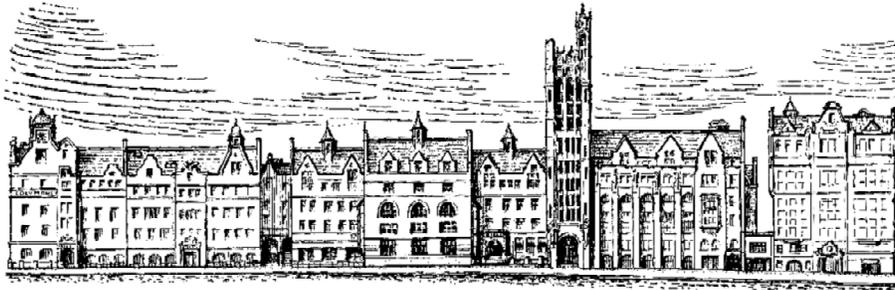


Integrated Early Childhood Education  
Department of Curriculum and Teaching  
Teachers College, Columbia University

# **Program Handbook**

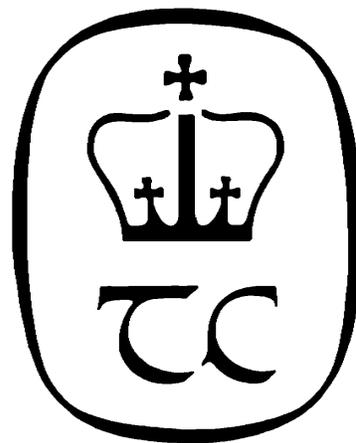


Important information for all Early Childhood  
Education/Early Childhood Special Education  
students



**Integrated Early Childhood Education**  
*Teachers College, Columbia University*  
Department of Curriculum and Teaching

**Program Director**  
Professor Mariana Souto-Manning



## **Integrated Early Childhood Education**

*Teachers College, Columbia University*  
Department of Curriculum and Teaching  
Box 31  
302 Zankel Building  
525 West 120th Street  
New York, New York 10027

### **Contact Information**

Early Childhood Education  
Kara Sheridan  
Program Manager  
Phone: (212) 678-3860  
Fax: (212) 678-3237  
Sheridan@tc.edu

## **Table of Contents**

Program Information	6-8
Applying to the Programs	9
Course Requirements - Non-Certification	10
Course Requirements - Early Childhood Ed. Certification	11
Course Requirements - Early Childhood Special Ed. Certification	12
Course Requirements - Dual Certification	13
New York State Certification	14-15
Bilingual Extension	16
Preparing for Student Teaching	17
Practica Information	18
Statement of Satisfactory Progress	19
Culminating Project	19
Frequently Asked Questions	20-23
Graduation	24
Forms	25

## **About the Program**

At Teachers College, the Integrated Early Childhood Programs share a vision of educators who are *inquirers, curriculum makers, and advocates for social justice*. Toward this end, we offer students the option to complete a 32-credit non-certification program, a 40-credit stand-alone certification program in either early childhood education or early childhood special education, and a 48-credit program, which will lead to dual certification in both early childhood education and early childhood special education. Students who are bilingual and biliterate in Spanish, Mandarin, Korean or French may pursue a bilingual extension alongside their MA program leading to early childhood education initial certification or dual certification. We believe our early childhood programs are unique because our courses integrate early childhood education, early childhood special education, and bilingual education concepts, content, and practices. Because the coursework is integrated, students across our programs take many of the same classes. We focus on ways to provide young children with a differentiated and culturally-relevant curriculum across a wide range of early childhood settings.

Additionally, we integrate coursework with practice: we believe that there is no substitute for working directly with children, teachers, and families. For this reason we offer a variety of courses with a fieldwork component. Even classes without this component may include observations and interviews. Our students theorize from practice and develop expertise through shared experiences and insights with children, families, and staff, in and out of centers and schools.

