not or will not complete degrees abroad, transcripts in languages other than English must be accompanied by certified English translations.
- **English Proficiency:** Students who have earned a baccalaureate degree 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 the “English Proficiency Tests” section above for more information.
- **Visa Information:** Documents necessary to obtain a student visa (I-20 or DS-2019) should be sent to the Office of International Students and Scholars only after an applicant has been officially admitted to Teachers College. Applicants should not submit bank statements or other proof of funds with application materials.

Non-Degree, Advanced Certificate, and Non-Credit Applications

Admission as a Non-Degree Student

Non-degree status is available to applicants holding a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold the equivalent of a 120-credit U.S. baccalaureate degree. The non-degree application is available online at www.tc.edu/apply. The components of a non-degree application include:

- **Completed and Signed Online Application Form**
- **\$65 Non-Refundable Application Fee**
- **Official Transcript(s):** Official transcripts from the applicant's undergraduate baccalaureate institution(s) showing a degree conferral and all academic courses and grades. Students who completed degrees outside of the United States will be required to submit an official course-by-course evaluation. Please see the "International Students" section for further detail.
- **English Proficiency Tests:** All applicants who received a baccalaureate degree from an institution where English is not the sole official language of instruction must take an English proficiency exam. Teachers College accepts official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. An English proficiency exam is required regardless of where the applicant received a graduate degree (if any). For more information and score requirements, visit tc.columbia.edu/admissions/admission/international-students.
- **Supplemental Application Requirements:** Some programs require additional application materials. For more information, visit tc.edu/programs.

A non-degree student may take up to 16 points as long as the academic standards of the College are met. Once the 16 point maximum is met, the non-degree student must either:

- Apply to and 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, if approved by the program.

Admission as an Advanced Certificate Student

Advanced Certificate status is available to applicants holding, or in the process of obtaining, a baccalaureate degree from a regionally accredited institution as recognized by the U.S. Department of Education. International applicants must hold, or be in the process of obtaining, the equivalent of a 120-credit U.S. baccalaureate degree. Some Advanced Certificate programs require coursework or degree completion beyond the baccalaureate degree; for specific information, visit www.tc.edu/programs.

The Advanced Certificate application is available online at www.tc.columbia.edu/apply. The components of an Advanced Certificate application include:

- **Completed and Signed Online Application Form**
- **\$65 Non-Refundable Application Fee**
- **Statement of Purpose**
- **Résumé**
- **Academic Transcript(s):** For current requirements regarding transcript submission, visit the Office of Admission website at tc.edu/apply. Students who completed or are completing degrees outside of the United States will be required to submit an official course-by-course evaluation. Please see the “International Students” section for further detail.
- **English Proficiency Tests:** All applicants who received a baccalaureate degree from an institution where English is not the sole official language of instruction must take an English proficiency exam. Teachers College accepts official results from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) exam. An English proficiency exam is required regardless of where the applicant received a graduate degree (if any). For more information and score requirements, visit tc.columbia.edu/admissions/admission/international-students.
- **Supplemental Application Requirements:** Some programs require additional application materials. For more information, visit tc.edu/programs.

Admission to an Advanced Certificate implies no commitment for admission to a degree, non-degree, or non-credit program.

For more information about applying to an Advanced Certificate program, visit www.tc.columbia.edu/admissions/admission/instructions/advanced-certificate-programs.

Admission as a Non-Credit Student

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

Admission to a non-credit program implies no commitment for admission to a degree, non-degree, or Advanced Certificate program.

Financial Aid

Degree-seeking students may be considered for a variety of financial aid options including scholarships, fellowships, grants, federal aid, and student employment. Aid is not guaranteed.

The Office of Financial Aid is committed to guiding students through the process of identifying and securing the financial resources necessary to attend Teachers College. Visit www.tc.edu/financialaid for more information.

How to Apply

Applicants

The Teachers College scholarship application is included in the application for admission. Applicants who wish to be considered for scholarship aid should complete and submit the application for admission by the published deadline(s). See www.tc.edu/programs for deadline dates. The scholarship application is a one-time application that does not need to be renewed or resubmitted each year of a student's matriculation.

Applicants who wish to be considered for federal financial aid must submit the Free Application for Federal Student Aid (FAFSA).

Continuing Students

Continuing students are not required to complete a new scholarship application each year, as the one on file will be used if necessary. However, continuing students seeking federal aid must refile the FAFSA for each year that they wish to be considered for federal loans, the TEACH grant, or work study funds.

How Aid is Awarded

New Students

New students who completed the scholarship application and submitted their application for admission by the posted deadline will be considered for scholarship funding upon admission to Teachers College. Students who are recipients of the Teachers College Scholarship will be notified of the award shortly after admission via email directing them to their official award letter in the student portal.

Other sources of funding, such as endowed scholarships, fellowships, and grants, may be awarded on a rolling basis. Students who receive additional funding will receive a revised financial aid award notification.

Continuing Students

Financial Aid award notifications for continuing students will be released beginning in May prior to the upcoming academic year. Students may view their financial aid award in their student portal.

The Office of Financial Aid may make changes on a student's existing financial aid award package throughout the academic year (due to enrollment changes, withdrawals, etc.). If a change occurs, the student will be notified promptly via email.

Disbursement

Scholarship funding will be applied to the student's account at the beginning of each term, while federal financial aid will be applied following the end of the add/drop period. For more information about federal loan eligibility and disbursement, see the Federal Financial Aid Programs section below.

Tuition, fees, account charges, and refunds are processed by the Office of the Bursar. For more information, visit www.tc.columbia.edu/bursar.

Scholarships, Fellowships, and Grants

Institutional Scholarships

Students who are first-time applicants to a master's-level program of study may be considered for institutional scholarships based on the TC scholarship application. Continuing students may also be considered for other institutional scholarships.

Teachers College also offers special scholarships for new applicants to master's programs. For more information, visit www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/scholarships.

Endowed Scholarships

Endowed scholarships are provided through the generosity of donors' contributions. Some of these funds are in support of students in particular programs, while others are available to students across a variety of programs.

Fellowships and Grants

Fellowship awards are based on scholastic ability and potential for academic and professional achievement. Grants may be merit- and/or need-based according to each program's specific requirements. For more information, visit www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/fellowships-and-grants.

Graduate Research/Teaching Assistantships

Students who are employed as graduate research/teaching assistants earn salary plus a tuition scholarship. Students may be awarded up to 3 points per semester, with a maximum of 9 points per academic year (Fall, Spring, Summer). Points may only be used during the semester in which a graduate research/teaching assistantship is awarded. For more information, visit www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/assistantships.

Terms and Conditions

There are terms and conditions associated with scholarships awarded by Teachers College. For details, visit www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/scholarships/terms-and-conditions.

Fellowships, grants, and graduate research/teaching assistantships may have separate criteria that students need to meet in order to gain and maintain eligibility. For more information, visit www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources.

Federal Financial Aid Programs

Federal Loans

Teachers College offers the Federal Direct Unsubsidized Loan and the Federal Direct Graduate PLUS Loan.

As per federal regulations, students who seek federal aid are provided a Cost of Attendance (COA) budget that consists of estimated tuition, fees, and other expenses. The COA budget will be 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 to adjust their Cost of Attendance and federal aid award package. Students who will be enrolled in less than an academic year (i.e., single-term student) will have loan eligibility reflective of their period of enrollment.

Students may be offered federal loan aid less than the annual COA budget if they receive other forms of financial aid (scholarships, grants, etc.) that are being used to cover a portion of the COA budget. For more information about federal student loans at Teachers College, visit www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/federal-student-loans.

Students who wish to accept and utilize their federal loan offer must complete a Master Promissory Note and entrance interview. Students are encouraged to complete the FAFSA as soon as it is available through www.fafsa.ed.gov. In order for federal aid to be processed in a timely manner, students should begin the loan acceptance process three to four weeks in advance of the beginning of the semester.

For students who are enrolled in the Fall and Spring semesters, federal loans are disbursed after the last day of add/drop. During the Summer term, federal loans have a different disbursement schedule depending on the student's registered summer session(s). In order for the student to receive federal aid disbursements, they must meet the following criteria on the scheduled disbursement date(s) and thereafter:

1. Registered for at least half-time status each semester
2. Completed an entrance interview
3. Completed a Master Promissory Note
4. Completed verification of income and citizenship, if required

For more information about federal student loans, visit <https://studentaid.ed.gov/sa>.

Federal Work-Study

Federal Work-Study (FWS) is a need-based federal financial aid program that provides job opportunities to eligible Teachers College students. Applicants are encouraged to submit the FAFSA as early as possible in order to ensure consideration for a work study award.

FWS allows awardees to earn hourly wages that help cover education-related expenses. The amount of FWS that appears on the Financial Aid Award Letter is not a guarantee of total 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. For more rules and regulations, visit www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/federal-work-study.

Eligibility

To be eligible for federal financial aid, applicants must meet each of the following criteria:

- Be a U.S. Citizen or Eligible Non-Citizen

- Be enrolled in at least 6 credits/points per semester in a degree program
- Be making Satisfactory Academic Progress toward their degree
- Not have been convicted of any offense under federal or state law involving the possession or sale of a controlled substance
- Be registered with the Selective Service System, if they are male
- Not be in default on a loan or owe a payment of federal funds

All applicants are encouraged to file a FAFSA, regardless of eligibility for Federal Aid. Students can find and file the FAFSA online at www.fafsa.ed.gov. The Teachers College institutional code is **G03979**.

After filing the FAFSA, students will receive a Student Aid Report (SAR), which must be reviewed for accuracy and corrected if necessary. 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.

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 financial data from two years prior (i.e., the 2021-2022 FAFSA will utilize 2019 tax information). Students who wish to inquire about the effect of a change in their financial circumstances on their federal financial aid should contact the Office of Financial Aid.

Maintaining Federal Student Aid Eligibility

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

- Be enrolled as a matriculated student in an eligible program
- Be making Satisfactory Academic Progress*
- Meet enrollment status requirements
- 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 at least half-time enrollment per semester in order to remain eligible for student aid. For more details about this policy, see www.tc.columbia.edu/admissions/financial-aid/sap-policy.

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 Direct Graduate PLUS loans, and the Federal TEACH Grant.

To conform with the policy, Teachers College must determine the student’s official withdrawal date. The official 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 does not 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 five 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.

Other Sources of Aid

Private Loans

There are several student loan programs administered by private institutions that provide loan 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 private loans, visit www.tc.columbia.edu/admissions/financial-aid/financial-aid-sources/private-loans.

Student Employment

Opportunities for student employment are available at Teachers College, including the Federal Work Study program and different types of graduate assistantships. Students should visit the Teachers College Human Resources website at www.tc.edu/hr to review job vacancies. In some instances, positions may be eligible for tuition exemption or scholarship points.

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 met the requirements of the continuous enrollment policy must apply for re-admission in the Admission Office well before the registration dates.

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 on the course schedule. No more than nine 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 nine or more points per term. Students enrolled for fewer than nine points (0–8 points) are considered “part-time.” “Half-time” status is based on enrollment of five to eight (5–8) points per term. Students registered for fewer than five 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 nine points, with no more than nine points in one summer session. Full-time status is accorded to students registered for courses that carry a full-time equivalent (please see your program for that information), as well as students registered for doctoral dissertation advisement (_8900 courses) and Ph.D. Dissertation Defense (TI8900).

Students taking fewer than five or nine 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. Students will only be approved for up to three (3) COEs during the course of their enrollment at Teachers College. The form is available from the Office of the Registrar and must be approved 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. Appropriate documentation of additional hours is required. No student will be certified for full-time, half-time, or part-time status unless they are 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 prior or 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 2020-2021 academic year, tuition for all regular courses is \$1,768 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>. 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 2020	
Term / Installment Number	Due Date
Tuition and Related Charges	September 18, 2020

Fall 2020	
Deferment Plan	
First Installment Due	September 18, 2020
Second Installment Due	October 18, 2020
Third Installment Due	November 18, 2020
Fourth (Final) Installment Due	December 18, 2020

Spring 2021	
Term / Installment Number	Due Date
Tuition and Related Charges	February 5, 2021
Deferment Plan	
First Installment Due	February 5, 2021
Second Installment Due	March 5, 2021
Third Installment Due	April 5, 2021
Fourth (Final) Installment Due	May 5, 2021

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.

Note: Students must withdraw by 11:59 P.M. U.S. Eastern Standard Time on the last day of each date range in order to receive the corresponding tuition credit.

