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# Instructor Handbook

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Pre-College Programs | Columbia University

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Academic Year Weekend

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# Instructor Handbook AYW

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## Welcome!

Dear Instructors,

Welcome to Columbia University's Pre-College Program! We are excited to have you as part of our instructional team and greatly appreciate the knowledge, passion, and dedication you bring to the classroom. Your role is instrumental in shaping a meaningful and engaging academic experience for our students.

Columbia's Pre-College Program provides high-achieving high school students from around the world with an immersive academic experience in a college setting. Each Academic Year, we offer non-credit courses in a wide range of disciplines, including business, psychology, science and medicine, neuroscience, and computer programming. Through rigorous coursework and interactive learning, students explore their academic interests while gaining exposure to college-level expectations.

This Instructor Handbook serves as a vital resource throughout your teaching experience. It outlines key policies, procedures, and expectations to ensure you are well-supported in delivering a high-quality course. We encourage you to review this document thoroughly, as it provides essential guidance on program logistics, classroom management, student engagement, and available instructional support.

Your commitment to fostering an enriching academic environment is deeply valued. We look forward to working with you and supporting your success in the classroom. If you have any questions, please do not hesitate to reach out to program administration.

Best regards,

Pre-College Programs  
Columbia University

# Hiring & On-Boarding

Once you have been appointed to your course(s) for the upcoming term, the formal onboarding process begins. The process is managed by the Faculty Affairs Department at the School of Professional Studies. Depending on your current Columbia affiliation, you may also work with the University's temporary hiring agency, nextSource.

## Q. Who is nextSource and how do I know if I will be hired by nextSource or Columbia?

A. nextSource is Columbia University's temporary hiring agency and manages the on-boarding process for the majority of our Instructors and Course Assistants. If you do not have an active University affiliation during your time of employment with the Pre-College Program, you will be hired and paid directly by nextSource. All formal offer letters will indicate if you will be hired by nextSource or directly by the University. If your letter indicates nextSource, please expect to receive direct communications from their team, with all email addresses ending in @nextsource.com.

## Hiring Process

Below is a general overview of the hiring process and what you can expect to receive or complete.

- Submit Your **Personnel Information Form (PIF)** & CV
- Receive your formal **Offer Letter**
- **Activate** your **UNI & LionMail Account**
- Complete your **Mandatory Background Check\***
- Receive, complete and submit your **onboarding paperwork**, as well as part 1 and 2 of your **I-9**
- Complete **Title VI, Title IX, and Protection of Minors trainings\***

**\*Please note**, items noted with an asterisk are only applicable to those who have expired records or are new hires to the program.

# Hiring FAQs

## Q. What is the Personnel Information Form (PIF), and why is it required?

A. All employees must complete a PIF at the start of the hiring process. This form collects essential details that will be used by our Faculty Affairs Department to initiate your on-boarding process. You will also be asked to submit your most recent CV. The PIF must be completed online.

## Q. What are the mandatory hiring requirements and trainings?

A. Per University policy, all Pre-College Programs employees must complete a mandatory background check and three required training seminars before beginning work. Some of these requirements are required once every few years or are considered evergreen, so not all Instructors will receive these compliance requests each year.

- **Background Check:** You will receive an email to your LionMail from a company called [TrueScreen](#) with a link and instructions. Those who have lived or worked outside the U.S. may need to submit additional documents. Background checks are initiated shortly after you sign your formal offer letter.
- **Protection of Minors Training (POM):** POM Training is required for all individuals working with our program. The training is conducted entirely online and can be completed asynchronously. A training invitation will be sent in late May or early June.
- **Anti-Harassment, Discrimination & Title IX Training:** Covers topics such as academic integrity, student mental health, discrimination, harassment, sexual misconduct, and reporting obligations. This training is evergreen and only required once.
- **New York State Anti-Sexual Harassment Training (NYASH):** An annual training, mandated by New York State and New York City legislation.

### A Note on Background Checks

As of January 2025, the University has switched their background check provider to a company called [TrueScreen](#). Formal requests will come from their email alias, [applicationstation@truescreen.com](mailto:applicationstation@truescreen.com), so please keep this information in mind as you move forward in the onboarding process.

## Q. What are the I-9 requirements?

A. I-9 authorization is a federally mandated requirement for all University employees and is divided into two parts. For those teaching online, the process can be completed fully online. Once completed, I-9 authorization remains valid for three years.

