



Teachers College
COLUMBIA UNIVERSITY

Academic Catalog 2025-2026

Administrative Information

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About the Catalog

This catalog is an informational guide to Teachers College. The information is 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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*recently deceased

Academic Calendar

Autumn Term 2025

April 28	Monday	Registration for Summer Term and Autumn Term for continuing students via web registration begins.
May 5	Monday	Registration for Summer Term and Autumn Term begins for new students.
September 1	Monday	Labor Day. College Holiday.
September 2	Tuesday	Classes begin. Autumn Term.
September 2	Tuesday	Deadline to meet all program requirements for October 2025 Master's Degree or Advanced Certificate Graduation
September 15	Monday	Last day to add and drop classes for the Autumn term.
September 19	Friday	Autumn semester payment due date for tuition, fees, and housing charges.
September 23	Tuesday	Last day to change points in variable-point courses.
October 15	Wednesday	Award of October degrees and certificates. No ceremony.
November 4	Tuesday	Election Day. College Holiday.
November 26	Wednesday	No Classes. Offices open.
November 27	Thursday	Thanksgiving Holidays.
November 28	Friday	Thanksgiving Holidays.
December 19	Friday	Autumn Term ends.
December 23	Tuesday	Final grades due for Autumn 2025 graduating students.
January 6	Tuesday	Remaining final grades for Autumn 2025 due.

Spring Term 2026

December 1	Monday	Registration for the Spring term for continuing students via web registration begins.
December 8	Monday	Registration for the Spring term for new students via web registration begins.
January 2	Thursday	Beginning of Winter Session classes.
January 7	Wednesday	Last day to drop a Winter session course.
January 16	Friday	Winter Session classes end.
January 19	Monday	Martin Luther King, Jr. Day Observed. College Holiday.
January 20	Tuesday	Classes begin. Spring Term.
February 2	Monday	Last day to add and drop classes for the Spring term.
February 11	Wednesday	Award of February degrees and certificates. No ceremony.
March 15	Sunday	First day of spring holidays.
March 22	Sunday	Last day of spring holidays.
May 12	Tuesday	End of Spring Term.
May 20	Wednesday	Conferring of degrees at Columbia University.

Summer Term 2026

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.
May 21	Thursday	Session A courses begin.
May 25	Monday	Memorial Day Observed. College Holiday.
July 1	Wednesday	End of Summer Session A courses.
July 3	Friday	Independence Day observed. College Holiday.

July 6	Monday	Session B courses begin.
August 14	Friday	End of Summer Session B courses.

* Please refer to the [full academic calendar](#) for the most up-to-date information.

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 nationally 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 cycle.**

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 <https://www.tc.columbia.edu/admission/how-to-apply/application-deadlines/>.

Please note: Applications for admission completed 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**
- **\$75 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.edu/admission/how-to-apply/degree-programs.
- **English Proficiency Tests:** If your native language is not English and you have not received a baccalaureate (undergraduate) degree from an institution where English was the sole official language of instruction, you must submit official scores from an accepted English proficiency exam. We accept the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).
If you have not earned an undergraduate degree at an institution where English was the sole official language of instruction, but you have successfully completed a graduate degree at a school that meets this criteria, you are **not required** to submit official results from an accepted English proficiency exam. If you meet these conditions, in order to qualify for a TOEFL/IELTS exam waiver, evidence of your conferred graduate degree must be displayed on the relevant academic transcript or course-by-course evaluation. Applicants who meet this criteria must

reach out to the Office of Admission at admission@tc.columbia.edu to request an English Proficiency Exam waiver. For more information and score requirements, visit tc.columbia.edu/admission/how-to-apply/international-applicants.

- **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 (World Education Services (WES), Educational Credential Evaluators (ECE), or The Evaluation Company (TEC)), 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.** 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/admission/how-to-apply/international-applicants.
- **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 nationally 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**
- **\$75 Non-Refundable Application Fee**
- **Academic Transcript(s):** For current requirements regarding transcript submission, visit the Office of Admission website at tc.edu/apply. Official transcripts from the applicant's undergraduate baccalaureate institution(s) showing a degree conferral and all academic courses and grades are required. 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:** If your native language is not English and you have not received a baccalaureate (undergraduate) degree from an institution where English was the sole official language of instruction, you must submit official scores from an accepted English proficiency exam. We accept the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS).
 If you have not earned an undergraduate degree at an institution where English was the sole language of instruction, but you have successfully completed a graduate degree at a school that meets this requirement, you are **not required** to submit official results from an accepted English proficiency exam. If you meet these conditions, in order to qualify for a TOEFL/IELTS exam waiver, evidence of your conferred graduate degree must be displayed on the relevant academic transcript or course-by-course evaluation. Applicants who meet this criteria must reach out to the Office of Admission at admission@tc.columbia.edu to request an English proficiency exam waiver. For more information and score requirements, visit tc.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**
- **\$75 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.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 tc.edu/admissions/admission/instructions/advanced-certificate-programs.

Admission as a Non-Credit Student

Refer to the TC Academy website at tc.edu/tcacademy 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.

Aid at Teachers College

You have a range of financial aid options that could make a Teachers College degree more affordable, including federal aid, institutional (or TC-specific) aid, and aid from external or private funding resources. For most types of aid, there are processes and schedules that you must follow if you wish to be considered for funding. Please be sure to adhere to all noted deadlines in order to maximize your eligibility.

Visit <https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/> for more information.

To Be Eligible for TC Aid

The Office of Financial Aid, along with Teachers College Faculty and, in some cases special Committees, support reviewing and determining your eligibility for a variety of aid programs at Teachers College.

1. If you would like to be eligible for financial aid from TC, then you **must** indicate your interest by checking the appropriate box in the Institutional Aid Application, which is embedded in the Application for Admission. Confirm that the TC financial aid checkbox is selected **before** you submit your application. If you select the financial aid checkbox, then you will be considered for several types of financial aid directly from TC.
2. Some academic programs at TC offer scholarships or grants for students who are affiliated with their program. These scholarships may require a separate application. If you are admitted to TC, then you may contact your financial aid liaison to learn about any program-based aid that you could apply for, and if a separate application is required.

In addition to aid from Teachers College, you may be eligible for federal or external forms of aid, as well as private funding resources. Many of these forms of aid can be combined, and in some cases, you may need to repay some aid in the future. We encourage you to explore all possible forms of funding to support your TC education.

Types of Aid

Institutional Aid

Your financial aid offer letter may include some funding directly from Teachers College, in addition to any federal financial aid for which you may be eligible. You could receive institutional aid in the form of different types of scholarships, grants, a fellowship or assistantship position, or other awards. Financial aid from TC is not based on your level of financial need. Any institutional aid that you receive from Teachers College is money that you will not need to repay in the future.

Important: If you want to be considered for financial aid from TC, then you must indicate this via a checkbox on the Institutional Aid Application, which is embedded in your Application for Admission. In addition, you may need to submit an additional application to qualify for some forms of financial aid. Your financial aid liaison can help you understand if there are special requirements for certain types of aid that apply to your situation.

Please explore our website to learn important details about each category of Teachers College financial aid.

Institutional Scholarships

Teachers College offers a variety of scholarship awards to Master's and Doctoral students, recognizing the broad range of talents our students represent. With TC aid, we aim to support your learning and success at the College. However, funding is competitive and limited and not all students will receive awards.

To qualify for Teachers College scholarships, you will need to opt-in for financial aid consideration when you complete your Teachers College Application for Admission. To maximize your eligibility, you are encouraged to submit your admission application by the [priority deadline](#). Go to the How to Apply for Institutional Aid page to learn more.

Funding for Doctoral Students

All newly admitted Doctoral students are automatically considered for the Doctoral Fellows program, TC's signature scholarship program for Doctoral students. Each year, a subset of new Doctoral students are selected from our applicant pool by our faculty for a limited set of Doctoral Fellow appointments. The Doctoral Fellows program provides a partial or full tuition scholarship and an apprenticeship allowance of \$30,000 per year for up to three or four years of study. Apprenticeship training in the form of research, teaching, or other experience is required of most Doctoral Fellows. Faculty make selections upon admission to academic programs and students will be notified if they have been selected by the Office of Financial Aid. Only students who have been appointed as Doctoral Fellows are notified.

Doctoral students are also eligible for a variety of other scholarships, assistantships, endowed and special funds as well as grant programs, which may be awarded to new or continuing students and vary in amount and renewability. Most other awards are granted directly by our academic programs to students. Please explore further institutional aid opportunities utilizing the menu to the right.

Funding for Master's Degree Students

All newly admitted Master's students are automatically considered for TC's Master's student scholarship programs. Scholarships for Master's students are granted for one or two years, and are applied directly to the cost of tuition. The Founders' and Teachers' Future Awards, described below, are administered through the Office of Financial Aid, and granted soon after students are admitted to their respective program. Students may also be selected for a variety of other scholarships, assistantships, endowed and special funds, which may be awarded to new or continuing students and vary in amount and renewability. Most other awards are granted directly by our academic programs to students. Other institutional aid opportunities can be explored using the menu to the right.

Founders' Award

You will be considered for the Founders' Award as a way to help support your first year of graduate study.

Scholarship Eligibility Criteria	Scholarship Length	Award Benefit
<ul style="list-style-type: none"> • Incoming first-year student at Teachers College • Not a full-time Teachers College or Columbia University employee 	Your first academic year	Up to \$18,500

Teachers' Future Award Scholarship

You may qualify for a Teachers' Future Award Scholarship to help cover the tuition costs for up to two years of graduate school at Teachers College.

Scholarship Eligibility Criteria	Scholarship Length	Award Benefit
<ul style="list-style-type: none"> • Master's Program with Teacher Certification • U.S. Citizen or permanent resident • Not a full-time Teachers College or Columbia University employee 	Renewable up to two years if you meet academic standards	Up to \$15,000 per academic year

Assistantships

Assistantships are paid positions that enable you to gain valuable research, teaching, or other work experience. An assistantship can help cover part of your graduate school cost while you build academic and professional skills. With an assistantship, you will receive a salaried or hourly wage and/or wages credits towards your tuition expenses in exchange for your work on research, teaching, or administrative projects.

