

Instructor Handbook

Pre-College Programs | Columbia University

Summer 2026

Instructor Handbook 2026

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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 summer, we offer over 280 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 onboarding 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 whether 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 Timeline

Please note that this timeline applies to those appointed before January. Those appointed later will follow a slightly condensed version.

January

- Submit Your **Personnel Information Form** (PIF) & CV

February

- Submit your proposal for "**Master Class Moments**"

March

- Receive your formal **Offer Letter**
- **Activate** your **UNI & LionMail Account**
- Complete your **Mandatory Background Check***

March - April

- Receive, complete, and submit your **onboarding paperwork and compliance trainings**, as well as part 1 of your I-9

May - June

- Complete **Protection of Minors training***

June - August

- Complete part 2 of your **I-9** requirements. This must be done within the first three days of your start date.

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

Mandatory Trainings & 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 onboarding 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 training?

- 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 from the [Idealogic](#) platform (please be sure to check for this in your spam folder). You will also be asked to sign a “Code of Conduct” for working with minors (new this year).
 - **Anti-Harassment, Discrimination, Title VI, & Title IX Training:** Covers topics such as academic integrity, student mental health, discrimination, harassment, sexual misconduct, and reporting obligations.
 - **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 its background check provider to a company called [TrueScreen](#). Formal requests will come from their email alias, 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. For those [teaching on campus](#), please expect to complete part 1 online and part 2 when you arrive on campus. Part 2 must be completed within the first three days of your start date. 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 dates included below, which are session/modality specific. *Please note there is no standard minimum to run a course; this is dependent on the course and other course availability, among other factors.*

	Session	Rescind Offer Date
Campus	AA	June 5, 2026
	A	June 12, 2026
	B	July 2, 2026
	C	July 17, 2026
Online	AA	June 5, 2026
	A	June 18, 2026
	B	July 2, 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

nextSource

various emails ending in @nextsource.com & onboarding@nextsource.com

Academic Support Office

hsp-support@columbia.edu

TrueScreen | Background Check Vendor

Your background check request will come from this email address:

applicationstation@truescreen.com

Communications

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) 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>.

LionMail

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

- Visit 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) 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 before 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](#).

Emergency Text Notification

All instructors are strongly encouraged to sign up for the University's [emergency text notification system](#). Instructions are as follows:

- Log in with your UNI and password at <https://my.columbia.edu>.
- Select "Faculty & Staff" at the top of the page.
- Click "View or Update Your Personal Information."
- Select "Contact Details."
- Click the "+" under "Phone."
- Select "Campus Alert 1" from the drop-down menu under "Type."
- Enter your mobile number.
- Click "Save."



Syllabus & Course Design

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 speakers](#) and [field trip](#) 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.

Summer 2026	Session	Due Dates
	AA	April 3
	A	April 10
	B	May 1
	C	May 22

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

Syllabus FAQs

Q. Where can I find the syllabus template?

- A. The syllabus templates 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 before 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 via the [ASK portal](#) 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: 1) by uploading the document to the resources section or 2) by 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.



Preparing For Summer | Live Events!

Welcome Meetings & Professional Development Workshops

Developed by our [Team for Instructional and Pedagogical Support \(TIPS\)](#), we offer a variety of resources geared towards syllabus and curriculum development. From live professional development workshops to reference documents, Instructors have access to a multitude of tools for developing an outstanding syllabus.

In addition to providing a variety of pedagogical workshops, Instructors are also invited to attend a Welcome Meeting or live Office Hours. [All events take place at 5:30pm, Eastern Standard Time.](#)

Welcome Meeting (45 minutes)

All new Instructors are required to attend one Welcome Meeting. These sessions provide a helpful overview of our program, including policies and expectations.

- [June 4](#)
- [June 17](#)

Drop In Office Hours (45 minutes)

In advance of the summer, our TIPS members will hold virtual drop-in office hours on the dates and times below. Please feel free to log on to Zoom (via the links provided) at any time and ask any questions or get clarification from the team.

- [June 2, 4:00-4:45pm](#)
- [June 10, 4:45-5:30pm](#)
- [June 16, 5:30-6:15pm](#)

1:1 Consults with the TIPS Team

(45 minutes)

Have questions? Need feedback? Need to talk through some ideas? Submit a request via the Academic Support Kiosk to connect directly with a TIPS Instructor.

- [Academic Support Kiosk](#)
- "Submit a Request"
- Select: TIPS Request

Professional Development Workshops

Presented by the TIPS Team, all Instructors are invited to attend our series of live workshops, geared towards fostering pedagogical excellence. All events take place virtually, and no advance registration is required.

Join Us! All sessions below include Zoom links to each event. At the date and time of the scheduled event, simply click the link to open the Zoom room.