### **OUR PHILOSOPHY**

The faculty in early childhood is committed to the well-being and education of children from birth through age 8 within a broad social and cultural spectrum. Focusing specifically on urban settings, we center issues pertaining to curriculum, teaching, and learning from a critical social justice perspective. Our primary goal is to prepare early education professionals to work with children (with and without identified disabilities) and their families in various environments that are diverse and inclusive in nature, such as homes, schools, and early learning centers. Our curriculum prepares our graduate students for professional settings through pedagogical, political, psychological, and sociological perspectives.

We emphasize child-centered practices and regard knowledge as a social and cultural construction, while realizing the need for multiple ways of supporting the education and development of young children. The overall aim of our program is to enable our certification students to become outstanding early childhood teachers, decision makers, and leaders. Our non-certification students inquire into issues critical to the education and development of young children across settings. Additionally, our ideal is to create curricula for diverse young children from a range of socioeconomic backgrounds, racial identities, language practices, and abilities. Thus we do not offer a single approach to early childhood education. Instead, recognizing the political nature of teaching, we explore with our students multi-faceted, sometimes contrasting, approaches and methods, which we frame within the complex histories of early childhood education.

With the ideal in mind of curricula that are culturally relevant and sustain the growth and development of diverse young children and families, we offer an integrated program. That is, course content addresses the characteristics, abilities, and needs of children in early childhood education as well as early childhood special education. Moreover, we emphasize the importance of understanding children's development and learning in context because individual learners vary with respect to many characteristics, including socioeconomic background, gender, race, culture, and ability. The program also emphasizes the need for collaboration with families and other professionals and for our graduates to develop the knowledge of policies that affect families' access to services. So that our graduates understand the diversity inherent in early childhood education, we offer a number of field experiences in a wide range of settings. In sum, it is through direct experience that theories about development, learning, and curriculum come to life and that teachers negotiate their identities and begin to construct the foundation of their professional practice.

## **About the Program (cont.)**

### **THE FACULTY**

Dr. Mariana Souto-Manning	souto-manning@tc.columbia.edu
Dr. Cathy Rikhye	rikhye@tc.columbia.edu
Dr. Nancy Sall	sall@tc.columbia.edu
Dr. Sam Shreyar	shreyar@tc.columbia.edu
Dr. Haeny Yoon	yoon3@tc.columbia.edu

### **INSTRUCTORS**

Gail Buffalo	pgr2112@tc.columbia.edu
Amanda Fellner	acr2128@tc.columbia.edu
Emmanuelle Fincham	enf2102@tc.columbia.edu
Rachel Knight	rpk2007@tc.columbia.edu
Carmen Llerena	cil2112@tc.columbia.edu
Dr. Lara Mullarkey	lcs21@tc.columbia.edu
Cynthia Wiltshire	caw2194@tc.columbia.edu

### **Staff**

Kara Sheridan	Sheridan@tc.edu
Patricia Tapia	ptapia@tc.edu

## **Applying to the Program**

**It is important to note that our certification programs admit students in the summer/fall only.**

**The non-certification program admits students for fall/spring/summer.**

### **REQUIREMENTS**

- For the Early Childhood certification programs you should complete the Teachers College Application by January 15th (priority deadline for those seeking scholarships.) The final application deadline is April 15th.
- For the Early Childhood non-certification program you should complete the Teachers College Application for spring by November 1st. You should complete the application for summer/fall by January 15th for early deadline or April 15th for the final deadline.