Assistantships Basics

This section of our website includes details such as respective responsibilities, time commitments, and compensation for the types of assistantships available at Teachers College. Characteristics of your particular assistantship may vary, but most share the following in common.

- You may work up to 27 hours per week, combined, in all assistantship jobs.
- If your assistantship includes tuition credits as part of its compensation, then you will see that listed on your financial aid offer letter.
- You will receive regular paychecks according to the Teachers College payroll schedule.
- If your assistantship includes tuition credits and those credits are not needed, the funds cannot be converted to or added to your salary.
- The salary/wages you earn in an assistantship position is taxable income that you will report on your taxes, unless otherwise specified.

More information can be found at <https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/institutional-aid/assistantships/>

Endowed & Special Scholarships from Teachers College

You may qualify for endowed funds or other special scholarships from Teachers College if you meet specific criteria related to your academic program or interests. In most cases, our academic departments and programs independently manage their endowed or special scholarship funds. Speak with your program director or advisor about your eligibility and their process for awarding department/program funds.

Endowed & Special Scholarships Administered by the Office of Financial Aid

The endowed and special scholarships that appear below are administered either directly by the Office of Financial Aid or another office as specified. Most require special application procedures, so pay careful attention to the instructions to ensure you are appropriately considered.

The application(s) for these endowed scholarships are made available through the Office of Financial Aid in January of the current academic year for selection and awarding for the following academic year. You will receive an independent email from the Office of Financial Aid with information about the relevant application processes. Applications are typically due in February, and students are notified of awards by mid-March.

More information can be found at <https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/institutional-aid/endowed--special-scholarships/>

Teachers College Grants & Other Awards

Some Teachers College grants require you to submit a separate application. These grants are funded by Teachers College as an institution to support our own students, faculty, and academic programs for specific projects or endeavors. More information about these awards can be found at <https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/institutional-aid/grants--other-awards/>

Apply for Financial Aid at Teachers College

We encourage all students to apply for financial aid. The process does not have to be time-consuming for you, and you could receive funding that lowers your cost of attendance at Teachers College. Your final cost after financial aid could make your graduate school goals more affordable.

Applying for Institutional Aid

Both domestic and international students can apply for scholarship aid from Teachers College. When you complete your Teachers College admission application, be sure to opt-in for financial aid when answering the question in the application about whether you want to be considered for scholarships.

You may qualify for aid in different forms including scholarships, grants, assistantships, and other awards. Learn more about applying for institutional aid.

Your Next Steps in the Process

We want you to know how to interpret your Teachers College financial aid offer letter and options for paying your bill. Learn more about how to review your offer letter and bill from Teachers College.

If you want to make more detailed plans about your graduate school finances, we encourage you to explore our resources for budgeting and financial wellness at Teachers College.

Federal Aid

If you are a U.S. citizen or eligible non-citizen, then you can use federal aid to help pay for graduate school at Teachers College. If you are not a U.S. citizen or eligible non-citizen, we encourage you to review financial aid options for international students.

As a Teachers College student, you could see a combination of funding sources in your financial aid offer letter. If you receive federal grants and loans, our Office of Financial Aid will manage the process of receiving the funds and ensuring that they are applied to your TC bill. **Note:** If you are a domestic student who isn't eligible for federal aid, you may be eligible for institutional aid from Teachers College, as well as earnings from working a campus job as a graduate assistant.

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 five (5) 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**.

More information on federal aid can be found at <https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/federal-aid/>

Private Loans

Our staff builds your financial aid offer with as much aid as possible, but there may still be a gap between what you can afford and what it will cost you to attend. If this is your situation, private loans may be an option.

Private loans operate differently than federal student loans and have their own advantages and disadvantages. Many private lenders do not offer flexible repayment terms, and they may have higher interest rates and fees. It is your responsibility to understand all of the details if you take out a private loan.

More information can be found at <https://www.tc.columbia.edu/admission/financial-aid/aid-at-teachers-college/private-loans/>.

Registration Procedures

Advising and Special Permission Courses

It is the responsibility of each student to obtain advising 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](#) as requiring instructor approval.

Override forms for waivers of prerequisites, corequisites, major restriction, degree restriction, or closed classes must be authorized in writing and recorded by the Registrar's Office. The [Special Permission/Override form](#) is downloadable from this web site and available in the Registrar's Office.

Approval for all Special Permission courses must be recorded by the department or the Registrar. Please allow 24 hours once the course approval has been obtained for the department to complete the data entry before registering for a class which requires special permission.

All approvals/overrides must be recorded before you can register. **Please note: Students are responsible for registering for courses after the Special Permission Form has been submitted.** Submitting the form to the Office of the Registrar does not automatically register you for the course. Once you submit the form, you should go to the [myTC Portal](#) to register. Alternatively, you can register in person in the Registrar's Office.



Auditing

Students currently enrolled for 15 or more points may audit one or two courses in Teachers College without fee. Applications for auditing privileges are obtainable from the Office of the Registrar during the change-of-program period. Courses with limited enrollment, laboratory courses, elementary language courses, seminars, and continuing education workshops will not be open to auditors. Audited courses will not appear on the transcript and may not later be applied for credit.

Certified doctoral candidates may audit Teachers College courses which enhance their professional interests. Such courses will not appear on the transcript or fulfill any academic requirement. An eligible doctoral candidate, upon presentation of the certified doctoral candidate card, may obtain an application to audit from the Office of the Registrar, secure written approval of the course instructor, and return the approval form to the Office of the Registrar during the change-of-program period. An auditing permit will be issued.



Changes in Grading Options

The following changes in grading options may be made in the Office of the Registrar by the deadlines indicated below.

Pass-Fail or Letter Grading Option: Selection of either grading option in courses that offer this choice must be made by the third class session. The Change In Grade Mode Form must be submitted to the Office of the Registrar.

Attendance ("R") Grade Option: Declaration of this option must be made before two-thirds of the class sessions have met. Contact the Office of the Registrar at registrar@tc.columbia.edu for more information.

Doctoral Pass ("DP") Grade Option: This grade option is available only to certified Doctoral Candidates in terms subsequent to the term in which the student has been certified by the appropriate doctoral committee. Declaration of this option must be made before two-thirds of the classes have met. The application form is available in the Registrar's Office.



Changes of Registration

Except as noted below, students may initiate changes of registration by the following means:

- Online at myTC
- Via e-mail to registrar@tc.edu (Please send from your TC e-mail account).
- Via fax at (212) 678-3005. If using fax, please make certain to explain your request as completely as possible and to include course numbers, section numbers, CRN's, your full name and student ID number, your contact phone/e-mail, your signature, and the date.
- (For less time-sensitive requests), via U.S. mail to Office of the Registrar, 525 W. 120th St. Box 311, New York, NY 10027. If sending requests via mail, make certain to include the same information as listed above for faxed requests.

Note that full processing of any registration change hinges upon the student's ability to initiate the transaction according to the relevant deadline. For a listing of the registration deadlines mentioned below, please see the applicable term's Registration Information bulletin on the Registration Tools menu of this web page.

Adding Courses: Students may continue to register for courses through published change of program dates. Late registrations are not permitted after the semester's add/drop deadline without special approval from the Registrar and payment of a \$100 late fee. Please be aware that neither attendance in a class nor willingness to pay the late fee will entitle a student to register after the term's deadline. After the change of program period, students will only be able to add workshops starting later in the semester, prior to that course's first session.

Dropping Courses: Students may drop courses and receive full tuition credit by the published change of program deadlines. In any given term, the deadline to drop a course for a full tuition credit is also the last day to add a course. 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. You may obtain a list of fee-based courses in the Office of the Registrar.

Changes of Points: Students may add or drop points in variable point courses through published deadlines. In most cases, students will be able to use any of the methods listed above to request point changes. However, if the deadline for changing points has not passed and a student is not able to make the change online, s/he should fax in the point change request and/or e-mail the Registrar (registrar@tc.edu) for more information.

Withdrawal: After the deadline passes for adding or dropping courses, students may only withdraw from courses. These courses will remain on the student's academic record with a grade of "WD."



Enrollment Verification

Enrollment Verification: Students who need to have their enrollment verified to an outside organization may fill out a [request for enrollment verification](#). Please allow approximately five (5) business days for processing of these requests.

Enrollment Status: Enrollment status certification is based upon the number of semester points for which a student is registered per term. "Full-time" status is accorded to students registered for nine (9) or more semester points per term. Students enrolled for fewer than nine (9) semester points (zero (0) - eight (8)) are considered "part-time." "Half-time" status is based on enrollment of five (5) - eight (8) semester points per term. Students registered for fewer than five (5) semester points are accorded "less-than-half-time status." During the Summer Term, enrollment

status is determined by the cumulative number of semester points in both Session A and B. For "full-time" status, students must register for a combined load of at least nine (9) semester points, with no more than nine (9) semester points in one summer session.

No student will be certified for full-time or part-time status unless he or she is enrolled for that term in some form. Doctoral students may check with the Office of Doctoral Studies regarding personal exemption or waivers. Students cannot be certified for future dates of attendance.

Veterans Benefits: Students eligible to receive education benefits from the Department of Veterans Affairs must file a Veterans Benefits Enrollment Verification request each term. Enrollment will not be verified to the DVA until the student has completed registration for the term.



Holds

Holds may be placed on your record which can block your registration. All holds must be removed by the originating office before you will be able to register. You may check if you have any holds on the [myTC Portal](#).



Maximum Point Hold

Teachers College is on a semester hour system. The number of points, or credits, that a course carries per semester is listed by each course on the course schedule. Students may take no more than nine (9) points during a summer session and no more than a total of 16 points for the entire summer term. During the Autumn or Spring term, students may take no more than 18 points. Students who hold full-time positions are discouraged from enrolling for more than eight (8) credits each Autumn and Spring term.



Special-Date Courses

Students may continue to register for workshops and special-dates classes starting later in the term; however, registration and payment must be completed prior to the start of the workshop or special-dates class. For credit registration, students may register either by the [myTC Portal](#) or by registering in-person in the Office of the Registrar. Credit workshops are listed on the [Schedule of Classes](#).