[All events take place at 5:30pm, Eastern Standard Time.](#)

Syllabus Design (45 minutes)

- [February 26](#)
- [March 10](#)

Backward Design: Starting with the End in Mind (45 minutes)

- [February 24](#)

Daily Lesson Planning (1 hour)

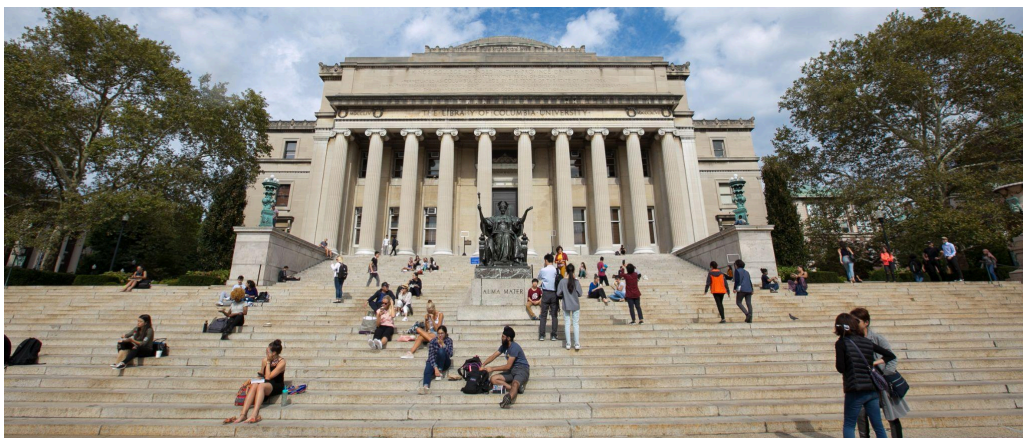
- [March 24](#)
- [April 23](#)

Engagement & Checks for Understanding (45 minutes)

- [April 28](#)
- [May 12](#)

Writing Your Letters of Evaluation (45 minutes)

- [May 21](#)



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 Summer Courses, along with acting as a way of introducing students to you and your class.

Here are [two different templates](#) you can use as a guide in writing your Welcome Letter

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
- Special Attire: Note if a professional outfit is needed (ex., courtroom visit, UN).
- Community Standards
 - See [Student Community Standards](#).

For Online Courses:

- 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 day**. For intensive three-week courses, aim for **one hour or less** per night.
- 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.

Q. Can I run a Field Trip?

A. Yes! Field trips are a great way to engage in course content outside of the classroom. Visit the [Field Trip](#) 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 the instructor's 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 should be **interactive and concise**, mixed with other engagement formats, and no longer than 10-15 minutes.
- 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. Please note that the \$50 limit includes entrance fees for field trips.

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

Some courses that require a large number of supplies, or supplies that surpass the student limit, have course fees assigned. These course fees range from \$75 - \$200 and are collected from the students as part of their program cost. In these instances, the program will purchase the required supplies in collaboration with the Instructor. Courses with associated course fees are as follows:

- Character Design for Animation and Gaming
- Contemporary Architecture in New York City
- Creating Original Theater: Playwriting, Directing, and Acting
- Digital Filmmaking: From Initial Concept to Final Edit
- Drawing & Painting Courses
- Geometric Topology: A Tool for Modeling the Universe
- Inside the Animal Mind: What Animals Think and Feel
- Intensive Modern Chemistry Laboratory
- Introduction to Architectural Design and Theory
- Introduction to Architectural and Spatial Design
- The Business of Sports: Marketing the Game



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. Lastly, guest speakers should be made aware of special considerations in regard to working with high school students.

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

For on-campus courses: All guest speakers must be submitted for approval in advance via the Academic Support Kiosk ("Submit a Request") before the start of the session. Submissions must include the speaker's name, contact information, and date/time of the visit. Approved speakers will be registered with Public Safety and must present a QR code upon arrival to gain campus access.

For online courses: Speakers can join a Zoom-based class meeting via a link and password that you or your Online Program Facilitator shares 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
Summer 2026	1-Week	3
	2-Week	4
	3-Week	6

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.

Appreciation Gifts

For those teaching on campus, we are able to provide a small appreciation gift to speakers on the day of their talk. These items will be in the form of Pre-College Program-branded items. Prior to a guest speaking event, we will send an email to instructors to coordinate the acquisition of an appreciation gift.

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 outside of class time?

- A. Yes, but in-person meetings must occur in public spaces, and virtual meetings must include a Campus Assistant or other program representative. For those teaching on campus, we highly recommend utilizing our booking system to reserve space, which automatically assigns a secondary adult (Campus Assistant) to be present for the session. A link to the reservation system will be shared closer to the start of the session. If a student stays after class to ask a question, we recommend moving outside of the classroom and into the hallway. You can book a space for office hours using an online portal once it is provided.