Fall 2020

Withdraw on...	Receive tuition credit of...
Before Sept. 16	100%
Sept. 16-22	80%
Sept. 23-29	75%
Sept. 30 - Oct. 6	70%
Oct. 7-13	60%
Oct. 14-20	50%
Oct. 21-27	40%
After Oct. 27	0%

Spring 2021

Withdraw on...	Receive tuition credit of...
Before Jan. 25	100%
Jan. 25-31	80%
Feb. 1-7	75%
Feb. 8-14	70%
Feb. 15-21	60%
Feb. 22-28	50%
Mar. 1-7	40%
After Mar. 7	0%

Summer 2021

Withdraw on...	Receive tuition credit of...
<i>Summer A</i>	
Before May 11	100%
May 11 – May 17	75%
May 18 – May 24	50%
May 25 – May 31	25%
After May 31	0%

Summer B

Before July 7	100%
July 8 – July 13	75%
July 14 – July 20	50%
July 21 – July 27	25%
After July 27	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

Description Of Fee	Amount
Teachers College Tuition, Per Point (Credit)	\$1,768
Teachers College Fee, Per Term	\$239
Teachers College Research Fee	\$239
Columbia Health Fee - (Fall/Spring)	\$613 / \$613
Columbia Health Insurance Fee - (Fall/Spring)	\$1,738 / \$2,826
One-time Transcript Fee (charged in first term enrolled)	\$35
Application Fee (non-refundable and payable at time of application)	\$65
Tuition deposit (non-refundable but applicable against tuition assessment)	\$300
Library Research Fee (for non-college users) per month	\$100
Doctoral Dissertation Advisement fee	\$5,304
Ph.D. Dissertation Defense fee	\$6,344
Late registration fee	\$100
Late application fee for conferring of degrees	\$25
Special examination fee (each course)	\$25
Student identification card replacement fee	\$20
Late payment fee (flat fee)	\$50
Late payment (monthly fee)	1- 1/3% (16% annually)
Returned check fee	\$20
Deferred payment plan fee	\$50

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

Degree Requirements

Teachers College, Columbia University offers courses of study leading to the following degrees: Master of Arts (M.A.), Master of Education (Ed.M.), Master of Science (M.S.), Doctor of Education (Ed.D.), Doctor of Education in the College Teaching of an Academic Subject (Ed.D.C.T.), and Doctor of Philosophy (Ph.D.). This policy presents an overview of degree requirements, as well as how the College determines that students have met requirements.

1. Definitions
2. General Degree Requirements and Graduation
3. Department- and Program-Specific Requirements
4. Degree Audit System

1. Definitions

Advisor: Member of the instructional staff or faculty who provides academic guidance to students and has authority to recommend students to the Faculty for award of a degree.

Breadth Requirement: The requirement for most master's programs that students take course work outside of their major programs. Also known as the Foundations Requirement. All M.A., M.S., and Ed.M. students must complete a minimum of 6 points out of program at TC. The advisor and student will determine how the points can be reached.

Degree application: The process by which students request that advisors and the Registrar review their academic progress and consider them for the award of a degree on a particular graduation date.

Degree audit: A report that compares individual students' progress against degree requirements.

Degree audit system: A computerized system that serves as the primary repository of academic requirements for degrees and that generates degree audit reports.

Degree requirement: Any condition that students must meet in order for the Faculty to recommend them for the award of a particular degree. Degree requirements refer to successful completion of any of the following: graduate-credit courses, master's theses or integrative projects, dissertation proposals, and dissertations. Degree requirements may also include the stipulation that students complete degrees within particular time frames (e.g., the five-year period of candidacy for masters degrees).

Graduate Courses in other University Divisions: Most Columbia University courses numbered 4000 and above are considered graduate-level courses. However, 4000-level History courses are not considered graduate-level. Barnard College courses are not graduate courses.

Graduation: The conferral of degrees upon successful completion of all degree requirements. Degrees and certificates are awarded only in October, February, and May. Degrees are formally conferred by the President of the University at the annual Commencement in May.

2. General Degree Requirements and Graduation

The minimum requirements for degrees established by the College and University are given below. 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.

2.1. 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.

The chart below shows minimum residency and point requirements for multiple degrees. It is possible that students will need to take more than the minimum point requirements to earn multiple degrees. In addition to satisfying residency requirements, a student must meet all general degree requirements for each degree as outlined in this policy and by the academic department. Consult with the Office of the Registrar for more specific information.

	Minimum Points	Minimum TC Credit	Maximum Transfer Credit
Two Degrees at Teachers College			
M.A./M.S. and M.A./M.S.	60*	60*	0
M.A./M.S. and Ed.M.	60	45	15
Ed.M. and Ed.M.	90	60	30
M.A./M.S. and Ph.D.	75	45	30
M.A./M.S. and Ed.D.	90	45	45
Ed.M. and Ph.D.	75	45	30
Ed.M. and Ed.D.	90	45	45

Three Degrees at Teachers College				
M.A./M.S., M.A./M.S., and Ed.M.	90	75	15	
M.A./M.S., Ed.M., and Ed.M.	90	90	0	
M.A./M.S., M.A./M.S., and Ed.D.	90	75	15	
M.A./M.S., M.A./M.S., and Ph.D.	75	75	0	
M.A./M.S., Ed.M. and Ph.D.	75	60	15	
M.A./M.S., Ed.M. and Ed.D.	90	60	30	
Ed.M., Ed.M., and Ed.D.	90	90	0	
Four Degrees at Teachers College				
M.A./M.S., M.A./M.S., Ed.M., and Ed.D./Ph.D.	120	120	0	
M.A./M.S., Ed.M., Ed.M., and Ed.D./or Ph.D.	120	120	0	

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

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

2.2. Academic Performance

The Faculty of the College requires that all students maintain acceptable grades as well as satisfactory progress in the completion of degree requirements. Some departments specify an overall minimum grade average (see specific department statements). If satisfactory progress as defined by the department is not maintained, a student may be dismissed from the program. 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 continued participation in the degree program or enrollment at the College. 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 student may consult with the Ombuds officer.

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 may 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.

2.3. Statement on Academic Conduct

Teachers 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.

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 members 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, www.tc.edu/policylibrary/student-conduct-code.

2.4. General Candidacy Requirements

Students who have not met the requirements of the continuous enrollment policy and who wish to pursue the completion of a degree must re-apply for admission and be accepted into a degree program. This applies even if they wish to resume a course of study leading to the degree program to which they had originally received admission. 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. Students subsequently readmitted to a degree program must meet degree requirements current at the time of re-admission.

All Teachers College programs that offer academic credit are graduate-level programs, and all require completion of a baccalaureate degree prior to attendance at Teachers College. Students may not enroll in a Teachers College program that offers academic credits until the Office of Admission has received official transcripts indicating a conferred baccalaureate degree or its equivalent. In addition, the Office of Admission must receive official transcripts from all post-secondary institutions where a student has earned academic credit prior to the first semester of enrollment. Questions regarding which transcripts are required should be addressed to the Office of Admission.

2.5. Requirements for Master's Degrees (Master of Arts, Master of Science, and Master of Education)

In order to pursue requirements for a master's degree at Teachers College, candidates first must be formally admitted to a master's degree program by the Office of Admission.

The period of candidacy for the degrees of Master of Arts, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, 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 recency 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. Candidates may obtain petition forms from the Registrar's web site: www.tc.edu/registrar.

2.5.1. Master of Arts (M.A.)

The M.A. is granted upon the satisfactory completion of no less than 30 points and a formal essay; 32 points and an departmental integrative project; or 32 points and completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining credits must be completed through Teachers College registration, in Teachers College courses or in graduate courses in other University Divisions

The program of study for the M.A. must include a minimum of 12 points in major field courses, the exact requirement to be determined by the program and in consultation with the major advisor. Transfer credit may not be used to meet this minimum. Students must also meet the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. In addition, students must complete a formal essay, comprehensive examination, or integrative project. Electives are chosen in consultation with the major advisor.

Students opting to prepare a formal essay should obtain instructions from the Office of the Registrar. The formal essay must demonstrate the student's ability 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 photographs, color slides, TV tapes, film, recordings, or an approved computer software program. An original copy of the formal essay must be submitted to the Registrar no later than the deadline indicated in the Academic Calendar. Approved essays are retained by library; integrative projects are maintained in the major department.

A candidate for an M.A. degree who has already earned an M.A. or M.S. degree at an earlier time must be admitted to the degree by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay completed for the earlier M.A. or M.S. degree may not be applied toward the second. The same minimum point and breadth requirements apply. Consult departmental advisory statements for additional requirements.

2.5.2. Master of Science (M.S.)

The M.S. degree is granted upon the satisfactory completion of a minimum of 30 points and a formal essay; 32 points and a departmental integrative special project; or 32 points and a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining coursework must be completed, through Teachers College registration, in Teachers College courses or graduate courses in other University Division.

The program for the M.S. degree must include at least 20 points in science courses and related technical fields. Transfer credit may not be used to meet this minimum. Students must also meet the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. In addition, students must complete a formal essay, comprehensive examination, or an integrative project. Electives are chosen in consultation with the major advisor. Consult departmental advisory statements for additional requirements.

A candidate for an M.S. degree who has already earned an M.A. or M.S. degree at an earlier time must be admitted to the degree by the Office of Admission. Courses and the integrative project, comprehensive examination, or essay completed for the earlier M.A. or M.S. degree may not be applied toward the second. The same minimum point and breadth requirements apply. Consult departmental advisory statements for additional requirements.

2.5.3. Master of Education (Ed.M.)

The Ed.M. degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. 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 an M.A. or M.S. degree through Teachers College must register for a minimum of 45 points of the required 60 through Teachers College.

Candidates admitted to Ed.M. degree programs are required to complete the breadth requirement: They must complete a minimum of 6 points out of program at TC. Students and their advisors will determine how to meet the 6-credit minimum. Equivalent out-of-program courses for which transfer credit has been granted may be substituted for Teachers College

courses with the Registrar's approval of a written petition. A formal essay, departmental comprehensive examination, or special departmental integrative project is also required. Consult departmental advisory statements for additional requirements.

2.5.4. Application for Master's Degree or Certificate Award

Candidates for the degrees of Master of Arts, Master of Science, Master of Education, or certificates must file an application to graduate using the College's degree audit system.

All courses, except those in which students are currently enrolled at the time of graduation application, must be completed before application. Degree applications are specific to particular degree dates, as shown on the Academic Calendar. Students who do not then earn the degree or certificate by the applicable degree date must file a Renewal of Application and pay a renewal fee for reconsideration of the award by a future degree date. See Academic Calendar for due dates.

2.6. Requirements for Doctoral Degrees (Doctor of Education and Doctor of Philosophy)

Teachers College offers programs of study leading to the Doctor of Education and Doctor of Philosophy degrees. The Office of the Registrar provides general information, administrative advice, and service to doctoral students and assists the doctoral committees in their supervision of candidates' work. Requirements outlined below are described in further detail in the doctoral bulletins prepared for each degree type. Each student should obtain the appropriate bulletin through the Registrar's Office website. Each student is responsible for fulfilling the stated requirements. Prospective doctoral students should consult a faculty advisor concerning programs offered, the degree most appropriate for specific goals, any departmental requirements for admission and programs of study, and application deadlines.

2.6.1. Doctor of Education (Ed.D./Ed.D.C.T.)

The Ed.D. degree emphasizes broad preparation for advanced professional responsibilities through a program of extensive study in a specialized branch of the field of education or area of instruction. The minimum requirements include satisfactory completion of a planned program of 90 points of graduate coursework beyond the baccalaureate 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 statements or faculty advisors.

Special programs for persons preparing for college teaching of an academic subject (Ed.D.C.T.) 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 the same as those for the Ed.D, but some fields of specialization have additional requirements such as an examination in a foreign language or in mathematical statistics. Consult departmental statements or faculty advisors.

Ed.D. candidates must be in continuous enrollment for a minimum of 3 Teachers College points or the dissertation advisement course in each fall and spring term following departmental recommendation for certification or approval of the dissertation proposal in a departmental hearing, whichever comes first. The obligation to register continuously ends after the dissertation has received final approval.

2.6.2. Doctor of Philosophy (Ph.D.)

The Ph.D. degree 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 does not offer programs, namely in education, including education in the substantive disciplines and certain applied areas of psychology.

The minimum requirements for the Ph.D. include submission of a program plan of study and satisfactory completion of a planned program of 75 graduate points beyond the baccalaureate; satisfactory performance on foreign language examinations (for certain programs) and on a departmental certification examination; and preparation and defense of a research dissertation. Some fields of specialization have additional requirements; consult departmental statements or faculty advisors. A maximum of 30 points of relevant courses at other recognized graduate schools or 45 points in another Faculty of Columbia University may be accepted toward the minimum point requirement. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuing in the Ph.D. program. A Ph.D. candidate must complete all requirements for the degree in not more than seven years or six years for those who have received an applicable master's degree or 30 points of advanced standing. Degree requirements are specified in the Requirements for the Degree of Doctor of Philosophy Bulletin, available on the Office of the Registrar website.

Continuous Registration Requirement for Ph.D. Programs: Ph.D. candidates must register continuously each fall and spring term until all degree requirements are met unless granted a leave of absence. In addition, 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, candidates must fulfill the continuous registration requirement by registering for doctoral dissertation advisement each fall and spring term. Finally, registration for TI 8900, Dissertation Defense: Ph.D., is required for the term in which the oral defense is held. The obligation to register for dissertation advisement ends after the dissertation has received final approval.

A candidate who expects to interrupt study for any reason should consult the Office of the Registrar so as to avoid the risk of severing connection with the program.

