

**Columbia
University
Bulletin**

The Faculty of Medicine
Programs in Occupational Therapy
2009-2010

**To communicate with the
Program**

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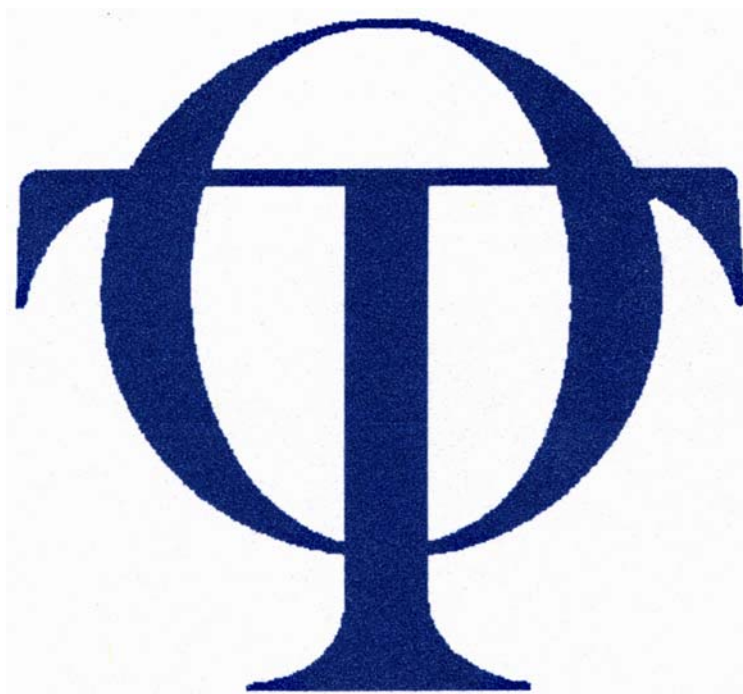
Limitations of Bulletin

This bulletin is intended to provide information to guide Columbia University students. While every effort has been made to ensure the accuracy of the information contained herein, accuracy cannot be absolutely guaranteed, and anyone who needs to rely on any particular matter is advised to verify it independently. The contents of this bulletin are subject to change, and the Programs reserve the right to depart without notice from any policy or procedure referred to in this bulletin, or to revise and amend this bulletin in whole or in part at anytime. This bulletin is not intended to and should not be regarded as a contract between the University and any student or other person.

TABLE OF CONTENTS

ADMINISTRATION AND FACULTY	4
HISTORY	7
PROGRAMS IN OCCUPATIONAL THERAPY	8
MASTER OF SCIENCE DEGREE (PROFESSIONAL / ENTRY-LEVEL)	9
ADMISSION REQUIREMENTS	10
DEGREE REQUIREMENTS	11
PROGRAM OF STUDY	12
COURSES OF INSTRUCTION	13
OUTLINE OF THE PROGRAM: M.S. Degree (Professional) Program	20
DUAL DEGREE: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY/ MASTER OF PUBLIC HEALTH.....	21
ENTRY LEVEL (PROFESSIONAL) MS/MPH Program	21
ADMISSION REQUIREMENTS	22
DEGREE REQUIREMENTS	22
COURSES OF INSTRUCTION	23
OUTLINE OF THE PROGRAM	24
DOCTOR OF EDUCATION IN MOVEMENT SCIENCE AND OCCUPATIONAL THERAPY	27
ADMISSION PROCEDURES	27
DEGREE REQUIREMENTS	28
COURSES OF INSTUCTION	29
ACADEMIC STANDARDS FOR OCCUPATIONAL THERAPY.....	31
GRADES AND CREDIT	31
ACADEMIC AND CLINICAL INTEGRITY	32
ESSENTIAL FUNCTIONS FOR OCCUPATIONAL THERAPY STUDENTS	33
CLINICAL SITES FOR FIELDWORK EDUCATION.....	33
ADMISSION PROCEDURES.....	37
ACCEPTANCE FEE	37
HEALTH EXAMINATION AND LIABILITY	37
INTERNATIONAL STUDENTS	38
NONDEGREE STUDENTS	38
THREE-TWO PROGRAMS	38
REGISTRATION AND EXPENSES	39
REGISTRATION	39
AUDITING COURSES	40
FEES.....	40
ESTIMATED EXPENSES	42
HOUSING	43
ON-CAMPUS HOUSING	43
PARKING	44
APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE	44
TRANSCRIPTS AND CERTIFICATION	44
FINANCIAL AID.....	45
TYPES OF ASSISTANCE	45

OTHER SOURCES OF AID	47
STUDENT EMPLOYMENT	50
STUDENT LIFE	50
OFFICIAL REGULATIONS	55
CAMPUS SAFETY AND SECURITY	63
CAMPUS MAPS	64
COLUMBIA UNIVERSITY MEDICAL CENTER	64
MORNINGSIDE CAMPUS	64
ACADEMIC CALENDAR, 2009-2010	64
FALL 2009	65
SPRING 2010	65





COLUMBIA UNIVERSITY MEDICAL CENTER

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COLUMBIA UNIVERSITY MEDICAL CENTER

The Programs in Occupational Therapy are part of the College of Physicians and Surgeons, one of the nation's oldest medical schools, founded in 1767. The College is located in northern Manhattan, in the world's first academic medical center. The medical center comprises about twenty acres, extending from West 165th Street to West 173rd Street, and from Audubon Avenue to Riverside Drive; it encompasses the Columbia University campus of the New York Presbyterian Hospital and its subdivisions, and the New York State Psychiatric Institute. The Medical Center includes the College of Physicians and Surgeons, the School of Dental and Oral Surgery, the School of Nursing, the Mailman School of Public Health, and the Centers for Arteriosclerosis Research, Geriatrics and Gerontology, Medical Informatics, Neurobiology and Behavior, Alternative/Complementary Medicine, and the Study of Society and Medicine, among many others.

Dramatic growth is occurring at the Medical Center's campus. In keeping with its mission as a research university, Columbia University has developed the Audubon Biomedical Science and Technology Park, which is New York's first bioindustrial research park. The park's first building, the Mary Woodard Lasker Biomedical Research Building, opened in October 1995. The second building, the Russ Berrie Medical Science Pavilion, was dedicated in May 1997. The Irving Cancer Center opened in 2004. The park is strategically important in enabling the University to advance its research program, strengthen links with industry, and revitalize the surrounding neighborhood. Now more than ever, students and patients benefit from a comprehensive array of teaching, clinical care, and research activities. At a single campus, the medical center has a world-class transplantation program and cancer center; women's, orthopedic, and children's hospitals; and an eye institute. Additional construction is underway to further meet the needs of the education, research, and clinical missions of the Health Science Campus.

