PROGRAM IN SOCIAL-ORGANIZATIONAL PSYCHOLOGY
DEPARTMENT OF ORGANIZATION & LEADERSHIP

http://www.tc.edu/o&l/orgpsych/

MASTER OF ARTS (M.A.) DEGREE IN PSYCHOLOGY: ORGANIZATIONAL
Program Major Code: ORGM
MA PROGRAM IN SOCIAL-ORGANIZATIONAL PSYCHOLOGY

The Organizational Psychology M.A. Program is a scientist-practitioner program that educates students to be competent professionals in the field of organization development with a focus on leadership development, change management, team building, executive coaching, organizational research methods, and more. The 45 point M.A. program is designed to provide proficiency and advanced knowledge in the psychology of organizations through utilizing a unique systems perspective in the study of individual, group, and organization-level phenomena. Students are given the opportunity to develop their program in a manner consistent with their career interests, capacities, and background.

The program is designed to provide education for professional employment in organization development or to continuation of graduate work beyond the master's degree in a related field (organizational psychology, social psychology, organizational behavior, industrial-organizational psychology). Students are often employed in positions typically found within the organization development function of middle or large-size organizations including human resources, people development, human capital, talent management, and the like. These include positions in global learning, career development and counseling, organizational effectiveness, human capital research, organization development and consultation, employee relations, human resource planning and strategy, and mediation and conflict resolution, among others.

The program provides courses at Teachers College and other areas of Columbia University, particularly the Graduate School of Business. There is one major for the M.A. degree entitled Psychology: Organizational. Students may decide to pursue a broadly based program and therefore take a variety of courses, or they may concentrate their courses in a more specific area such as human resource management, organization change and consultation, or conflict resolution.

Graduates of the master's program may apply for admission to the doctoral program in Social-Organizational Psychology. However, successful performance in the M.A. program does not in and of itself guarantee admission. Students who apply become part of the applicant pool for that year and their qualifications are evaluated with equal standing along with the other applicants.

SCHEDULE OF CLASSES

Teachers College courses - http://www.tc.columbia.edu/tc%2Dschedule/schdsearch.cgi

M.A. PROGRAM COURSEWORK GUIDE

PROGRAM OF STUDY OVERVIEW
The program curriculum comprises:

(a) four required Core 1 courses:
   1. Functions of Organizations (ORLJ 4002)
   2. Organizational Psychology (ORLJ 4005)
   3. Understanding Behavioral Research (ORLJ 4009)
   4. Human Resource Management (ORLJ 5003)

(b) five required advanced core (Core 2) courses:
   1. Group Dynamics (ORL 5362)
   2. Organizational Dynamics & Theory (ORLJ 5045)
   3. Managing Conflict in Organizations (ORLJ 5148)
   4. Choice of one applied course:
      i. Internship in Organizational Psychology (ORLJ 5012)
      ii. Basic Practicum in Conflict Resolution & Mediation Skills (ORLJ 5340)
      iii. Practicum in Change & Consultation in Organizations (ORLJ 6343)
   5. Choice of one advanced theory course:
      i. Leadership & Supervision (ORLJ 5005)
      ii. Intercultural Communications in Organizational Contexts (ORLJ 5046)
      iii. Organization Change: Theory & Practice (ORLJ 5055)
      iv. Fundamentals of Cooperation, Conflict Resolution & Mediation (ORLJ 6040)

(c) three non-ORLJ Breadth Elective courses taken for at least 2 points each in related fields. These Breadth Electives must be taken within Teachers College (see Teachers College Catalog, “General Requirements for the M.A. Degree”); and,

(d) three to five General Elective courses (usually ORLJ, but may be non-ORLJ and may be taken within the broader TC or Columbia system, with approval from MA Program Coordinator or Advisor)