## Rescind Offer Deadlines

All courses must meet minimum enrollment numbers to run. If a course is canceled due to low enrollment, you will be notified by the date included below.

|            | Rescind Offer Date |
|------------|--------------------|
| Spring AYW | January 16th, 2026 |

### Q. Is there a way to monitor my course enrollments?

A. You can monitor course enrollments by visiting the Pre-College Programs [website](#) and navigating to your course(s). There, you will find a link to the Directory of Classes with your enrollment. See an example below:

#### SUMMER B: IN PERSON

July 22 to August 08, 2025

Section 001 | Call Number 10382

ECON0101

[View course availability](#) 

Monday–Friday

11:10 a.m.–1:00 p.m. and 3:10–5:00 p.m. ET

[Smith, Sally](#)

## Contact Information for Hiring & On-Boarding

Please find below a list of email addresses where you can expect outreach from, including requests to submit sensitive information:

#### Faculty Affairs Department

[hsp-hiring@columbia.edu](mailto:hsp-hiring@columbia.edu)

#### nextSource

various emails ending in @nextsource.com &  
[onboarding@nextsource.com](mailto:onboarding@nextsource.com)

#### Academic Support Office

[hsp-support@columbia.edu](mailto:hsp-support@columbia.edu)

#### TrueScreen | Background Check Vendor

Your background check request will come from this email address:  
[applicationstation@truescreen.com](mailto:applicationstation@truescreen.com)

# LionMail & Your UNI

## UNI

Your University Network ID (UNI) is a unique identifier assigned to all Columbia University affiliates. It serves as your official University email address and grants access to various University resources, including online portals such as Canvas, Zoom, and LionMail. Your UNI was provided to you via email by the Faculty Affairs department ([hsp-hiring@columbia.edu](mailto:hsp-hiring@columbia.edu)) during the onboarding process.

### Q. How do I activate my UNI?

**A.** If you are a new instructor and have not previously been assigned a UNI, follow these steps to activate your account:

- Visit [UNI Activation Page](#)
- Select “Activate my UNI or LionMail Account.”
- Review and accept the UNI policy
- Enter your UNI when prompted
- Follow the remaining instructions to create a password and set up security questions.

Returning instructors who have previously been assigned a UNI should reset their password by selecting “**Forgot Password**” at <http://uni.columbia.edu>.

Returning instructors who have not had a lapse in appointments for the Spring, Summer, and Fall terms, will have their UNI access extended by our Faculty Affairs team.

## LionMail

LionMail is the University’s official email system, powered by Gmail. Your LionMail address follows the format [UNI@columbia.edu](mailto:UNI@columbia.edu). To log into LionMail:

- Visit [lionmail.columbia.edu](http://lionmail.columbia.edu)
- Enter your UNI and password
- If logging in for the first time, accept the terms and select “**Continue to my account**.”

### Q. Can I forward my LionMail emails to a personal email account?

**A.** Yes, you can set up email forwarding to ensure you don’t miss important Columbia communications.

- Go to <https://www.cuit.columbia.edu/cuit/manage-my-uni>
- Click the link “**Uni Mail Forwarding**”
- Update “**forwarding address**” and enter your preferred email

## Q. Can I change my LionMail address to a name-based format?

A. Yes, instructors may update their published email address (e.g., [firstname.lastname@columbia.edu](mailto:firstname.lastname@columbia.edu)) by accessing the **Manage My UNI** page.

# Communication & Access Tools

## Multi-Factor Authentication (MFA)

The University uses Multi-Factor Authentication (MFA) to enhance security and protect online records. When accessing all of Columbia's online portals, you will be required to complete a two-step authentication process.

[Please be sure to download the Duo Mobile application on your mobile device prior to the start of the program.](#)

### To set up MFA:

- Download the **Duo Mobile** application on your mobile device
- Follow the instructions provided on CUIT's [website](#) to register your device. Instructions are available for Android and iPhone.



For additional support, visit the [Columbia University IT website](#). Syllabus and Course Design

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## Syllabi

All instructors must create a detailed syllabus for each course they teach. The syllabus should align with the official course description and be submitted via the [Academic Support Kiosk](#). Additionally, instructors must upload their syllabus to **Canvas**. Instructors may do this by adding the document to the resources section of the site or utilizing the template that is on Canvas.

### Key Points:

- Use the **required syllabus template**.
- Submit syllabi via the [Academic Support Kiosk](#) by the specified deadlines.
- Include [guest speaker](#) details in the syllabus.
- Ensure course content aligns with the official [course description](#).
- Students are told to expect no more than \$50 on course supplies and expenses.
- If you are teaching more than one class, you must submit an individual syllabus for each.
- Support resources are available for syllabus development.

## Syllabi Due Dates

All syllabi should be submitted via the [Academic Support Kiosk](#) by the assigned deadline.

|            | Due Date           |
|------------|--------------------|
| Spring AYW | January 16th, 2026 |

## Syllabus FAQs

### Q. Where can I find the syllabus template?

A. The syllabus template for 2026 can be found in the [Pre-College Instructor Shared Drive](#), on the [Academic Support Kiosk](#), and will be emailed to all Instructors a few months prior to the due date.