HISTORY

The Programs in Occupational Therapy were established in 1941, a time with powerful implications for health professions. World War II accentuated the tremendous need for occupational therapists, and the polio epidemics of the 1930s and the 1940s further underscored the effectiveness of the occupational therapy profession. During the first four years, the programs were housed on the Columbia Morningside campus; in 1945, they moved to the Health Sciences campus as part of the Faculty of Medicine. From 1945 through 1968, the Programs in Occupational Therapy consisted of a baccalaureate program and a postbaccalaureate professional certificate program. In 1968, through a restructuring of the curriculum, the present professional level Master of Science Degree Program in Occupational Therapy was established; in 1977, the baccalaureate program was phased out. A curriculum development grant in 1981 supported the initiation of the postprofessional level programs leading to the Master of Science degree in Occupational Therapy Administration or Occupational Therapy Education, for therapists already certified at the baccalaureate level. In 1988, two joint degree programs were established with the Mailman School of Public Health offering a combined Master of Science in

Occupational Therapy/Master of Public Health for students at both the professional and postprofessional levels. More than 1,700 graduates constitute the alumni of these programs.

In 2007, a doctoral program, in collaboration with Teachers College, was launched. The Doctorate of Education (Ed.D.) in Movement Science with a specialization in Occupational Therapy is directed toward preparing the current and the next generation of leaders in Occupational Therapy (OT) with interests in movement-based areas of education. These leaders are expected to assume professorial roles in Universities and Colleges. The degree may lead to a tenure-track faculty positions emphasizing teaching and applied research; a Research Coordinator roles within a university, hospital, or clinic; or the role as Director/Administrator within a university or teaching hospital.

PROGRAMS IN OCCUPATIONAL THERAPY

Occupational therapy is a health profession concerned with individuals whose day-to-day performance is limited by physical injury or illness, psychosocial and/or emotional challenges, or developmental or learning disabilities. As members of a health team, occupational therapists provide special services that include evaluation, intervention, prevention, and health maintenance and consultation. Self-care, work, leisure, and play activities are used therapeutically to increase occupational performance, enhance development, and prevent disability. The occupational therapist focuses on the personal and environmental characteristics that affect all the different areas of human function. This includes fostering the development of skills needed for sensory integration, cognitive and psychological functioning, motor performance, and social interaction, and addressing personal issues that influence choices and behaviors to perform optimally in the environment.

Occupational therapy may be provided individually, in groups, or through social systems. Depending on the setting and each client's needs, occupational therapists work in consultation with other professionals including physicians, physical therapists, psychologists, social workers, speech pathologists, vocational counselors, and teachers. The employment outlook is excellent: occupational therapy continues to be among the top employment fields. There is currently a tremendous need for occupational therapists to work with clients of all ages in community health centers, halfway houses, home care, hospitals, rehabilitation centers and hospices, nursing homes, schools, and industry. Increasingly, occupational therapists are entering private practice and working with industry and corporations. Therapists are sought as clinicians, administrators, educators, and researchers in programs concerned with (1) prevention, health promotion, and health maintenance; (2) rehabilitation; and (3) daily living tasks and vocational adjustment.

The content of the educational programs in occupational therapy at Columbia University reflects the philosophical beliefs on which the profession is founded:

A person is an active being whose development is influenced by engagement in occupation. Content emanating from this belief focuses on normal development throughout the life span, including age related, role specific activity, as well as the structure and function of interrelated biological and behavioral systems.

Human life includes a process of continuing adaptation that promotes survival and self-actualization through mastery of life skills and satisfying performance of leisure time activities. This adaptation may be interrupted by biological, psychological, and environmental factors at any time in the life cycle. Courses in pathology and psychopathology address the conditions that prevent the individual from functioning adequately within the confines of a unique lifestyle.

Purposeful activity/occupation, including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Course content provides not only the theoretical rationale for using occupations to produce change in clients of all ages with diverse problems, but also the methods of intervention that can be used to assist patients with individual problem solving and help them develop their own ways of coping. The Programs in Occupational Therapy offer a series of programs leading to the following degrees:

Master of Science in Occupational Therapy (Professional, or entry level)

Master of Science in Occupational Therapy Administration or Education
(Postprofessional)

Master of Science in Occupational Therapy and Master of Public Health (Professional or Postprofessional)

Doctor of Education in Movement Science with a specialization in Occupational Therapy
(offered by and in collaboration with Teachers College of Columbia University)

Requirements for admission vary with the degree and with the program of study chosen. For specific admission criteria see Programs of Study. For additional information on our program, visit our website at www.columbiaOT.org.

MASTER OF SCIENCE DEGREE (PROFESSIONAL / ENTRY-LEVEL)

The purpose of the program is the preparation of competent occupational therapists who, by virtue of their graduate professional education, can enter the health care field primarily as clinicians, with beginning skills in research, administration, and education. The curriculum is based on the premise that students attain competence by learning how to learn independently.

Students come into this program with a strong foundation in the liberal arts, including the humanities and sciences. Professional education builds on and refines this knowledge

base and develops skills in the learner in concept formation, analysis, synthesis, and problem solving.

The professional occupational therapy program leads to the degree of Master of Science and is directed toward the development of master clinicians and leaders in the field. The benefits our program provides to students includes the establishment of a strong generic foundation followed by the acquisition of basic concepts of administration, supervision, and education, and by development of concepts and techniques in the scientific method.

The American Occupational Therapy Association (AOTA) is the national professional organization of occupational therapists that represents the interests and concerns of both practitioners and students. The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE is part of the American Occupational Therapy Association. Inquiries to either ACOTE or to AOTA may be directed to: American Occupational Therapy Association, 4720 Montgomery Lane, Bethesda, MD 20824, (301) 652 2682, www.aota.org.

Graduates of our program are eligible to sit for the national certification examination for the occupational therapist, administered by the National Board for Certification in Occupational Therapy (NBCOT). Successful completion of the examination qualifies the graduate to be an Occupational Therapist, Registered (O.T.R.). Occupational Therapy is regulated in all 50 states; however, state licenses are usually based on the results of the certification examination, which is given at testing centers year round throughout the country. Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. NBCOT provides an *early determination review* for any interested or concerned applicant. Inquiries may be directed to: NBCOT, 800 South Frederick Avenue, Suite 200, Gaithersburg, MD 20877-4150, www.nbcot.org.

ADMISSION REQUIREMENTS

Full-time and part-time students are admitted to all programs. Students in the entry-level program are admitted only in September. A “three year option” is available for students who wish to pursue the professional degree on a modified part item basis. Program plans for part-time students are determined by the program to assure a logical sequence for required courses. Continuous registration is expected of all students.

The program invites applications from students who hold a baccalaureate degree granted by a college or university of recognized standing. Prerequisites are: (a) a minimum of 6 credits (semester hours) in either separate courses or a combined one-year course in anatomy and physiology; a science course with a lab (if a lab is not included in A/P); a mechanical physics course (including movement and mechanics of movement) is recommended, but not required; (b) 9 credits in psychology, including a course in developmental psychology covering the life span from birth to death; (c) 3 credits in the social sciences, such as sociology or anthropology; (d) 3 credits in English composition or an equivalent writing course; (e) 3 credits of introductory statistics and (f) 3 credits in

humanities, such as literature, history, or philosophy. Current certification in community cardiopulmonary resuscitation is required by the time of matriculation. Prerequisite courses must carry a letter grade.

Courses not taken within 10 years of application will be evaluated at the discretion of the admissions committee. It may be necessary to repeat such courses.