Applicants must apply online. The application is available at:  
<http://www.tc.columbia.edu/apply>

Please note one of the following program codes on your application:

Program Codes: ECED INITIAL (Early Childhood General Education)  
ECSE INITIAL (Early Childhood Special Education)  
ECSE DUAL (Early Childhood Dual Certification)  
ECED MA (Early Childhood Education)

**Course requirements for the 32 Credit Program**  
**Early Childhood Education—Non-Certification**

**Language and Literacy Methods (3 points; choose one of the following):**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4131	Language and Literacy in the Early Childhood Curriculum	3
C&T 4132	Reading and Writing in the Primary Classroom	3

**Child Development (3 points; choose one of the following):**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4080	Risk and Resilience in Early Development	3
C&T 4615	Young Children, Families, and Social Policy	3

**Equity in Early childhood Education**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4114	Multicultural Approaches to Early Childhood Ed.	3

**Additional Courses:**

- A minimum of 12 points within Curriculum & Teaching
- At least 6 points outside of the program
- A minimum of 32 points total (for MA degree)

**Breadth Requirements:**

- 6 Teachers College points outside of the program

Beyond required courses (identified above), all other courses will be comprised of selectives; that is, in consultation with and approval by the advisor, students will undertake courses that help them develop an area of expertise.

This degree requires a thesis. C&T 5308N (for non-certification students) is highly recommended for students admitted in 2018-2019 and is required for students entering the program after Spring 2019, as it supports the development of thesis components.

**Course requirements for the 40 Credit Program**  
**Certification in Early Childhood General Education**

**Core Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4112z	Integrated Curriculum in Early Childhood (2 semesters in sequence, students admitted in Fall only)	6
C&T 4080	Risk and Resilience in Early Development	3
C&T 4708a	Student Teaching Practicum in Early Childhood	3
C&T 4708b	Student Teaching Practicum in Early Childhood	3
C&T 5118	Infant Development and Practice	3

**Methods Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4131	Language and Literacy in the Early Childhood Curriculum	3
C&T 4132	Reading and Writing in the Primary Classroom	3
HUDK 4027	Development of Mathematical Thinking	3
<b>OR</b>		
MTSM 4057	Teaching & Learning Math in Early Childhood	
A&HM 4022	Artistic Lives of Children	2
HBSS 4116	Health Education for Teachers (see advisor)	1

**Broad and Basic Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4083	Working with Families of Young Children with Disabilities	
<b>OR</b>		
C&T 4615	Young Children, Families, and Social Policy	3
C&T 4001	Differentiated Instruction in the Inclusion Classroom	
<b>OR</b>		
HBSE 4001	Teaching Students with dis/Abilities	2
C&T 4114	Multicultural Approaches to Early Childhood Ed.	3
Out of Dept.	Elective	2

At the end of their final semester in the program, students will submit a portfolio of their work as their Culminating Project.

**Course Requirements for the 40 Credit Program  
Certification in Early Childhood Special Education**

**Core Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4112z	Integrated Curriculum in Early Childhood (2 semesters in sequence, students admitted in Fall only)	6
C&T 4080	Risk and Resilience in Early Development	3
C&T 4302	Assessing Young Children with Special Needs	3
C&T 4708a	Student Teaching Practicum in Early Childhood	3
C&T 4708b	Student Teaching Practicum in Early Childhood	3
C&T 5118	Infant Development and Practice	3

**Methods Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4131	Language and Literacy in Early Childhood	3
C&T 4132	Reading and Writing in the Primary Classroom	3
HUDK 4027	Development of Mathematical Thinking	3
<b>OR</b>		
MTSM 4057	Teaching & Learning Math in Early Childhood	
A&HM 4022	Artistic Lives of Children	2
HBSS 4116	Health Education for Teachers (see advisor)	1

**Broad and Basic Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
HBSE 4001	Teaching Students with dis/Abilities	
<b>OR</b>		
C&T 4001	Differentiated Instruction in the Inclusion Classroom	2
C&T 4083	Working with Families of Young Children with Disabilities	
<b>OR</b>		
C&T 4615	Young Children, Families, and Social Policy	3
Out of Dept.	Special Ed. Course Requirement	2

At the end of their final semester in the program, students will submit a portfolio of their work as their culminating project.