### Q. When will I receive feedback on my syllabus and how will I know when it has been approved?

A. All syllabi will be reviewed within a few weeks of being submitted. Once the review has taken place, you will receive an email confirming your syllabus has been approved, or you will receive a request for modifications.

### Q. How and when should I upload my syllabus to Canvas?

A. Once your syllabus has been reviewed and approved, you [must transfer the information to your Canvas course page at least three weeks before the session begins](#). You may do this one of two ways: by uploading the document to the resources section or inputting the details into the template Canvas provides. Canvas has a designated syllabus section that is broken into categories (objectives, policies, schedule, etc.) which you may utilize rather than uploading it as an attachment.

## Helpful Resources

All of the documents below can be found in our [Instructor Resources](#) drive and serve as helpful tools when creating or updating your syllabus.

- Official Syllabus Template
- Sample Exemplar Syllabus
- Writing Effective Course Learning Objectives
- Making your Course Diverse, Equitable, Inclusive, and Accessible

# Welcome Letter

A **Welcome Letter** should be sent to your students a few days prior to the start of class using the Mailtool in Canvas. Welcome letters help prepare students for their Academic Year Weekend Courses, along with acting as a way of introducing students to you and your class.

To follow is a list of ideas that you may want to include in your Welcome Letter:

- Class Dates and Meeting Times
- Required Materials, if applicable
- Community Standards
  - See [Student Community Standards](#).
- Course Access Information
  - Students can log into Canvas at <https://courseworks.columbia.edu/> using their UNI and password. Encourage them to bookmark this URL for easy access.
- Technical Requirements
  - Students should have the following: A computer that is capable of running the latest versions of browsers, plug-ins, and recent software.
  - A high-speed, hard-wired Internet connection (Ethernet) that will support streaming audio and video.
  - A webcam
  - A headset with a microphone
  - A designated learning space
- Technical Support
  - [Columbia University Information Technology \(CUIT\)](#) helps students and faculty with course technologies, such as Canvas and Zoom, via their virtual [Helpdesk](#). Trainings are available for basic course technologies via the Online Support Team at SPS. You can take a look at this [page](#) for more information.

Finally, personalize your Welcome Letter by including your own perspective on the course, the field, and the goals you have for your students. Feel free to include reflections on your own experience in the field and relate them to what you hope students will achieve by the end of the course.

## Course Content & Homework

**Course content**—the material covered in class—should match the course description and title as listed on the program website. While instructors have flexibility in designing their courses, the curriculum should be intellectually engaging, rigorous, and suitable for academically prepared students.

- Courses should prioritize **depth over breadth**. Focus on engaging students in critical thinking rather than covering excessive content.
- Assignments should be **challenging but manageable**. Clearly communicate expectations to students and emphasize the importance of **engagement over memorization**.
- Homework should be limited to **a maximum of two hours per week**.

- Encourage students to critically engage with the material rather than simply completing tasks for volume.

## Q. Can I have Guest Speakers?

**A.** Yes! Guest speakers are permitted as long as you follow program guidelines. Visit the [Guest Speakers](#) section of the handbook for more information.

# Teaching Methodology

In-class learning should be **experiential and interactive**, requiring active student participation. Much of the coursework should be done in class, under instructor supervision and guidance.

- Class format should be **varied and dynamic**, ideally changing every **25 minutes**. Possible formats include lectures, Q&A, discussions, debates, simulations, labs, workshops, group work, student presentations, guest lectures, and electronic media.
- Lectures are encouraged but should be **interactive and concise**, mixed with other engagement formats.
- While electronic media can be a useful tool, it should **not replace direct instructor-student interaction**. Full-length films should only be shown with program administration approval.
- Students should receive a **10-minute break halfway through each class session**.
- The goal is **deep engagement with material**, rather than overwhelming students with excessive content.

# Textbooks & Course Materials

Students are told to expect approximately \$50 in course-related expenses, so you can require them to purchase textbooks and other materials within this budget.

## Textbooks

- For online classes, textbooks should be **available electronically** to ensure remote accessibility (many students will be enrolled in online courses from abroad).

## Course Materials

If your course requires special materials beyond the standard \$50 budget (software, supplies, etc.), that should be made clear on your course page on the program website. Contact Program Administration ([hsp-support@columbia.edu](mailto:hsp-support@columbia.edu)) if updates are needed.

# Guest Speakers

You are encouraged to invite guest speakers with special areas of expertise to present to your class on topics relevant to your curriculum. The talks should be meaningfully integrated into the course, and you must be present when they are being given. We recommend allocating time after each event for a class discussion. Be careful not to use so many guest speakers that your class loses depth or structure.

All guest speaker events must be included in your syllabus, and include the following details:

- Speaker's Name
- Date and Time of Talk
- Topic of Talk
- Guest speakers should be made aware of special considerations in regard to working with high school students.