The deadline for submitting applications is the beginning of January of each year. Check the application website for the exact date. Supplementary material, such as letters of reference and transcripts, must be submitted by January 31. Each applicant is required to submit three letters of reference on forms that are supplied by the program. International students are required to submit the results of the TOEFL, including the written portion of the test (TSE). The admissions committee may ask any applicant to come in for a personal interview.

Applicants must have prior knowledge of, or experience in, occupational therapy through observation, work, or volunteer experience.

In order to have an application considered for admission, at least half of the prerequisites in each category must be completed. If a student receives provisional acceptance on the basis of course work still in progress, satisfactory completion (a grade of B or better) of all outstanding courses must be attained prior to matriculation as an entering student. The admissions committee determines an applicant's ability to benefit from our program from the criteria identified in our application materials.

DEGREE REQUIREMENTS

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements must be completed in five years. Leave of absence: a student who must interrupt studies for an adequate reason such as sustained ill health or military service may be granted a leave of absence for a stated period, usually not to exceed one year. The student should apply in writing to the Director of Programs in Occupational Therapy and include in the application the specific reason for requiring the leave and the length of time requested.
2. A minimum of 63 points of approved course work, based on an average course load of 15 points a term for full-time students, and 10 points a term for students on the three year option plan.
3. Equivalency credit may be granted on an individual basis when a course equivalent to selected required courses has been completed at another approved institution within a five-year period. At the time of admission, the student should submit in writing a description of the course(s) and a content outline of the material completed. Prior to registration, a proficiency examination may be required in the challenged area. Equivalency credit may be granted to up to two courses.

4. Satisfactory achievement must be earned in all courses and on all fieldwork experiences in order to graduate from our programs. Please refer to the academic standards section of this bulletin.
5. A minimum of twenty-four weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, rehabilitation, maintenance, and remediation. All fieldwork requirements must be completed within twenty-four months following completion of all academic work.
6. Continuing development of appropriate professional behaviors is required for advancement throughout the occupational therapy program.
7. Successful completion of a master's project.
8. Maintenance of CPR certification.
9. Meeting and maintaining all medical and legal requirements of the University and of clinical sites are the responsibility of the student. Failure to meet or comply with these requirements may result in delay or termination of academic and/or clinical progression.

PROGRAM OF STUDY

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary. See Key to Course Listings.

The average student can expect to complete this program in twenty-four calendar months of full-time effort in classroom work, fieldwork experience, and independent study. Students can elect to take the three-year option and expect to complete the program in thirty-six months of uninterrupted academic and clinical work. Since most courses in each semester serve as prerequisites for subsequent semesters, the student in the three-year course of study must follow the plan of study determined in collaboration with the Program Director to assure a logical sequence of content.

The program is planned to enable the student to gain a mastery of knowledge in occupational therapy, and to practice skills and competencies required of the practicing therapist in this field; in addition, the student examines the principles and methods of leadership roles in health policy, supervision, education, and research. Faculty members work with the students as developers of learning environments and as resource people in collaborative problem solving.

The first year of the program and portions of the second year are directed toward development of the clinician role. Opportunities are available to build the desired competencies through two levels of field experience:

Level I, part-time fieldwork, is scheduled each term as concurrent experiences with the academic learning of a particular course. Two different patterns are followed, depending

on the objectives and/or content of a course: (1) students are assigned individually or in pairs to a facility throughout the term; or (2) students are assigned to a setting where they assume greater responsibility in determining the need for occupational therapy services. Each Level I fieldwork pattern is designed to reinforce the course objectives.

Level II fieldwork is generally scheduled as a full-time experience following completion of all academic work for the school year. Level II fieldwork must include a minimum of six months in two different settings. After faculty review, students are eligible to take their first Level II fieldwork either in the summer following the completion of all the first year requirements or at the end of the second year. While every effort is made to enable students to fulfill Level 2 requirements immediately following the didactic portion of the curriculum, the assignment is based on the availability of fieldwork sites. See Summer Session following first and second years.

The focus of the second year also allows the student to direct attention to the development of leadership skills in administration, communication, research, and education. These areas can be emphasized according to personal preference (see Outline of the Program).

A unique approach to the completion of a master's degree research project has been developed by the occupational therapy faculty. Students may choose to work collaboratively in a small team of students on a faculty driven research study; have the option of pursuing their own path of inquiry, under the supervision of faculty; or choose a sequence of courses offered in the occupational therapy program in which a research study is embedded. Students interested in the Ed.D. program may begin a research inquiry that can be further developed in the doctoral program. During the first semester, students are prepared in foundations of research methods and scientific inquiry, as well as practicing reading and evaluating research reports. In subsequent semesters, the research projects are carried out in a carefully structured sequence. All studies are presented in the final semester at our Annual Research Symposium.

Course sequence is given in the Outline of the Program. For electives and substitutions, students should consult the bulletins of Teachers College, the School of Public Health, and the Graduate School of Arts and Sciences.

COURSES OF INSTRUCTION

The capital letters indicate the curriculum for whose students the course is primarily offered:

KEY TO COURSE LISTINGS

Each course number consists of capital letters followed by four digits and the term designation.

H.P. Health Professions
(interdisciplinary courses)
O.T. Occupational Therapy
P.T. Physical Therapy
P.H. Public Health

The level of the course is represented by the first digit:

- 6 Graduate course, professional
- 8 Graduate course, postprofessional

The subject area of the course is represented by the second digit:

- 1 Biological sciences
- 2 Behavioral sciences
- 3 Medical conditions
- 4 Treatment modalities
- 5 Professional concepts and treatment
- 6 Clinical experience

Term Designations: x, y, and z

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and a z indicates the Summer Session.

O.T.M6101x
Human anatomy

Ms. Kane, Dr. Evander. 3 points.
Anatomy of the human body, with emphasis on joint and muscle structure and function, and peripheral nerves, including injuries and sequelae. Lectures and laboratory work, the latter based on prepared dissection of the human body.

O.T.M6103x,
Neuroscience

Dr. Mortera. 4 points;
The anatomy and physiology of the human nervous system are introduced with emphasis on understanding the neural basis of sensory processing, movement, emotion, and behavior, as well as the functional consequences of different types of lesions or dysfunction. Lectures include neuroanatomy;

development of the nervous system; function of central, peripheral, limbic, and autonomic nervous systems; motor control; sensation (vision, hearing, vestibular, somatosensation); and cognition. Labs emphasize an introduction to neurological assessments used in occupational therapy practice.

O.T.M6107y
Kinesiology

Mr. Todd Bryson. 3 points.
Application of knowledge of musculoskeletal anatomy, biomechanics, and psychology to the study of human motion. Emphasis on the analysis of movement in daily activity and principles of motor control. Instruction through lectures, movement laboratory, and problem solving seminars. Additionally, this course has a lab component that teaches the assessments and techniques most commonly used in occupational therapy practice including range of motion (ROM) and manual muscle testing (MMT).

O.T.M6140
Indirect service

Professor Tupe. 2 points.
This year-long course explores the role of the occupational therapist in indirect service. Emphasis is placed on the role of the consultant, community needs assessment, designing programs, developing programmatic objectives, and introducing grantsmanship.