Students will not be permitted to change from credit registration to non-credit, or from non-credit to credit after the course or workshop has begun.

Withdrawal From Workshops and Special-Dates Classes: Students must withdraw from a workshop or special-date class prior to the beginning of the workshop or class. No tuition rebates will be granted for a workshop or special-date class once it has begun.



Student Contact Information

Name: Students may change the name on their permanent records by filling out the [Name Change Form](#) and returning it to the Registrar's Office. You may drop off the form (with appropriate documentation) in person or scan the form and e-mail it to registrar@tc.edu. Please note: if a student has not been active since Summer 1989 or earlier, his/her name cannot be officially changed, as the records have been microfilmed.

Address: You should update your address in TC's records promptly each time your address changes. The fastest, most convenient way to update your address is through the [myTC Portal](#). Click [here](#) for instructions on updating your address online. Alternatively, a [Change of Information form](#) is also available online for download or in the Registrar's Office (528 West 121st St., Room 324). If you download the form, you can mail or fax (212-678-3005) it to the Office of the Registrar. If you must use the paper form, please be aware that processing may take several business days, especially during peak registration times.

Emergency Contacts: We recommend that you review and update your emergency contacts in myTC as often as needed.

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



Registration Instructions

Please read the [Registration Instructions](#) for step by step instructions on how to register.



Tuition, Fees & Cost of Attendance

When you add up all the direct and indirect costs of going to graduate school, you may think of costs such as tuition and fees, room and board, and everything else you will need, including books, personal supplies, or transportation. This is your cost of attendance (COA).

Note: Your Teachers College COA will be unique to your individual situation. If you are an admitted student, we encourage you to contact the Office of Financial Aid with any questions about your COA.

Whether you are a Master's or Doctoral student, you will pay the same amount of tuition per credit hour at

Teachers College. In addition, you will pay the same tuition rate whether you are an in-state or out-of-state student, with the exception of some special cohort programs.

Your tuition and fees will vary depending on how many terms that you are enrolled in, and the number of credit hours that you take each term. Our average class is three credits. You can arrange for a deferred payment plan with the Teachers College Office of the Bursar, which will allow you to pay for tuition and other fees in installments.

2025-2026 Tuition	\$2,131 per credit
College Fee* (Fall 2025, Spring 2026, Summer 2026)	\$528 per term

* This fee cannot be waived.

Your Level of Enrollment

Our office classifies your enrollment according to how many credits you will take in a given semester. Below is a snapshot of your enrollment status based on the total number of credits you are registered for in a semester.

Full-time student	Enrolled in 9 or more credit hours per semester
Three-quarter student	Enrolled in 7-8.5 credit hours per semester
Half-time student	Enrolled in 5-6.5 credit hours per semester
Less-than-half-time student*	Enrolled in less than 5 credit hours per semester

*Less-than-half-time students are not eligible for federal aid.

Tuition and Fees for Standard Programs

2025-2026 Academic Year (Fall 2025, Spring 2026, Summer 2026)

Fall 2025 Tuition & Fees

Please note that the following costs are estimates that may be subject to change. If you have questions about health fees, please contact [Columbia Student Insurance](#).

Enrollment	Tuition Cost	Mandatory College Fee	Mandatory Columbia Health Fee	<u>Student Health Insurance*</u>	Total Tuition and Fees
5 credits	\$10,655	\$528	\$217	\$2,544	\$13,944
7 credits	\$14,917	\$528	\$217	\$2,544	\$18,206
9 credits	\$19,179	\$528	\$723	\$2,544	\$22,974

*Mandatory for any international student; and/or full-time student; or domestic residential student; coverage valid August 15 through December 31

Spring 2026 Tuition & Fees

Please note that the following costs are estimates that may be subject to change.

Enrollment	Tuition Cost	Mandatory College Fee	Mandatory Columbia Health Fee	<u>Student Health Insurance*</u>	Total Tuition and Fees
5 credits	\$10,655	\$528	\$217	\$4,134	\$15,534
7 credits	\$14,917	\$528	\$217	\$4,134	\$19,796
9 credits	\$19,179	\$528	\$723	\$4,134	\$24,564

*Mandatory for any international student; and/or full-time student; or domestic residential student; coverage valid January 1 through August 14

Note: For more information regarding the Columbia Health Fee and what is included in the cost of service, please visit [Columbia Health Fee Cost of Service](#). For more information about Columbia's Student Health Insurance, please visit [Columbia Plan \(Student Health Insurance\)](#).

Summer 2026 Tuition & Fees

Enrollment	Tuition Cost	Mandatory College Fee	Total Tuition and Fees
5 credits	\$10,655	\$528	\$11,183
7 credits	\$14,917	\$528	\$15,445
9 credits	\$19,179	\$528	\$19,707

Note: Newly admitted students for the Summer 2026 semester may incur a health service fee and health insurance fee.

Degree Requirements

General Requirements

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

General Residence

For each degree, a candidate must register for and earn a minimum of thirty semester hours of acceptable graduate credits. The candidate must register for course work through Teachers College and remain matriculated in each degree program for at least two academic terms. Living on campus is not required. Students electing to earn more than one degree must consult the Registrar about general residence including minimum point requirements for multiple degrees. Following is a chart of minimum residency requirements for several multiple degree requirements. In addition to satisfying residency requirements, a student must meet all degree requirements for each degree as outlined in the Degree Requirements section of the catalog and all degree requirements as outlined by the department.

	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.

Period of Candidacy (Master's Degrees)

Candidates must be formally admitted to a degree program by the Office of Admission. The period of candidacy for the degrees of Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education is limited to five years. Every candidate for the Master of Arts, Master of Arts in Teaching, Master of Science, and Master of Education must complete at least 16 points through Teachers College during the final five-year period prior to the award of the degree so as to meet 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 and at least 16 points to satisfy the recency requirement must be completed. Petitions for extension may be obtained through the Office of the Registrar. If a student has not been in attendance within the last 5 years and wishes to pursue the completion of the degree, the student must reapply for admission and be accepted into the degree program. Applications for re-admission may be obtained from the Office of Admission. Applications for re-admission follow the same processes and standards as those for initial admission. If a student is subsequently readmitted to a Master's degree program with a period of candidacy after the expiration of the initial five-year period of candidacy, all current degree requirements including the departmental integrative project and at least 16 points to meet recency requirements must be completed.

Academic Performance

The faculty of the College requires that all students maintain acceptable grades. Some departments specify an overall minimum grade average (see specific department statements). Any department judging a student to be performing below expectations is authorized by the Faculty to require additional course work as a means to evaluate the student's continuance within the degree program or at the College. If satisfactory progress is not maintained a student may be dismissed from the program. In addition, a student at the doctoral level whose academic performance in course work and 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. Such a decision cannot be made by an individual professor but must be made by the department in which the student is enrolled. There is no formal appeal from such a decision, but the service of the Ombudsperson may be requested by the student.

Any student receiving grades of C- or lower in three or more courses will be dismissed from the College. The full academic standards for students policy can be found in the Policy Library, [here](#).

Application for Master's Degree or Certificate Award

Candidates for the award of the degree of Master of Arts, Master of Arts in Teaching, Master of Science, Master of Education, or a certificate must file an application (obtained from and returned to the Registrar, in accordance with dates listed in the Academic Calendar). All courses, except those of current enrollment, must be completed at the time of application. If the degree or certificate is not then earned, a Renewal-of-Application is to be filed for reconsideration of the award. (See Academic Calendar for dates). An application for award terminates at the next time for degree conferral but may be renewed upon filing a Renewal-of-Application with the \$15 renewal fee in accordance with the dates listed in the Academic Calendar. Degree applications are kept on file for a period of three years from the date of the original degree application.

Graduation

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

Master of Arts Point Requirement

The Master of Arts degree is granted upon the satisfactory completion of no less than 30 points and a formal essay; or 32 points and an acceptable departmental integrative project; or 32 points and successful completion of a departmental comprehensive examination. At least 20 points must be earned in Teachers College courses. The remaining course work, through Teachers College registration, may be completed in Teachers College or other graduate divisions of the University, but no more than 12 points of graduate credit from other faculties of the University will be credited toward the minimum point requirement. Graduate level courses in the University are numbered from 4000 and above. A candidate for a second Master's degree must be readmitted to candidacy by the Office of

Admission. Courses and the integrative project, comprehensive examination, or essay offered for the first Master's degree may not be applied toward the second. The same minimum point requirements stated above apply and must include at least six points of Teachers College courses outside the Teachers College major program.

Program of Study

The program for the Master of Arts must include: a minimum of 12 points in the major field courses, the exact requirement to be determined in consultation with the major advisor. In order to broaden the student's background in education, six points of Teachers College courses outside the Teachers College major program must be completed as well as a formal essay, comprehensive examination, or an integrative project. No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

Essay

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

Master of Science

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

Program of Study

The program for the Master of Science degree must include at least 20 points in science courses and related technical fields. In order to broaden the student's background in education, a minimum of six points of Teachers College courses outside the Teachers College major department must be

completed as well as a formal essay, comprehensive examination, or a departmental integrative special project. No transfer credit is granted for work completed at other universities to satisfy the minimum point requirement. Electives are chosen in consultation with the major advisor.

Essay

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

Master of Education

The Master of Education degree is awarded upon satisfactory completion of a minimum of 60 points of graduate work. This is a two-year program. Thirty points must be completed under the auspices of Teachers College, including 18 points in Teachers College courses. A maximum of 30 points of graduate credit may be transferred from other recognized institutions. Candidates who have completed a Master of Arts or Master of Science degree through Teachers College must offer a minimum of 45 points of the required 60 points under Teachers College registration. Candidates admitted to the Ed.M. program are required to complete a minimum of six points of Teachers College graduate coursework outside the major program. Equivalent courses for which transfer credit has been granted may be substituted for Teachers College courses upon written petition to the Registrar. Additionally, a formal essay, a departmental comprehensive examination, or a special departmental integrative project is required. Consult departmental advisory statements for additional requirements.