**For online courses:** Speakers can join a Zoom-based class meeting via a link and password that you or your Online Program Facilitator share with them. To present PowerPoint slides or other digital materials, they would need to be given screen-share rights or co-host status.

## Guest Speaker Limits

Please see the guest speaker limits for a given session below:

|     | Course Duration | Guest Speaker Limit |
|-----|-----------------|---------------------|
| AYW | 10-Week         | 3                   |

Please note that these numbers may be flexible if you are opting to have a panel of speakers at one time. Please reach out to our office to inquire if you are looking to exceed these limits.

## Honorarium Payments

Beginning in Summer 2024, [we are no longer offering honorarium payments for guest speakers.](#)

# Working with High School Students

## Office Hours and Interacting with Individual Students

Instructors should be available to meet with students outside of class and provide extra help as needed. Instructors are not permitted to meet with students one on one, regardless of modality.

### Q. Can I meet with students individually?

**A.** Yes, but you must have your Online Program Facilitator present in the Zoom room.

### Q. How should I communicate with students outside of class?

**A.** All communication should be via Canvas or Columbia email. Personal phone calls or social media interactions are not permitted. Instructors may interact with students during and post programs on LinkedIn that are program or subject matter related. Using LinkedIn for social interaction or any other reason is prohibited. Please note, Instructors are not permitted to post photos of students on any social media platforms.



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## Program Resources

### Academic Support Kiosk (ASK)

The Academic Support Kiosk (ASK), serves as a central resource for Instructors to submit requests to program administrators, which include, syllabus submissions, TIPS consultations, among others.

To use the Academic Support Kiosk, please click "Sign In" at the top right corner. When signing in, you can select one of the following options:

- Click "Sign in with Google" and use your Gmail or Columbia Lionmail account. Columbia University emails are all executed through Gmail; you should enter your UNI@columbia.edu in the email box and you will then be prompted to enter your UNI and password.
- Create an account by clicking "Sign Up" in the bottom left corner of the box. You will then be asked to enter an email and create a password.

If you have a formal request, you can navigate to the "[Submit a Request](#)" section of the site. From there, you can select from a variety of forms to submit your request, such as:

- General Inquiries
- Course Supplies Requests
- TIPS Requests

All requests are sent directly to program administrators for processing. After submitting your request, you can track your submission using the "My Activities" section (located in the top right corner of the site).

If you ever have questions about how to use Zendesk, please email [hsp-support@columbia.edu](mailto:hsp-support@columbia.edu).

## Library & Technology Access

Students and Instructors have access to most Columbia electronic resources through the Columbia Library system

# Team for Instructional & Pedagogical Support (TIPS)

The Team for Instructional & Pedagogical Support (TIPS) was founded in 2023, with a commitment to providing unparalleled pedagogical and instructional support to our Pre-College Programs Instructors. Our TIPS Instructors are seasoned educators, all of whom currently teach middle or high school students within New York City and the surrounding areas. They serve as our pedagogical experts and bring a wealth of experience and resources to our program.

From workshops and training sessions to online resources and one-on-one consultations, the TIPS team has curated a collection of teaching strategies, best practices, and practical tools designed to support instructors in their teaching endeavors.

## Workshop Highlights

- Creating Objectives and Backward Design
- Peer Review and Designing Meaningful Group Work
- Building a Student-Centered Classroom
- Rubric Creation and Design

## Q. How does the TIPS team provide support for instructors?

**A.** The TIPS team offers both individualized and group support. Personalized, one-on-one support is available to help instructors develop their syllabi, write detailed student evaluations, and address other pedagogical needs.

## Q. How can I access TIPS support?

**A.** The TIPS team will continue to develop and share resources throughout the academic year. These will be made available in the Instructor Handbook. You can also schedule a one-on-one meeting by simply submitting a TIPS request via the Academic Support Kiosk to meet with a TIPS team member.

# Online Program Facilitators (OPFs)

Online Program Facilitators (OPFs) support virtual classes by assisting with administrative tasks, technology, and student engagement. Their responsibilities include:

- Helping instructors with logistical and administrative aspects of the course
- Assisting students with questions about Zoom and Canvas
- Acting as a resource for students regarding university resources and program events
- Ensuring student safety and well-being by monitoring participation, tracking absences, and identifying students struggling to submit assignments
- Assisting with class activities and tracking student participation
- Coordinating the purchasing of course materials
- Answering student and instructor questions about program policies

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## Teaching Online

### The Online Classroom

Creating a vibrant, engaging online classroom environment is essential from Day 1. It is important to foster a sense of community, get students interacting with each other, and ensure that they are actively involved in course activities and group work. Establishing a comfortable dynamic where students are confident speaking on mic sets the tone for a successful online class.