3. Department- and Program-Specific Degree Requirements

In addition to College-wide requirements, TC academic departments and programs have specific requirements for students at each degree level. These requirements can include certain courses, examinations, essays, or projects that apply only to students in particular major fields. These requirements may exceed but may not fall short of the minimum College-wide requirements described in this policy. Students must meet all relevant department and program requirements.

4. Degree Audit System

The College's degree audit system serves as the official repository of degree requirements. The Registrar's Office will maintain this system based on information in the online academic catalog and departmental program guides. Proposed changes to program- or department-specific requirements must be initiated by members of the faculty and approved by the respective academic department before the Registrar updates the system. Depending on the proposed change, faculty sponsors may need FEC-APS and/or New York State Department of Education approval before the College can make the change.

Advisors and the Registrar's Office will use the degree audit system to certify completion of degree requirements. Requests for exceptions to these requirements must be initiated by members of program faculty.

Responsible Office: Enrollment Services

Graduate Student Life & Development

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 Graduate Student Life & Development

Members of the GSLD team encourage the TC student body to become familiar with programs and services designed to enhance the graduate student experience at Teachers College.

Alongside academic studies in the classroom, Teachers College students have many out-of-class opportunities to engage peers and persons with diverse cultural experiences, to examine new philosophies, to develop new interests and skills, and to prepare for active participation in a rapidly changing global society. Aligned with the Mission and Core Values set forth by the Vice Provost for Student Affairs, Thomas P. Rock, the staff in the GSL&D stand ready to assist our students in these endeavors.

Graduate Student Life & Development Website

Office of the Vice President for Diversity and Community Affairs

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. By encouraging the College community to listen, learn, educate, and work together in positive ways. 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.

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 and the New York State Sexual Assault Enough is Enough Law.

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.

Important Websites

tc.edu/diversity & tc.edu/titleix

Contact Information

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

Melissa Rooker, J.D.

Executive Director for Equity

128 Zankel, (212) 678-7508

mor2102@tc.columbia.edu

Juan Carlos Reyes, M.A.

Associate Director for Diversity and Community Affairs

128 Zankel, (212) 678-8410

jcr2101@tc.columbia.edu

Simone Guerrier-Slater

Program Manager

128 Zankel, (212) 678-3391

sg3243@tc.columbia.edu

Office of the Ombuds

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

The Ombuds:

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

Discussions with the Ombuds are confidential, as permitted by law, except in matters of imminent or actual physical or mental harm. In such matters the Ombuds considers the interests and safety 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 Dr. Peverly. Individuals with concerns about faculty, staff or students in the Department of Health and Behavior Studies should contact Dr. Sandil.

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

Contact Information

Stephen Peverly, Ph.D.

College Ombuds

Program Director, School Psychology Ph.D. Program

280 Grace Dodge Hall

(212) 678-4169

ombuds@tc.columbia.edu

Riddhi Sandil, Ph.D.

Ombuds for Gender-Based Misconduct Concerns

Program Director, Psychological Counseling Program

(212) 678-4016

328B Horace Mann Hall

sandil@tc.columbia.edu

Division of Student Affairs

The Division of Student Affairs 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 Student 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 varies from special interest groups to honor societies to local chapters of national organizations. OSA also manages the student grants, health insurance and immunization records and student lockers.

For more information, please contact studentaffairs@tc.edu.

TC NEXT - Navigating & Exploring for Tomorrow

TC NEXT encourages students from all academic disciplines to incorporate career learning into the larger scope of daily life to aid in making a positive impact in the diverse worldwide community. TC NEXT is committed to empower all Teachers College students with the skills, resources and opportunities needed to pursue and achieve their post-graduate goals.

Visit <https://www.tc.columbia.edu/tcnext/students/> for our full list of services.

Our staff works with TC students in all programs and fields of interest. Students can meet one-on-one with a career advisor for an 30-minute appointment, or drop by during walk-in hours for quick questions.

Career Consultation

Learn more about yourself, possible career paths aligned with your degree, industry trends, and how to build connections within your field of interest.

Career Document Reviews

Get organized and start your job search campaign! Partner with a career counselor to develop a resume/CV that highlights your skills and achievements and cover letters specific to positions you're interested in.

Mock Interviews

Build confidence with practice and receive feedback about how to improve your speaking skills during interviews.

To Make an Appointment

Please log into the Career Resources Portal via myTC Portal to schedule a one-on-one appointment* with a career advisor.

Need to cancel your appointment? Please cancel within 24 hours, so that the appointment is available for another student.

Questions? Call 212-678-3140 or email careereducation@tc.columbia.edu for assistance.

Columbia Health Fee & Health Insurance

All students living in Teachers College residence halls are assessed the 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 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 for domestic students. Also note that only for the Fall 2020 semester, international students have the option of applying for an exception to the Columbia Student Medical Insurance Plan. Information is available at Insurance & Immunization Records, (212) 678-3006, or email health-immunization@tc.edu.

Immunization Records

New York State requires that all students born on or after January 1, 1957 provide proof of immunity to measles, mumps, and rubella (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 is mandatory and can be submitted electronically via the myTC portal. Both the meningitis response and the required immunization form, 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.

**Please note that the Office of Insurance and Immunization Records expects to obtain further guidance surrounding insurance requirements toward the end of the Fall 2020 semester as this will change once TC students, faculty, and staff are allowed to resume activities on campus.*

Teachers College Student Senate

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

Graduate Writing Center

The Graduate Writing Center, a branch of the Office of Graduate Student Life & Development, offers a variety of writing services to the Teachers College community. During private consultations with peer advisors, writers have the opportunity to focus on different aspects of the writing process. The types of assistance often sought include support with brainstorming, organizing, drafting, and revising. The Graduate Writing Center also offers workshops throughout the year on topics such as academic writing, concept mapping, outlining, and researching and writing literature reviews. The mission of the Graduate Writing Center is to support visitors' development as writers, rather than serve as a proofreading or editing service.

International Students & Scholars

Teachers College has a long history of welcoming international students, scholars and faculty to our academic and social community. Currently, over 1300 students and scholars from over 80 countries are enrolled at all degree levels and in every department. International Students & Scholars provides services and programs that support the growth, development, and welfare of international students and scholars on multiple levels, including immigration regulatory advising and processing, cultural adjustment, social enrichment, and assistance with practical matters related to living in the U.S. International Students & Scholars also acts as a center for cultural and educational programming that advances cross-cultural understanding and

interaction between the U.S. and international students and scholars, and promotes cultural competency across the College. In addition, International Students & Scholars provides support to hiring officials and department managers in regard to the employment of international students and scholars, and promotes intercultural competency through collaborative programs across campus. The office is located in L5 Whittier Hall; (212) 678-3939. Interested individuals can contact the staff by email at tcintl@tc.columbia.edu. In addition, prospective, admitted and current students are encouraged to visit the OIS website at tc.edu/international for up-to-date information.

Individuals with Disabilities

Access & Services for Individuals with Disabilities

Teachers College strives to be responsive to both the letter and spirit of the Americans with Disabilities Act and other legislation. The College has developed a professionally-staffed office to achieve this goal. Programs and services for individuals with disabilities have been developed to ensure that Teachers College is physically, programmatically, and attitudinally accessible. The aim of the Office of Access and Services for Individuals with Disabilities (OASID) is to ensure equal access through the provision of a wide range of individualized services for persons with varying disabilities.

Registering with OASID

The registration process includes the completion of a registration form, presentation of medical/clinical documentation, and a one-on-one meeting with an OASID representative. Services are available only to individuals who have completed this process. Although an individual accommodation plan is developed during the initial meeting, the plan can be modified as needed throughout the semester. While students can register with the office at any time, they are encouraged to do so at the beginning of or prior to each semester.

Resources/Accommodations

OASID offers a variety of accommodations, services, and resources for those registered with the office. Accommodations are developed on an individualized basis, however, some of the most frequently requested accommodations include:

Readers, notetaking, sign language interpreters, Communication Access Real-time Translation (CART), alternative format reading materials, testing accommodations, and adaptive technology.

OASID Contact Information

301 Zankel

(212) 678-3689

oasid@tc.columbia.edu

tc.edu/oasid

Deaf & Hard of Hearing Contact:

Robbie Berry, rb3420@tc.columbia.edu

(646) 755-3144 Video Phone

Recreation and Fitness

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

Public Safety and Environmental Health & Safety

Teachers College maintains a full service proprietary Office of Public Safety, comprised of a Public Safety Team and an Environmental Health & Safety Team, 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 residential buildings on campus. Environmental Health & Safety (EH&S) staff members work extended business hours and are on-call for special projects and events.

The administrative office for the Public Safety Team is 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) 678-8164.

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 phone number to report campus emergencies is 212.678.3333, or 3333 from any on-campus phone line.

The administrative office for the Environmental Health & Safety Team is located in the Zankel Building, Room 31. The office is open extended business hours Monday through Friday, from 7:00 A.M. to 5:00 P.M. The phone number for the administrative office is (212) 678-3111.

The Public Safety Team 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); leads the College *Crisis Management Plan*; leads the College *Campus Safety Advisory Committee*; coordinates key provisions of the College *Business Continuity Plan*; leads the College *Policies and Guidelines for the Supervision of Minors on Campus*; supervises special events; leads the College *Behavioral Threat Assessment Team*; and provides general information for visitors and members of the College community. The Team provides community education in crime prevention, personal safety, and fire safety. The Team manages a technically advanced system of electronic access control, closed circuit television cameras, and emergency alarm systems. Members of the Public Safety Team provide emergency medical assistance, and emergency response to conditions of fire, or to any other critical incident on campus.

Uniformed Public Safety Officers are licensed by the State of New York; certified as New York City Fire Safety Directors; certified in First Aid, CPR, in the operation of Automatic External Defibrillators (AED), and in administering naloxone for opiate overdose. The Public Safety Team works in partnership with the Environmental Health & Safety Team, and the two teams share resources and responsibilities to promote a safe and healthful environment for all members of the College community.

The Environmental Health & Safety (EH&S) Team assists the Teachers College Community in promoting a safe and healthful environment. The EH&S Team provides critical expertise, technical assistance, education, and hazard assessments for the community.

The EH&S Team offers a broad range of services and actively partners with faculty, staff, and students to ensure a safe work and study environment, and compliance with College policy and with applicable regulations of local, State, and federal regulatory agencies covering a wide range of environmental and workplace safety best practices. Teachers College is proud of its excellent safety record and is committed to continuing to provide a safe and healthful environment for its students, staff, faculty, and guests.

The Teachers College Office of Public Safety, prepares an Annual Campus Security and Fire Safety Report. This report contains important information for the Teachers College Community and is prepared in accordance with the federal Campus Security Act, and the New York State Education Law Articles 129A and 129B. The most current version of the Teachers College Annual Campus Security and Fire Safety Report may be found at: <https://www.tc.columbia.edu/policylibrary/public-safety/campus-security-report/>. Paper copies of the Annual Campus Security and Fire Safety Report are available from the administrative office of the Public Safety Team, in Suite 1A, of Whittier Hall.

Contact Information

Emergency – extension 3333 from any on-campus phone, or 212.678.3333 from any phone

John DeAngelis

AVP Office of Public Safety

Email: deangelis@tc.columbia.edu

Phone: 212-678-4180

Patrick Mathelier

Director, Environmental Health & Safety Team

Email: prm2129@tc.columbia.edu

Phone: 212.678.6640

Jeremy Chavez

Director, Administration & Systems, Public Safety Team

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Phone: 212-678-3335

Robert Wilson

Director, Public Safety Operations, Public Safety Team

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Phone: 212-678- 7468

Hoi-Ming So

Associate Director, Operations, Public Safety Team

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Phone: 212-678-8359

Michael Porter

Associate Director, Operations, Public Safety Team

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Edward Kurzum

Assistant Director, Environmental Health & Safety Team

Email: esk2147@tc.columbia.edu

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Steve Doyle

Assistant Director, Fire & Life Safety, Environmental Health & Safety Team

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Assistant Director, Operations, Public Safety Team

Clery Compliance Officer

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Kevin Scanlan

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David Gaynor

Assistant Director, Operations, Public Safety Team

Emergency Operations Manager

Email: dmg2190@tc.columbia.edu

Phone: 212-678-7462

Malissa Garner

Secretary/Coordinator for the Office of Public Safety and EH&S

Email: garner@tc.columbia.edu

Phone: 212-678-3340

Gary Lord

Lieutenant, Operations, Public Safety Team

Email: gal11@tc.columbia.edu

Phone: 212.678.3220

Public Safety Sergeants

Elihu Anderson

Edward Smyth

Public Safety Officers

Dennis Chambers

James Kearney

Josue Rosario

Duamatef Hensekh

Julio Mendez

Elsie Legrand

Wagner Blackshaw

David Jones

Linda Thomas

Luis Cruz

Zacchaeus Jaurey

Frederick Awity

Douglas McCartney

Cheryl Wall-Robinson

Felipe Naves

Tariq Simmons

Robert Coapman

Reynaldo Medina

Ronald Chambers

Adam Gullo

Patrick McDaniel

Sherry Simmons

Daniel Smith

Jill Giunta

Anthony Gordon

Marlon Todd

Angela Nelson

Jimmy Arroyave

Jacob Keller

Public Safety Team Website

<https://www.tc.columbia.edu/publicsafety/>

EH&S Team Website

<https://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.