Doctor of Education/Doctor of Philosophy

Teachers College offers programs of study leading to the Doctor of Education and Doctor of Philosophy degrees. The requirements differ in accordance with the nature of the degree as described below. The Office of Doctoral Studies provides general information, administrative advice, and service to doctoral students and assists the doctoral committees in their supervision of the work of candidates for both degrees. Requirements outlined below are described in further detail in the bulletins *Requirements for the Degree of Doctor of Education*, *Requirements for the Degree of Doctor of Education in College Teaching of an Academic Subject*, and *Requirements for the Degree of Doctor of Philosophy*. A prospective student should obtain the appropriate bulletin from the [Office of Doctoral Studies](#). Each student is responsible for fulfilling the stated requirements. Doctoral programs are offered in many but not in all areas of specialization in Teachers College. Therefore, a prospective doctoral student should consult a faculty advisor, either through conference or correspondence, concerning programs offered, the degree most appropriate for specific goals, any departmental requirements for admission and programs of study, and application deadlines. Direct inquiries concerning admission to the Office of Admission of Teachers College and indicate the degree and field of interest in order to receive appropriate information and application forms.

Doctor of Education

The degree of Doctor of Education emphasizes broad preparation for advanced professional responsibilities through a program based upon extensive study in a specialized branch of the field of education or in an area of instruction.

The minimum requirements for this degree are: satisfactory completion of a planned program of a minimum of 75 points of graduate course work beyond the Bachelor's degree (at least 45 points of which must be taken through

Teachers College registration); submission of a statement of total program indicating periods of intensive study subsequent to the first year of graduate study which accompanies the program plan of study; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. Some fields of study have additional requirements; consult departmental advisory statements. Special programs leading to the degree of Doctor of Education for persons preparing for college teaching of an academic subject are offered in several departments. The programs emphasize broad preparation in the candidate's major field, specialized competence in a limited area within that field, and an understanding of the broader problems of education, especially at the college level. The minimum requirements are: satisfactory completion of a planned program of a minimum of 75 points of graduate course work beyond the Bachelor's degree; submission of a program plan of study; satisfactory performance on a departmental Certification Examination; and the preparation and defense of a dissertation. The point requirement beyond certification is the same for the program as described in the above paragraph. Some fields of specialization have additional requirements such as an examination in one foreign language or in mathematical statistics; consult departmental advisory statements.

Continuous Registration Requirement for the Ed.D. Degree

Students are required to be in continuous enrollment for a minimum of 3 points of Teachers College course credit, or for the dissertation advisement course, in each fall and spring term, starting with the term following departmental recommendation or following the term in which the dissertation proposal was approved in a departmental hearing, whichever comes first, and continuing until all requirements for the degree are met. (See Ed.D. Requirements Bulletin for policy on the dissertation advisement course). The obligation to register continuously ends after the dissertation has received final approval.

Doctor of Philosophy

The degree of Doctor of Philosophy emphasizes research and intensive specialization in a field of scholarship. Under an agreement with Columbia University, Teachers College offers programs leading to the Ph.D. degree in designated fields in which the Graduate School of Arts and Sciences of the University does not offer programs, namely in education, including education in the substantive disciplines and certain applied areas of psychology. The minimum requirements for the degree are: satisfactory completion of a planned program of 75 graduate points beyond the Baccalaureate; submission of a program plan of study; satisfactory performance on foreign language examinations

and on a departmental Certification Examination; and preparation and defense of a research dissertation. Some fields of specialization have additional requirements; consult departmental program statements. Relevant courses completed in other recognized graduate schools to a maximum of 30 points, or 45 points if completed in another Faculty of Columbia University, may be accepted toward the minimum point requirement for the degree. Each degree candidate must satisfy departmental requirements for the award of the M.Phil. degree prior to continuance in the Ph.D. program. These degree requirements are specified in the Requirements for the Degree of Doctor of Philosophy Bulletin, obtainable from the Office of Doctoral Studies. A Ph.D. candidate must complete all requirements for the degree in not more than seven years. The time limit is six years for those who have received an applicable Master's degree or 30 points of advanced standing. All candidates are required to register in residence in the Graduate School of Arts and Sciences through Teachers College and to pay a fee in the term in which the dissertation is defended.

Continuous Registration for Dissertation Advisement: Ph.D. Degree

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

Postdoctoral Study

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

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. New Residence Hall opened in the fall 2004 semester.

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 (6 credits if contract starts in the Spring).

Housing Contracts extend for one calendar year, beginning with the 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.

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.

A Resident may remain in housing for a maximum of 6 years (72 months) during their entire enrollment at Teachers College

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-aerial-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 enrollment 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*
- *April 15th: Summer A & B Terms*

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 enrollment deposit. No offer for housing, however, will be made until students have paid the enrollment 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 New Residence Hall.

Bancroft Hall is located at 509 West 121st Street. It was constructed in 1910. 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.

New Residence Hall is located at 517 West 121st St. 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

(2023-2024 Academic Year)

Bancroft Hall

- One Bedroom: \$12,009-\$12,701
- Two Bedroom Share: \$7,296 - \$8,300
- Three Bedroom Share: \$7,079 - \$7,660

New Residence Hall

- Efficiency: \$9,449 - \$9,804

- Studio*: \$10,975 - \$11,468

Grant/Sarasota Halls

- One Bedroom: \$10,437 - \$12,595 (electric is paid separately)

Whittier Hall

- Single Room: \$5,357 - \$7,100
- Suite Room: \$6,005 - \$7,238
- Single Room with private bathroom*: \$7,094 - \$7,575
- Studio*: \$8,825 - \$11,664
- Two Bedroom Share*: \$7,520
- One Bedroom*: \$11,579

*Limited availability

Please note: Rates are subject to change and typically increase 3-5% 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. (Please note all forms must be in English or professionally translated into English):

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 of Domestic Partnership declaring that the applicants share a domestic partnership.

The Affidavit of Domestic Partnership 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. 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

(2023-2024 Academic Year)

Bancroft Hall

- One Bedroom: \$12,009 - \$13,254
- Two Bedroom: \$14,643

*Grant and Sarasota Halls**

- One Bedroom: \$10,437 - \$12,595

*Electricity paid separately to ConEd

Please note: Rates are subject to change and typically increase 3-5% each year.

Residence Halls at a Glance

	Bancroft Hall	Sarasota Hall	Grant Hall	Whittier Hall	New Residence Hall
Population	Family housing and single-student housing	Family housing and single-student 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

Furnishings - All units are furnished	All units: desk with hutch, desk chair, sofa/loveseat, easy chair, dining table and chairs, extra-long full bed in one-bedroom apartments and in the A bedroom of larger apartments and extra-long twin bed in additional bedrooms, 2 dressers, refrigerator, electric stove/oven	All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 2 dressers, refrigerator, electric stove/oven	All units: desk, desk chair, lamp, sofa/loveseat, easy chair, dining table and chairs, full extra-long bed, 2 dressers, refrigerator, electric stove/oven	All units: desk, desk chair, wardrobe/closet, 2 dressers, lamp; Single rooms: twin extra-long bed, microwave, small refrigerator; Suites: twin extra-long bed; Studios, one-bedroom apartment, and two-bedroom shares: full extra-long bed, kitchenettes, microwave, small refrigerator	All units: desk, desk chair, 2 dressers, bookshelf, microwave, refrigerator. Efficiencies: extra-long twin bed and Studios: stove/oven and extra-long full bed
Kitchen Facilities	Private kitchen in each apartment	Private kitchens	Private kitchens	Single units: community kitchens; small and large studios, and one-bedroom apartments: private kitchenettes; two-bedroom and suites: shared kitchen	Studios: private; Efficiencies: community kitchens (every other floor)

Bathroom Facilities	Private bathroom in each apartment	Private bathrooms	Private bathrooms	Single units: community bathrooms; small and large studios, and one-bedroom apartments: private bathrooms; two-bedroom: and suites: shared bathroom	Private bathrooms
Study and Community Spaces	Lounge on the first floor, fitness room in basement	Residents may use any community space in any residence hall	Residents may use any community space in any residence hall	Computer room with internet connection; study & TV lounges and a fitness room	Computer room/study lounge with internet connection, TV lounge, 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 can bring their own AC unit and have installed from a TC approved vendor.	Non-air conditioned. Residents can bring their own AC unit and have installed 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	Swipe card access to building with 24 hour monitored cameras	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

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.

- [Advancing Literacy](#)
- [Arnhold Institute for Dance Education Research, Policy & Leadership](#)
- [Center for the Analysis of Postsecondary Readiness \(CAPR\)](#)
- [Center for Arts Education Research](#)
- [Center for Cerebral Palsy Research](#)
- [Center for Educational Equity](#)
- [Center for International Foreign Language Teacher Education](#)
- [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](#)
- [Community College Research Center](#)
- [Consortium for Policy Research in Education](#)
- [Dean Hope Center for Educational and Psychological Services](#)
- [Digital Futures Institute](#)
- [Edmund W. Gordon Institute for Advanced Study](#)
- [Education for Persistence and Innovation Center \(EPIC\)](#)
- [Edward D. Mysak Clinic for Communication Disorders](#)
- [George Clement Bond Center for African Education](#)

- [Hechinger Institute on Education and the Media](#)
- [Hollingworth Center](#)
- [Human Rights, Emergencies, and Peacebuilding](#)
- [Institute for Learning Technologies](#)
- [Institute on Education and the Economy](#)
- [Klingenstein Center for Independent School Leadership](#)
- [Laurie M. Tisch Center for Food, Education & Policy](#)
- [The Morton Deutsch International Center for Cooperation and Conflict Resolution](#)
- [National Center for Children and Families](#)
- [National Center for Restructuring Education, Schools, and Teaching](#)
- [National Center for the Study of Privatization in Education](#)
- [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 1302 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.