#### Q. What is the supervision requirement for online classes?

**A.** A designated Course Instructor must be present and actively supervising students during all published class times. It is not sufficient for only a Course Facilitator or Assistant to be with the students. Only the appointed Instructors, Online Program Facilitators (OPF), and designated Assistants should be in the class, along with pre-arranged guest speakers (with teacher supervision). Only registered students for the specific class section should be present.

#### Q. What are the expectations for student workspaces?

**A.** Students should participate in class from a private, distraction-free space. If a student is not alone and unable to resolve the situation, please contact program administration. Students should be on camera and generally use the mic instead of typing in the chat. They should avoid walking or being in cars, and their attire or background should not be distracting to others. Consult with administration if needed.

## Q. Are online class sessions recorded?

**A.** Yes, all online class sessions must be recorded as per school policy. The recordings are automatically saved once the session begins. This ensures the safety of students, verifies attendance, and ensures only those registered for the course can participate. The recordings are available to registered students via Canvas. Even when students are in breakout rooms, the main room session is still recorded. The recordings also benefit students who may need to miss class due to illness or other circumstances. However, active participation in real-time is emphasized as there is no substitute for in-person interaction.

# Attendance Requirements

## Student Attendance

At the start of each class session (within 10 minutes), Instructors/OPFs are required to submit an online attendance form. If a student arrives after you have submitted the form, please email [hsp-attendance@columbia.edu](mailto:hsp-attendance@columbia.edu) with their name and UNI.

### Attendance Policy

Students can miss a total of 2 class sessions. Students should email [hsp-attendance@columbia.edu](mailto:hsp-attendance@columbia.edu) & their Instructor if they anticipate missing class. Prior notice is always preferred, otherwise the student and parent will be notified for missing class.

## Instructor Attendance

In the event that an Instructor will miss a class session, the Instructor should notify their OPF and [hsp-support@columbia.edu](mailto:hsp-support@columbia.edu). The Instructor then works with their OPF to determine when they would make up the hours (for example, a half hour after class for four sessions) and informs [hsp-support@columbia.edu](mailto:hsp-support@columbia.edu).

If an Instructor is more than five minutes late to a class session, their OPF will notify the program.

# Classrooms & Class Technology

The designated course Instructor must be present and actively guiding and supervising students during all published class times. It is not sufficient for only an OPF to be with the students.

No one should be in class other than (a) the appointed instructor and any designated OPFs, (b) pre-arranged guest speakers (with instructor supervision, and included in your syllabus), and (c) students who are registered in that particular class and section.

If a student with disabilities needs extra help from a third-party caretaker, that information will be communicated to you by program administration.

# Letters of Evaluation (to the students)

While Pre-College Program courses are not graded and not for credit, instructors must submit a detailed final evaluation for each student. These evaluations should be thoughtful, substantive, and individualized, providing a clear assessment of the student's engagement and performance. Once submitted and proofread, evaluations will be distributed on formal University letterhead via each student's application portal. Failure to submit evaluations by the deadline may impact future teaching opportunities.

Shortly after the program ends, instructors will receive pre-populated templates via Google Drive, including each student's name, course title, and course description. Evaluations must be submitted through the Academic Support Kiosk (ASK).

Evaluations should be approximately one page (three paragraphs) and provide specific feedback on the student's work, class participation, effort, and progress. While instructors may base their evaluations on provided templates, each evaluation must be personalized and include constructive and encouraging feedback. Instructors should also note areas for improvement and comment on the student's potential in the subject and in college.

## Certification of Participation

In addition to their evaluation, each student receives a Certification of Participation, which confirms their successful completion of the program. Successful completion is determined by attendance, participation, completion of assignments, and adherence to community standards. If an instructor believes a student should not receive this certification, they must indicate this when submitting evaluations and provide a detailed rationale. Program administrators will make all final decisions. Please note that all students receive a letter of evaluation, even if instructors do not recommend the student receive the Certification of Participation. The letter should outline where the students did not meet expectations.

## Submission Deadlines

Many students rely on these evaluations for college applications, scholarships, and internships, so timely submission is essential. Students can expect to receive their evaluations one to two months after the program ends. Students can access their evaluation and certificate in their Slate portal, which is the same portal used when they submitted their application to the program. If a student inquires about their evaluation, please direct them to [hsp-office@columbia.edu](mailto:hsp-office@columbia.edu).

|            | Due Date         |
|------------|------------------|
| Spring AYW | April 20th, 2026 |

For further guidance:

- Sample letters and detailed instructions are available on the [Academic Support Kiosk](#).
- A video demonstration of the submission process can be found [here](#).

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## Course Evaluations

At the end of each session, students will be invited to complete an online course evaluation survey. A link to the course evaluation survey will be emailed to all students and can also be accessed via their designated course page on Canvas/CourseWorks.

All Instructors are expected to carve out time during a designated class session to allow students to complete the survey. This practice allows for a high submission rate, which is pivotal to the continued success and innovation of our program.