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.

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

Email:

housing@tc.columbia.edu

Website:

www.tc.edu/housing

Eligibility for Housing

In order to be eligible to live in student housing, students must be enrolled in a degree program at Teachers College and registered for 1 credit or full-time equivalent during the fall and spring semesters. To maintain eligibility to renew the housing contract past mid-May, residents must be enrolled and registered for a minimum of 12 credits or equivalent during the term of their contract.

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 renews their contract 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 active 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 at the beginning of each round for that application period. 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 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

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. Studios, one- and shared-two-bedroom apartments 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 wired and wireless internet.

Single Student Housing Average Semester Rates

(2020–2021 Academic Year)

Bancroft Hall

- One Bedroom: \$11,211-\$11,857
- Two Bedroom Share: \$6,745-\$7,748
- Three Bedroom Share: \$6,609-\$7,151

517 West 121st

- Efficiency: \$8,863-\$9,196
- Studio*: \$10,295-\$10,757

Whittier Hall

- Single Room: \$4,809-\$6,373
- Suite Room: \$5,390-\$6,497
- Single Room with private bathroom*: \$6,368-\$6,800
- Studio*: \$7,922-\$10,470
- Two Bedroom Share*: \$6,750
- One Bedroom*: \$10,394

*Limited availability

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

Family Housing

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.

Those who apply as Domestic Partners must include one of the following along with the signed and notarized 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. Certificate 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 separately. 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

(2020–2021 Academic Year)

Bancroft Hall

- One Bedroom: \$11,211-\$12,373
- Two Bedroom: \$13,538

*Grant and Sarasota Halls**

- One Bedroom: \$9,650-\$11,872

*Electricity paid separately to ConEd

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	35 one-bedroom apartments, 50 two-bedroom apartments, and 8 three-bedroom shares for single students; two-bedroom apartments may be used as single student shares or family units.	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

<p>Furnishings - All units are furnished</p>	<p>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</p>	<p>All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 2 dressers, refrigerator, electric stove/oven</p>	<p>All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 2 dressers, refrigerator, electric stove/oven</p>	<p>All units: twin bed (extra long in renovated units), 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</p>	<p>All units: desk, desk chair, dresser, bookshelf, microwave, refrigerator. Efficiencies: extra-long twin bed and Studios: stove/oven and extra-long full bed</p>
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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 can bring their own AC unit and have installed from a TC approved vendor.	Central; individually regulated thermostats. electricity surcharge included in housing charge
Telephone	Not included	Not included	Not included	Not included	Not included
Cable TV	Included	Included	Included	Included	Included
Internet	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)	High-speed data connectivity and wireless (Wi-fi)
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
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Centers & Institutes

Teachers College leads the way in scholarship for all the fields of learning that impact the well-being of students, families, schools and communities.

Our centers, institutes, and laboratories further advance our research and work to transform our findings into actionable practice for use in the classroom and other settings.

- Accelerated Schools Project
- Arnhold Institute for Dance Education Research, Policy & Leadership
- Assessment and Evaluation Research Initiative
- Cahn Fellows Program for Distinguished Public School Principals
- Center for African Education
- Center for the Analysis of Postsecondary Readiness (CAPR)
- Center for Arts Education Research
- Center for Benefit-Cost Studies of Education
- Center for Cerebral Palsy Research
- Center for Educational Equity
- Center for International Foreign Language Teacher Education
- Center of Innovation in Teacher Education and Development (CITED)
- Center for Multiple Languages and Literacies
- Center for the Professional Education of Teachers
- Center for Technology and School Change
- Center on Chinese Education
- Center on History and Education
- Center for Sustainable Futures
- Clinical Research Neurorehabilitation Center
- Community College Research Center
- Consortium for Policy Research in Education
- Dean Hope Center for Educational and Psychological Services

- Education for Persistence and Innovation Center (EPIC)
- Edward D. Mysak Clinic for Communication Disorders
- Elbenwood Center for the Study of the Family as Educator
- Hechinger Institute on Education and the Media
- Hollingworth Center
- Institute for Learning Technologies
- Institute for Urban and Minority Education
- Institute on Education and the Economy
- International Center for Cooperation and Conflict Resolution
- Klingenstein Center for Independent School Leadership
- Laurie M. Tisch Center for Food, Education & Policy
- National Center for Children and Families
- National Center for Postsecondary Research
- National Center for Restructuring Education, Schools, and Teaching
- National Center for the Study of Privatization in Education
- Reading and Writing Project
- Resilience Center for Veterans & Families
- Rita Gold Early Childhood Center
- Visual Research Center for Education, Art & Social Change

The Gottesman Libraries

The Gottesman Libraries at Teachers College offers an extensive set of resources and 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 aspects of their academic work, including remote learning through resources of the library and beyond. Online and on-site services and facilities are provided to encourage the discovery and development of new resources for teaching, learning, and research.

Contact Information

The Gottesman Libraries

Teachers College, Columbia University

525 West 120th Street, Box 18, New York, NY 10027

Telephone: (212) 678-3494

The Library Collections

The Gottesman Libraries is one of the nation's largest and most comprehensive research libraries in education. The scope of its collections reflects the historic commitment to advanced study in education, psychology, and the health professions in their local, national, and international dimensions. Strengths include American elementary and secondary education, and such subject areas as psychology, particularly applied psychology; educational administration; the history and philosophy of education; guidance; special education; higher and adult education; speech and language pathology and audiology; health and nursing education; nutrition; home and family life; 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. Distinctive collections include historical and contemporary K-12 textbooks, children's literature, and curriculum guides. PocketKnowledge, the digital archive, holds the archives of Teachers College, including the papers of its faculty, programs, and departments; historical dissertations; records of its experimental and demonstration schools; historical art collections; and much more.

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 access to local and remote databases, news and information, 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 expansive virtual library, providing the means to search and retrieve a growing percentage of the universe of documents and files.

Available from the top page, TC Supersearch is a federated search engine that allows users to search across the library's holdings, with access to full text articles, books, journals, and more.

Russell Hall Services

In addition to print and electronic collections in Russell Hall, the library provides reference materials; research guides; online support and real-time text messaging; FAQ, individual research consultation; course-specific library information sessions; workshops on popular topics; blog, and mobile application. The library facilitates access to reserve readings; special purchases, interlibrary loans, and scans for personal use.

The library building, Russell Hall, includes bookable individual and group study rooms, wireless internet access, and a full program of free events throughout the year. The Library regularly hosts book talks, live 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.

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, comprising thirteen million volumes and over 160,000 journals and serials, as well as extensive electronic resources, manuscripts, rare books, microforms, maps, and other materials. These resources are available online at the library website and at libraries located throughout the Columbia campus.

Teachers College Press

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. Among the Press’s authors are many of the most distinguished educators from throughout the world, including members of the Teachers College faculty.

Director: Jennifer Feldman

Teacher Education

Programs

Teachers College offers a wide variety of educational experiences for teacher education 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/>

Office of Teacher Education

The Office of Teacher Education (OTE) offers many services to teacher education students and programs at Teachers College. For example, OTE including conducts professional development workshops, provides information regarding certification requirements, offers information sessions on New York State Teacher Certification Exams, and supports students with student teaching 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 student teaching experience. This experience may take place in one, two, or even three settings, based on requirements set by NYSED and the student's TC teacher education program. 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 followed by incremental

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

Student teachers are required to obtain clearance to commence 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 the “Student Teaching” tab of our website at www.tc.edu/ote for a full list of workshops, packets, and handbooks.

New York State Certification

Teachers College has an array of programs which, 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 the 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 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. These requirements must be satisfactorily met prior to degree conferral. 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. NYSED requires that all students seeking professional certification hold a valid New York State comparable teaching certificate in the same teaching certificate title and grade level. This requirement must be met prior to degree conferral.

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/>, the Office of Teacher Education Website at 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. This requirement must be met prior to degree conferral. For information about these workshops, please go to <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. This requirement must be met prior to degree conferral. For information about these workshops, please go to http://www.p12.nysed.gov/sss/ssae/schoolsafety/save/SVPIWP_location.html.

Dignity for All Students Act (DASA) 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>. This requirement must be met prior to degree conferral.

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) • 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.
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For more information regarding NYSTCE exam registration and schedules please see the NYSTCE website at: <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>.

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.

Step 2: Submit a completed Institutional Recommendation Data Form (IRDF) to the 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/>.

Once all requirements have been met, and the Office of the Registrar has notified the Office of Teacher Education that candidates have been cleared for graduation, TC's Certification Officers will electronically submit the institutional recommendation for certification via the NYSED-TEACH online system.

Students who are in the Literacy Specialist, Reading Specialist programs must provide proof of either completion of an approved teacher preparation program or of a valid teaching certificate. Students who are in the Summer Principals Academy program must provide proof of teacher certification and hold a minimum of three (3) years of full-time classroom teaching /PPS experience. 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:

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 Peace Corps Fellows Program recruits outstanding Returned Peace Corps Volunteer educators who are passionate about making long-term commitments to teach in New York City's public schools. Since 1985, the program has recruited and prepared more than 750 urban educators. As the Paul D. Coverdell Fellows (formerly Fellows /USA) flagship teacher preparation program, we provide full scholarships covering all tuition expenses. Upon completion of our 13-

week Intensive Summer Institute, new Jaffe Peace Corps Fellows teach full-time as salaried teachers of record in NYC public schools for a minimum of three years. All related Master's degree requirements are completed at Teachers College within two to three years. We prepare teachers for a variety of grade levels and subject areas. For more information, please review the Program website www.tc.edu/pcfellows or call 212-678-6622.

Teacher Opportunity Corps (TOCII)

The Teacher Opportunity Corps (TOCII) program is a New York State Education Department grant funded program designed to increase the number of New York State teachers from underrepresented backgrounds. To be eligible for TOC II at TC, candidates must be New York State residents who are enrolled in a TC teacher education program that leads to certification. Participants are provided with tuition assistance for coursework at Teachers College in addition to a generous travel stipend. All participants engage in a 10 month internship from September-June at one of our local partnership schools, seminars with renowned TC faculty who are committed to culturally sustaining pedagogies, and professional development opportunities that suit the needs and inquiries of the TOC cohort.

Teaching Residents at Teachers College (TR@TC)

This 18 month intensive, full-time program prepares those who wish to teach in high-need New York City public schools. With support from the U.S. Department of Education, the Teaching Residents at Teachers College (TR@TC) program was developed to ensure that Teaching Residents receive exceptional preparation and multiple supports, while enrolled in a Master's degree program leading to initial NYS teaching certification. Teaching Residents receive generous stipends. Upon graduation, alumni 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.

Teachers College Information Technology

Teachers College Information Technology (TCIT) is a consultative information technology organization responsible for academic and college technology. These services include:

1. Application development and operations
2. Classroom technology and event audiovisual services
3. Network infrastructure including data, voice, video, wired, and wireless networks.
4. 4.Service Desk for students, faculty, and staff5.
5. Computer labs

The Policy on Acceptable Use of Information Technology Resources at TC is listed on the Policies and Procedures Section of this catalog and can be found online in the Teachers College Policy Library.

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 New Student Quick Start Guide.

The UNI is also required to log into the myTC portal. The myTC portal 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.

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) an 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](#).

Campus Network

Data, voice, and video outlets as well as wireless access are found in every classroom and office on campus. Student residences are served by wired access mostly through a third-party provider.

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 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. CrowdStrike malware protection is licensed by the College for all students to download for their home computers. CrowdStrike is installed on all college purchased 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. 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.

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 commuter lounge, and the Whittier resident Hall 10th-floor computer lab. Students can print 20 double-sided pages per

week across the semester 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 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 that 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

TC Course/Learning Management Systems

Canvas is TC's main course management system, and it is integrated with TC Apps. 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 PCs, Macs, projectors, and document cameras. Many of the rooms are set up with cameras and software for asynchronous, synchronous, and collaboration. Mobile multimedia, laptop carts are available for use in rooms that 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 the use of personal mobile devices. There is flexible seating to easily move from lecture to group work, and plenty of whiteboard 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 *LinkedIn Learning* is also available. The workshop schedule may be found on the Technology homepage.

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.

TC Mobile

The new mobile 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

Acceptable Use of Information Technology

Policy regarding acceptable use of information resources objectives.

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

Prevention of abuse of the College's IT resources is important to:

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

Policy

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

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

Students, faculty, staff and others using College and University electronic resources and services assume personal responsibility for their appropriate use and agree to comply with all relevant policies, as well as applicable laws. College IT resources may not be used for any purpose that violates College or University policies or for any illegal or criminal purpose, including violation of copyright law. Copying, storing, displaying, or distributing copyrighted material using College or University computers or networks without the express

permission of the copyright owner, except as otherwise allowed under the copyright law, is prohibited. Under the Digital Millennium Copyright Act of 1998, repeat copyright infringements by a user of the College's IT resources can result in termination of the user's access to those resources.