## Course Requirements for the 48 Credit Program Dual Certification in Early Childhood General and Special Ed.

### **Core Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4112z	Integrated Curriculum in Early Childhood (2 semesters in sequence, students admitted in Fall only)	6
C&T 4080	Risk and Resilience in Early Development	3
C&T 4302	Assessing Young Children with Special Needs	3
C&T 4708a	Student Teaching Practicum in Early Childhood	3
C&T 4708b	Student Teaching Practicum in Early Childhood	3
C&T 5308	Advanced Practicum in Early Childhood Education	3
C&T 5118	Infant Development and Practice	3

### **Methods Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
C&T 4131	Language and Literacy in the Early Childhood Curriculum	3
C&T 4132	Reading and Writing in the Primary Classroom	3
HUDK 4027	Development of Mathematical Thinking	3
<b>OR</b>		
MTSM 4057	Teaching & Learning Math in Early Childhood	
A&HM 4022	Artistic Lives of Children	2
HBSS 4116	Health Education for Teachers (see advisor)	1

### **Broad and Basic Courses**

<b>Course #</b>	<b>Course Name</b>	<b>Credit(s)</b>
HBSE 4001	Teaching Students with dis/Abilities	
<b>OR</b>		
C&T 4001	Differentiated Instruction in the Inclusion Classroom	2
C&T 4114	Multicultural Approaches to Early Childhood	3
C&T 4083	Working with Families in Early Childhood Special Education	
<b>OR</b>		
C&T 4615	Young Children, Families, and Social Policy	3
Out of Dept.	Elective	2
Out of Dept.	Special Ed. Course Requirement	2

At the end of their final semester in the program, students will submit a portfolio of their work as their culminating project.

## **Certification — New York State**

The Initial Certification Programs meet NYS initial certification requirements in all three areas of early childhood education and/or early childhood special education. (birth– age 8)

Near the end of their program, candidates may apply for their initial certification through the Office of Teacher Education (OTE) at Teachers College, located in 411 Zankel Building. OTE recommends candidates for initial certification to the State Education Department of New York. In order to recommend you for certification, you must meet certification requirements and take and pass several assessments, including edTPA.

More information can be accessed via the Office of Teacher Education.

Faride Suarez, Associate Director for Certification Compliance, is the certification officer at TC. She may be contacted with any certification questions. Her email is: [suarez2@tc.edu](mailto:suarez2@tc.edu) She is located at the OTE office in 411 Zankel Building. The general office email is [ote@tc.edu](mailto:ote@tc.edu).

Important information about certification may be found on the Office of Teacher Education website:

<http://www.tc.columbia.edu/office-of-teacher-education/office-of-teacher-education/certification/new-york-state-education-department-and-certification/>

### **PLEASE NOTE:**

***If you plan to seek certification in a state other than New York please visit that state's Department of Education website for any information you may need regarding certification requirements. In addition, the Office of Teacher Education (OTE) at Teachers College is a good source of information regarding certification tests and requirements.***

## **GENERAL CORE IN LIBERAL ARTS AND SCIENCE REQUIREMENTS**

The New York State Education Department (NYSED) requires that individuals in teacher preparation programs leading to Initial Certification must have successfully completed at least six credits (in semester-long courses) of college level credit in English, Mathematics, Science, and Social Science with a grade of C- or above. The state also requires 3 credits of college-level study or its equivalent in a language other than English. The Office of Teacher Education will review the transcripts you send with your application to determine if you have met these requirements. You can be accepted to the Initial Certification Programs without having completed these liberal arts courses; however, you **CANNOT** graduate until you have done so. We recommend that you review your transcripts prior to applying to see whether you have completed these requirements. If you have not completed them, you will need to plan to take additional coursework beyond the credits that are required to satisfactorily complete the program.

It may be to your advantage to take some of these courses at an undergraduate institution, although appropriate courses are available at the graduate level at Teachers College and/or Columbia University. The College Level Examination Program (CLEP) tests can also be taken in lieu of completing undergraduate courses.

NYSED also requires that students complete the following Certification Workshops: DASA, Child Abuse, and School Violence Prevention.

You will see these requirements in your Degree Audit.