Email notices and reminders will be sent to all Instructors and OPFs throughout this process. You can expect to receive communications on the following timelines:

**Survey Announcement!** A survey announcement email will be sent to all Instructors a day or two before the survey will launch. The email will provide details on how students can access the survey and will serve as a reminder to carve out time during an upcoming class session for students to complete their course evaluation surveys.

**Students Submit Their Course Evaluation Survey!** On the last day of the session, Instructors should carve out time during class to have students complete and submit their surveys. We recommend 15 minutes.

## Course Evaluation Results

Course evaluation feedback will be made available approximately three weeks after the course has ended and only if all student evaluations have been submitted via the Academic Support Kiosk. Survey results are available via Canvas by navigating to the designated course page and locating the 'Instructor Evaluation Survey Results' menu item. If you've submitted your student evaluations, it's been more than three weeks since the course has ended, and you're still unable to view your results, please contact [hsp-support@columbia.edu](mailto:hsp-support@columbia.edu) for more information.

# Student Safety Protocols

The safety and well-being of program participants is our most important priority. Please pay special attention to the following points:

## Urgent Medical or Safety Emergency

In the event of an apparent medical or safety-related emergency, you should immediately contact **Columbia University Public Safety's 24/7 Emergency Hotline**: 212-854-5555. In an emergency, you can always contact New York City's emergency response system by dialing 911.

**Public Safety**

p. 212-854-5555

After you have contacted either Public Safety or 911, please contact **Amanda Diaz**, Associate Director of Student Affairs, High School & Non-Degree Programs.

**Amanda Diaz**

p. 332-465-5827

## Non-Emergency Medical Concerns

Students who feel unwell (non-emergency) should be asked to contact their parent/guardian. After the student speaks with their parent/guardian, if they would like to seek medical assistance or inquire about additional support, the Instructor should contact **Amanda Diaz**, Associate Director of Student Affairs, High School & Non-Degree Programs, at 332-465-5827. If you cannot reach Vynessa, please leave a message. The Student Affairs team will determine next steps and will check in on the student and communicate with parent/guardian if needed or necessary.

**Amanda Diaz**

p. 332-465-5827

## Wellness or Behavioral Concerns

If a student is exhibiting concerning wellness or behavioral concerns, please complete an [SPS Student Wellness and Conduct Report](#) so our Student Affairs Team can connect with the student. Any questions directly related to students may be directed to **Amanda Diaz**, Associate Director of Student Affairs, High School & Non-Degree Programs([ad3566@columbia.edu](mailto:ad3566@columbia.edu)).

**Amanda Diaz**

p. 332-465-5827

e. [ad3566@columbia.edu](mailto:ad3566@columbia.edu)

The following signs may also indicate need for additional support:

- Tearfulness/general emotionality
- Inability to concentrate
- Difficulty making decisions
- Lack of energy/motivation/general fatigue
- Disheveled appearance
- Deterioration in personal hygiene
- Infrequent attendance to class or meetings
- Social isolation
- Irritability or constant anxiety/mood swings
- Outbursts of anger
- Suspected alcohol or drug use
- Significant loss/gain in weight
- Expression of hopelessness or worthlessness
- Verbal or written threats made by a student towards another student, faculty or staff member
- Unusual or erratic behavior
- Messages on social media/Canvas/online courses with concerning language
- Arrogant, entitled, rude, or disrespectful emails or messages to Instructor or other students
- Bullying and teasing behavior through messages, emails, or online hazing

## Protection of Minors Protocol

The University's **Protection of Minors** policy creates an independent duty for members of the Columbia University community who interact with, supervise, chaperone, or otherwise oversee minors in programs or activities at the University or sponsored by the University to report immediately in the event that they have reasonable cause to suspect abuse or maltreatment of individuals under the age of 18. All faculty and staff are considered to be mandated reporters.

If you believe that a minor may have been abused or maltreated, you **must take the following steps immediately:**

- If a child is in immediate danger or you require emergency assistance, call 911.
- If you suspect child abuse or maltreatment:
  - When calling the NY State Child Abuse & Maltreatment Hotline, make sure to obtain an ID number and the name of representative contacted.
  - You may [click here](#) to view a summary guide of mandatory reporters for more information on the reporting process.
  - Call the New York State Child Abuse & Maltreatment Hotline: 800-342-3720
  - Call Amanda Diaz, Associate Director of Student Affairs, High School & Non-Degree Programs, at 332-465-5827
- In cases of Gender-Based Misconduct, Vynessa will help you submit a report to the appropriate Columbia offices (either the Protection of Minors office, the Office of Student Conduct or the

office of Equal Opportunity and Affirmative Action). If you cannot reach Vynessa, submit the report without her by navigating [here](#).