O.T.M6212x
Group dynamics

Professor Raphael. 2 points.
A seminar-laboratory designed to familiarize the student with the basic principles underlying group process and behavior, and the role of group dynamics in treatment.

OCCT M65201**Clinical Conditions**

Dr. Mortera, Dr. Salvant, Dr. Gillen.
3 points.

This course provides a basic understanding of disease or injury to the systems of the human body, including but not limited to the musculoskeletal and nervous systems. The lectures will cover the etiology, pathology, symptomatology medical management and prognosis of a variety of disorders most commonly seen by occupational therapists. Labs emphasize an introduction to ADL assessments (bed mobility and transfers).

H.P.M8200x,y,z1**Research advisement**

Faculty Advisers. 0 points.

Students must register for 0 points of continued advisement for each additional term required for completion of the approved protocol of the master's project.

O.T.M6438y**Occupation as natural human phenomena, I: products and processes**

Ms. Butin. 3 points.

Exploration of activities as natural human phenomena. Acquisition of selected activities skills involves the exercise of judgment, creativity, and self-reliance. The student is both a participant in and observer of the activities process.

O.T.M6511x Clinical Reasoning

Mr. Tomlinson. 1 point.

Examine your own thought processes related to clinical reasoning as a developing occupational therapist. An opportunity to reflect upon different modes of reasoning while working with

clients will lead to comprehensive evaluations, collaborative planning, and effective implementation of interventions. Exploration of interpersonal skills and counseling techniques to enhance rapport, empathy, and motivation of clients will be emphasized.

O.T.M6530x**Issues and approaches in health policy and management**

Dr. Salvant. 2 points.

Overview of the issues that affect occupational therapy practice and patient care. Health policy and health care delivery and its affect on the health status of a population will be explored.

O.T.M6551x**Professional foundations**

Dr. Salvant. 3 points.

Overview of the foundation and scope of practice in occupational therapy. Focus on self development of student for professional roles and functions through individual and group experiences. Simultaneous Level I fieldwork experience introduces the student to occupational therapy practice in a variety of settings.

O.T.M6553y**Principles of evaluation and intervention for mental health**

Ms. Raphael. 5 points.

Theories relating to occupational therapy within the field of mental health are explored through application to fiction, autobiography, film and case studies. Evaluation, planning, and intervention strategies are presented in interactive learning and seminar sessions and practiced in Level I fieldwork experiences.

O.T.M6554y
Prevention and rehabilitation with older adults: Level I fieldwork and seminar

Ms. Simon. 3 points.

Further practice with prevention and treatment approaches for elderly persons through Level I fieldwork experiences and a seminar in group problem solving/clinical reasoning. Emphasis on developing advocacy and leadership skills.

O.T.M6555x
Prevention and rehabilitation with older adults

Ms. Simon. 3 points.

Introduction to individual and group assessment and treatment approaches in meeting the needs of older adults; analysis of normal aging and disease states; introduction to indirect service roles (administration, consultation, and education) in service agencies for older clients. Level I fieldwork and seminar.

O.T.M6556x
Occupational therapy with children, I

Ms. Tupe. 2 points.

Using both lecture and experiential labs, the focus of this course is on the foundation of pediatric OT practice. Topics include analysis of typical and atypical occupational performance, methods of pediatric assessment, theoretical frameworks and service delivery systems.

O.T.M6557y
Occupational therapy with children, II

Ms. Tupe. 4 points.

General principles of occupational therapy intervention for the child with disability and developmental

dysfunction. Specific theories of intervention, including but not limited to, developmental, neurodevelopmental, sensory integration, coping, and behavioral approaches are reinforced and applied to the intervention process of planning, implementation and re-evaluation. Concurrent lecture, laboratory, and Level I fieldwork.

O.T.M6563x
Evaluation and intervention of physical disabilities, I

Dr. Gillen. 5 points.

Emphasis on the biomechanical and rehabilitative approach to evaluation and treatment. Includes splinting, prosthetics, adaptive equipment, activities of daily living, and therapeutic intervention with clients with specific diagnostic characteristics. Laboratory experiences and simultaneous Level I fieldwork.

O.T.M6564y
Evaluation and intervention of physical disabilities, II

Dr. Gillen. 4 points.

Emphasis on motor control, cognitive-perceptual, and learning theories as they relate to occupation based treatment. Evaluation and treatment applications for clients with various neurological deficits presented in seminar discussion, case study, problem solving, and laboratory experiences. Special attention to new developments in the area of physical disabilities.

O.T.M6571x
Research methods

Dr. Gutman. 2 points.

Introduction to methods of scientific inquiry, including variable definition and the analysis and interpretation of data. Refinement of skills of critiquing the

literature, formulating research questions and hypotheses, and proposing designs for conducting studies.

O.T.M6572y

Evidenced Based Practice I

Dr. Gutman. 2 points.

Provides opportunities to learn how to review and to critique research in or related to occupational therapy in terms of both research objectives and design. Facilitates development of beginning proposal writing skills required for the master's project. Practice in working collaboratively as part of a faculty-student research team.

O.T.M6573

Evidenced Based Practice II

Dr. Gutman. 1 point.

Encourages the development in becoming both a professional consumer and a provider of research in the practice of occupational therapy in weekly seminars. In collaboration with the faculty adviser, the student continues the study of the approved topic.

O.T.M6574

Masters Project

Dr. Gutman & Faculty advisors. 2 point.

In collaboration with the faculty adviser, the student completes the study of the approved topic, collects and analyzes data, and evaluates results. A final written report and participation in annual interdisciplinary research day are required.

O.T.M6578y

Psychopathology

Ms. Raphael. 2 points.

Review of symptoms, evaluations, and classification of psychopathology. Introduction to state of the art psychopharmacological and

psychotherapeutic treatment of mental illness by experts in the field.

O.T.M6653z

Level II fieldwork A: evaluation and intervention of clients with mental health problems

Ms. Pamela Miller and clinical supervisors. 0 points.

Prerequisite: O.T.M6553 and all other first year courses or their equivalents. Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing intervention, and reporting results. Full time for three months.

O.T.M6663x,y,z

Level II fieldwork B: evaluation and intervention of clients with physical disabilities

Ms. Pamela Miller and clinical supervisors. 0 points.

Prerequisite: O.T.M6563 and all other second year courses or their equivalents. Supervised field experience with clients, applying evaluative techniques, interpreting findings, planning and implementing intervention, and documenting results. Full time for three months. The following elective may be taken following the preceding course:

O.T.M6680x,y,z

Level II fieldwork C: Special Interest

Ms. Pamela Miller and clinical supervisors. 0 points.

Prerequisite: completion of all course work and Level II fieldwork A and B. A field experience is individually planned to enrich the student's background in accordance with his or her needs and interests. Opportunities are provided to develop clinical skills with specialty age or diagnostic groups (e.g., pediatrics, gerontology, hand dysfunction) or to

develop indirect service skills in administration or research.

O.T.M6685

Continuing Level II fieldwork: A, B or C; x,y,z 0 points

For students whose Level II fieldwork bridges two semesters. Students will receive the mark of I (Incomplete) for the first semester. When the course is completed, the actual grade will be entered for both course numbers. Students will be registered for 0 points but will be charged the standard \$400 Clinical Education Tuition.