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

- A. All communication should be via Canvas or Columbia email and should take place during typical working hours. Personal phone calls or social media interactions are not permitted. Instructors may connect with students on LinkedIn for program- or subject-related purposes only; social or non-academic interactions are prohibited. If there are extenuating circumstances that require emailing a student from your personal email (such as writing a letter of recommendation), please copy our alias (hsp-support@columbia.edu). **Please note that instructors are not permitted to post photos of students on any social media platforms, including LinkedIn.** If you would like to take a class photo at the end of the session or while on a field trip, that is fine, as long as it is not posted or distributed publicly.



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 field trip requests, syllabus submissions, guest speaker requests, and 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
- Printing or Course Reader Requests
- Classroom and Technology Request
- Course Supplies Requests
- Field Trip 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.

Academic Support Office

During the summer term, our office is located in Uris Hall and is open 8:30 a.m.-5:30 p.m., Monday through Friday, and can be reached at **212-853-4000**. This is where you may pick up supplies or go for general information. To submit course supplies requests, print requests, or general inquiries, please visit the [Academic Support Kiosk](#). Requests must be submitted at least 24 hours in advance to ensure we have time to process your request.

Library & Technology Access

Students and Instructors have access to most Columbia libraries and electronic resources, but do not have library borrowing privileges.

Students and Instructors have access to computer terminals and labs throughout campus. Large labs with printers can be found in Butler Library and Lerner Student Center.

Laptops are required for some courses but not all; however, students are encouraged to bring them.



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

The TIPS team also plays a key role in filling in for instructor absences throughout the summer term. TIPS members carry out instructor-designed or original lesson plans to ensure a seamless continuation of the learning experience.

TIPS FAQs

Q. What is the role of the TIPS team?

A. The TIPS team serves as substitute instructors in emergencies and provides pedagogical support to instructors. If an instructor needs to miss a class, a TIPS team member will lead the class in their absence, following the instructor's lesson plan when available. Any remaining time will be used to facilitate a pre-constructed lesson, designed by the team member based on their expertise, accompanied by interactive activities.

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

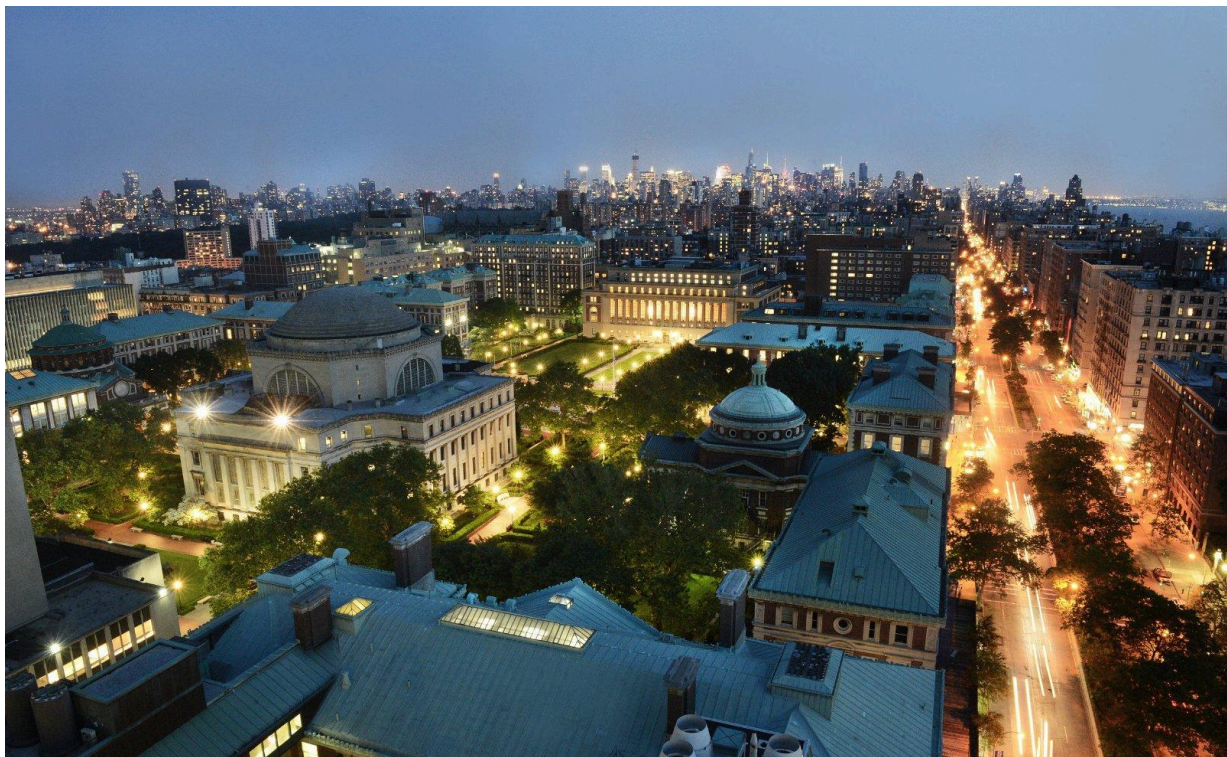
A. The TIPS team offers both individualized and group support. Personalized, one-on-one support is available to help instructors develop their syllabi, write detailed student evaluations, and address other pedagogical needs.