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

Communication at the College, whether spoken, written or electronic, should be conducted courteously, and with respect for other people's ideas, privacy, intellectual property, and 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.

[View the full policy](#)

Access to Services

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.

Responsible Office: Enrollment Services

Effective Date:

Last Updated: September 2017

View the full policy

Accreditation

Policy regarding Accreditation.

Accreditation

Licensure/Certification of Programs

The following is a link to the College's public disclosure indicating whether the College's programs meet state licensure/certification requirements: <https://www.tc.columbia.edu/office-of-teacher-education/certification-disclosure/>

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)

Contact information for each of the accrediting agencies listed above is available at the Office of Accreditation and Assessment: <http://www.tc.columbia.edu/oaa/accreditation-/accreditation-overview/>.

Responsible Office: Office of the Provost

Effective Date:

Last Updated: September 2020

[View the full policy](#)

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.

Responsible Office: Enrollment Services

Updated: September 2017

[View the full policy](#)

Auditing

Policy regarding auditing courses.

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.

Responsible Office: Enrollment Services

Updated: September 2017

[View the full policy](#)

College Communication

Official policy regarding College Communication.

College Communication

Owner: Vice Provost for Student Affairs

Official policy regarding College Communication.

Owner: Vice Provost for Student Affairs

Official policy regarding 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

<https://www.tc.columbia.edu/student-handbook/academic-resources/communication-and-technology/>

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 <https://my.tc.columbia.edu>.

While most of College communications is handled through the official College email, on occasion the College will need to contact students using postal services. In addition, to be in compliance with various state and federal regulations, the College must have accurate information on the permanent residence and current location of all students. It is the responsibility of students to verify and update their addresses, as necessary, each semester. Students may view and update their addresses through myTC under the TC Services tab – Update Addresses and Phones. Teachers College defines the location and residence of the

student as the campus address, if applicable, or the mailing address that is active on the Student Information System. If a student does not have an active campus or mailing address, the permanent address will be considered the official location and residence of a student.

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.

Responsible Office: Vice Provost for Student Affairs

Last Update: February 21, 2020

[View the full policy](#)

Continuous Enrollment

Continuous Enrollment Policy

Continuous Enrollment Policy

Beginning in the Fall 2018 term, all students who enroll in a degree program must register for courses beginning with their initial term of entry and continuing each fall/spring term until their degree requirements have been met. To meet the continuous enrollment requirement students must:

- A.) Register for course work, or
- B.) Register as a master's candidate or doctoral candidate (each of which requires the College fee), or
- C.) Request and receive a leave of absence (medical, military, or personal) according to TC's leave policy, or
- D.) Doctoral candidates who have reached a stage at which they are obligated for continuous registration will meet the requirements of the continuous enrollment policy by registering for their department's dissertation advisement course, registering for at least 3 points of TC course work, or requesting and receiving a personal exemption or waiver according to the guidelines set forth in the appropriate doctoral student guide book.

Summer registration is not required unless it is part of the program's curriculum. Students who are in summer-only programs are not required to maintain continuous enrollment in fall and spring terms, but they must maintain summer enrollment each term.

Students must maintain an active enrollment status by selecting from option A, B, C, or D as outlined above. Students who are unable to register in a fall or spring term must inform the College of their enrollment plan by the end of the term drop/add period or else they will be placed on an administrative leave of absence. After being placed on administrative leave, students who do not communicate with the Office of the Registrar by the end of the term will be withdrawn from the College and will need to reapply for admission if they wish to resume their studies. Students who communicate with the Office of the Registrar before the end of the term may be eligible to request a change from administrative leave to personal leave, when applicable.

Students are permitted a total of two (2) terms of personal leave while matriculated at Teachers College. An administrative leave will not convert to a personal leave if the student has already reached the personal leave limit of two (2) terms.

Students should refer to the leave of absence policy for detailed information about the following areas while on leave: academic policies, financial aid, housing, health insurance, and re-enrollment.

Responsible Office: Enrollment Services

Effective Date: February 21, 2018

View the full policy

Credit and Noncredit Courses

Policy regarding 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.

Responsible Office: Enrollment Services

Effective Date:

Last Updated: March 16, 2016

View the full policy

Credit Hour

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.

Lecture, Seminar and Other Courses that Meet In-Person

1. A one-point course meets for 15 contact hours plus a minimum of 30 hours in student preparation and out-of-class assignments.
2. A two-point course meets for 30 contact hours plus a minimum of 60 hours of student preparation and out-of-class assignments.
3. A three-point course normally meets for 30 contact hours plus a minimum of 60 hours of student preparation and out-of-class assignments and an additional 45 hours spent on a supervised out-of-class project.
4. For classes of more credit hours, the class contact hours and student preparation and out-of-class assignments are increased proportionately. A minimum of 45 hours for each additional point of credit is required in additional meeting times and/or other academic activities.
5. For a course with a variable point option, the course syllabus must clearly differentiate the additional out-of-class work required for the additional point(s) of credit. Each additional point must involve a minimum of 45 additional hours of out-of-class work and may take the form of additional reading, preparing a term paper, engaging in a project related to the course or out-of-class group activities.

Fieldwork, Laboratory, Internship, Externship, Practicum, and Student Teaching Courses

1. Hours for field-based courses must follow the same time standards as defined for in-person courses. For each credit point, a student must complete a minimum of 45 hours including actual time spent in the field experience, class meetings, and student preparation and out-of-class assignments.
2. Hours listed for Certificates of Equivalency must be over and above the minimum number of hours required for the point value of the student's course registration.

Independent Study Courses

1. Independent study is a self-directed course of study under the guidance of an instructor.
2. Academic credit awarded for independent study must be comparable in level, scope, academic rigor and student study as for the lecture courses.
3. 45 hours of supervised independent research work for each credit earned.

Distance Learning Courses

1. A distance learning course is defined as a course offered in a completely online environment with the possibility of in-person activities (e.g., examinations or group meetings).
2. Distance learning courses may be synchronous or asynchronous. A synchronous course is when students are expected to participate at designated time (e.g., for weekly online lecture or seminar sessions). Asynchronous courses may be completed at any time within the study period in a timeframe established by the course instructor.
3. Distance learning courses must be comparable in level, scope, academic rigor and student study as for lecture courses.
4. Distance learning courses must have student-instructor interaction and be instructor-supervised.
5. The same credit hour requirements are required for distance learning courses. Meeting time is satisfied through several means which can include but is not limited to regular instruction or interaction with the course instructor; academic engagement through interactive tutorials and training; group discussions moderated by the course instructor; virtual study/group projects; engagement with class peers; and other activities graded and reviewed by the course instructor.
6. The course instructor must document on the course syllabus the expectations for completing the minimum credit hour requirements for the credit awarded.

Hybrid Courses

1. A hybrid course is a course offered in a combination of environments (online, on-campus) and/or via different delivery modes (e.g., synchronous, asynchronous).
2. Course must be comparable in level, scope, academic rigor and student study as for lecture courses.
3. The same credit hour requirements are required and may be achieved through meeting in-person or online following the standards established for distance learning courses.

4. The course instructor must document on the course syllabus the expectations for completing the minimum credit hour requirements for the credit awarded.

Blended Courses

1. A blended course is a course in which the instruction is about evenly split between online and on-campus.
2. Course must be comparable in level, scope, academic rigor and student study as for lecture courses.
3. The same credit hour requirements are required and may be achieved through meeting in-person or online following the standards established for distance learning courses.
4. The course instructor must document on the course syllabus the expectations for completing the minimum credit hour requirements for the credit awarded.

Short Courses

For a course lasting one or two weeks, credit value may not exceed the number of weeks of the course.

1. For a course of three weeks but less than six weeks, the credit value may not exceed the number of weeks of the course plus one.
2. The same credit hour requirements must be met as outlined in the preceding sections. There must be sufficient time within the timeframe of the courses offering to satisfy the credit hour requirements.

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[i][1] NYSED: "Semester hour means a credit, point or other unit granted for the satisfactory completion of course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments. This basic measure shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year."

[1] Title IV: "one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class work each work for approximately 15 weeks for one semester hour of credit, or at least an equivalent amount of work as required in this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Responsible Office: Vice Provost for Student Affairs/Office of the Registrar

Approved by FEC-APS, March 23, 2016

Responsible Office: Enrollment Services

Effective Date:

Last Updated: March 2016

[View the full policy](#)

Discrimination and Harassment - Policy and Procedures

Policy and procedures on protection from discrimination and harassment

[View the full policy](#)

Grading

Policy regarding grades.

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

- A+** Rare performance. Reserved for highly exceptional, rare achievement.
- A** Excellent. Outstanding achievement.
- A-** Excellent work but not quite outstanding.
- B+** Very good. Solid achievement expected of most graduate students.
- B** Good. Acceptable achievement.

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

C+ Fair achievement, above minimally acceptable level.

C Fair achievement but only minimally acceptable.

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

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

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

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

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

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)

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: Enrollment Services

Last updated: September 2017

View the full policy

Graduate Credit in Advanced Undergraduate Courses

Policy regarding Graduate Credit in Advanced Columbia University Undergraduate Courses.

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

Responsible Office: Enrollment Services

Updated: September 2017

View the full policy

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.

Responsible Office: Enrollment Services

Effective Date:

Last Updated: June 2017

View the full policy

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.

Responsible Office: Enrollment Services

Effective Date:

Last Updated: June 2017

[View the full policy](#)

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

Responsible Office: Enrollment Services

Effective Date:

Last Updated: June 2017

[View the full policy](#)

Non Discrimination

General Non-Discrimination policy.

Notice of Non-Discrimination.

Teachers College (“TC” or the “College”) is committed to providing a working, learning, and living environment free from discrimination and harassment and to fostering a vibrant, nurturing community founded upon the fundamental dignity and worth of all of its members.

Consistent with this commitment, Teachers College does not discriminate on the basis of race, color, religion, creed, sex, gender, gender identity or expression, sexual orientation, national origin, age, marital or partnership status, citizenship or immigration status, military status, disability, pregnancy, genetic predisposition or carrier status, status as a victim of domestic violence, or any other legally protected status in the administration of its admissions policies, educational policies, employment, scholarship, loan, and other College-administered programs; treatment, or in access to College programs or activities.

Students with concerns about possible discrimination may wish to speak with Vice Provost for Student Affairs Tom Rock, 163 Thorndike, (212) 678-3083, Vice President for Diversity and Community Affairs Janice Robinson, 128 Zankel, (212) 678-3391, or confidentially to the Ombuds Officer Katie Embree, 280 Grace Dodge, (212) 678-4169.

Faculty and staff with concerns about possible discrimination may wish to speak with Vice President for Administration Lisa Seales, 120 Whittier Hall, (212) 678-3740, Vice President for Diversity and Community Affairs Janice Robinson, 128 Zankel, (212) 678-3391, or confidentially to the Ombuds Officer Katie Embree, 280 Grace Dodge, (212) 678-4169.

Individuals may also seek assistance outside the TC community:

US Department of Education, Office for Civil Rights (New York Office)

(646) 428-3900

(800) 877-8339 voice/TDD

NewYork@ed.gov

Equal Employment Opportunity Commission

(800) 669-4000

(800) 669-6820 (TTY for Deaf/Hard of Hearing callers only)

(844) 234-5122 (ASL Video Phone for Deaf/Hard of Hearing callers only)

info@eeoc.gov

NYS Division of Human Rights

complaints@dhr.ny.gov

<https://dhr.ny.gov/complaint>

NYC Commission on Human Rights

(718) 722-3131

Online form: <https://www1.nyc.gov/site/cchr/about/report-discrimination.page>

<https://www1.nyc.gov/site/cchr/about/contact-us.page>

Sex Discrimination

Title IX of the Education Amendments of 1972 (Title IX) protects individuals from sex discrimination in educational programs and activities at institutions that receive federal financial assistance.

The following person has been designated to handle inquiries regarding Title IX:

Janice Robinson

jrobinson@tc.columbia.edu

TC Title IX Coordinator

128 Zankel

(212) 678-3391

Disability Discrimination

Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA) protect students and employees from disability discrimination.

The following people have been designated to handle inquiries regarding Section 504/ ADA:

Melissa Rooker

mor2102@tc.columbia.edu

Section 504 Compliance Officer

128 Zankel

(212) 678-3391

Juan Carlos Reyes

jcr2101@tc.columbia.edu

Deputy Section 504 Compliance Officer

128 Zankel

(212) 678-3391

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.

Responsible Office: Office of the Vice President for Diversity and Community Affairs

Last Updated: September 2020

[View the full policy](#)

Public Disclosure Notification

The following programs meet the educational requirements for teacher certification or professional licensure in New York State. If you plan to work in a state other than New York, Teachers College has not made a determination if our programs meet the educational requirements for certification or professional licensure in any other state, Washington DC or

Puerto Rico. We recommend that you review the state's licensing board or teacher certification website for that state's qualifications. The Office of Teacher Education will complete any necessary forms and/or letters for out-of-state certification on the completion of your approved teacher preparation program.