The Special Collections provides a broad range of unique resources through its archives, manuscripts, and rare books that are integrated into areas of collecting strength: research, curriculum, juvenile, and Teachers Collegiana. The Teachers College Digital Collections represent institutional history and scholarship in education, psychology, and the applied health sciences, organized into several broad groups, subgroups, and related groups. They include the papers of presidents, faculty, programs, and departments; records of centers, institutes; and projects; historical dissertations; children's art collections and historical photographs; 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, [Educat+](#), the definitive record of holdings, allows you to search seamlessly for everything in our collection and more: books, media, journals, articles, curriculum, children's literature, institutional materials, open access resources, 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; and a blog. 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 talks, live musical performances by members of the Teachers College community, art exhibits, and other events. The Everett Café at the library entrance offers beverage and snack services during library hours, in addition to popular reading and ongoing news and book displays.

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. Academic departments offer 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.***

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 TC Academy in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at tc.edu/tcacademy. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health Studies & Applied Educational Psychology. 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 TC Academy in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at tc.edu/tcacademy. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health Studies & Applied Educational Psychology. 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 TC Academy in collaboration with the Office of Teacher Education. For a list of dates and times, please go to the CPS Website at tc.edu/tcacademy. Students may also fulfill this requirement at Teachers College by taking HBSS4116, Health Education for Teachers, which is offered by the Department of Health Studies & Applied Educational Psychology. This course may be offered on-line; however, to fulfill the DASA requirement, students must complete

3 additional hours of live preparation with the course instructor, via Zoom or in person. 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.

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.

Public Disclosure Notification

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.

Jaffe Peace Corps Fellows Program

The Jaffe 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 four 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. 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.

Public Disclosure Notification: 2025

Teacher Certification in New York State

The following in-person programs meet the educational requirements for teacher certification or professional licensure in New York State. For the purposes of the Professional Licensure Rules under 34 CFR 668, the location of students of Teachers College, Columbia University who are enrolled in any in-person professional or certification program offered in New York, are considered to be located in New York State.

If you plan to work in a state other than New York, 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. For forms and/or letters for professional licensure other than teacher certification, the Office of the Registrar will assist you.

Contact information for teacher certification in New York State:

New York State Department of Education
Office of Teaching Initiatives
<https://www.highered.nysed.gov/tcert/>

Contact information for professional licensure in New York State:

New York State Department of Education
Office of the Professions
<https://www.op.nysed.gov/>

Code	Program	New York State Educational Requirements Met
CERT-ABAL	Certificate-Applied Behavior Analysis	Professional Licensure
CERT-BILG-EX	Certificate-Bilingual/Bicultural Education Extension	Teacher Certification

CERT-LITC	Literacy	Teacher Certification
CERT-SPTB-IN	Certificate-Bilingual Extension Institute	Teacher 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 Childhood 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-C&T 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 Initial Certification	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 Education Initial Certification	Teacher Certification
MA-ECED-IX	Master of Arts-Early Childhood Education Bilingual Initial Certification	Teacher Certification
MA-ECSE-DU	Master of Arts-Early Childhood Education Special Education Dual	Teacher Certification
MA-ECSE-DX	Master of Arts-Early Childhood Education Special Education Bilingual Initial Dual Certification	Teacher Certification
MA-ELBL-IN	Master of Arts-Public School Building Leadership	Teacher Certification

MA-ELEM-DU	Master of Arts-Elementary Inclusive Education Dual	Teacher Certification
MA-ELER-DU	Master of Arts-Elementary Inclusive Teaching Students with Disabilities Dual Residency	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-GFEX-IN	Master of Arts-Elementary Inclusive Education Gifted Dual Certification	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-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 Certification	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-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 Transitional B	Teacher Certification
MA-SCIE-TR	Master of Arts-Earth Science 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-SECO-DU	Master of Arts-Secondary Dual Certification	Teacher Certification
MA-SECR-DU	Master of Arts-Secondary Dual Certification Residency	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-TEER-DU	Master of Arts-Elementary TESOL Dual Certification Residency	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-TESR-DU	Master of Arts-Secondary TESOL Dual Certification Residency	Teacher Certification
MA-TETS-IN	Master of Arts-Technology Specialist Initial Certification	Teacher Certification
MA-TETT-IN	Master of Arts-Technology Specialist for Teachers Initial Certification	Teacher Certification
MA-TSEN-DU	Master of Arts-TESOL/Teaching of English	Teacher Certification

ME-COSN-IN	Master of Education-School Counseling	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-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 Certification	Teacher Certification
ME-DHRI-DU	Master of Education-Deaf Hard of Hearing Reading Specialist	Teacher Certification
ME-ELBL-IN	Master of Education-Public School Building Leadership	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 Developmental 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	Professional Licensure

Teacher Certification in Louisiana State

The following in-person programs meet the educational requirements for teacher certification in Louisiana. For the purposes of the Professional Licensure Rules under 34 CFR 668, the location of students who are enrolled in any in-person professional or certification program offered in Louisiana, are considered to be located in Louisiana state. If you plan to work in a state other than Louisiana, 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.

Teachers College, Columbia University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Contact Information for teacher certification in Louisiana State

Louisiana Department of Education

<https://doe.louisiana.gov/educators/certification>

Code	Program	Louisiana State Educational Requirements Met
MA-ELPS-IN	Public School Building Leadership (New Orleans)	Teacher Certification
ME-ELPS-IN	Public School Building Leadership (New Orleans)	Teacher Certification

Distance Learning Programs

The following distance learning programs meet the educational requirements for teacher certification in New York State. Teachers College, Columbia University has made a good faith effort to determine if the program satisfies the applicable educational requirements in other states but is unable to guarantee that the program meets the educational requirements in any state other than New York. Requirements in other States vary and often change, therefore, you should consult with the applicable licensure authority in your home state. States have additional requirements and stipulations beyond educational requirements for teacher certification/professional licensure (e.g., application, application

fees, experience requirements, fingerprinting clearance, background checks, test requirements, additional workshop requirements, citizenship requirements, etc.). It is your responsibility to fulfill these licensure requirements in the state where you plan to seek employment.

IMPORTANT NOTE: In most states, the simplest pathway to attain licensure after completing a preparation program out of state is through an application for interstate licensure reciprocity. As a result, we **strongly recommend** that you receive New York State licensure or certification prior to applying for the equivalent license or certification in your home state.

Contact information for teacher certification in New York State:

New York State Department of Education

Office of Teaching Initiatives

<https://www.highered.nysed.gov/tcert/>

Master of Education - School Counseling Online

Code	Program	New York State Educational Requirements Met:
ME-COBN-IN	Master of Education-School Counseling Online	Teacher Certification

Information by State

State	Determination Whether Program Meets State Requirements	Notes
Alabama	Meets	
Alaska	Meets	
Arizona	Meets	
Arkansas	Meets	
California	Meets	
Colorado	Does Not Meet	
Connecticut	Meets	
Delaware	Meets	

District of Columbia	Meets	
Florida	Meets	
Georgia	Meets**	** Must complete a special education course as an elective with a grade of B or better
Hawaii	Meets	
Idaho	Meets	
Illinois	Meets	
Indiana	Meets	
Iowa	Does Not Meet	
Kansas	Meets**	**Must graduate with a minimum 3.25 GPA
Kentucky	Does Not Meet	
Louisiana	Does Not Meet	
Maine	Meets**	**Must complete a course in teaching exceptional students in a regular classroom as an elective
Maryland	Meets**	**Must complete a special education course as an elective
Massachusetts	Meets	
Michigan	Meets	
Minnesota	Meets	
Mississippi	Meets	
Missouri	Meets	
Montana	Meets	
Nebraska	Meets	
Nevada	Meets	
New Hampshire	Meets	
New Jersey	Meets	
New Mexico	Meets	
North Carolina	Meets	
North Dakota	Meets	
Ohio	Meets	
Oklahoma	Meets	
Oregon	Meets	

Pennsylvania	Meets	
Rhode Island	Meets	
South Carolina	Meets	
South Dakota	Meets	
Tennessee	Meets	
Texas	Meets**	**Must have a classroom teaching certificate
Utah	Does Not Meet	
Vermont	Does Not Meet	
Virginia	Meets	
Washington	Meets	
West Virginia	Meets	
Wisconsin	Meets	
Wyoming	Meets	

If you are located in a state where the program does not meet educational requirements for licensure or certification, you may not enroll in the program unless you file an attestation indicating that you plan to work in a state where the program does meet requirements. Please contact the Office of Admission for more information and the form.



Master of Arts - Special Education- Intellectual Disabilities/Autism Online

Code	Program	New York State Educational Requirements Met:
MA-ITDO-IN	Master of Arts – Special Education- Intellectual Disabilities/Autism Online	Teacher Certification

Information by State

State	Determination Whether Program Meets State Requirements	Notes
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Alabama	Meets	
Alaska	Meets	
Arizona	Meets	
Arkansas	Meets	
California	Meets	
Colorado	Meets	
Connecticut	Meets	
Delaware	Meets	
District of Columbia	Meets	
Florida	Meets	
Georgia	Meets	
Hawaii	Meets	
Idaho	Meets	
Illinois	Meets	
Indiana	Meets	
Iowa	Meets	
Kansas	Meets	
Kentucky	Does Not Meet	
Louisiana	Meets	
Maine	Meets	
Maryland	Meets	
Massachusetts	Meets	
Michigan	Meets	
Minnesota	Meets	
Mississippi	Meets	
Missouri	Meets**	**Must graduate with a minimum of 3.00 GPA
Montana	Meets	
Nebraska	Meets	
Nevada	Meets	
New Hampshire	Meets	
New Jersey	Meets	
New Mexico	Meets	
North Carolina	Meets	

North Dakota	Meets	
Ohio	Meets	
Oklahoma	Meets	
Oregon	Meets	
Pennsylvania	Meets	
Rhode Island	Meets	
South Carolina	Meets	
South Dakota	Meets	
Tennessee	Meets	
Texas	Meets	
Utah	Meets	
Vermont	Does Not Meet	
Virginia	Meets	
Washington	Meets	
West Virginia	Meets**	**Must graduate with a minimum GPA of 3.00
Wisconsin	Meets	
Wyoming	Meets**	**Must meet all NYS requirements for certification including all testing and workshop requirements

If you are located in a state where the program does not meet educational requirements for licensure or certification, you may not enroll in the program unless you file an attestation indicating that you plan to work in a state where the program does meet requirements. Please contact the Office of Admission for more information and the form.