Q. What group development opportunities does TIPS provide?

A. TIPS hosts Lunch 'N Learns throughout the summer. These sessions focus on a range of topics, such as student engagement, cultural competence, community building, and student accountability.

Q. Can I access TIPS support if I can't attend a live session?

A. Yes! If you are unable to attend any live Lunch 'N Learns or events, the TIPS team will continue to develop and share resources throughout the summer. These will be made available in the Shared Drive. 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.



Course Assistants (TAs)

Course Assistants (TAs) provide valuable support to instructors by assisting with both pedagogy and course logistics. They help facilitate class activities, provide academic support to students, and manage various logistical aspects of the course. However, only some classes are eligible for a Course Assistant/TA. If you believe your course requires additional support, please consult with program administration. Course Assistants can also be self-sourced, but their resumes must be submitted for vetting to ensure they meet program qualifications.

Course Assistants support instructors in two primary areas:

Pedagogical Support

- Assist with breakout sessions or lab work (if applicable)
- Help instructors evaluate student work and progress
- Monitor student concerns and guide as requested
- Tutor students outside of class time when requested
- Deliver occasional guest lectures

Logistical Support

- Organize field trips or coordinate visits from guest speakers
- Take attendance and maintain class records
- Monitor student conduct to ensure a positive learning environment

Course Assistant Qualifications

To be eligible for a Course Assistant position, candidates must meet the following criteria:

- Course Assistants should have a relevant background in the area of study and have expressed an interest in teaching.
- Course Assistants can be a current graduate student, college graduate, or Columbia University undergraduate.
 - Undergraduates from outside of Columbia University are prohibited.
- Regardless of course modality, they must be located in the US for the duration of their appointment.
- If your candidate will have a concurrent appointment at Columbia while serving as your Course Assistant, our Faculty Affairs Department will need to review their other appointment details to confirm their eligibility, as some positions have concurrent appointment restrictions within the University.

Additionally, candidates must demonstrate:

- Strong content knowledge relevant to the course subject matter
- Strong written and oral communication skills
- Previous experience as a teaching assistant or tutor (preferred)

Important Notes

- To ensure equity for instructors, please be mindful that Course Assistants are not Junior Instructors or co-Instructors. If your Course Assistant is qualified to teach their own course, then they should not be utilized as a Course Assistant. If we still have vacancies, those individuals may be appointed as Instructors.
- Instructors, as opposed to a Course Assistant, must be in the classroom and supervising students during all class meetings.

Q. How do I request a Course Assistant for my course?

A. Only some courses are eligible for a Course Assistant. If you believe your course qualifies, please consult with program administration to determine eligibility and discuss potential candidates.

Q. How many hours per week can I expect a Course Assistant to work?

A. The exact number of hours depends on the course structure and needs. Course Assistants are expected to attend all class sessions and may perform additional tasks outside of class, such as offering additional tutoring sessions, coordinating field trips, or guest speaker logistics. **Please note that Course Assistants are required to attend all class meetings and field trips.**

Q. Can Course Assistants grade student work?

A. Course Assistants may assist in evaluating student work, but final decisions should be made by the instructor to ensure consistency and fairness. Please keep in mind that students do not receive final grades for this program.

Q. What should I do if my Course Assistant is not meeting expectations?

A. If a Course Assistant is not fulfilling their responsibilities effectively, please communicate your concerns to program administration so that appropriate steps can be taken.