We encourage you to complete all missing Liberal Arts and Sciences required coursework as well as the workshops as soon as possible. If you have any questions don't hesitate to reach out to the Office of Teacher Education & School-Based Support Services, located at 411 Zankel Building or visit their website at <http://www.tc.columbia.edu/ote/>

## **Bilingual Extension**

To earn the extension at Teachers College, students must successfully complete 5 courses:

**C&T 4114** Multicultural Approaches to Teaching Young Children

**C&T 4131** Language and Literacy in the Early Childhood Curriculum

**C&T 4132** Language and Teaching in the Primary Reading/Writing Classroom

**C&T 4708 a or b** Student Teaching in Early Childhood Education

**A&HB 4021** Foundations of Bilingual/Bicultural Education.

**Students who are interested in the Bilingual Extension should inform their advisors of their interest in order to take the required courses in a timely way.**

## Preparing for Student Teaching

### Prior to Student Teaching

**Make contact with the program manager/field coordinator:** A questionnaire will be circulated halfway through each semester; at that time you can fill out the type of placement you need (with the approval of your advisor).

**Receive Student Teaching Information:** The ECE program manager/field coordinator will send out your student teaching information in late June/early July for the fall semester or in December for the spring semester.

NYS law requires that you submit documentation of a valid TB tine test (or chest x-ray) **BEFORE** entering the classroom.

### Student Teaching Semester

#### **Submit Necessary Student Teaching Paperwork OTE/SSS**

Read the Student Teaching Handbook and the Student Teaching Packet which can be found on the Office of Teacher Education website. All forms must be submitted in a timely manner.

*Our Initial Certification programs require that all students have supervised practicum experiences with 3 different age groups and at different sites. One placement must be in a Birth-3 setting, and for the two student teaching placements, students must choose: Pre-K or Kindergarten and Grade 1 or 2. The placements must be in different classroom settings, i.e. general ed., special ed. and/or inclusive, depending on your program.*

## **Practicum Information for Initial Certification Programs**

### **Practica Descriptions:**

#### **C&T 4708A      Student Teaching A**

This is the first of two regular student teaching practica for students seeking Initial Certification. This field work course is intended to integrate theory and professional practice. Students will work with their cooperating teachers as well as with their university supervisors to expand their experience and skills, and engage in the process of critical reflective analysis. Students are on site 3 days/week for the full semester.

#### **C&T 4708B      Student Teaching B**

This course is designed for students seeking Initial Certification who have already completed a full semester of student teaching and are ready to expand their knowledge and skills in a second student teaching experience. Students will work regularly with their cooperating teacher and their university supervisor to monitor progress and develop plans to meet individual professional goals. Students are on site 3 days/week for the full semester.

#### **C&T 5118      Infant/Toddler Practicum**

This course is designed to provide students with an intensive classroom experience with infants, toddlers, and families. Students will spend 2 days/week working in a childcare center for the full semester with children under the age of 3.

#### **C&T 5308      Advanced Practicum**

This course is designed to provide students with the opportunity and resources to develop a teacher inquiry project relevant to the context of the classroom. The project will meaningfully contribute to classroom practices. Students will spend a minimum of 2 days per week for the full semester at a given field site.

## **Statement of Satisfactory Progress**

### **Satisfactory Progress**

Each student's progress in the program is reviewed by the Integrated Early Childhood faculty, once per semester.

- Students must consult with their advisor at least once per semester.
- Students must demonstrate that they are developing professional behaviors and attitudes. For example, they are punctual for practicum placements and classes; maintain appropriate and clear communication with Teachers College instructors and supervisors, as well as cooperating teachers; and take responsibility for their behavior and actions.
- Students must achieve and maintain a "B" average to be allowed to begin or continue in student teaching.
- Students with a grade of "Incomplete" for any course from a previous semester will not be allowed to register for a Practicum Course until the Incomplete is satisfactorily fulfilled.
- The passing grade in all practicum courses (C&T 4708a, 4708b, 5118, and 5308) is B-.
- Students who earn a grade lower than a B- in any of the required classes will not be eligible for state certification.