Advanced Certificate - Bilingual Bicultural Education Extension (non-degree)

Code	Program	New York State Educational Requirements Met:
CERT-BLGD-EX	Advanced Certificate- Bilingual Bicultural Education Extension	Teacher Certification

In New York State, the Bilingual Education Extension certificate is only valid when attached to a valid NYS base certificate, authorizing the holder to teach bilingual education. The candidate must hold an appropriate base certificate, issued by New York State in an area of Classroom Teaching, in order to be eligible for the New York State Bilingual Extension Certificate.

Similarly, any out-of-state candidate who will be seeking a certificate that is equivalent to the New York State Bilingual Extension, in a state that has this type of bilingual teaching certification, should ensure that they hold a valid base certificate in their home state, to which their home state's supplementary bilingual certificate can be attached.

Information by State

State	Determination Whether Program Meets State Requirements	Notes
Alabama	Not applicable	No equivalent certificate in this state
Alaska	Meets**	**Candidates must first obtain a valid base certificate in this state
Arizona	Meets**	**Candidates must first obtain a valid base certificate in this state
Arkansas	Not applicable	No equivalent certificate in this state
California	Meets**	**Candidates must first obtain a valid base certificate in this state
Colorado	Does not meet	
Connecticut	Meets**	**Candidates must first obtain a valid base certificate in this state
Delaware	Does not meet	
District of Columbia	Meets**	**Candidates must first obtain a valid base certificate in this state
Florida	Not applicable	No equivalent certificate in this state
Georgia	Not applicable	No equivalent certificate in this state
Hawaii	Not applicable	No equivalent certificate in this state

Idaho	Meets**	**Candidates must first obtain a valid base certificate in this state
Illinois	Meets**	**Candidates must first obtain a valid base certificate in this state
Indiana	Not applicable	No equivalent certificate in this state
Iowa	Not applicable	No equivalent certificate in this state
Kansas	Not applicable	No equivalent certificate in this state
Kentucky	Not applicable	No equivalent certificate in this state
Louisiana	Meets**	**Candidates must first obtain a valid base certificate in this state
Maine	Not applicable	No equivalent certificate in this state
Maryland	Not applicable	No equivalent certificate in this state
Massachusetts	Meets**	**Candidates must first obtain a valid base certificate in this state
Michigan	Does not meet	
Minnesota	Meets**	**Candidates must first obtain a valid base certificate in this state
Mississippi	Not applicable	No equivalent certificate in this state
Missouri	Not applicable	No equivalent certificate in this state
Montana	Not applicable	No equivalent certificate in this state
Nebraska	Not applicable	No equivalent certificate in this state
Nevada	Meets**	**Candidates must first obtain a valid base certificate in this state
New Hampshire	Not applicable	No equivalent certificate in this state
New Jersey	Meets**	**Candidates must first obtain a valid base certificate in this state

New Mexico	Meets**	**Candidates must first obtain a valid base certificate in this state
North Carolina	Not applicable	No equivalent certificate in this state
North Dakota	Meets**	**Candidates must first obtain a valid base certificate in this state
Ohio	Meets**	**Candidates must first obtain a valid base certificate in this state
Oklahoma	Not applicable	No equivalent certificate in this state
Oregon	Not applicable	No equivalent certificate in this state
Pennsylvania	Not applicable	No equivalent certificate in this state
Rhode Island	Not applicable	No equivalent certificate in this state
South Carolina	Not applicable	No equivalent certificate in this state
South Dakota	Not applicable	No equivalent certificate in this state
Tennessee	Not applicable	No equivalent certificate in this state
Texas	Meets**	**Candidates must first obtain a valid base certificate in this state
Utah	Meets**	**Candidates must first obtain a valid base certificate in this state
Vermont	Does not meet	
Virginia	Not applicable	No equivalent certificate in this state
Washington	Meets**	**Candidates must first obtain a valid base certificate in this state
West Virginia	Not applicable	No equivalent certificate in this state
Wisconsin	Meets**	**Candidates must first obtain a valid base certificate in this state
Wyoming	Not applicable	No equivalent certificate in this state

Advanced Certificate - Bilingual Extension Institute (non-degree)

Code	Program	New York State Educational Requirements Met:
CERT-SPTD-IN	Advanced Certificate - Bilingual Extension Institute	Teacher Certification

In New York State, the Bilingual Education Extension certificate is only valid when attached to a valid NYS base certificate, authorizing the holder to teach bilingual education. The candidate must hold an appropriate base certificate, issued by New York State in an area of Classroom Teaching, in order to be eligible for the New York State Bilingual Extension Certificate.

The Bilingual Extension Institute meets the academic and clinical requirements for the Bilingual Education Extension to be added to a candidate's valid New York State Teaching Students with Speech and Language Disabilities certificate.

Any out-of-state candidate for this program who will be seeking a certificate that is equivalent to the New York State Bilingual Extension, in a state that has this type of bilingual teaching certification, should ensure that they first hold a base certificate that is equivalent to the New York State Classroom Teaching Certificate in Teaching Students with Speech and Language Disabilities (TSSLD), to which their home state's supplementary bilingual certificate can be attached.

Information by State

State	Determination Whether Program Meets State Requirements	Notes
Alabama	Not applicable	No equivalent certificate in this state
Alaska	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate

Arizona	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Arkansas	Not applicable	No equivalent certificate in this state
California	Meets**	**Candidates must first obtain the valid base certificate in this state
Colorado	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Connecticut	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Delaware	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
District of Columbia	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Florida	Not applicable	No equivalent certificate in this state
Georgia	Not applicable	No equivalent certificate in this state
Hawaii	Not applicable	No equivalent certificate in this state
Idaho	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Illinois	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Indiana	Not applicable	No equivalent certificate in this state
Iowa	Not applicable	No equivalent certificate in this state
Kansas	Not applicable	No equivalent certificate in this state
Kentucky	Not applicable	No equivalent certificate in this state
Louisiana	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Maine	Not applicable	No equivalent certificate in this state
Maryland	Not applicable	No equivalent certificate in this state

Massachusetts	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Michigan	Does not meet	
Minnesota	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Mississippi	Not applicable	No equivalent certificate in this state
Missouri	Not applicable	No equivalent certificate in this state
Montana	Not applicable	No equivalent certificate in this state
Nebraska	Not applicable	No equivalent certificate in this state
Nevada	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
New Hampshire	Not applicable	No equivalent certificate in this state
New Jersey	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
New Mexico	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
North Carolina	Not applicable	No equivalent certificate in this state
North Dakota	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Ohio	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Oklahoma	Not applicable	No equivalent certificate in this state
Oregon	Not applicable	No equivalent certificate in this state
Pennsylvania	Not applicable	No equivalent certificate in this state
Rhode Island	Not applicable	No equivalent certificate in this state
South Carolina	Not applicable	No equivalent certificate in this state
South Dakota	Not applicable	No equivalent certificate in this state
Tennessee	Not applicable	No equivalent certificate in this state

Texas	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Utah	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Vermont	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Virginia	Not applicable	No equivalent certificate in this state
Washington	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
West Virginia	Not applicable	No equivalent certificate in this state
Wisconsin	Not applicable	State does not have a base classroom teaching certificate equivalent to NYS TSSLD certificate
Wyoming	Not applicable	No equivalent certificate in this state

Contact Information for State Certification Offices

ALABAMA

<https://www.alabamaachievers.org/teacher-center/teacher-certification/out-of-state-certificate/>

Alabama Department of Education 50 North Ripley Street

P.O Box 302101

Montgomery, AL 36104-3833

Website: <https://www.alabamaachievers.org/>

Phone: 334-694-4900 (State Superintendent of Education) Email: comm@alsde.edu

ALASKA

<https://education.alaska.gov/teachercertification/certification/teaching-certificates>

Alaska Department of Education and Early Development Teacher Education and Certification Office

Teacher Certification Office 333 Willoughby Ave., 9th Floor State Office Building

Juneau, AK 99801

Website: <https://education.alaska.gov/> Phone: 907 465-2831

Email: tcwebmail@alaska.gov

ARIZONA

<https://www.azed.gov/educator-certification/forms-and-information/reciprocity/> Arizona Department of Education

100 N. 15th Avenue Phoenix, AZ 85007

P.O. Box 6490

Phoenix, AZ 85005-6490 Website: <http://www.azed.gov/> Phone: 602 542-4367

ARKANSAS

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/licensure/licensure-by-reciprocity>

Arkansas Department of Education Four Capitol Mall, Room 106-B Little Rock, AR 72201

Website: <https://dese.ade.arkansas.gov/Offices/educator-effectiveness> Phone: 501 682-4342

Email: ade.educatorlicensure@ade.arkansas.gov

CALIFORNIA

<https://www.ctc.ca.gov/credentials/out-of-state-app> California Department of Education

1430 N Street

Sacramento, CA 95814

Phone: 916 319-0800

Website: <http://www.cde.ca.gov> Commission on Teacher Credentialing 1900 Capitol Avenue

Sacramento, CA 95811-4213

Website: <https://www.cde.ca.gov/ci/be/index.asp> Phone: 916.322.4974

Email: credentials@ctc.ca.go

COLORADO

<http://www.cde.state.co.us/cdeprof> Colorado Department of Education 201 East Colfax Avenue

Denver, CO 80203

Phone: 303 866-6600

Website: <http://www.cde.state.co.us>

Educator Preparation, Licensing, and Enforcement

Educator Talent

201 East Colfax Avenue Denver, CO 80203

Website: <http://www.cde.state.co.us/educatortalent> Phone: 303 866-6628

Email: CDELicensing@cde.state.co.us

CONNECTICUT

<https://portal.ct.gov/SDE/Certification/Out-of-State-Educators>

Connecticut State Department of Education

450 Columbus Boulevard

Hartford, CT 06103 Mailing address:

P.O. Box 2219

Hartford, CT 06145-2219

Website: <https://portal.ct.gov/SDE> Phone: 860 713-6543

Bureau of Education Standards and Certification Bureau of Certification

450 Columbus Boulevard

Hartford, CT 06103-1841

Website: https://portal.ct.gov/sdecertification/?language=en_US

Phone: 860 713-6969

Email: teacher.cert@ct.gov

DELAWARE

<https://www.doe.k12.de.us/Page/3504>

Delaware Department of Education

The Townsend Building

401 Federal Street, Suite 2

Dover, DE 19901-3639

Phone: 302 735-4000

Website: <https://www.doe.k12.de.us/Educator#>

Delaware Department of Education

Collette Education Resource Center (Mailing address) 35 Commerce Way, Suite 1

Dover, DE 19904 ATTN: Certification Phone: 302 857-3388

Email: deeds@doe.k12.de.us

DISTRICT OF COLUMBIA

<https://osse.dc.gov/page/teacher-certification>

Office of the State Superintendent of Education (District of Columbia)

State Board of Education 1050 First Avenue, NW 20002

Phone: 202 727-6436

Website: <https://osse.dc.gov/> Email: osse@dc.gov

FLORIDA

<https://www.fldoe.org/teaching/certification/pathways-routes/certified-teacher-or-administrator.stml>

Florida Department of Education

Suite 1514. Turlington Building 325 West Gaines Street Tallahassee, FL 32399

Phone: 850 245-0505

Website: <https://www.fldoe.org/>

Florida Department of Education Bureau of Educator Certification
 Room 201, Turlington Building
 325 West Gaines Street Tallahassee, FL 32399-0400
 Phone: 800 445-6739
 Website: <http://www.fldoe.org/teaching/certification>

GEORGIA

<https://www.gapsc.com/MovetoGeorgia/outOfStateEducators.aspx>
 Georgia Department of Education
 205 Jesse Hill Jr. Drive SE Atlanta, GA 30334
 Phone: 404 656-2800 or 800 311-3627
 Website: <http://www.gadoe.org>

Georgia Professional Standards Commission 200 Piedmont Avenue SE Suite 1716
 West Tower
 Atlanta, GA 30334-9032
 Phone: 404 232-2500 or 800 869-7775
 Email: eduprep@gapss.com
 Website: <http://www.gapsc.com/Home.aspx>

HAWAII

<https://hawaiiteacherstandardsboard.org/content/permits-and-license-types/>
 Hawaii Department of Education
 1390 Miller Street
 Honolulu, HI 96813
 Phone: 808 784-6200
 Website: <https://hawaiipublicschools.org/>

Hawaii Teachers Standards Board

650 Iwilei Rd, Suite 268

Honolulu, HI 96817

Phone: 808 586-2606

Email: htsb@hawaii.gov

Website: <https://www.hawaiiteacherstandardsboard.org/>

IDAHO

<https://www.sde.idaho.gov/cert-psc/cert/apply/out-of-state.html>

Idaho State Department of Education

650 West State Street Boise, ID 83702

Website: <https://www.sde.idaho.gov/>

Email: info@sde.idaho.gov

Phone: 208 332-6800

Certification Department Phone: 208 332-6882

Email: certification@sde.idaho.gov

ILLINOIS

<https://www.isbe.net/Documents/PEL-Checklist-0817.pdf>

Illinois State Board of Education

100 North First Street

Springfield, IL 62777

Phone: 866 262.6663

Website: <https://www.isbe.net/>

INDIANA

<https://www.in.gov/doe/educators/educator-licensing/prospective-educators/>

Indiana Department of Education

Indiana Government Center North 100 North Senate Avenue Indianapolis, IN 46204

Phone: 317 232-9010

Website: <https://www.in.gov/doe/>

IOWA

<https://boee.iowa.gov/licenses/license-and-authorization-information>

Iowa Department of Education

Grimes State Office Building 400 East 14th Street

Des Moines, IA 50319 Phone: 515281-5294

Website: <https://www.educateiowa.gov/>

Iowa Board of Education Examiners 701 E Court Avenue

Des Moines, IA 50309 Phone: 515 281-8323

Website: <https://boee.iowa.gov/>

KANSAS

<https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL/Licensure/License-Application/Form-2-Out-of-State>

Kansas Department of Education 900 SW Jackson Street

Topeka, KS 66612

Phone: 785 295-3201

Website: <http://www.ksde.org>

Teacher Licensure and Accreditation Kansas Department of Education

900 SW Jackson St. Topeka, KS 66612

Phone: 785 296-2288

Email: TLAlicense@ksde.org

Website: <https://www.ksde.org/Agency/Division-of-Learning-Services/Teacher-Licensure-TL>

KENTUCKY

<http://www.epsb.ky.gov/mod/page/view.php?id=30>

Kentucky Department of Education

300 Sower Blvd. Frankfort, KY 40601

Phone: 502 564-3141

Website: <http://www.epsb.ky.gov/>

Office of Educator Licensure and Effectiveness Division of Educator Preparation and Certification

300 Sower Blvd. Frankfort, KY 40601

Phone: 502 564-5846

Website: <https://www.education.ky.gov/epsb/Pages/Educator-Certification.aspx>

Email: KDELicensure@education.ky.gov

LOUISIANA

<https://www.teachlouisiana.net/teachers.aspx?PageID=12311129>

Louisiana Department of Education

1201 North Third Baton Rouge, LA 70802-5243

Mailing address: P.O. Box 94064 Baton Rouge, LA 70804-9064 Phone: 877 453-2721

Website: <http://www.louisianabelieves.com/>

Division of Educator Licensure

Website: <https://www.teachlouisiana.net/Teachers.aspx?PageID=650>

MAINE

<https://www.maine.gov/doe/cert/initial>

Maine Department of Education

23 State House Station Augusta, ME 04333-0023

Phone: 207 624-6600

Website: <https://www.maine.gov/doe/home>

MDOE Certification Office

23 State House Station Augusta, ME 04333-0023

Phone: 207 624-6603

Email: cert.doe@maine.gov

Website: <https://www.maine.gov/doe/cert>

MARYLAND

<https://marylandpublicschools.org/about/Pages/DEE/Certification/Routes-to-Initial-Certification.aspx>

Maryland State Department of Education 200 West Baltimore Street

Baltimore, MD 21201

Phone: 410 767-0100

Website: <https://marylandpublicschools.org/about/Pages/DEE/Certification/index.aspx>

MASSACHUSETTS

<http://www.doe.mass.edu/licensure/out-state-applicants.html>

Massachusetts Department of Elementary and Secondary Education

135 Santilli Highway Everett, MA 02149

Phone: 781 338-3000

Website: <http://www.doe.mass.edu>

Massachusetts Office of Educator Licensure 135 Santilli Highway

Everett, MA 02149

Phone 781 338-6600

Website: <http://www.doe.mass.edu/licensure/>

MICHIGAN

https://www.michigan.gov/documents/mde/Out_Of_State_Applicants_534635_7.pdf Michigan

Department of Education

608 West Allegan Street PO Box 30008

Lansing, MI 48909

Phone: 833 633-5788

Website: <http://www.michigan.gov/mde>

MINNESOTA

<https://mn.gov/pelsb/aspiring-educators/firstlicense/>

Minnesota Department of Education

Minnesota Professional Educator Licensing and Standards Board

1021 Bandana Blvd. E Suite 222

St. Paul, MN 55118

Phone: 651 539-4200

Email: pelsb@mn.us

Website: <https://mn.gov/pelsb/>

MISSISSIPPI

<https://mdek12.org/licensure/mississippi-licensure-pathways/>

Mississippi Department of Education

P.O. Box 771

Jackson, MS 39205

Phone: 601 359-3513

Website: <https://www.mdek12.org/>

Office of Educator Licensure (OEL)

P.O. Box 771

Jackson, MS 39205

Telephone: 601 359-3483

Website: <https://www.mdek12.org/OEL>

Email: teachersupport@mdek12.org

MISSOURI

<https://dese.mo.gov/educator-quality/certification/become-certified-teacher>

Missouri Department of Elementary and Secondary Education

205 Jefferson Street Jefferson City, MO 65101

Mailing address: P.O. Box 480 Jefferson City, MO 65102-0480

Phone: 573 751-4212

Website: <http://dese.mo.gov>

Educator Certification

P.O. Box 480

Jefferson City, MO 65102-0480 Phone: 573 751-0051

Email: certification@dese.mo.gov

Website: <https://dese.mo.gov/educator-quality/certification>

MONTANA

<https://opi.mt.gov/LicensureFAQ#top>

Office of Public Instruction

P.O. Box 202501

Helena, MT 59620-2501

Phone: 406 444-3680

Website: <http://www.opi.mt.gov>

Montana Educator Licensure Program

P.O. Box 202501

Helena, MT 59620-2501

Phone: 406 444-3150

Email: cert@mt.gov

Website: <http://opi.mt.gov/Educators/Licensure/Become-a-Licensed-Montana-Educator>

NEBRASKA

<https://www.education.ne.gov/tcert/out-of-state-certification/>

Nebraska Department of Education

500 S 84 Street, 2nd Floor

Lincoln, NE 68510-2611

Phone: 402 471-2295

Website: <http://www.education.ne.gov>

Certification Telephone: 402 471-0739

Email: nde.tcertweb@nebraska.gov

Certification website: <https://www.education.ne.gov/tcert/>

NEVADA

<https://doe.nv.gov/educator-licensure>

Nevada Department of Education

700 East Fifth Street Carson City, NV 89701

Phone: 775 687-9115

Website: <https://doe.nv.gov/>

Nevada Educator Licensure Carson City Office

700 E. Fifth Street Carson City, NV 89701

Phone: 775 687-9115

Las Vegas Office

2080 E. Flamingo Rd, Suite 210 Las Vegas, NV 89119

Phone: 702 486-6458

Email: license@doe.nv.gov

Website: <https://doe.nv.gov/>

NEW HAMPSHIRE

[https://nhdoepm.atlassian.net/wiki/spaces/CHD/pages/190513160/New+Applicant+or+Add+an+Endorsement#Out-of-State-Approved-Program-\(AEPPOS\)](https://nhdoepm.atlassian.net/wiki/spaces/CHD/pages/190513160/New+Applicant+or+Add+an+Endorsement#Out-of-State-Approved-Program-(AEPPOS))