Electives

Students are required to take at least one elective offered in the occupational therapy program. While the course offerings for these electives change each year, the following may be on the roster:

OTM6105

International Service Learning

Ms. Tupe, 1-2 pt.

This course provides students with experiential learning in an international environment. Students gain knowledge relating to cultural aspects of health, well being and occupation and apply concepts of cultural competence to the occupational therapy process, health education and program development within a particular socio-cultural context.

OTM6240y

Manual Techniques to Promote Function

Dr. Gillen, 1 point

This course will focus on advanced adjunctive techniques that can be used in preparation for and in conjunction with functional activities. Specific techniques will be reviewed and practiced.

Particular emphasis will be placed on clinical decision making regarding when and with whom these techniques should be used.

OTM6300

Car Fit

Dr. Falk-Kessler, 1 point

This elective focuses on introducing students to CarFit[®] a program collaboratively sponsored by AOTA, AAA, and AARP. Students will learn about the car as an environment, how to evaluate one's "fit", and how to implement an environmental change.

OTM6440x

Occupation in the community

Ms. Butin, 1 point.

Prerequisite: O.T.M6438. This elective will offer students an opportunity to explore and understand the multitude of needs for community-based elders who are determined to remain at home and active in their community. Attention to caregivers is addressed.

OTM6449y

Neonatal Intensive Care Unit (NICU)

Ms. Tupe and NICU staff, (1 point)

This course combines lecture, observation and case discussion related to the changing medical aspects of the NICU and the role of the therapist on the NICU.

OTM6455**An Introspective look at Cultural Diversity**

Dr. Salvant , 1 pt.

This course provides an in-depth exploration on how culture and cultural beliefs and values impact treatment, health policy and society as a whole.

OTM6470y**Writing for Publication**

Dr. Chen, 1 point

This course is designed to introduce students to different venues for publishing. Students are guided through the process of developing a manuscript to preparing a ready-to-submit publication.

OTM6480y**Working in the Educational Environment**

TBA, 1 point

This course delineates the role of the occupational therapist in the educational environment. The impact of legislation and primary legal provisions on models of service delivery are explored. Educationally relevant evaluation, assessment, goal development, IEP construction and implementation, and intervention strategies are examined.

OTM6525**Interdisciplinary Health Promotion**

TBA , 1 pt.

This interdisciplinary, experiential course designed to enhance knowledge and skills to assess clients' readiness to change health behaviors, intervene effectively to motivate clients to accept treatment, collaborate as a member of a team; and promote clinical reasoning.

OTM6535y**Frames of Reference: Deconstruction and Utilization in Occupational Therapy.**

Dr. Mortera, 1 point

This elective will provide useful strategies for analyzing in depth how frames of reference are presented, utilized relative to their adequacy and appropriateness, and tested in applied or clinical settings.

O.T.M6550x**Teaching assistantship**

Faculty Advisers. 1 point.

A few opportunities are available for students recommended by the faculty to assist with components of instruction. Assistantships are associated with Neuroscience, Anatomy, and Psychopathology.

OTM6565x,y**Ethical Dilemmas, 1 pt.**

Dr. Falk-Kessler

The purpose of this elective is to begin to develop the skills of ethical reasoning and decision making. Through the use of self reflection, case examples, and ethical problem solving, students will begin to understand ethical principles and how these are applied in a variety of settings.

O.T.M6580x**Assistive technology**

Ms. Colangelo. 1 point.

This course explores the problem-solving method used to adapt, modify, or create an environment that will enhance and optimize a client's abilities. Emphasis will be placed on materials, processes, and the use of tools and equipment that a therapist could use in a clinical setting. The design component of this course allows the student to exercise creativity while solving technical problems.

OUTLINE OF THE PROGRAM: M.S. Degree (Professional) Program

FIRST YEAR

FALL TERM

	POINTS
O.T.M6101: Human anatomy	3
O.T.M6103: Neuroscience	4
O.T.M6212: Group dynamics	2
O.T.M6551: Professional foundations	3
O.T.M6571: Research methods	2
O.T.M6578: Psychopathology	2
Total Points:	16

SPRING TERM

	POINTS
O.T.M6520: Clinical Conditions	3
O.T.M6107: Kinesiology	3
O.T.M6438: Occupation: products and processes	3
O.T.M6510: Clinical Reasoning	1
O.T.M6553: Mental health	5
O.T.M6572: Evidence Based Practice I*	2
Total Points:	17

* This research sequence may be substituted with the research course sequence to be offered in Spring of first year, Fall of second.

SUMMER SESSION

	POINTS
O.T.M6653: Level II fieldwork A: mental health	0

SECOND YEAR

FALL TERM

	POINTS
O.T.M6530: Health policy and management	2
O.T.M6555: Prevention and rehabilitation with older adults	3
O.T.M6556: Occupational therapy with children, I	2
O.T.M6563: Physical disabilities, I	5
O.T.M6573: Evidence Based Practice II *	1
O.T.M6140x: Indirect service	1
O.T.M.xxxx: Electives	1
Total Points:	15

SPRING TERM

	POINTS
O.T.M6140y: Indirect service	1
O.T.M6554: Occupational therapy for older adults: Level I fieldwork and seminar	3
O.T.M6557: Occupational therapy with children, II	4
O.T.M6564: Physical disabilities, II	4
O.T.M.xxxx: Electives	1
O.T.M6574: Master's project *	2
Total Points:	15

SUMMER SESSION

	POINTS
O.T.M6663: Level II fieldwork B: physical disabilities	0
Elective-O.T.M6680: Level II fieldwork C: special interest	0

DUAL DEGREE: MASTER OF SCIENCE IN OCCUPATIONAL THERAPY/ MASTER OF PUBLIC HEALTH

As the mandate for delivery of health care evolves in directions of increased efficiency and cost effectiveness, demands on the occupational therapist as a manager and decision maker continue to evolve as well. Within a brief period of time following graduation, the occupational therapist's role may expand beyond departmental tasks to include related areas involving the analysis and evaluation of services needed for special populations. These roles call for additional education to incorporate knowledge and principles for addressing the health needs of a larger public. In response to this demand, the Programs in Occupational Therapy and the Joseph L. Mailman School of Public Health have jointly established a program of study which leads to two degrees. The dual degree program has been developed to prepare occupational therapists to function effectively as leaders in the changing health arena by combining their skills with those of the public health professional.

The Dual Degree Program interfaces with the existing Professional (entry) level Program in Occupational. The M.S./M.P.H. Program prepares occupational therapists to:

1. emphasize prevention and public planning principles, as well as those of rehabilitation;
2. consider more flexible arenas for care;
3. contribute to interdisciplinary health care policy;
4. apply specialized technical knowledge of such areas as database management and epidemiological aspects of abnormal development to leadership positions as community program planners, client advocates, and participants in health care decision making.