Summary: Course Requirements for M.A., Social-Organizational Psychology

<table>
<thead>
<tr>
<th>COURSES</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Core Level 1</td>
<td></td>
</tr>
<tr>
<td>• 4 courses @ 3 credits each</td>
<td>12</td>
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<tr>
<td>Core Level 2</td>
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<tr>
<td>• 5 courses @ 2-5 credits each</td>
<td>14-17</td>
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<tr>
<td>Breadth Requirement</td>
<td></td>
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<tr>
<td>• 3 courses @ at least 2 credits each</td>
<td>6-9</td>
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<tr>
<td>• Non-ORLJ</td>
<td></td>
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<tr>
<td>• must be taken at Teachers College</td>
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<tr>
<td>Elective/Concentration Courses</td>
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<tr>
<td>• ORLJ -or-</td>
<td></td>
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<tr>
<td>• Non-ORLJ (course(s) must be at least 2 credits)</td>
<td>8-15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>45</td>
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ADDITIONAL INFORMATION REGARDING BREADTH AND ELECTIVE COURSES
All Breadth (non-ORLJ) courses MUST be taken for AT LEAST two credits. One credit non-ORLJ courses are not accepted toward satisfying your Breadth requirement. The only exceptions are one credit courses taught by Stephen Brookfield and these courses MUST be taken IN THE SAME SEMESTER.

To satisfy General Elective requirements, courses may be taken at Teachers College in the Social-Organizational Psychology program or in other related programs at the College. Courses may also be taken at Columbia University’s Graduate School of Business, Engineering and Applied Sciences, Social Work, and in other areas of the Columbia University Graduate programs. Courses taken at Columbia University, but not at Teachers College count

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toward the General Elective requirement within social-organizational psychology, NOT toward the Breadth requirement. Again, breadth courses must be taken within Teachers College. Students should consult with an advisor to select breadth and elective courses. An effort is made to assist students in developing a program of study that will best meet their personal career interests and objectives.

**OPTIONAL AREAS OF CONCENTRATION**
Within the program, students may want to concentrate in any one of three areas:
- human resource development
- organizational change and consultation
- conflict resolution.

However, students are not required to choose a concentration and most students pursue a generalized course of study. A student who wants a broadly based and general degree in social-organizational psychology will select courses across all three areas of concentration (with the help of an academic advisor). Those choosing to concentrate will not have their concentration reflected on their diploma.

**SUGGESTED COURSES FOR AREAS OF CONCENTRATION**

(*prerequisite required)

<table>
<thead>
<tr>
<th>Human Resource Management</th>
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<tbody>
<tr>
<td>Recommended courses for this area of concentration:</td>
</tr>
<tr>
<td>• ORLJ 5002 Advanced Functions of Organizations* (3)</td>
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<tr>
<td>• ORLJ 5002 Advanced Functions of Organizations* (3)</td>
</tr>
<tr>
<td>• ORLJ 5019 Data-based Consulting (3)</td>
</tr>
<tr>
<td>• ORLJ 6343 Practicum in Change and Consultation in Organizations* (4)</td>
</tr>
<tr>
<td>• ORLJ 6540 Contemporary Issues in Org Psychology: Assessments – Prof. Chamorro-Premuzic (3)</td>
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<tr>
<td>• ORLD 5055 Staff Development and Training (3)</td>
</tr>
<tr>
<td>• ORLD 5062 Human Resource Development in Organizations (3)</td>
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<tr>
<td>• CCPJ 5062 Career Counseling and Development (2-3)</td>
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<table>
<thead>
<tr>
<th>Organizational Change &amp; Consultation</th>
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</thead>
<tbody>
<tr>
<td>Recommended courses for this area of concentration:</td>
</tr>
<tr>
<td>• ORLJ 5019 Data-based Intervention (3)</td>
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<tr>
<td>• ORLJ 4010 Executive Coaching (3)</td>
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<tr>
<td>• ORLJ 6244 Fieldwork in coaching* (2-3)</td>
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<tr>
<td>• ORLJ 5045 Organizational Dynamics and Theory (3)</td>
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<tr>
<td>• ORLJ 6343 Practicum in Change and Consultation in Organizations* (5)</td>
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<tr>
<td>• ORLJ 6349 Process consultation (1-3)*</td>
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<tr>
<td>• ORLJ 5005 Leadership and Supervision (3)</td>
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<td>• ORLJ 5055 Organization Change (3)</td>
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<tr>
<th>Conflict Resolution</th>
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<tr>
<td>(Note: Students interested in receiving a Certificate of Attendance in Conflict Resolution must complete a sequence of 5 courses and 1 semester of internship. Please contact MD-I CCCR for further information: 212-678-3402)</td>
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<tr>
<td>Recommended courses for this area of concentration:</td>
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<tr>
<td>ORLJ 5340 Basic Practicum in Conflict Resolution and Mediation Skills (3)</td>
</tr>
<tr>
<td>ORLJ 6040 Fundamentals of Cooperation, Conflict Resolution and Mediation in Different Institutional Contexts (3)</td>
</tr>
<tr>
<td>ORLJ 6350 Advanced Practicum in Conflict Resolution and Mediation, Section I* (3)</td>
</tr>
<tr>
<td>ORLJ 6350 Advanced Practicum in Conflict Resolution and Mediation, Section II*: Designing Conflict Management Systems (3)</td>
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SUGGESTED SOCIAL-ORGANIZATIONAL PSYCHOLOGY ELECTIVE COURSES:

The following courses are suggested electives within ORLJ. Students may choose from among these electives and other relevant electives that are not listed here.

- ORLJ 4901 Research Independent Study (3)
- ORLJ 4010 Executive Coaching (3)
- ORLJ 5002 Advanced Functions of Organizations (3)
- ORLJ 5005 Leadership and Supervision (3)
- ORLJ 5012 Organizational Internship (1-3)
- ORLJ 5018 Using Survey Research in Organizational Consulting (3)
- ORLJ 5019 Data-based Consulting (3)
- ORLJ 5020 Special Topics
- ORLJ 5046 Intercultural Communication: Theories, Issues & Practice (3)
- ORLJ 5311 Management and Leadership Practices (3)
- ORLJ 6343 Practicum in change and consultation in organizations (4)
- ORLJ 6350 Adv. practicum in conflict resolution and mediation, section I (3)
- ORLJ 6350 Adv. practicum in conflict resolution and mediation, section II: designing conflict management systems (3)

SUGGESTED ELECTIVES OUTSIDE SOCIAL-ORGANIZATIONAL PSYCHOLOGY:

Please consult with an academic advisor. Non-ORLJ courses housed within TC may be counted towards the breadth requirement or as electives.

*Please note that not all classes are offered each semester. This list is not exhaustive and is subject to change.*

- ORL 5524 Instrument design & validation
- ORL 4054: Leadership & Management: Health Care Organizations
- ORL 6500 Qualitative research methods: design and data collection
- ORL 6501 Qualitative research methods: data analysis & reporting
- CCPJ 4064 Theories of Counseling
- CCPJ 4065 Career Development of Women
- CCPJ 5020 Racism and racial identity in psychology and education
- CCPJ 5062 Career counseling and development
- CCPX 4030 Psychology of adjustment
- CCPX 4035 Personality and Behavior
- CCPX 5034 Developmental psychopathology – Child Psychology
- HBSS 4140 Developing workplace health promotion programs
- HUD 5021 Methods of empirical research
- HUDK 4024 Developmental Psychology: Adulthood and the Lifespan
- HUDK 5029 Personality Development and Socialization Across the Lifespan
- HUDK 5034 Cognitive Research Methods & Applications
- HUDK 5197 Psychology of Training In E-Learning And Industry
- HUDK 5198 Psychology of instructional systems designs
- HUDM 4050 Introduction to measurement
- HUDM 4122 Probability and statistical inference
- HUDM 5058 Choice and decision making
- HUDM 5059 Psychological measurement
- HUDM 5122 Applied Regression Analysis
- MSTU 4010 Theories of Communication
- MSTU 4031 Programming I
- MSTU 4052 Computers, problem solving and cooperative learning (Parts I & II)
- MSTU 4083 Instructional design of educational technology
- ORLA 4044 Leadership for Adult Development
- ORLA 4046 School finance: policy/practice
- ORLA 4049 Creating a Learning Community
- ORLA 4071 Leadership of Private Schools and Non-Profit Organizations
- ORLA 5017 Groups and interpersonal behaviors
• ORLA 5018 School Leadership for Adult Development
• ORLA 5530 Action research in organizational behavior
• ORLD 4051 How adults learn
• ORLD 4052 Program development: assessing learning needs and evaluating outcomes
• ORLD 4053 Facilitating adult learning
• ORLD 4827 Fostering Transformative Learning
• ORLD 5054 Strategy Development and Learning Processes in Organizations
• ORLD 5055 Staff development and training (Parts I & II)
• ORLD 5056 Adult education: social action
• ORLD 5057 Adult learning and education: theory and practice
• ORLD 5061 The Learning Organization
• ORLD 5062 Human Resource Development in Organizations