Program Support Assistants

Our Program Support Assistants play a key role in the execution and support of the program. Composed of undergraduate and graduate students, they assist with the day-to-day execution of the program. Program Support Assistants fall into the following categories:

Campus Assistants

Campus Assistants support the academic, operational, and logistical needs of the program and serve as a key resource for instructors. Their responsibilities include:

- Chaperoning field trips by counting students, helping with commutes, and ensuring student safety
- Attending in-person office hours to ensure compliance with the Protection of Minors policies
- Delivering course materials and supplies as needed
- Managing instructor requests ranging from general inquiries, printing and supply requests, and providing resources and information related to the program and the University
- Coordinating the execution of our Master Class Moments events, where they serve as hosts for each event, while also providing technical support as needed
- Assisting with course planning logistics and support related to in-class labs, classroom technology support, guest speaker engagements, and other related areas

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

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 the 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 Program 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

In-Person Classes

Instructor Check-In

On the first day of each session, when you are teaching, it is mandatory that you attend our Instructor Check-In located in **Lerner Hall** (2920 Broadway @ W 115th street, entrance on Broadway) before your classes begin (between 8am and 11am) to pick up your welcome folder. You may also use this time to meet some of your fellow instructors.

- **Classroom and Roster:** Your orientation folder will include your course roster, classroom assignment, and a map of campus. If you would like to look up this information earlier, you may find your classroom assignment and roster by logging into [Vergil](#). If you would like to view your classroom online, visit the [Registrar's website](#) and select your building and classroom.

Attendance Requirements

Student Attendance

At the start of each class session, instructors must record attendance in the **APlus+ attendance tool within Canvas**, accessible from the **side navigation dropdown menu**, within the first 10 minutes. Attendance must be taken for both the morning and afternoon sessions.

If a student arrives after attendance has already been submitted, please update the record in Canvas and/or email hsp-attendance@columbia.edu with the student's name and UNI.

Student Attendance Policy

Students are expected to attend all class sessions. Absences are limited based on course length:

- **54-hour (3-week, on-campus):** up to 2 absences
- **30-hour (2-week, online):** up to 2 absences
- **20-hour (1-week, online or on-campus):** up to 1 absence

Any portion of a missed day counts as a full absence.

Students should email hsp-attendance@columbia.edu and copy their instructor if they anticipate missing class. Advance notice is strongly preferred. Unreported absences may result in notification to the student and their parent/guardian.

Instructor Attendance

Instructor attendance is confirmed through submission of the Student Attendance Form in Canvas. The form must be completed within the first 10 minutes of each class session.

If attendance is not submitted within 10 minutes, a Campus Assistant will visit the classroom to ensure you are present and remind you to submit attendance.

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 a Course Assistant (TA) to be with the students.

No one should be in class other than (a) the appointed instructor and any designated course assistants, (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.

If you have problems with your classroom or with the technology, submit a request via the [Academic Support Kiosk](#). Please let us know about issues such as classrooms that are too hot, too cold, too small, or too noisy right away so that we can remedy the situation.

Do not move your class to another location—either temporarily or permanently—without first reaching out to the [Academic Support Office](#). We must know where the students are at all times—and that we do not use classrooms other than those that have been assigned to us.

Print Requests

If you have any documents or handouts you would like printed for class during your session, you must submit a Print Request through the [Academic Support Kiosk](#). The request form will prompt you to include your session, the date you need it by, how many copies you would like, etc. Once the program begins, instructors should submit small-scale print requests at least 24 - 48 hours (business days) in advance.

If you would prefer to have a **bound course reader** made from your printouts, submit a Print Request with one PDF with your preferred cover and all materials. These requests must be made in advance as they can take up to 3-5 business days. Print requests (including course readers) needed on the first day of the session can be picked up at the Instructor check-in. However, these materials must be submitted a minimum of two weeks before the start of your appointed session(s).

All other print or copy requested materials will be available for pick-up in the Academic Support Office, located in Uris Hall, 2M.

Course Materials

Should an instructor need stationery supplies, these may be picked up at the Instructor check-in or at any time in the Academic Support Office on the 2nd floor of Uris (2M). However, if you require a course material to be purchased, you must submit a Course Supplies Request to the Academic Support Kiosk.

All course-related purchases for instructors and support staff should be pre-approved by program administration before the start of your course. **The academic support team will make all purchases for you, and you should not make purchases using your own personal credit card or cash.**

If you would like the program to purchase any course materials, please submit a Course Supplies Request using the Academic Support Kiosk (ASK). Please include direct links to the item(s) you need purchased in your ASK request. Program administration will review your request and follow up with any questions.

Reimbursement is not guaranteed for purchases made. Cash purchases are not eligible, and all expenses must follow University guidelines and receive program approval.



Field Trips

Submitting Your Field Trip

All field trips must be outlined in your syllabus. Additionally, Instructors are required to submit a **Field Trip Submission request** via the Academic Support Kiosk (ASK) for each trip. The information collected in the form will allow us to assist you with any logistical requirements and to ensure the timely assignment of chaperones. Field Trips must be submitted by the deadlines outlined below.