ENTRY LEVEL (PROFESSIONAL) MS/MPH Program

The Dual Degree Program requires a minimum of 93 points over three years, including two summers. Students take the required core courses in both programs. Dual degree students combine Public Health and Occupational Therapy courses as part of their entry level education. Students will primarily be enrolled in the occupational therapy program for the first two years. In the third year, students enroll in the Mailman School of Public Health to complete their coursework.

At the completion of the Dual Degree Program students are eligible to sit for the national certification examination as occupational therapists.

A full description of the professional program begins on page 9.

Required courses in occupational therapy and public health are listed for both professional and postprofessional level.

For the professional Master of Science in Occupational Therapy, 55 points of required course work are in occupational therapy, while the M.P.H. (in the Division of General Public Health) includes 15 to 16 points of required course work in public health. Overall, students complete a minimum of 55 credits in occupational therapy and a minimum of 38 in public health.

Each degree includes a given number of required courses and electives. These are listed below. Course descriptions for occupational therapy are in the Program of Study. Course descriptions of Public Health required core courses are given below. See the bulletin of the School of Public Health for all other courses.

ADMISSION REQUIREMENTS

Students must make separate application to the Programs in Occupational Therapy and the Mailman School of Public Health. This may be done simultaneously or after acceptance into the Occupational Therapy Program. In that circumstance, application to the School of Public Health must be made no later than mid-fall of the first year of the Occupational Therapy Program for admission in the spring term. It is suggested that students interested in the dual degree program contact the dual degree advisor from the occupational therapy program.

For the Programs in Occupational Therapy admission requirements, see page 11.

Please note: Dual degree students who apply to the Mailman School of Public Health prior to beginning occupational therapy coursework in the Fall semester of their first year receive the most benefit and can take advantage of the modified program.

DEGREE REQUIREMENTS

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements for both degrees must be completed in five years.
2. A minimum of 93 points of approved work, based on an average course load of 15 points a term for fulltime students, and 8 points a term for part-time students.
3. Equivalency credit: see page 12.
4. Minimum course requirements in areas of basic competency in occupational therapy must be completed by all candidates: biological sciences, behavioral sciences, pathology, activities, and occupational therapy evaluation and treatment procedures.

5. Minimum course requirements in public health include five core courses in health policy and management, biostatistics, P6103 or P6104, epidemiology, environmental health sciences, and sociomedical sciences, plus a distribution of concentration area and elective courses plus a public health practicum. [Some core courses may be waived, depending upon the division. Please refer to the School of Public Health Bulletin.]

6. A minimum of twenty-four weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, maintenance, and remediation. All fieldwork requirements should be completed within twenty-four months following completion of academic work.

COURSES OF INSTRUCTION

The following are core courses required by the School of Public Health. They are generally offered twice a year. For all other occupational therapy course descriptions, see pages 14-21. For all other public health courses, consult the bulletin of the School of Public Health.

Public Health P6103

Biostatistics

5 hours a week. 3 points.

Topics include: mass data of the health fields; the content of vital statistics; methods of collecting, tabulating, and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the concept of correlation.

Public Health P6104

Introduction to biostatistical methods

6 hours a week. 4 points.

An enriched core course for biostatistics majors and other master's students who expect to take advanced biostatistics or epidemiology courses. It covers at greater depth all the topics in Public Health P6103.

Public Health P6300

Environmental health sciences

3 hours a week. 3 points.

An introduction to preventive health practices with an emphasis on environmental factors. Review of basic public health concepts as they relate to disease causation and prevention. Toxicology, especially carcinogenesis, is stressed. In cooperation with other divisions, tropical diseases and the implications of population growth are discussed. Available techniques of preventive practices, such as controlling the quality of air, water, and consumer products, are described for both the workplace and the general environment. Lectures are followed by discussion groups. Examinations.

Public Health P6400

Principles of epidemiology, I

3 hours a week. 3 points.

Prerequisite or corequisite: Biostatistics P.H.P6103 or P.H.P6104. The concepts, principles, and uses of epidemiology. Epidemiologic analysis of the

determinants of health and disease. Study of particular diseases to illustrate the descriptions of their distributions and courses, the analysis of their causes, and approaches to prevention and control. In the main, teaching is in autonomous small group seminars. Research paper, examination, and student participation. Lectures, seminars, and exercises.

Public Health P6530
Issues and approaches in health policy and management

3 hours a week. 3 points.

This course focuses on policy and management issues that affect all health care practitioners. How is the health care system organized? Who pays the health care bill? Why have efforts to enact national health insurance failed? What are the key issues on the nation's long-term care policy agenda? What role does government now play in the US health

care system (and how do different levels of government share these tasks)? How can government encourage good quality care? It is taught in both Executive and traditional formats.

Public Health P6700
Introduction to sociomedical sciences

2 hours a week. 3 points.

This course, or an alternate selected from the list approved by the sociomedical sciences division, satisfies the sociomedical core requirement for the M.P.H. degree. A critical review of research illustrating the application of social science concepts and methods to health and health care. Issues include the effect of social and psychological factors (such as cultural and ethnic influences, social networks, social class, personality, and stress) on health and health behavior.

Following are examples of additional public health courses of interest to occupational therapy students. The 8000 level courses may have prerequisites (refer to the bulletin of the School of Public Health). Courses would be chosen according to the student's public health concentration, and in consultation with an academic adviser:

- P6010 Educational interventions in the health care system
- P6110 Statistical and computer methods in health data
- P6538 Current issues in mental health planning and administration
- P6513 Hospital organization and management
- P8403 Nutritional epidemiology
- P8426 Assessment of adult psychopathology
- P8465 Epidemiology of HIV and AIDS
- P8711 Women and health
- P8720 The changing roles of health professionals
- P8750 Health problems of African Americans

OUTLINE OF THE PROGRAM

Minimum of 93 Points: 55 in Occupational Therapy, 38 in Public Health [M.S./M.P.H. Degree (Professional) Program: Full Time].

This is a general outline that may be modified depending on individual circumstances. Students who are accepted to the School of Public Health prior to matriculation in the Occupational Therapy Programs may follow a different academic sequence. All dual degree students finalize their academic programs with the designated academic advisor.

FIRST YEAR

FALL TERM	POINTS
O.T.M6103: Neuroscience	4
O.T.M6101: Human anatomy	3
O.T.M6212: Group dynamics	2
O.T.M6551: Professional foundations	3
O.T.M6578: Psychopathology	2
O.T.M6571: Research methods	2
Total points	16

SPRING TERM	POINTS
O.T.M6107: Kinesiology	3
O.T.M6520: Clinical Conditions	3
O.T.M6438: Occupation: products and processes	3
O.T.M6553: Mental health	5
O.T.M6572: Evidenced Based Practice I (O.T.M6510: Clinical Reasoning, I)**	2
Total points	17

SUMMER TERM*	POINTS
Level II fieldwork and/or P.H.: Electives	0 12
Total points	0-12

SECOND YEAR

FALL TERM	POINTS
O.T.M6530: Health policy and management	2 -4
P.H.6530: Issues and approaches in health policy and management	2-3
O.T.M6555: Prevention and rehabilitation with older adults	3
O.T.M6556: Occupational therapy with children, I	2
O.T.M6563: Physical disabilities, I	4
O.T.M6573: Evidenced Based Practice II**	1
P.H. Elective or Core Course	2-3
O.T. Elective	1-2
Total points	16-18