INTERNSHIP
While not a prerequisite for graduation, an internship may be helpful for proper job placement, post-graduation. The purpose of the internship is to provide students with an opportunity to gain practical experience relevant to their interests, and to apply the principles of social-organizational psychology theories to real-world situations. Internships may be paid or unpaid. There are a number of ways to find an internship, including contacting Career Services in 44 Horace Mann (212-678-3140), or taking the initiative to find your own internship through contacts with employers, other students, professional associations (e.g., Society for Human Resource Management, ODNetwork of New York, ASTD, Metro), or the Internet.

Once you have found an internship, and if you wish to receive academic credit, please contact the MA Program Advisor (Dr. Buontempo; buontempo@tc.columbia.edu) to discuss criteria and expectations for credit; and the social-organizational psychology program office (Ambar Urena; 212-678-8109; urena@tc.edu) to register for the internship course (ORLJ 5012).

You may elect either to take the course for 1 to 3 credits, for a total of 4 credits. Students may register for internship class for more than one semester, but the total number of points may not exceed 4 credits [Ex: One may register for internship for four semesters for 1 credit each semester for a total of 4 credits, or register for two semesters (for 2 and 2 credits or 1 and 3 credits, etc.) - as long as the total number of points credited toward the course over the duration of one’s study never exceeds 4 credits]. If you obtain an internship mid-semester or later, you may register for the course the following term. If students intend to take the internship course as one of your Core Level 2 courses, then you must take it for at least 3 credits, total.

Of course, if you are not seeking to receive graduate credits for your internship(s), you may complete internships without registering or notifying the program office.

GRADES AND PASS/FAIL POLICY
According to Teachers College policy, a student who accumulates eight credits or more in C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma (See also Teachers College Handbook).

The academic policy for the Social-Organizational Psychology program is more rigorous than that of the College. Core courses may not be taken as Pass/Fail and students must achieve a C+ or better in these courses to satisfy the M.A. degree. In the event where a student is awarded a grade of C or lower in a core course, the student must retake the course and achieve a B- or better. If a student achieves a C- or lower in any course, the student must consult with an academic advisor in the social-organizational psychology program immediately to discuss academic progress and is subject to review.

All courses, including Elective/Concentration courses and those fulfilling the Breadth Requirement, should be taken for a grade, unless the course is only offered with a Pass/Fail grading option. Students may not take more than 2 Pass/Fail courses toward fulfilling their degree.
**Exemption Guidelines**
In some cases, students may petition to waive out of a course. In order to waive out of a course, it is the student’s responsibility to demonstrate that their previous graduate course work is redundant with material covered in the petitioned course. Students will be asked to provide a variety of materials to establish that a redundancy exists.

Examples of relevant material include but are not limited to a combination of the following:
- A graduate transcript indicating that relevant course work was taken and that the student received a grade of B or higher in these courses;
- a syllabus or syllabi (not a course description) indicating the topics covered in their previously taken course(s);
- relevant thesis work; serving as a teaching assistant for related courses;
- serving as a research assistant for a professor working on topics related to the petitioned course.

Students interested in petitioning to waive out of a class should speak to their faculty advisor, and then may be required to speak with the instructor of the course. Exemption from any course remains at the discretion of the faculty advisor.

**Comprehensive Examination**
The Comprehensive Examination may be taken after a student has completed the core courses (level 1) with a grade of C+ or better in each course and has completed at least 32 credits (or is in the process of completing at least 32 credits when the exam is being given). It is preferable that the exam is taken one semester prior to graduation. The exam covers all of the major topic areas in social-organizational psychology. Exams will be given three times a year; once in the Fall, Spring and Summer. Exam dates will be announced via email during the Fall semester.