Summer 2026	Session	Field Trip Request Deadline
	AA	June 1
	A	June 8
	B	June 29
	C	July 6
	United Nations Trips	May 15

Scheduling Your Trip

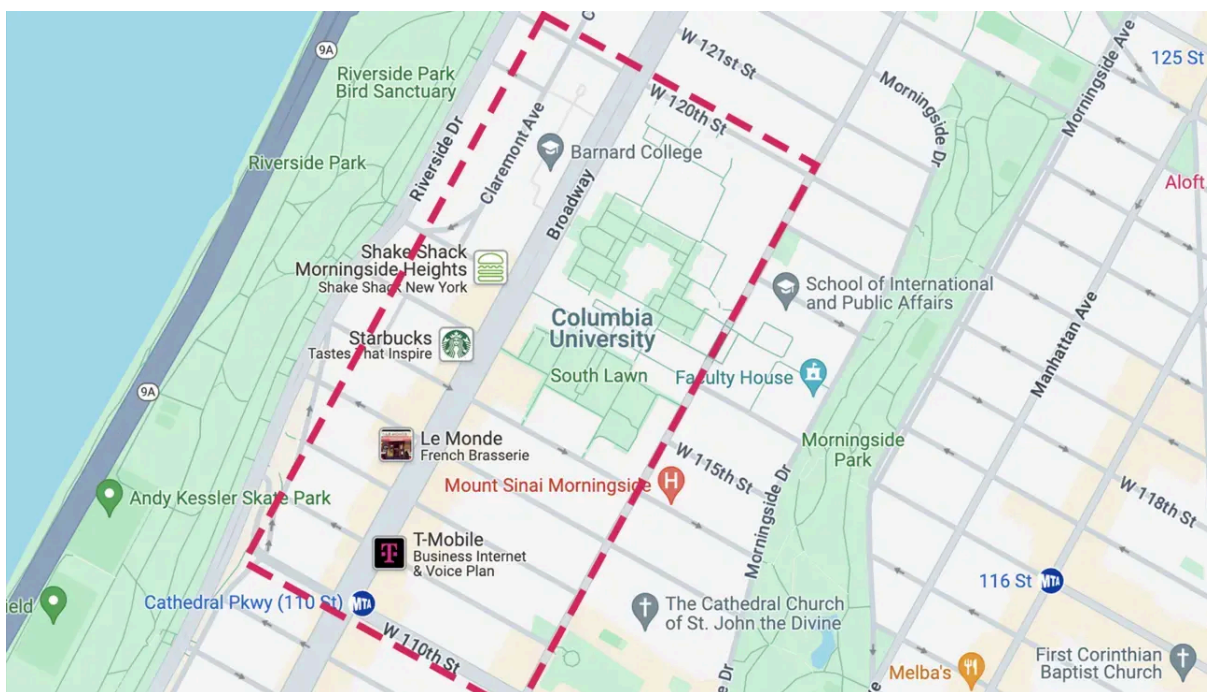
If possible, trips should fall within the normal class times. Notify students well in advance if your trip does not conform to the normal class schedule. For trips that are held for half the day (during either the morning or afternoon sessions), class must be held as regularly scheduled for the other half of the day.

Scheduling Restrictions:

- No field trips are permitted on the first three days for Sessions A & B, the last day of Sessions A & B, the first day of Sessions AA & C, or on the final day of Session C.
- Course-related field trips are not permitted on weekends, on July 3rd, 2026, or after 5:00 p.m.
- Field trips to the United Nations must be submitted before our standard deadlines due to scheduling restrictions enforced by the UN Visitors Office.

Campus Boundaries

If taking students outside the classroom, but still within their permitted boundaries (please see map below), you will not require any additional chaperones. However, we ask that you still submit a field trip request so that we know where you are in case of an emergency. If you do take your class out of the classroom as a last-minute decision, please call our office and let us know in the event that we need to locate you or your students.



Permission Forms

For most field trips, permission forms are not required. However, all instructors must submit their field trip requests by the required deadlines so we can review all trip details to ensure a form is not needed. Trips, where forms may be required, are those that take place outside of New York City or require travel via charter bus.

Campus Departure and Return

Instructors **MUST** meet students on campus, escort students on the trip, and return to campus with students.

Instructors are required to take attendance as usual (twice per day). If any students are absent, please be sure to report those absences to program administration as normal.

Residential students must return to campus with the group and instructor. Commuter students may be dismissed from the field trip only if the trip runs past or ends at the scheduled class time. If they choose to do so, commuter students may also return to campus with the class and chaperones.

All instructors, TAs, and chaperones MUST return to campus at the conclusion of the field trip, regardless of the time or ratio of chaperones to students. Residential students must be escorted safely back.