SPRING TERM	POINTS
(O.T.M6140: Indirect service)**	
O.T.M6554: Occupational therapy with older adults	3
O.T.M6557: Occupational therapy with children, II	4
O.T.M6564: Physical disabilities, II	4
P.H. Core course	3
O.T.M6574: Master's project*	2
Total points	15

SUMMER TERM	POINTS
Level II fieldwork A	0
and/or	
P.H. Electives	12
Total points	0-12

THIRD YEAR

FALL TERM	POINTS
Level II fieldwork	0
and/or	
P.H. Core course	6
P.H. Electives	8
Total points	0-14

SPRING TERM	POINTS
P.H. Practicum	0-1
Level II fieldwork	0
Level II fieldwork (optional)	0
P.H. Core electives	3-6
P.H. Electives	3-6
Total points	6-13

DOCTOR OF EDUCATION IN MOVEMENT SCIENCE AND OCCUPATIONAL THERAPY

Columbia University's Programs in Occupational Therapy has teamed with the Movement Science/Kinesiology Program at Teachers College, Columbia University, to offer a unique program leading to the **Ed.D. in Movement Science with a specialization in Occupational Therapy**. This program will allow students who already have a Masters in Occupational Therapy and clinical experience to gain from combining study in both areas. Students take core and research preparation course work in the movement science program, and coursework in the occupational therapy program. The research would be carried out largely under the supervision of occupational therapy faculty, with the additional support of movement science faculty.

This degree is directed toward preparing the current and the next generation of leaders in occupational therapy with interests in movement and daily function. These leaders will assume professorial roles in universities and colleges within departments of occupational therapy. The degree may lead to:

- Tenure-track faculty position in occupational therapy departments emphasizing teaching and applied research.
- Research Coordinator (university, hospital, clinic)
- Director/Administrator (university, teaching hospital)

Students enrolled in the Ed.D. Program will have an opportunity to integrate and contribute to basic and applied science as it relates to occupational therapy and movement science.

Broad areas of research fall under the following categories:

- How movement and posture support participation in daily living.
- Movement impairment and its impact on functional daily living skills.
- Development and testing of real world / ecologically valid assessments of motor function.
- Development and testing of occupation-based practice guidelines.

Examples of current and potential areas of specific research foci include:

- The role of perception, motor, and cognition in the context of daily living.
- How mental imagery and practice affects recovery after central nervous system dysfunction.
- Vestibular, sensory, and motor impairment as manifested in patients with psychiatric disorders, and its impact on participation in daily living.

ADMISSION PROCEDURES

Application for the Ed.D. in Movement Science with a specialization in Occupational Therapy is made on line by visiting the following website:

www.tc.columbia.edu/admissions. At the time of application, candidates should have a

well thought-out area of research that should be discussed as part of the required essay for admissions.

Once the application is submitted, candidates are evaluated by a committee with membership from the Program in Movement Science and Programs in Occupational Therapy. Admission to the Ed.D. program will be based upon (a) academic performance at the undergraduate and graduate levels; (b) research capability; (c) commitment to graduate study; and (d) potential for professional contribution.

Interviews are required, and will be set up by the admissions committee.

Any interested candidate who does not already have an earned Masters degree may be eligible for a postprofessional course of study in occupational therapy education or administration. Contact Dr. Glen Gillen, Associate Director of Occupational Therapy, for information and advisement.

DEGREE REQUIREMENTS

Students in the Ed.D. program in Movement Science with a specialization in Occupational Therapy have a unique opportunity to study with faculty of both programs. Although students are enrolled in Teachers College, each is assigned an academic advisor from the Programs in Occupational Therapy, who, in collaboration with the faculty of TC, plan out a program of study that combines the science of motor learning within the context of occupation. Students in this program are expected to maintain continuous enrollment.

Coursework is taken on both campuses. As per university policy, the Ed.D. requires 90 credits beyond the bachelor's degree. Since most students with entry-level masters in OT have at least 45 graduate credits in related areas, we expect that 45 credits will be transferred in from another qualified institution and that the doctorate will be comprised of approximately 45 credits beyond the existing Masters. The credit allocation is to be shared among the existing programs in Movement Sciences and Occupational Therapy.

Summary Of Credit Point Distribution By Area

Teachers College:

Movement Science: (15 points)

Research Preparation: (9 points)

Occupational Therapy (15 points)

Electives (6 points)

Thesis

Ongoing Evaluation of Doctoral Students. At least once a year, the progress of doctoral students is formally reviewed by at least two faculty members (one from occupational therapy and one from movement sciences) who then meet with the student to discuss their evaluation and give advice.

Certification Examination. This examination covers the research area of the student's dissertation work. The student will prepare a bibliography of material to be covered and will have it approved by the sponsor (OT faculty member) and one member of the movement science faculty, both of whom will prepare and evaluate the exam. Successful performance on the certification examination will be required prior to formal review of the dissertation proposal.

Dissertation Proposal. The student submits a dissertation proposal to the faculty in occupational therapy/movement science. The dissertation proposal should include pilot work. Upon acceptance of the dissertation proposal, continuous enrollment is required (comparable to three points of credit or non-credit dissertation advisement) until the successful completion of the degree.

Preparation and Defense of the Dissertation. The final oral defense of the dissertation involves a specially appointed committee of at least four faculty members including the sponsor (from the OT faculty), a movement science faculty member, a second person from the OT faculty and an out of department representative from Teachers College.

COURSES OF INSTRUCTION

Students are expected to take a series of required and elective courses from both programs. Courses can be selected, in collaboration with one's advisor, from the following roster offered by Teachers College / Movement Science. Please refer to their catalogue for course descriptions:

BBSR 4060 Motor learning
BBSR 4161 Motor learning laboratory
BBSR 4050 Analysis of human movement
BBSR 6564 Advanced topics in neuromotor processes
BBSR 5860 Motor Learning Conference
BBSR 6563 Movement sciences conference seminar
BBSR 5504 Research Training in Motor Learning & Control
BBSR 5582 Research design in the movement sciences
HUDM 4122 Probability and statistical inference
HUDM 5122 Applied regression analysis
HUDM 5123 Linear Models and Experimental design

Courses can be selected, in collaboration with one's advisor from the following roster offered by Occupational Therapy:

O.T.M8100x
OTM8100 Theories Underlying Practice
Dr. Falk-Kessler. 2 points.

Presentation of philosophical and historical foundations for linking health and occupation with occupational therapy theories. Examination of

concepts and approaches used in current practice to explain the relationship between theory and application. Formulation of theoretical model applicable to student's own practice and eventual research.

O.T.M8101y

Advanced theories of intervention

Dr. Gillen. 3 points.

Prerequisite: O.T.M8100. This course builds on the first semester and provides additional opportunity for linking theory, practice, and research. Through an approach that combines critical analysis and clinical reasoning, the student critiques intervention approaches from the literature and own practice and develops strategies for designing theoretically sound intervention programs.

H.P. M8510x

Methods of teaching in health care

Dr. Gutman. 3 points.