Child Abuse includes physical abuse, physical neglect, sexual abuse, and emotional abuse. New York law defines these types of abuse as follows:

- Physical abuse: Non-accidental physical injury of a child that ranges from superficial bruises and welts to broken bones, burns, serious internal injuries and in some cases, death. It includes actions that create a substantial risk of physical injury to the child.
- Physical neglect: Withholding, or failing to provide, adequate food, shelter, clothing, hygiene, medical care, education, or supervision, such that the child's physical, mental or emotional condition is impaired or at imminent risk of being impaired.
- Sexual abuse: When an individual commits a sexual offense against a child or allows a sexual offense to be committed, such as rape, sodomy, or engaging a child in sexual activity or in a sexual performance.
- Emotional abuse: Acts or omissions that cause or could cause serious conduct, cognitive, affective, or other mental disorder such as torture, close confinement, or the constant use of verbally abusive language. This may include emotional neglect, such as withholding physical and emotional contact to the detriment of the child's normal emotional or even physical development.

**“Independent Duty” means that you must report your reasonable suspicion of child abuse or maltreatment and that you may not delegate this duty.**

“Maltreatment” (includes Neglect) means that a child’s physical, mental, or emotional condition has been impaired, or placed in imminent danger of impairment, by the failure of the child’s parent or other person legally responsible to exercise a minimum degree of care by:

- Failing to provide sufficient food, clothing, shelter, education
- Failing to provide proper supervision, guardianship, or medical care (refers to all medical issues, including dental, optometric, or surgical care)
- Inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs to the extent that the child was placed in imminent danger
- “Minor” means an individual under the age of 18.

“Reasonable cause to suspect child abuse or maltreatment” means that, based on your rational observations, professional training and experience, you have a suspicion that a parent, a guardian, or a caregiver of a child is abusing or maltreating that child. Under University policy, reasonable suspicion of child abuse or maltreatment also includes situations where you reasonably suspect that an adult who interacts with, supervises, chaperones, or otherwise oversees minors in a University program or activity is abusing or maltreating a child. It is enough that you have a suspicion, backed by a reason, that a child with whom you work is being harmed. Your reasonable suspicion can be based upon:

- Witnessing a single incident
- What a child says

- What an adult with a reasonable suspicion tells you about a child
- An implausible explanation for an injury
- A combination of warning signs

## Student Confidentiality

Nothing that a student says to you is confidential. You are obligated to report any disclosures that may indicate reasons for concern to the proper authorities. More broadly, you should limit your conversations with students to course-related topics. If a student wants to speak to a counselor in confidence, program administration may be able to put them in touch with qualified personnel.

Please review the [Student Safety Protocol](#) section of this Handbook for additional information regarding student confidentiality and interaction.

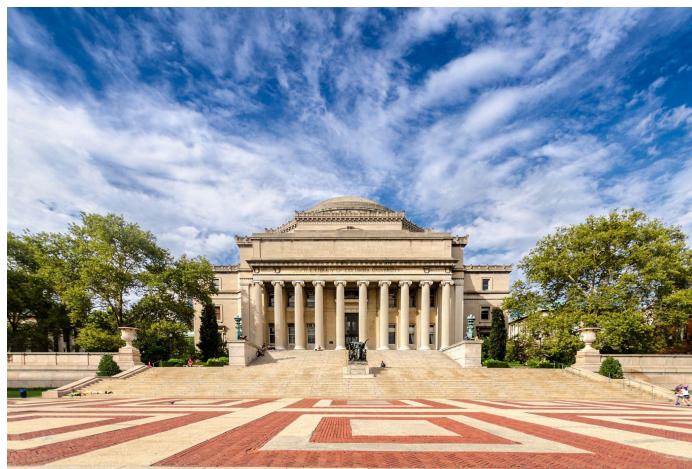
## Student Privacy

You are not authorized to discuss student performance or a student's status or whereabouts with parties from outside the University or with University personnel who do not have a legitimate need to know. If anyone asks you about the student—parent, chaperone, University officer—please direct them to program administration.

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## Students with Disabilities

Students who require special accommodations in class are asked to contact Columbia's [Disability Services Office](#) ahead of time. Program administration or the DS Office will be in contact with you to make you aware of any necessary accommodations. If you have not been notified about special accommodations for a student who seems to require them, please contact program administration.



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# Program Policies

## Classroom Auditing Prohibited

Due to Columbia University's Protection of Minors Policy, **we do not allow the auditing of classes**. Please visit [this website](#) for more information.

## Contracts & Waivers

Program Instructors and staff are not authorized to sign agreements of any sort on behalf of the program, the University, or program participants.

Students in the program, because they are minors, are not able to sign waivers of liability or any other official agreements on their own behalf. Program Instructors and staff are not authorized to sign such documents on behalf of the students. If you are considering any trips or other activities that would involve waivers of liability or other agreements, please consult with program administration well in advance.