Payments & Admission Fees

Students are normally expected to pay for their own transportation and admissions fees; they are told to anticipate approximately \$50 in course-related expenses. Please let them know in advance how much money they should plan to bring; ideally, note the information in your syllabus. In the rare case when an organization requires payment in advance (the United Nations, for example), program administration can make the arrangement, and students will not need to pay.

Program administration will provide funding for the cost of admission for all instructors and chaperones attending the trip.

Meals

If your trip overlaps with lunch, please instruct students to bring lunch from home or bring purchasing money. Instructors are responsible for purchasing their own meals. If there are concerns about the availability of lunch at your destination, please reach out to us in advance. We are no longer coordinating with dining to provide boxed lunches.

Transportation

You should use public transportation (subway or city bus) for field trips. Students should ensure they have a valid OMNY payment method, such as a contactless credit/debit card, mobile wallet, or OMNY card, with sufficient funds for transit. If you are considering a trip that would require a chartered bus or another form of transportation, you must submit a request via the [Academic Support Kiosk](#) at least a month in advance of the session's start.

Accessibility

If any of your students require accessibility accommodations, please reach out to us at hsp-support@columbia.edu. We will assist in coordinating any needs.



Field Trip Safety Guidelines

Please note that the program team reserves the right to cancel field trips due to inclement weather or other unforeseen circumstances. We will do our best in these situations to reschedule.

A designated Instructor must be present and actively guiding and supervising students during all published class times. It is not sufficient for only a Campus Assistant (CA) or Course Assistant (TA) to be with the students. While we know students are being treated as college students academically, we must think of and plan for them as minors. Because students are minors, you, as an Instructor, are legally obligated to the same on-campus protocols when you are off campus. This includes:

- Ensuring minors do not go anywhere without their Instructor's permission.
- Personally accompany your entire group to the train, on the train, on the trip, and back to campus at the end of the trip (regardless of the chaperone-to-student ratio).
- Students must remain together as a group. If the group splits for any reason (i.e., lunch purchases), each subgroup must maintain the required 1:5 chaperone-to-student ratio.
- Students should remain under active supervision and be within proximity throughout the entire course of the trip.

Instructors/trip leaders and other accompanying chaperones **MUST** remain with their groups throughout the entirety of the excursion or field trip **AND** return with them to campus at its conclusion. [Please meet your students on campus, escort them on the trip, and accompany them back to campus. Commuter students may be dismissed from the field trip \(within NYC\) if the trip runs past or ends at the scheduled class time. Commuter students may also opt to come back to campus with the group.](#)

All instructors must attend field trip training and complete the field trip attestation form in advance of the trip.

Additionally, a Campus Assistant will visit your classroom before departure to provide a detailed overview of the trip and a brief safety and policy presentation. You should not depart from the trip until the presentation is completed.

Reminders to Give Students Before and At the Start of Any Trip

- Students should come to all trips with a charged phone. They should have the ability to make an emergency call or text.
- Students should stay with the group at all times and keep in close proximity to one another as well as the chaperones.
- Students should utilize the buddy system. Assign/pick buddies ahead of departure.
- Students should be prepared to purchase an OMNY card to use public transportation or have the "tap to pay" ability on their mobile device.
- If a student is feeling uncomfortable or unwell or is having a negative experience on the trip, they should let the group leaders know immediately.
- Students should bring a bottle of water and stay hydrated throughout the trip.

Group Management

- Assign a chaperone at the front of the group and someone in the rear of the group. Additionally, each chaperone should be responsible for a designated group of students.
- Communicate the full field trip itinerary, including meet-up locations should the group become separated, before departure from campus. It's especially important to explain the subway lines you plan to take.
- Conduct regular headcounts to ensure all students are present.
- Provide the **Pre-College Office phone number (212-853-4000)** for students to call should they be separated from the group.
- Be active in checking in with students throughout the trip to make sure they feel okay and ensure they have no concerns.

Safety Awareness

- If you encounter any potential threats on the subway, switch cars or wait for the next train. This takes some discernment, but err on the side of caution.
- If there are any potential threats on location during a trip, switch routes or adjust plans to ensure a minimal chance of an incident.
- Group leaders should stay at the front of a group to scope out the path and ensure the route seems safe.
- Encourage students to keep their heads up and avoid being on their phones to keep aware of their surroundings. Students should not wear headphones for any duration of the trip.
- While waiting for trains and buses, stay well back from the edge of the platform and curb.