Students must pass with an 80% or above. Students may not take the exam more than twice. If a student fails the Comprehensive Examination twice, s/he may not be allowed to graduate from the program.

**Program AdviseMENT**
A student is expected to consult regularly with an advisor during their course of study. The MA Program has two faculty members designated to provide advise to masters students: the MA Program Coordinator (Dr. Brazaitis; brazaitis@tc.columbia.edu) and MA Program Advisor (Dr. Buontempo; buontempo@tc.columbia.edu), and students should feel free to contact these faculty with any questions regarding their course of study. In addition, students are free to request advising from any program faculty member at any time throughout their course of study.

Please also note that it is the responsibility of the student to document all of their course work and other special approvals in a file in the Program Office at 222 Zankel Building. It is also advisable for each student to keep personal copies of their documentation.

**Advising & Registration Information for Newly-Enrolled Students**
Full-time status involves taking 4 classes a semester for a total of 12 credits. In a student’s first semester, it is recommended that he/she registers for 2 or 3 Core Level 1 courses - Organizational Psychology (ORLJ 4005), Human Resource Management (ORLJ 5003), Understanding Behavioral Research (ORLJ 4009), or Functions of Organizations (ORLJ 4002).

If a student is planning to attend TC as a part-time student, he/she can consider taking 1-3 classes in any given semester. The number of classes taken should depend on how demanding the student’s job is and how many hours it requires, how much he/she travels out of NYC for work, the length of the commute between the office and TC, how flexible an employer is with regards to the student taking time for classes and studying, and the student’s other responsibilities and preferences including family life, hobbies, and time for rest and relaxation.

For first semester students, Organizational Psychology is recommended because the course provides a survey of the organizational psychology field. However, if Organizational Psychology is closed out, or it does not fit in the student’s schedule easily, it is fine to take it during the second semester.
First semester students may also register for Core Level 2 courses that do not have any prerequisites. For example, Group Dynamics (ORL 5362), Managing Conflicts in Organizations (ORLJ 5148), the Basic Practicum in Conflict Resolution (ORLJ 5340), or Intercultural Communications (ORLJ 5046) do not require prerequisites.

For students unable to take Core 1 or Core 2 courses in their first semester (or who would like to take courses in addition to Core 1 and/or 2), there are also breadth course options (non-ORLJ courses at Teachers College), e.g., the Adult Learning & Leadership courses (ORLD), Counseling Psychology courses (CCPJ), Clinical Psychology courses (CCPX), and statistics courses (HUDM). There is a recommended list of breadth courses in this handbook. If a student is interested in a course that is not on this list, approval is required from the M.A. Program Coordinator or M.A. Program Advisor. Of note, students may also take electives in their first semester, or at any point in their time in the Program.

Finally, students must complete at least one semester in the MA Program before taking elective courses at Columbia University (e.g., Columbia Business School or the School of International and Public Affairs).
PROGRAM POLICIES

RESOLUTION OF STUDENT ACADEMIC PROGRAM CONCERNS
Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student’s advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

GRADE CORRECTION PROCEDURE
The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students’ work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student’s interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.

TEACHERS COLLEGE POLICIES
The Provost and Dean of the College in conjunction with the Faculty have adopted the following statements, applicable to all students.

OFFICE OF ACCESS
The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities (OASID) for information about registration. You can reach OASID by email at oasid@tc.columbia.edu, stop by 163 Thorndike Hall or call 212-678-3689. Services are available only to students who have registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well. Please report any access related concerns about instructional material to OASID and to me as your instructor.

TEACHERS COLLEGE INCOMPLETE POLICY
The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor.
or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

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

RELIGIOUS HOLIDAYS
It is the policy of Teachers College to respect its members’ observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

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

ACADEMIC INTEGRITY
Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Social Organizational Psychology Office (M.A. Program)
222 Zankel Building / 226 Thompson Hall
(212) 678-8109
(212) 678-8152
(212) 678-8253/8303 [fax]

Teachers College General Line
(212) 678-3000

Columbia University General Line
(212) 854-1754