### **Culminating Project**

NYS requires a culminating project or thesis for all candidates for a Masters Degree.

## **Frequently Asked Questions**

### **About Admissions...**

***I didn't major in education and I don't have teaching experience, but I want to be a teacher. Can I apply to these programs?***

Yes. These programs are designed for non-education majors who may not have prior experience in classrooms. The Initial Certification programs are also appropriate for those who may have had some teaching experience but are not certified in Early Childhood or Early Childhood Special Education and would like to be. Finally, this program is for career-changers who are ready to change professional directions and enter teaching.

***I am thinking about applying to the Early Childhood Programs and I have heard that my chances of acceptance are better if I take some courses as a non-degree student and do well in them. Is this true?***

No. Coursework prior to application is not an automatic route to admission, even if you do very well in the courses. However, prospective students sometimes take a course or two, non-degree, to help them decide if Teachers College is where they would like to study. Yes, these credits may transfer over to your program if you are admitted; check the catalogue for guidelines.

***I am an Initial Certification Program student and I received a letter from the Office of Teacher Education indicating that I am missing some of the liberal arts courses required by NYS for teacher certification. However, I am sure I fulfilled these requirements. What do I do?***

First, do not worry. In some cases, courses may have unique titles that mask the content of a course that fulfills a requirement and you can ask the Office of Teacher Education to review your transcripts again. However, a course that you feel fulfills a requirement may not be acceptable to NYS. Contact the Office of Teacher Education at [OTE@tc.edu](mailto:OTE@tc.edu) for all questions regarding Undergraduate Liberal Arts & Science requirements.

**About Coursework and Advisement...**

***My classmate/friend/student teacher in my school advised me to  
xxxx.....Did she/he tell me the right thing?***

Program requirements may change from year to year so please do not follow the advice of peers. All of you are different people, with different needs and circumstances. What is appropriate for one may not be for another. Be sure to go to faculty for advisement and develop a relationship with your advisor.

## **Frequently Asked Questions**

### **About Coursework and Advisement... Continued**

***I took some courses as an undergraduate that I think fulfill program/certification requirements. Will these credits transfer?***

Teachers College does not permit transfer credits at the M.A. level.

***Can I take more than the identified number of credits for my program?***

Yes. Each of our M.A. degrees requires a minimum number of points but you can graduate with more than the minimum.

### **About the Field Experiences for Initial Certification students...**

***I know I want to work with infants. Can all 3 field placements be in infant settings, or at the same site?***

Unfortunately, that is not possible. Please remember the completion of our program certifies you to teach children from birth to age 8. Whether or not you plan to do so, we must prepare you accordingly.

***I completed a student teaching term as an undergraduate. Can this count as one of the placements required by NYS and the program?***

Unfortunately, we cannot accept student teaching experiences that we have not supervised. However, your prior experience will certainly support the student teaching you will complete within this program.

***I have just finished my first term of student teaching and I LOVED IT! I would like to remain with this placement and I have the support of my co-operating teacher and principal to do so. Is this possible?***

Unfortunately not. New York State requires that you complete placements at different sites and requires that you have experience working with students of different ages. In addition, in order to better prepare students to work with young children from birth to age eight across a variety of settings, we place them in two different settings.

**About Graduation**

*I am close to completing all of the course requirements for my degree, what do I need to do to ensure I graduate on time?*

*Prior to your final semester review your Degree Audit with your Advisor to ensure that you will meet the requirements for graduation.*

When you are ready to graduate, a **Degree Audit** must be filed with the Office of the Registrar. The form must be signed and emailed by your advisor. Please provide a copy to the Program Manager.