CERT-ABAL	Certificate-Applied Behavior Analysis	Professional Licensure
CERT-BILG-EX	Certificate-Bilingual/Bicultural Education Extension	Teacher Certification
CERT-BLGD-EX	Certificate-Bilingual/Bicultural Education Extension Distance Learning	Teacher Certification
CERT-SPTB-IN	Certificate-Bilingual Extension Institute	Teacher Certification
CERT-SPTD-IN	Certificate-Bilingual Extension Institute DL	Teachert Certification
EDD-ELUE	Doctor of Education-Urban Education Leaders Program	Teacher Certification
MA-ABAS-DU	Master of Arts-Applied Behavior Analysis-Dual	Teacher Certification
MA-ARTE-IN	Master of Arts -Art and Art Education Initial Certification	Teacher Certification
MA-ARTE-PF	Master of Arts-Art and Art Education Professional Certification	Teacher Certification
MA-BILC-DU	Master of Arts-Bilingual/Bicultural Education Dual	Teacher Certification
MA-BILC-TR	Master of Arts-Bilingual/Bicultural Childhood Education Transitional B	Teacher Certification
MA-BILG-EX	Master of Arts-Bilingual/Bicultural Education Extension	Teacher Certification
MA-BILS-DU	Master of Arts-Bilingual/Bicultural Education Special Education Dual	Teacher Certification

MA-CUED-PF	Master of Arts-Elementary Education Professional Certification	Teacher Certification
MA-CUSD-PF	Master of Arts-C&T Secondary Education Professional Certification	Teacher Certification
MA-CUSE-IN	Master of Arts-Secondary Inclusive Education	Teacher Certification
MA-DHEA-IN	Master of Arts-Deaf and Hard of Hearing Initial Certification	Teacher Certification
MA-ECED-IN	Master of Arts-Early Childhood Educaiton Initial Certification	Teacher Certification
MA-ECED-IX	Master of Arts-Early Childhood Education Education Initial Cert Bilingual	Teacher Certification
MA-ECSE-DU	Master of Arts-Early Childhood Education-Special Education Dual Certification	Teacher Certification
MA-ECSE-DX	Master of Arts Early Childhood Education Special Ed Dual Cert Bilingual	Teacher Certification
MA-ECSE-IN	Master of Arts-Early Childhood Education-Special Education Initial Certification	Teacher Certification
MA-ECSE-IX	Master of Arts-Early Childhood Education Special Ed Initial Cert Bilingual	Teacher Certification
MA-ELBL-IN	Master of Arts-Public School Building Leadership	Teacher Certification
MA-ELEM-DU	Master of Arts-Elementary Inclusive Education-Dual Certification	Teacher Certification
MA-ELEM-IN	Master of Arts-Elementary Inclusive Education Initial Certification	Teacher Certification
MA-ELGF-DU	Master of Arts-Elementary Inclusive Education Initial/Gifted Extension	Teacher Certification
MA-ENGL-IN	Master of Arts -Teaching of English Initial Certification	Teacher Certification

MA-ENGL-PF	Master of Arts - Teaching of English Professional Certification	Teacher Certification
MA-ENGL-TR	Master of Arts-Teaching of English Transitional B	Teacher Certification
MA-GIFT-EX	Master of Arts-Gifted Education-Extension	Teacher Certification
MA-ITDA-IN	Master of Arts-Intellectual Disabilities/Autism-Adolescence-Initial	Teacher Certification
MA-ITDC-TR	Master of Arts-Intellectual Disabilities/Autism Childhood Transitional B	Teacher Certification
MA-ITDG-TR	Master of Arts-Intellect Disabilities/Autism Midd Generalist Transitional B	Teacher Certification
MA-ITDS-DU	Master of Arts-Intellectual Disabilities/Autism-Dual	Teacher Certification
MA-LITI-IN	Master of Arts-Literacy Specialist Initial Certification	Teacher Certification
MA-MATH-IN	Master of Arts-Mathematical Education Initial Certification	Teacher Certification
MA-MATH-PF	Master of Arts-Mathematical Education Professional Certificationq	Teacher Certification
MA-MATH-TR	Master of Arts-Mathematical Education Transitional B	Teacher Certification
MA-MULT-AN	Master of Arts-Severe and Multiple Disabilities - Annotation	Teacher Certification
MA-MUSC-IN	Master of Arts-Music and Music Education Initial Certification	Teacher Certification
MA-MUSC-PF	Master of Arts-Music and Music Education Professional Certification	Teacher Certification
MA-PHED-IN	Master of Arts-Physical Education Initial Certification	Teacher Certification

MA-PHED-PF	Master of Arts-Physical Education Professional Certification	Teacher Certification
MA-READ-IN	Master of Arts-Reading Specialist Initial Certification	Teacher Certification
MA-SCIB-IN	Master of Arts -Biology 7-12 Initial Certification	Teacher Certification
MA-SCIB-TR	Master of Arts-Biology 7-12 Transitional B	Teacher Certification
MA-SCIC-IN	Master of Arts-Chemistry 7-12 Initial Certification	Teacher Certification
MA-SCIC-TR	Master of Arts-Chemistry 7-12 Transitional B	Teacher Certification
MA-SCIE-IN	Master of Arts-Earth Science 7-12 Initial Certification	Teacher Certification
MA-SCIE-TR	Master of Arts-Earth Science 7-12 Transitional B	Teacher Certification
MA-SCIP-IN	Master of Arts-Physics 7-12 Initial Certification	Teacher Certification
MA-SCIP-TR	Master of Arts-Physics 7-12 Transitional B	Teacher Certification
MA-SIEE-IN	Master of Arts-Special Inclusive Elementary Education-Initial	Teacher Certification
MA-SSTE-IN	Master of Arts-Teaching of Social Studies Initial Certification	Teacher Certification
MA-SSTE-PF	Master of Arts-Teaching of Social Studies Professional Certification	Teacher Certification
MA-SSTE-TR	Master of Arts-Teaching of Social Studies Transitional B	Teacher Certification
MA-TESL-IN	Master of Arts -TESOL Initial Certification	Teacher Certification

MA-TESL-TR	Master of Arts-TESOL Transitional B	Teacher Certification
MA-TETS-IN	Master of Arts-Technology Specialist Initial Certification	Teacher Certification
MA-TETT-IN	Master of Arts-Technology for Teacherst Initial Certification	Teacher Certification
ME-COUB	Master of Education-School Counselor (Distance Learning)	Teacher Certification
ME-COUM	Master of Education-Mental Health Counseling	Professional Licensure
ME-COUM-BL	Master of Education-Mental Health Counseling Bilingual Latino/a	Professional Licensure
ME-COUS	Master of Education-School Counselor	Teacher Certification
ME-DHAE-DU	Master of Education: Deaf Hard of Hearing Adolescence Education Dual Certification	Teacher Certification
ME-DHCI-DU	Master of Education: Deaf Hard of Hearing Elementary Education Dual Certification	Teacher Certification
ME-DHEI-DU	Master of Education: Deaf Hard of Hearing Early Childhood Education Dual Cert	Teacher Certification
ME-DHRI-DU	Master of Education: Deaf Hard of Hearing Reading Specialist	Teacher Certification
ME-ITDE-DU	Master of Education-Intellectual Disabilities/ Autism Early Childhood-Dual	Teacher Certification
ME-MUSC-IN	Master of Education-Music and Music Education Initial Certification	Teacher Certification
ME-SPSM	Master of Education-Applied Devel Learning Psychology-School Psychology	Teacher Certification
MS-CSDB-DU	Master of Science-Communication Sciences and Disorders Bilingual Extension Dual	Teacher Certification/ Professional Licensure
MS-CSDR	Master of Science- Communication Sciences and Disorders	Professional Licensure

MS-CSDR- IN	Master of Science- Communication Sciences and Disorders Initial Certification	Teacher Certification/ Professional Licensure
MS-CSDR- PF	Master of Science-Communication Sciences and Disorders Professional Certification	Teacher Certification/ Professional Licensure
PHD-CLIN	Doctor of Philosophy-Clinical Psychology	Professional Licensure
PHD- COUN	Doctor of Philosophy-Counseling Psychology	Professional Licensure
PHD- COUN-BL	Doctor of Philosophy-Counseling Psychology Bilingual Latino/a	Professional Licensure
PHD-SPSD	Doctor of Philosophy-Applied Educational Psychology: School Psychology	Teacher Certification/ Professional Licensure

Release of Transcripts

Policy regarding the 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.

Responsible Office: Enrollment Services

Effective Date:

Last Updated: January 2015

View the full policy

Religious Observance

Policy regarding 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, 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.

Responsible Office: Provost

Last Updated March 25, 2016

[View the full policy](#)

Student Conduct Code: Academic Integrity and General Misconduct

Policy on student misconduct, including statutorily required statement on public order.

INTRODUCTION

Teachers College (TC or the College) expects students to observe traditional norms of scholarly discourse, academic integrity, and fairness. All students should engage in responsible social conduct and model good civil conduct and citizenship. Thus, activities that disrupt the regular and essential operations of the College or Columbia University are not permitted.

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

When students are accused of gender-based misconduct including but not limited to sexual assault, domestic violence, dating violence, and stalking, the Gender-Based Misconduct Policy and Procedures for Students found at <http://www.tc.columbia.edu/policylibrary/diversity-and-community-affairs/gender-based-misconduct-policy-for-students/> applies. All other academic and general misconduct involving students falls under this student conduct code.

Nothing in these standards of conduct shall replace professional codes of ethics applicable to students in various programs.

1. DEFINITIONS AND ORGANIZATION OF THE DISCIPLINARY SYSTEM

1.1 Student: For purposes of this Code, any person currently enrolled in a degree program as a matriculated student and any person currently enrolled in a non-degree program in a for-credit course (including an online course) at Teachers College is a student.

Non-credit offerings may be instructional programs or stand-alone courses that do not require extensive assessment or examinations and do not offer academic credit. Non-credit programs are a *series* of non-credit courses that may lead to a culminating non-credit certificate of attendance. Non-credit courses are usually offered as a 1 or 2-day course, workshop, or conference. For purposes of this Code, any person currently participating in a non-credit program at Teachers College is a student subject to all of the provisions of this Code. Any person currently participating in a non-credit course, as defined above, must abide by Sections 2. Academic Integrity and 3. General Misconduct, but is not entitled to a Student Conduct Committee Hearing. Instead, alleged Academic Integrity and General Misconduct by persons participating in non-credit courses will be reviewed by the Vice Provost for Student Affairs.

1.1.1 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 that apply to all members of the community. All TC policies may be found in the Policy Library. Nothing in this Code shall prevent an investigation or discipline under other applicable College policies.

1.1.2 If an accused student is also enrolled at another institution, that student may be referred to that student's primary institution at the discretion of TC.

1.2 Jurisdiction: This Code addresses misconduct committed by students including:

1.2.1 Any alleged violation that is committed by a student that adversely affects the safety and security of the College (or Columbia University), College (or Columbia University) property or an individual member of the College (or Columbia University) community;

1.2.2 Any alleged violation that is committed by a student that substantially disrupts the functions or operations of the College (or Columbia University).

1.3 Director of Graduate Student Life & Development: The Director of Graduate Student Life & Development has the overall responsibility for overseeing proceedings and all matters related to the enforcement of this Code. The Director of Graduate Student Life & Development may identify a designee to carry out these responsibilities.

1.3.1 The duties of the Director of Graduate Student Life & Development include: determining whether to resolve complaints by voluntary agreements, determining whether complaints warrant referral to the Student Conduct Committee (SCC), bringing charges of violations to the SCC for 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 Director of Graduate Student Life & Development will work with Enrollment Services and other offices as necessary to discipline those who violated the College's admission certification of accuracy statement.

1.3.2 Interim Measures: In cases where the Director of Graduate Student Life & Development or a designee determines that a student's presence on campus endangers the health, safety and/or well-being of self or any person, or of the College property, or disrupts the normal operations of the College, including classes or events, the Director of Graduate Student Life & Development will consult with the Vice Provost for Student Affairs or a designee who has the authority to take immediate interim measures before the start of any formal or informal discipline process. Interim measures may include, but are not limited to, restricting a student from contacting another person or persons; restricting a student from accessing the residence halls or other buildings on campus; or suspending a student from participation in classes or events and/or organizations within the campus community.

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

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 Complainant and Respondent. Any member of the TC or Columbia University community who alleges an academic or general misconduct violation is called a complainant. Students accused of academic or general misconduct violations under this Code are called respondents.

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

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

1.6.2 An advisor must be either a TC faculty member, staff member or student and must be in good academic and disciplinary standing.

1.6.3 Generally, the 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.

1.7 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 College offices, officers, or resources, including the Office of the Ombuds or to seek recourse outside TC through civil or criminal legal proceedings.

2. ACADEMIC INTEGRITY

2.1 TC is an academic community whose 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,

misrepresent academic records or other violations noted below are subject to charges. Those who engage in academic misconduct 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 academic integrity declared in this Code.

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

2.3 Academic misconduct includes but is 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 of any portion of a student's academic record;

2.3.6 Facilitating academic dishonesty by knowingly helping another student to engage in academic misconduct;

2.3.7 Unfair advantage through attempting to gain unauthorized access to examination or other course-related materials or obstructing another student's efforts.