Emergencies

- Keep the group, including yourself, as safe as possible.
- Call 911 if it is an emergency.
- Report any issues that happen on trains or buses to an MTA employee or a police officer as soon as you can and before leaving the station (you can look for intercoms or call 911).
 - Stay on scene to wait for the police to respond and file a report. This includes anyone who witnessed or was involved in the incident.
- During the trip, if there is any incident, call the Office right away. Please do not wait until you return to call. If it is after 5pm, call Julia, Matt, or Laurena (see details below).
- If there's a serious incident, call **Public Safety** right after 911 is called, and then our office.
- If no serious injury is sustained, a staff member should come over to the Public Safety office with the students involved to make the report in person.
- A [maxient report](#) should be filed after all off-campus incidents (big or small).

For SERIOUS Incidents or Emergencies, first contact the below, then Pre-College		For Reporting Incidents	
Emergency	Public Safety	Pre-College Office	Pre-College (After 5pm)
911	212-854-555	212-853-4000	Julia 914-817-2572

			Matt 631-664-0153 Laurena 917-985-1452
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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 that 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.

Session		Due
Campus	AA	July 20
	A	August 10
	B	August 31
	C	August 31
Online	AA	July 20
	A	August 10
	B	August 24

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](#).
-

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 TAs 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 launches. 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 Thursday of each session, Instructors should carve out time during class to have students complete and submit their surveys. We recommend 15 minutes.

For those teaching **1-Week Courses**, we recommend allocating the last 15 minutes of your Thursday afternoon class for survey completion.

Reminders! If you do not have 100% compliance by the end of the day, Thursday, you will receive a reminder email from program administration to carve out additional time on Friday, or to make a class-wide announcement, encouraging students to submit their evaluations (this will depend on your submission rate).

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 ended, and you're still unable to view your results, please contact hsp-support@columbia.edu for more information.

Student Safety Protocols

The safety and well-being of program participants are our most important priority. We strongly encourage all program participants to sign up for CU Public Safety Emergency Notifications. Please use the link below to do so. Columbia Public Safety offers year-round tools to help you stay informed and ready in any emergency:

- Confirm you are signed up to receive emergency notifications: [CU Public Safety Emergency Notifications](#)
- Review emergency protocols: [CU Public Safety Emergency Protocols](#)
- Attend a Situational Awareness training: [CU Public Safety Situational Awareness Training](#)

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 the **Pre-College Office**. Our Program team will contact Student Affairs ASAP to contact and support the student/family.

Pre-College Office

p. 212-853-4000

Non-Emergency Medical Concerns

Students who feel unwell (non-emergency) should be asked if they would like to seek medical assistance or inquire about additional support. If so, the Instructor should contact the **Pre-College Office**. Our Program team will contact the Student Affairs office who will determine next steps and will check in on the student (potentially sending an RA to escort the student to the Medical Center) and communicate with the parent/guardian if necessary. Students should not be sent to the Medical Center on their own.

Pre-College Office

p. 212-853-4000

Wellness or Behavioral Concerns

If a student is exhibiting wellness or behavioral concerns, please complete an [SPS Student Wellness and Conduct Report](#) (Maxient Form) so our Student Affairs Team can connect with the student.

The following signs may also indicate the 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 at 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 the 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 if 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:
 - Call the New York State Child Abuse & Maltreatment Hotline: **800-342-3720**
 - When calling the NY State Child Abuse & Maltreatment Hotline, make sure to obtain an ID number and the name of the representative contacted.
 - You may [click here to view a summary guide of mandatory reporters](#) for more information on the reporting process.
 - Call **Phong Luu**, Assistant Dean of Student Affairs, High School & Non-Degree Programs, at **646-531-6928**.
- In cases of Gender-Based Misconduct, Phong 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 Phong, [submit the report without him 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, and 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, or university officer, please direct them to program administration.

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.

If a student requires in-class assistance from a caretaker, program administration will make you aware ahead of time. If you have not heard from us, then the caretaker is not authorized to be in your classroom, and you should contact us right away.

When planning field trips, please research accessibility accommodations for students who may require them, including transportation to and from the location.



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.](#)

ChatGPT

Instructors are required to include a ChatGPT 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 the usage of AI generative tools.

Program Administration & Contact Information

For most inquiries, we recommend emailing our Academic Support Office (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
p. 212-853-4000

Academic Administrators

Laura Bennett

Assistant Dean, Pre-College Programs

e. lb3382@columbia.edu
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e. jf3757@columbia.edu

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Specialist, Instruction & Curriculum

e. no2419@columbia.edu

Student Affairs Administrators

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

Phong Luu

Assistant Dean,

High School & Non-Degree Programs

e. pl2693@columbia.edu

p. 646-531-6928

Student Services

e. 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

nextSource

various emails ending in @nextsource.com &

onboarding@nextsource.com

TrueScreen | Background Check Vendor

Your background check request will come from this email address:

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](#).