New Hampshire Department of Education

101 Pleasant Street
 Concord, NH 03301
 Phone: 603 271-3494
 Website: <https://www.education.nh.gov/>

Bureau of Credentialing
 101 Pleasant Street
 Concord, NH 03301
 Phone: 603.271.2409
 Website: <https://www.education.nh.gov/>

NEW JERSEY

<https://www.nj.gov/education/license/out/reciprocity.htm>

New Jersey State Board of Education
 P.O. Box 500 Trenton, NJ 08625-0500
 Phone: 609 376-3500
 Website: <https://nj.gov/education/>

Office of Certification
 P.O. Box 500
 Trenton, NJ 08625-0500
 Phone: 609 292-2070
 Website: <https://www.nj.gov/education/certification/>

NEW MEXICO

<https://web.ped.nm.gov/bureaus/licensure/>
 New Mexico Public Education Department
 Licensure Bureau 300 Don Gaspar Room 103
 Santa Fe, NM 87501 Phone: 505 827-5800

Website: <https://web.ped.nm.gov/>

Email: LicensureUnit@ped.nm.gov

NORTH CAROLINA

<https://www.dpi.nc.gov/educators/educators-licensure/forms-and-faqs>

North Carolina Department of Public Instruction (Physical address) 301 North Wilmington Street

Raleigh, NC 27601 Mailing address:

6301 Mail Service Center Raleigh, NC 27699-6301

Phone: 984 236-2100

Email: asklicensure@dpi.nc.gov

Website <https://www.dpi.nc.gov/educators/educators-licensure>

NORTH DAKOTA

<https://www.nd.gov/espb/licensure/license-information/license-faqs>

North Dakota Department of Public Instruction

600 East Boulevard Avenue Bismarck, ND 58505

Phone: 701 328-2260

Website: <https://www.nd.gov/dpi/>

North Dakota Education Standards and Practices Board

2718 Gateway Avenue Suite 204

Bismarck, ND 58503-0585

Phone: 701 328-9641

Email: espbinfo@nd.gov

Website: <https://www.nd.gov/espb/licensure>

OHIO

<http://education.ohio.gov/Topics/Teaching/Licensure/Out-of-State-Licensure> Ohio Department of Education

25 South Front Street Columbus, OH 43215

Phone: 877 644-6338

Email: contact.center@education.ohio.gov

Website: <https://education.ohio.gov/>

Ohio Department of Education Office of Educator Licensure

25 South Front Street, Mail Stop 504

Columbus, OH 43215-4183

Phone: 877 644-6338

Email for licensure: educator.licensure@education.ohio.gov

Website: <https://education.ohio.gov/Topics/Teaching/Licensure>

OKLAHOMA

<https://sde.ok.gov/traditional-path-oklahoma-teacher-certification#otherstate>

Oklahoma State Department of Education

Oliver Hodge Building

2500 North Lincoln Boulevard Oklahoma City, OK 73105

Website: <http://sde.ok.gov/sde/>

Oklahoma State Department of Education Teacher Certification

2500 North Lincoln Boulevard, #212

Oklahoma City, OK 73105-4599 Phone: 405 521-3337

Website: <http://sde.ok.gov/sde/teacher-certification>

OREGON

<https://www.oregon.gov/tspc/LIC/Pages/Out-of-State.aspx>

Oregon Department of Education

255 Capitol Street NE Salem, OR 97310

Phone: 503 947-5600

Website: <https://www.oregon.gov/ode>

Oregon Teacher Standards and Practices Commission

250 Division Street NE

Salem, OR 97301

Email: contact.tspc@oregon.gov

Website: <https://www.oregon.gov/tspc/LIC/Pages/default.aspx>

PENNSYLVANIA

<https://www.education.pa.gov/Educators/Certification/OutOfState/Pages/default.aspx> Pennsylvania
Department of Education

333 Market Street

Harrisburg, PA 17126

Phone: 717 783-6788

Website: <https://www.education.pa.gov/Pages/default.aspx>

Division of Certification Services

333 Market Street

Harrisburg, PA 171126-0333

Phone: 717 787-3224 or 717 728-3356

Email: ra-certquestions@pa.gov

Website: <https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

RHODE ISLAND

<https://ride.ri.gov/teachers-administrators/educator-certification-0>

Rhode Island Department of Education 255 Westminster Street

Providence, RI 02903

Phone: 401 222-4600

Website: <http://www.ride.ri.gov>

Office of Educator Excellence and Certification Services

255 Westminster Street, 4th Floor

Providence, RI 02903-3400

Phone 401 222-4600

Email: eqac@ride.ri.gov

<https://ride.ri.gov/teachers-administrators/educator-certification-0>

SOUTH CAROLINA

<https://ed.sc.gov/educators/teaching-in-south-carolina/reciprocity/>

Department of Education

1429 Senate Street

Columbia, SC 29201

Phone: 803 734-8500

Email: info@ed.sc.gov Website: <http://ed.sc.gov>

Educator Services

8301 Parklane Road

Columbia, SC 29223

Phone: 803 896-0325

Email: certification@ed.sc.gov

Website: <https://ed.sc.gov/educators/certification/>

SOUTH DAKOTA

<https://doe.sd.gov/certification/OOS-Reciprocity.aspx>

South Dakota Department of Education Certification Office

800 Governors Drive Pierre, SD 57501

Phone: 605 773-3134

Email: certification@state.sd.us

Website: <https://doe.sd.gov/certification/>

TENNESSEE

<https://www.tn.gov/education/educators/licensing/educator-licensure/out-of-state-educators.html>

Tennessee State Department of Education Office of Educator Licensure and Preparation

Andrew Johnson Tower, 9th Floor

710 James Robertson Parkway Nashville, TN 37243

Email: Educator.licensing@tn.gov

Website: <https://www.tn.gov/education/educators/licensing/educator-licensure.html>

TEXAS

<https://tea.texas.gov/texas-educators/certification/out-of-state-certification/out-of-state-certified-educators>

Texas Education Agency

William B. Travis Building 1701 North Congress Avenue Austin, TX 78701

Phone: 512 463-9734

Website: <http://www.tea.state.tx.us>

Educator Certification & Testing

1701 North Congress Avenue Austin, TX 78701-1494

Email: educatorcert@tea.texas.gov

Website: <https://tea.texas.gov/texas-educators/certification>

UTAH

<https://www.schools.utah.gov/licensing/apply.php>

Utah State Board of Education

250 East 500 South Salt Lake City, UT 84114-3204

Phone: 801 538-7500

Website: <http://www.schools.utah.gov>

Educator Licensing
 250 East 500 South
 P.O. Box 144200
 Salt Lake City, UT 84114-4200
 Website: <https://www.schools.utah.gov/licensing.php>

VERMONT

<https://education.vermont.gov/educator-licensure/become-a-vermont-educator/reciprocity>

State of Vermont Agency of Education
 1 National Life Drive, Davis 5
 Montpelier, VT 05620-2501
 Phone: 802 828-1130
 Website: <http://www.education.vermont.gov>

Office of Educator Licensing Vermont Agency of Education
 Website: <https://education.vermont.gov/educator-licensure>
 Phone: 802-828-3440
 Email: aoe.licensinginfo@vermont.edu

VIRGINIA

<https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/teacher-licensure/licensing-forms-information>
 Virginia Department of Education James Monroe Building
 101 North 14th Street Richmond, VA 23219
 Phone: 804.225.2420
 Website: <https://www.doe.virginia.gov/home>

Office of Teacher Education and Licensure
 P.O. Box 2120
 Richmond, VA 23218

Phone: 804.371.2522

Email: licensure@doe.virginia.gov

Website: <https://www.doe.virginia.gov/teaching-learning-assessment/teaching-in-virginia/licensure>

WASHINGTON

<https://www.k12.wa.us/certification/teacher-certificate/out-state-applicants-teachers> Washington

Office of Superintendent of Public Instruction

Old Capitol Building

600 South Washington St. SE

P.O. Box 47200

Olympia, WA 98504

Phone: 360 725-6000

Website: <http://www.k12.wa.us>

Professional Certification Office Old Capitol Building

P.O. Box 47200

Olympia, WA 98504-7200

Phone: 360 725-6400

Website: <https://www.k12.wa.us/certification>

WEST VIRGINIA

<https://teachwv.com/make-a-gameplan/out-of-state-program-requirements/>

West Virginia Department of Education

1900 Kanawha Boulevard East Charleston, WV 25305

Phone: 833 627-2833

Website: <https://wvde.us/>

West Virginia Department of Education Office of Certification Building 6, Suite 550

1900 Kanawha Boulevard East Charleston, WV 25305

Phone: 800982-2378 or 304558-7010

Website: <https://wvde.us/certifications>

Email: certification.wvde@k12-wv.us

WISCONSIN

<http://dpi.wi.gov/tepd/pathways/oos>

Wisconsin Department of Public Instruction 125 South Webster Street

P.O. Box 7841

Madison, WI 53703

Phone: 608 266-3390

Website: <https://dpi.wi.gov/>

Wisconsin Department of Public Instruction Educator Preparation and Licensing

125 South Webster Street

P.O. Box 7841

Madison, WI 53703

Contact forms: <https://dpi.wi.gov/support/contact-us>

Website: <https://dpi.wi.gov/licensing>

WYOMING

<http://wyomingptsb.com/licensure/out-of-state-applicants/>

Wyoming Department of Education

122 W. 25th Street, Ste E200 Cheyenne, WY 82002

Phone: 307 777-7675

Website: <https://edu.wyoming.gov/>

Wyoming Professional Teaching Standards Board 2001 Capitol Avenue

Emerson Building R Room 128

Cheyenne, WY 82002

Website: <https://wyomingptsb.com/licensure/becoming-licensed/>

Phone: 307 777-7291

Email: wyoptsb@wyo.gov

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 staff
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.

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: osasid@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) 678-4050

Fax: (212) 678-4050

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) 678-4050

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)