3. GENERAL MISCONDUCT

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

3.1.1 Obstruction or disruption of teaching, research, administration, TC procedures and activities, or other authorized activities;

3.1.2 Physical abuse, verbal abuse, threats, intimidation, harassment, coercion or other conduct that may endanger the health and/or safety of others. This includes threats of violence against another person and physical or verbal intimidation that unreasonably impairs the security or privacy of another person;

3.1.3 Discrimination and harassment.

Prohibited discrimination is adverse treatment of any student 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.

Prohibited discrimination is subjecting an individual to humiliating, abusive, or threatening conduct, whether verbal or physical, that creates an intimidating, hostile, or abusive work, educational or living environment; alters the conditions of employment, education, or residential life; or unreasonably interferes with an individual's work or educational performance or living environment 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.

Please see the TC Policy on Protection from Harassment;

3.1.4 Unauthorized entry or use of TC facilities or unauthorized possession or use of TC property of others;

3.1.5 Disorderly conduct or highly offensive conduct or expression;

3.1.6 Forgery, alteration or misuse of TC documents, records or identification, furnishing false information to TC or Columbia University or possession of any false identification or identification belonging to another person;

3.1.7 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/or with the intent to commit fraud or other crimes;

3.1.8 Theft or other abuse of computer facilities and resources including but not limited to: any violation of TC or Columbia University Computer Use Policy, using computing facilities and resources to send offensive or abusive messages or other unauthorized use of computing facilities and resources;

3.1.9 Violations of copyright law by unlawful copying, distributing, sharing or storing copyright-protected information or material, including but not limited to music, film and internet video;

3.1.10 The unlawful manufacture, possession, use, or distribution of illicit drugs, unlawful drug paraphernalia, and alcohol. Please see the TC Drug-Free Campus Policy;

3.1.11 Failure to comply with authorized directions of or furnishing false information to TC or Columbia University officials or representatives of the SCC acting in performance of their duties;

3.1.12 Failure to engage in responsible social conduct and to model good civil conduct and citizenship;

3.1.13 Violations of any other TC or Columbia University policy, rule or regulation, or of federal, state, or local law that reflect upon or are related to the Student's activities or status as a Teachers College student.

4. INFORMAL PROCEDURES

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

4.2 Personal Resolution:

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 and the Director of Graduate Student Life & Development. The instructor shall also provide the student with the opportunity to meet with the instructor to discuss the nature and validity of the allegations and the possible institutional responses. After a discussion with the student, the instructor will decide whether the alleged violation was intentional or unintentional. The instructor will then propose a resolution to the student and discuss possible sanctions with the Director of Graduate Student Life & Development, as appropriate.

4.2.2 General Misconduct: A complainant may wish to communicate directly with the person against whom the complaint is being made in order to address the issues involved. However, a complainant may bypass personal resolution if the complainant would feel uncomfortable or unsafe doing so. In particular, individuals who believe that they were threatened or who was injured by a student are encouraged to speak with the Director of Graduate Student Life &

Development or visit the TC Ombuds to seek assistance before pursuing personal resolution. Such an individual may wish to pursue other options such as a facilitated conversation, mediation or to file a request for a formal resolution.

4.3 Facilitated Conversation:

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

4.3.2 Academic Integrity: If, after following the procedure for personal resolution 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 decide to move forward with a facilitated conversation. The Program Director or Department Chair may then facilitate a conversation between the instructor and the student to discuss the allegations and a possible resolution of the matter. If as part of the facilitated conversation, a resolution is agreed to that involves the imposition of sanctions, these will be issued by the Program Director or Department Chair and should be communicated in writing to the student.

4.3.3 General Misconduct: In situations involving alleged general misconduct, any involved party may contact the Director of Graduate Student Life & Development with a request for a facilitated conversation. The Director of Graduate Student Life & Development or a designee may then facilitate a conversation between the parties to discuss the allegations and a possible resolution of the matter. If as part of the facilitated conversation, a resolution is agreed to that involves the imposition of sanctions, these will be issued by the Director of Graduate Student Life & Development or designee.

4.3.4 Ombuds Office Mediation: The parties may ask the TC Ombuds to mediate a dispute. The mediation must be agreed to by both parties. The TC 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, facilitated conversation or mediation fail or any member of the community wishes to bypass informal procedures and file a formal complaint, the complainant shall notify the Director of Graduate Student Life in writing. The Director of Graduate Student Life & Development or designee will then convene a Hearing Panel from the members of the SCC. The Director of Graduate Student Life & Development will provide

notice of the hearing and a statement of the allegations to the complainant and the respondent within 7 calendar days of receipt in writing of the complaint by the Director of Graduate Student Life & Development.

5.2 The statement of the allegations will identify the reasons for calling the hearing with sufficient particularity and rationale to ensure the parties have an opportunity to prepare for the hearing. The statement of the allegations also will contain the names of the proposed hearing panelists. Either party should notify the Director of Graduate Student Life & Development or designee of any hearing panelist that is known to them and/or who could present a conflict in the case. The Director of Graduate Student Life & Development will review the potential conflict and decide whether or not the hearing panelist should be replaced. No member of the Hearing Panel who is otherwise interested in the particular case shall sit on the Hearing Panel for that case.

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.

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 Director of Graduate Student Life & Development, is responsible for ensuring that the hearing process occurs in a timely fashion.

5.5 All members of the TC community are required to cooperate with these formal procedures. Individuals who are interviewed or called as witnesses (including complainants and respondents) 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, and the circumstances under which the alleged incident occurred, the nature of the conduct, and the attitudes and experiences 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 relying upon in the conduct of serious affairs.

5.7 These procedures and standards apply to all hearings:

5.7.1 The complainant and respondent in the process may be accompanied by advisors as described in the section on advisors above.

5.7.2 No less than three (3) business days prior to the hearing, the parties shall submit to the Director of Graduate Student Life & Development or designee all documents to be submitted as evidence and the names and anticipated areas of testimony of any witnesses.

5.7.3 Witnesses: The Hearing Panel has the discretion to determine which witnesses if any, they wish to interview during the hearing.

5.7.4 Both the complainant and the respondent may make opening and closing remarks of not more than five minutes each.

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 Hearing Panel will determine a violation of the Code by a preponderance of the evidence.

5.7.7 All documents presented to the SCC Hearing Panel shall become the official property of TC.

5.7.8 If either the complainant or the respondent fails to appear at the hearing, proceedings will continue. Evidence may be presented and considered even if a party 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. At the conclusion of the deliberations, the SCC Hearing Panel shall deliver a brief written statement of their findings and any recommended sanctions to the Director of Graduate Student Life & Development.

5.7.11 The Director of Graduate Student Life & Development shall communicate to the respondent the Hearing Panel's decision and any sanctions imposed. The Director of Graduate Student Life & Development shall also inform the complainant of the decision. These communications shall be in writing.

5.8 Appeals. Both parties have the right to appeal. The appeal must be submitted to the Director of Graduate Student Life & Development within seven (7) business days following written notification of the decision from the Director of Graduate Student Life & Development. 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 ground for appeal, and must provide evidence to support the appeal.

5.8.1 The Vice Provost for Student Affairs acts as the appellate officer. The Director of Graduate Student Life & Development shall provide the Vice Provost for Student Affairs with all information regarding the case. After review, the Vice Provost for Student Affairs will notify the appellant in writing of the appeal decision, which is final.

5.8.2 If the Vice Provost for Student Affairs is the complainant, the appellate officer function shall be discharged by the Provost and Dean of the College. 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.

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

6. DISCIPLINARY SANCTIONS

6.1 Disciplinary sanctions may include, but are not limited to one or more of the following:

6.1.1 Reprimand: a verbal admonition and an official written warning, course or grade failure;

6.1.2 Restitution: repair or replacement of property when loss or damage is part of the offense;

6.1.3 Restriction: loss of privileges that are consistent with the offense and the rehabilitation of the student;

6.1.4 Disciplinary Probation: the student is no longer in good disciplinary standing for a specified period of time;

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

6.1.6 Expulsion: permanent dismissal from TC and/or its residence halls;

6.1.7 Revocation: withholding or repealing admission, course credit or a degree award;

7. COUNSELING, EVALUATION, AND TREATMENT

7.1 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 a condition of readmission to TC or a condition of continued enrollment.

8. DISCIPLINARY RECORDS AND CONFIDENTIALITY

8.1. Records of disciplinary proceedings are maintained by the Director of Graduate Student Life & Development. No record of the disciplinary proceedings shall be entered in the student's official College file until a final decision, and if appropriate disciplinary sanctions are rendered and any appeals are concluded. Disciplinary records shall be maintained as specified in TC's Document Retention Policy.

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

9. STUDENT ORGANIZATIONS

9.1. There are several recognized and approved student organizations at Teachers College in any academic year. To assume a student leadership role in any student organization, a student, as defined above, must be enrolled in a degree program and must be in good academic and conduct standing.

9.2. The Vice Provost for Student Affairs has the authority to restrict any student from membership in a student organization for academic or general misconduct.

9.3. Student organizations are collectively responsible for any action committed by members on behalf of the organization that violates Teachers College policy. Disciplinary action against student organizations is separate from action taken against individuals. Facts of an incident may necessitate action against both a student organization and the individual members of that organization who were found to have violated Teachers College policy. Disciplinary sanctions against a student organization may include but are not limited to, the dissolution of the student organization.

COLUMBIA UNIVERSITY RULES OF CONDUCT

Columbia University has separate Rules of University Conduct which apply to all those who visit its campuses or use its facilities. Violations of these Rules can lead to sanctions including the eradication of permission to visit the Columbia University campuses or use of its facilities and suspension or dismissal from Columbia University courses in which a Teachers College student may be enrolled.

For more information please visit: http://www.essential-policies.columbia.edu/files_facets/imce_shared/TheRulesOfUniversityConduct.pdf

Responsible Office: Vice Provost for Student Affairs

Effective Date: July 23, 2020

Last Updated: July 2020

View the full policy

Student Psychological Wellness

Policy regarding student psychological wellness.

Introduction

The College seeks to promote student academic progress and personal well-being. While many students adapt quite well to the graduate school setting, balancing the pressures of academics, family, and finances can lead to difficulty coping with everyday life. Teachers College continues its commitment to support students through campus safety and wellness. Our goal is to promote the principles of CARE (Communicate, Ask, Reach, Engage), by identifying, engaging, and assisting students who may be facing personal and/or academic concerns.

Now, more than ever, academic settings must offer holistic support to students, designed to ensure that they are aware of the resources and support that may allow them to thrive. This Student Psychological Wellness Policy outlines an approach to educate and promote discussion about mental health wellness, focusing on strategies to keep emotional balance while meeting the demands of graduate school. Further, it aims to provide support and resources to prevent

harm to self and to others, threats, disruptions, 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.

Policy Statement

Teachers College recognizes that good mental health is a state of wellbeing, that helps individuals cope with the usual stresses of work and study, maintain healthy relationships, and better contribute to the campus community professionally and personally.

The College takes a sensitive and informed approach to mental health and is committed to ensuring the student body is aware of and responsive to the needs of those who have, or who are at risk of developing a mental health concern and assisting members of the campus community to extend their mental health education.

Principles

The College supports the needs of those who are currently well by focusing on three fundamental principles:

- **Education**
- **Prevention**

Educational programming helps members of the College community promote students' psychological wellbeing and self-care. Workshops, educational groups, and publications address issues such as general principles of mental health, stress management, depression, anxiety, and similar topics related to wellness.

Programming is provided through many avenues at Teachers College including through the Office of Graduate Student Life & Development (GSL&D), Residential Services (ORS), Office of International Students & Scholars (OISS), The Office of Access for Students and Individuals with Disabilities (OASID–The Office of Diversity and Community Affairs (ODCA), and Columbia University's Offices of Health Services and Counseling and Psychological Services (CPS). Programming is also offered throughout each academic year to faculty and staff to ensure that those working with students are aware of the resources available to assist students in the best way possible.

The College offers students first-hand resources such as orientation and support, navigating and accessing mental health resources/ providers, short-term counseling, wellness programming, workshops, educational and support groups, and publications. The College employs a full-time Mental Health Counselor as well as a part-time Counseling Graduate

Assistant (GA) to provide education and consultations around themes associated with psychological wellness, self-care and ways to prevent self-harm. The Counselor and GA are both available to meet with any student in need of short-term counseling and guidance. This Student Support and Counseling (SSC) team can be reached at studentwellness@tc.columbia.edu or (212) 678-7432. All members of the Teachers College community are invited to call upon these resources for advice and assistance for themselves or others in the community.

Additionally, Teachers College is committed to accommodating qualified students who have disabilities, including psychiatric or emotional disabilities. Students seeking accommodations should contact the *Office of Access and Services for Individuals with Disabilities (OASID)*, 301 Zankel Hall-3rd floor, Tel/Voice: (212) 678-3689, oasid@tc.edu.