If you do not meet the deadline you may have to pay a late fee to the Registrar's Office ...and *run the risk of not graduating on schedule.*

<b>Master of Arts Degree Audit due to the Registrar</b>	<b>Graduation Date</b>
August 1	October
November 1	February
February 1	May

It is very important that you notify the Program Manager of any changes in your contact information in order for you to receive all program correspondence. It is the student's responsibility to respond to all official program communication.

## Forms, Forms, Forms

<b>FORM</b>	<b>PURPOSE/USE</b>	<b>Where can I find it?</b>
<b>Degree Audit</b>	Required for graduation. Specific deadlines listed at: <a href="http://www.tc.columbia.edu/registrar">http://www.tc.columbia.edu/registrar</a>	Your myTC account
<b>Student Teacher Packet</b>	Required every semester for Initial Certification Students in order to student teach. <b>This includes the Record of Student Teaching Hours.</b>	Office of Teacher Education & School-Based Services <a href="http://tc.columbia.edu/ote">http://tc.columbia.edu/ote</a> 411 Zankel
<b>CLEP Test College Level Examination Program</b>	The CLEP test can be used in lieu of completing undergraduate courses required for certification.	Office of Teacher Education & School-Based Services <a href="http://tc.columbia.edu/ote">http://tc.columbia.edu/ote</a>
<b>Program Planning Sheet</b>	This form allows you to keep a record of the courses that you have completed. Make sure that your advisor is aware of your progress in the program.	Early Childhood Office 302 B Zankel or advisor

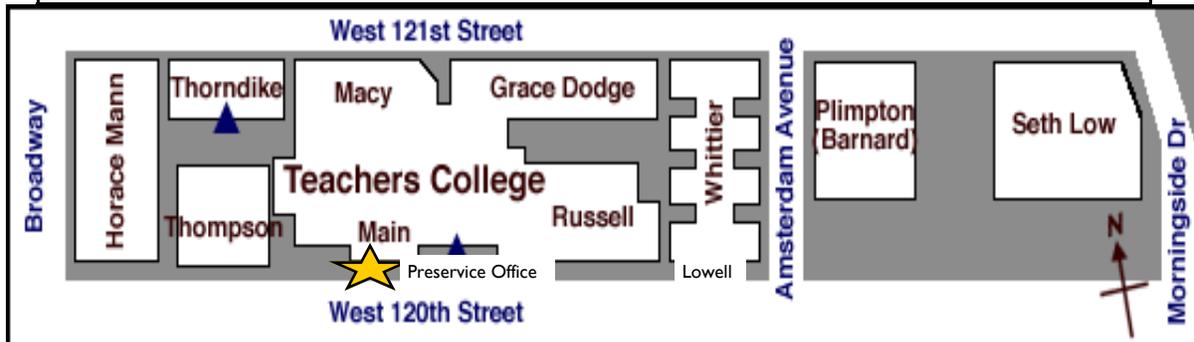
## Notes

## Notes

Date: May 2019

## Teachers College Contact Numbers

Academic Computing (Box 43)	(212) 678-3300	70 Grace Dodge
Admissions (Box 302)	(212) 678-3710	310 Thorndike
Bookstore (Box 17)	(212) 854-4131	2920 Broadway
Cafeteria (Box 29)	(212) 678-3168	Ground Level Grace Dodge
Curriculum and Teaching (Box 31)	(212) 678-3765	306 Zankel
Dean of the College (Box 54)	(212) 678-3050	122 Zankel
Early Childhood Education (Box 31)	(212) 678-3860	302 B Zankel
General Information	(212) 678-3000	
Office of Teacher Education & School-Based Support Services (Box 97)	(212) 678-3502	411 Zankel
Phone Registration	(212) 678-3200	
Registrar's Office (Box 311)	(212) 678-4050	324 Thorndike
Residence Halls (Box 312)	(212) 678-3235	Whittier 107
Student Accounts (Box 305)	(212) 678-3056	133 Thompson
Financial Aid Office (Box 309)	(212) 678-3714	134 Thompson
Student Activities and Programs (Box 42)	(212) 678-3690	160 Thorndike



5/10/19