## Copyright Policy & Attribution of Resources

Guidance in regard to the fair use of copyrighted material, as well as contact information for helpful folks at CU Libraries can be found [here](#).

If you do use material taken from another source—even in a PowerPoint presentation—you must acknowledge the source (in writing).



# Plagiarism

Please make students aware that plagiarism in any form—including taking text from the Web—will not be tolerated. The statement below is included in the student orientation booklet and is covered during orientation, but is worth going over again in class:

*Because Columbia University takes matters of intellectual integrity very seriously, plagiarism, a form of academic dishonesty, is not tolerated. Plagiarism includes, but is not limited to, submitting work done by another person or purchased from any source; failure to document ideas found in sources, whether print or electronic, with appropriate notes and bibliographical references; failure to enclose borrowed phrases or sentences within quotation marks; and turning in the same assignment for two courses without advance permission from both instructors. Plagiarism, whether intentional or unintentional, leads to dismissal from the program. Students who are unsure about the proper presentation of their work should consult their course instructor.*

If you suspect a case of plagiarism, please bring it to the attention of program administration.

An effective way of preventing plagiarism is to give very specific and non-generic assignments.

## Chat GPT

Instructors are required to include a Chat GPT policy within their syllabus. The University has provided two options for Instructors to choose from, which are also noted in the syllabus template.

### Option #1: Statement Restricting Artificial Intelligence Usage

Students are not allowed to use AI generative or machine learning tools to complete deliverables for this course. In accordance with Columbia University's academic integrity policy, individuals must complete their own work and properly acknowledge the circumstances, ideas, sources, and assistance upon which that work is based.

**OR**

### Option #2: Statement permitting AI Usage with Considerations

AI generative or machine learning tools can be used to assist with course deliverables, provided that all utilized information is cited in accordance with program guidelines. In addition, note that information produced by AI generative tools may be inaccurate or outdated. Please speak with your instructor if you have questions about course specific policies relating to usage of AI generative tools.

# Program Administration & Contact Information

For most inquiries, we recommend emailing our Academic Support Office ([hsp-support@columbia.edu](mailto:hsp-support@columbia.edu)). The inbox for this alias is managed daily, by multiple team members and should serve as your primary point of contact for general inquiries and questions. If needed, your original email will be forwarded to a specific staff member to address.

## Academic Support Office

During the summer term, you may visit our office in Uris Hall.

### Academic Support Services

e. [hsp-support@columbia.edu](mailto:hsp-support@columbia.edu)

## Academic Administrators

### Laura Bennett

*Senior Director of Faculty & Instruction*

e. [lb3382@columbia.edu](mailto:lb3382@columbia.edu)

p. 917-693-2259

### Roya Heydari

*Senior Associate Director, Curriculum & Teaching*

e. [rrh2123@columbia.edu](mailto:rrh2123@columbia.edu)

p. 646-906-1881

### Carrie McAuliffe

*Associate Director, Curriculum & Teaching*

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p. 646-634-6877

### Olivia Rogo

*Assistant Director, Instruction & Curriculum*

e. [oar2115@columbia.edu](mailto:oar2115@columbia.edu)

p. 646-629-8831

### Laurena Marji

*Coordinator, Pre-College Programs*

e. [lm3825@columbia.edu](mailto:lm3825@columbia.edu)

### John Fleming

*Specialist, Faculty & Instruction*

e. [jf3757@columbia.edu](mailto:jf3757@columbia.edu)

## Student Affairs Administrators

For student-related emergencies, student safety, student affairs, and behavioral standards concerns, please contact [Amanda Diaz](#) directly. For non-urgent concerns, you may contact the Student Services Office in-person (Uris Hall), or via phone or email.

### **Amanda Diaz**

*Associate Director of Student Affairs,  
High School & Non-Degree Programs*  
e. [ad3566@columbia.edu](mailto:ad3566@columbia.edu)  
p. 332-465-5827

### **Student Services**

e. [hsp-office@columbia.edu](mailto:hsp-office@columbia.edu)  
p. 212-853-7400

## Hiring & Payroll Inquiries

Given the personal nature of onboarding, we are providing a list of email addresses where you can expect outreach from, including requests to submit sensitive information:

### **Faculty Affairs Department**

[hsp-hiring@columbia.edu](mailto:hsp-hiring@columbia.edu)

### **nextSource**

various emails ending in @nextsource.com &  
[onboarding@nextsource.com](mailto:onboarding@nextsource.com)

### **TrueScreen | Background Check Vendor**

Your background check request will come from  
this email address:  
[applicationstation@truescreen.com](mailto:applicationstation@truescreen.com)

## Technology Support

If you have questions related to LionMail, Canvas access, DUO Authentication, or other technology related issues, please reach out to CUIT (Columbia University Information Technology).

### **Columbia University Information Technology**

p. 212-854-1919

If you'd like to submit a service ticket, you may do so [here](#).