- **Crisis Response & Intervention**

- the ability to recognize specific disorders;
- knowledge of where to seek mental health information and professional assistance;
- an understanding of risk factors and causes of mental health problems;
- an understanding that mental health needs to be recognized, and that those experiencing such problems should be encouraged to seek assistance;
- knowledge and understanding of the College's policies dealing with mental health.

The early identification of persons at risk for self-harm or harm to others is essential. Immediate help should be sought if someone has spoken about experiencing suicidal ideations, or a suicide plan; being a victim of other violence, or if someone has expressed ideations and or a plan to hurt someone. Teachers College has a Psychological Emergency Response Team (PERT), formed by key responders in various College offices and departments, in an effort to assist faculty and staff in identifying and supporting students who may be in distress and in need of assistance with issues associated with their well-being. This includes immediate assistance along with referrals and other resources.

IN AN EMERGENCY, contact one of the following immediately. All are available 24/7.

On-Campus	TC Office of Public Safety	(212) 678-3333 or x3333
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Off-Campus	NYC Police Department	911
	-or-	113th St & Amsterdam Ave General: (212) 523-4000 Emergency: (212) 523-3335 Psychiatric Emergency: (212) 523-3347
	Mt. Sinai/St. Luke's Psychiatric Emergency Room	

Additionally, Columbia Health has a 24/7 Mental Health Support Line that operates under the CPS phone number after office hours and on any other day, the offices are closed, such as weekends and holidays. Any Teachers College student can reach out to a counselor on-call directly or at **(212) 854-2878**.

In less urgent situations, the resources below are available.

Please note that CU/CPS Center staff provides consulting services to Teachers College personnel on issues related to suicide and threats of violence. College faculty or staff who are concerned about issues relating to suicide or threats of violence may call the office at any time at (212) 854-2878.

Columbia Counseling & Psychological Services Center	8th Floor, Lerner Hall (115th Street & Broadway) Appointments and After-Hours Support (212) 854-2878 http://www.health.columbia.edu/docs/services/cps/index.html Hours M-Th 8 to 6:30; F 8 to 5
Office of Residential Services	1st Floor, Whittier Hall (212) 678-3235 (phone) Or contact any Community Assistant or other Residential Services administrator

Vice Provost for Student Affairs	Dr. Thomas P. Rock, Vice Provost for Student Affairs 163 Thorndike Hall, Thorndike 1 (212) 678-3083
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Information Sharing

Teachers College may require information relevant to a mental health concern to assess a situation and assist a student. All student information as part of a student's education record is bound by the Federal Education Rights and Privacy Act (FERPA) guidelines. For specific FERPA guidelines, please refer to the Teachers College FERPA Statement found here: <https://www.tc.columbia.edu/policylibrary/associate-provost-enrollment-services/student-records-and-family-education-rights-and-privacy-act-ferpa-statement/>.

Any services of Mental Health Counseling and Psychotherapy provided by the Student Support and Counseling Team (SSC) are additionally compliant with the confidentiality clauses of the Health Insurance Portability and Accountability Act (HIPAA), required by the federal Department of Health and Human Services (HHS) and New York State's mental health confidentiality statute (section 33.13 of the Mental Hygiene Law).

Information Disclosures

If the College believes that the safety of a student, or of any other person, is at risk, the College may contact family members, individuals a student has identified as emergency contacts, or others as the College deems necessary or appropriate under the circumstances. Consistent with U.S. Department of Education guidelines, pertinent student education records may be disclosed to appropriate officials in a health or safety emergency.

Any services of Mental Health Counseling and Psychotherapy provided by the Student Support and Counseling Team (SSC) are additionally compliant with the confidentiality clauses of the Health Insurance Portability and Accountability Act (HIPAA), required by the federal Department of Health and Human Services (HHS) and New York State's mental health confidentiality statute (section 33.13 of the Mental Hygiene Law). Exceptions to these clauses are indicated on the website of the Office of Mental Health of the New York State.

More detailed procedures for follow-up actions will be determined by the PERT protocol of case management.

Related Policies

Nothing in this Policy precludes the College from addressing student behavior through the Student Conduct Code, residential contracts, and other policies. For example, if a resident student's behavior interferes with the rights of others, the student may be removed from campus housing or may be required to comply with conditions established by the Office of Residential Services to continue living on campus. Other actions may be taken as outlined in the Housing Contract.

Annual Review

The PERT team is responsible for the bi-annual review of this policy, in collaboration with the Student Support & Counseling team.

Responsible Office: Vice Provost for Student Affairs

Last updated May 5, 2020

Appendix: Useful Definitions

“College” means Teachers College, Columbia University, and all facilities/locations under the jurisdiction of TC.

“Confidentiality” means that employees and students of Teachers College have a right to expect that confidentiality will be maintained wherever possible regarding any suspected or actual mental health concerns.

“Duty of confidentiality” requires staff to maintain confidentiality with respect to personal information, but requires them to disclose information when serious concerns arise regarding the safety of an individual or others.

“Duty of care” requires all faculty and staff to take reasonable care in view of reasonably foreseeable circumstances that may arise. Safety of students, employees, and visitors on campus is the first priority in any situation.

“Fit for work” means that an individual is in a state physically and psychologically to perform tasks assigned to them competently and in a manner that does not compromise the safety or health of themselves or others.

“Mental health” is a state of wellbeing in which the individual realizes their abilities, can work productively while coping with the normal stresses of life and is able to make a contribution to their community.

“Mental health condition” refers to both mental health issues and disorders.

“Mental health education” refers to knowledge and beliefs about mental disorders which aid their recognition, management, or prevention. Mental health education includes:

“Mental health concern” affects how a person thinks, feels, and behaves, but to a lesser extent than a mental disorder. It is a broader term including both mental health disorders and symptoms of mental health disorders which may not be severe enough to warrant the diagnosis of a mental health disorder.

“Mental Health Disorder” is a diagnosable condition which causes major changes in a person’s thinking, emotional state, and behavior, and disrupts the person’s ability to study or work and carry on their usual personal relationships.

“Reasonable adjustment” is defined as reasonable when they meet the needs of the student without causing the college unjustifiable hardship. In determining "unjustifiable hardship" the factors to be considered include:

- a) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned; and
- b) the effect of a disability of the person concerned;
- c) the options there are to meet the requirements of the person with a disability;
- d) the estimated expenditure by the college; and
- e) the effect (if any) on the academic integrity of a course

Responsible office: Vice Provost for Student Affairs

Last Updated: May 2020

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

*Policy regarding student records and family education rights and privacy act (FERPA)
Statement.*

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

1. 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:
 1. A student's "education records" include records, files, documents, and other materials regularly maintained by the College that contain information directly related to the student.

 2. Certain types of records are excluded from the scope of FERPA. For example, a student is not entitled to examine:
 1. Records maintained personally by an individual faculty member that have not been shared with and are not accessible by others.

 2. Records created or maintained by a physician, psychologist, or other recognized health care provider that are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such

treatment.

3. Records that are confidential as a matter of law, such as those that might be maintained by the College's attorneys.
4. Records containing financial information about a student's parents, such as information submitted with an application for financial aid.

2. 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.

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

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

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the Registrar a written request that identifies the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. The student must bring valid photo identification to the appointment. Students will not be provided with copies of any part of their records other than the College transcript unless the inability to obtain copies of any part of his or her record other than the transcript would effectively prevent him or her from exercising his or her right to inspect and

review his or her education records.

2. The right to request the amendment of any parts of the student's education records that the student believes are inaccurate or otherwise in violation of the student's privacy rights under FERPA. Students who request amendment of a record that they believe is inaccurate should submit a written request to the Registrar in which they clearly identify the part of the record they want changed and why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing. If, after a hearing, the College decides that the records are not inaccurate, misleading, or otherwise in violation of the student's rights, the student may place in the records a statement commenting upon the information and setting forth reasons for disagreeing with the decision.

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

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

1. To "School Officials" with legitimate educational interests. A "School Official" includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position; public safety officials, members of the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee or admission committee, or assisting another School Official in performing his or her tasks for the College. In addition, a School Official may be a contractor who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct

control of the school with respect to the use and maintenance of PII from education records such as an attorney, auditor or collection agent. A School Official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

2. Upon request and in the discretion of the Registrar, to officials of another school in which the student seeks or intends to enroll.
3. To authorized representatives of the U.S. Controller General, Attorney General, or Secretary of Education, or to State and local educational authorities. Disclosures under this provision may be made, subject to the FERPA requirements, in connection with an audit or evaluation of Federal or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
4. In connection with financial aid for which the student has applied or received, if the information is necessary to determine eligibility for the aid, the amount of the aid, or the conditions of the aid; or enforce the terms and conditions of the aid.
5. To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
6. To accrediting organizations to carry out their accrediting functions.
7. To comply with a judicial order or lawfully issued subpoena.
8. If designated as "directory information." The College has designated the following categories of information as directory information with respect to each student: name, mailing, campus and permanent addresses, photo, email address, Columbia University Network ID (UNI), degree program and major field of study, dates of attendance at the College, full-time, half-time or part-time status, degrees conferred and their dates, dissertation title

and dissertation committee members and master's essay title and sponsor. A student who does not wish to have "directory information" released to third parties should notify the Office of the Registrar in writing of his or her wish to withhold such information in the future.

9. Under limited circumstances, to a victim of an alleged perpetrator of a crime of violence or sex offense. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding.
 10. Under limited circumstances, to the general public, the final results of a disciplinary proceeding, if the school determines the student has committed a violation of the school's rules or policies with respect to the allegation against the student.
 11. To appropriate officials in connection with a health or safety emergency subject to the provisions of the Regulations.
 12. To parents of a student under the age of 21 regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation.
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. FERPA is administered by:

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

4. **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.columbia.edu

Responsible office: Enrollment Services

Updated: September 2017

[View the full policy](#)

Transcript Notations

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

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 Vice Provost for Student Affairs. This request must be in writing and include the rationale for the request. The Vice Provost for Student Affairs, 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.

Responsible Office: Enrollment Services

Effective Date: September 1, 2015

Updated: September 2017

View the full policy

Transfer Credit

Policy regarding transfer credit.

Transfer Credit

Owner: Vice Provost for Student Affairs

URL: [http://www.tc.columbia.edu/policylibrary/Transfer Credit](http://www.tc.columbia.edu/policylibrary/Transfer%20Credit)

Students may apply for transfer credit upon acceptance at Teachers College. Transfer credit is based on graduate coursework completed at another institution *prior to* enrolling at Teachers College that is then applied toward a Teachers College degree.

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

Program	Maximum possible transfer credits
Certificate/Advanced Certificate	None
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,
- (4) not applied toward a baccalaureate degree, and
- (5) completed prior to enrollment at Teachers College.

For educational institutions outside of the United States or Canada, a course-by course evaluation is required by World Education Services (WES) as per the policy on admission.

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 , or e-mail the Transfer Credit Coordinator at TCTransfer@tc.edu.

Responsible office: Enrollment Services

Updated: March 2018

[View the full policy](#)

Visiting Scholars

Policy regarding 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-/>)

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). 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) 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/>

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.

Responsible Office: Provost

Last updated: April 2017

View the full policy

Contact Information & Travel Directions

Post Office Address

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

Telephone: (212) 678-3000

Fax: (212) 678-4048

www.tc.columbia.edu

Access Services

Office of Access and Services for Individuals with Disabilities

Tel/Voice: (212) 678-3689

TTY: (212) 678-3853

Video Phone: (646) 755-3144

Fax: (212) 678-3793

Email: oasid@tc.edu

tc.edu/oasid

Admission

Office of Admission

Tel: (212) 678-3710

Fax: (212) 678-4171

Email: admission@tc.columbia.edu

tc.edu/admission

TC NEXT

Tel: (212) 678-3140

Fax: (212) 678-3107

Email: careereducation@tc.columbia.edu

tc.edu/tcnext

Doctoral Studies

Office of Doctoral Studies

Tel: (212) 678-4058

Fax: (212) 678-3005

Email: ods@tc.edu

tc.edu/doctoral

Employment

Office of Human Resources

Tel: (212) 678-3175

Fax: (212) 678-3178

Email: hr@tc.edu

tc.edu/hr

Housing (On-campus)

Office of Residential Services

Tel: (212) 678-3235

Fax: (212) 678-3222

Email: housing@tc.edu

tc.edu/housing

International Services

Office of International Students and Scholars

Tel: (212) 678-3939

Fax: (212) 678-3990

Email: tcintl@tc.edu

tc.edu/international

Payment of Fees

Office of the Bursar

Tel: (212) 678-3056

Fax: (212) 678-4139

Email: bursar@tc.edu

tc.edu/bursar

Registration

Office of the Registrar

Tel: (212) 678-4050

Fax: (212) 678-3005

Email: registrar@tc.edu

tc.edu/registrar

Safety and Security

Office of Campus Safety & Security

Tel: (212) 678-3098

Fax: (212) 678-3222

Email: tcsecurity@tc.edu

tc.edu/security

Financial Aid

Office of Financial Aid

Tel: (212) 678-3714

Fax: (212) 678-4089

Email: FinancialAid@tc.edu

tc.edu/financial-aid

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)