Models of curriculum design and learning theories applicable to learners with different backgrounds and levels of preparation. Development of specific learning modules for use in academic and/or health care settings along the continuum of care. Opportunity for practice and evaluation of teaching strategies: the case-study method, role-plays, audiovisual aids, and problem solving.

H.P.M8530y

Multidimensional assessment of older adults

TBA. 3 points.

Emphasizes multidimensional assessment through an interdisciplinary approach to care. Students are familiarized with a variety of standardized instruments assessing

cognitive, physical, psychosocial, and environmental factors affecting functional ability. Application of evaluation results to treatment planning and program development in different settings.

OTM8565 Measurement

Dr. Chen 3 points.

This course will introduce the students the fundamental principles of measurement in health sciences with application to occupational therapy and medical rehabilitation. We will review important principles of traditional (classical) test theory and learn the principles of latent trait theory and in particular, the Rasch models. We will also review current outcome assessments used in clinical research.

In addition, the following courses may be offered:

O.T.M8200x,y,z* Research

Advisement

OTM8520 xyz Administrative Practicum

OTM8530 Evidenced Based Practice

OTM8590 Grantsmanship/Program Evaluation

OTM Clinical Reasoning

OTM Applied Clinical Reasoning Seminar

OTM8550 Advanced Theories of Pediatric Intervention

OTM 8140 Indirect Service

OTM8110 Thesis Seminar

OTM Occupational Science

Term Designations: x, y, and z An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and a z indicates the Summer Session.

ACADEMIC STANDARDS FOR OCCUPATIONAL THERAPY

GRADES AND CREDIT

The student's performance in a course is reported according to the following grades: A=4.00; A-=3.67; B+ =3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; F=0. Grades of A through C are passing grades counting for credit toward the degree and accepted as the basis for advancement to a higher course with the following exception: students earning grades of C in clinical courses may require remediation before advancing to the next level of study. The grades of P and R are not included. A student who receives a grade of F in a required course or fieldwork experience must repeat that course or fieldwork experience in our program and may do so only one time. A passing grade must be earned in the repeated course or fieldwork experience in order to be permitted to continue in our program and advance to the next level of professional courses or fieldwork.

The mark of INC (incomplete) is given to a student who has satisfactorily met all the requirements of a course but who has been compelled for reasons beyond his or her control to postpone certain assigned papers or reports. The outstanding work must be completed prior to the end of the next semester (unless a different time frame is required by the instructor) or before being permitted to advance to Level II fieldwork.

The mark of P (passed) is given for Level II fieldwork education. A limited number of other courses are also offered for P/F grades.

The mark of R (registered for the course; no qualitative grade assigned) is given only to those students who indicate, when they register, their intention to take an elective course for R credit or who file notice of change of intention with the Office of Student Administrative Services no later than the last day for change of program. If a student registers for R credit, he or she is not required to take examinations, write papers, or otherwise do the required work of the course. Students may elect R credit only for courses in excess of degree requirements. It should be understood that degree credit for such courses will not be awarded and that courses taken for R credit may not be repeated for examination credit.

Student Progress

Full-time students can expect to complete the program in twenty-four calendar months and part-time students in thirty-six months. All students must complete at least one-fourth (15 points) of the program in an academic year in order to maintain satisfactory progress.

In instances where a student may withdraw from the program, be granted a leave of absence, or interrupt the program of study because of mitigating circumstances, a determination of satisfactory progress will be subject to faculty review. Transcripts of students' records are issued at the end of each term, and the academic performance of each student is reviewed by faculty. In order to continue in good standing, whether enrolled full- or part-time, students must maintain an average term grade of B- (2.67 points). Students who fall below the average will be placed on academic probation. To continue in the program the student must achieve a B average during the following term. Any student unable to achieve this average, or placed on academic probation a second time, is subject to dismissal.

A student failing more than one course at any time during the student's tenure in the Programs in Occupational Therapy may not continue in the program. Failure of one course results in required repetition of that course before being permitted to advance to the next level of professional course work or fieldwork. The failing grade (F) remains on the student's official transcript and is included in the academic record, whether or not the student repeats the course and passes it after the second attempt. The courses in the first semester serve as prerequisites for the second semester courses. All courses in each subsequent semester serve as prerequisites for the next semester. A student who has failed one course is automatically placed on academic probation, and may be placed on a leave of action until the course is satisfactorily completed

Grades of C in required courses are subject to faculty review. In clinical courses that are prerequisites to fieldwork, the record of students receiving less than B- are subject to review prior to Level II fieldwork. This review may conclude that fieldwork is to be postponed until the student achieves the desired level of competence in the clinical course.

Required courses may not be taken for pass/fail unless they are specifically designated or unless individual permission is obtained from the director.

ACADEMIC AND CLINICAL INTEGRITY

It is expected that a student's personal values of honesty, integrity, and responsibility will remain active while enrolled as a student and will be incorporated into his/her professional values. In the spirit of establishing a community for learning, all faculty, administrative staff, and students are expected to conduct themselves according to specified behavioral standards when interacting with each other. These standards are based on mutual respect, a desire to maintain an atmosphere of civility, and tolerance for individuality. It is equally expected that every student will behave honorably at all times and make a conscious effort to understand and respect the values and practices of others who are different from him/herself.

Throughout the Columbia University matriculation period and in University affiliated clinical settings every student is expected to carry out individual assignments as an

individual, unless otherwise assigned, and to avoid the incorporation of ideas or work of others without proper attribution. All sources of ideas and direct quotations must be clearly documented. Failure to do so constitutes plagiarism, which is punishable as an academic offense and may result in dismissal from the University.

In clinical and academic settings students are expected to carry out assigned responsibilities with discretion and integrity in relations with patients/clients and professionals and to conduct themselves in a professionally responsible manner. Continuing development of appropriate professional behaviors is required for advancement throughout the programs in occupational therapy.

The faculty of the Programs in Occupational Therapy reserves the right to dismiss, or to deny admission, registration, readmission, or graduation to any student who in the judgment of the faculty of the Programs in Occupational Therapy is determined to be unsuited for the study or practice of occupational therapy.

ESSENTIAL FUNCTIONS FOR OCCUPATIONAL THERAPY STUDENTS

Students enrolled in Columbia University's Programs in Occupational Therapy are expected to meet standards in addition to academic competence that reflect personal characteristics necessary for successfully completing the course of study. These functions are not related to one's ability to function in a specific role as an occupational therapist, but rather to be able to function in any role as an occupational therapist, in any practice setting. In order to succeed in the program, students must be able to demonstrate multiple skills and abilities that span the academic, motor, emotional, and social nature of our profession.

CLINICAL SITES FOR FIELDWORK EDUCATION

The following clinical centers, together with students in the program and faculty members, constitute the Occupational Therapy Clinical Council of Columbia University. Placements in fieldwork are selected in consultation with our clinical educators from among these centers.

ALBERT EINSTEIN/JACK WEILER
HOSPITAL
BRONX, NY

NEW YORK, NY

BETH ABRAHAM HOSPITAL
BRONX, NY

ARC FORT WASHINGTON MEN'S
SHELTER
NEW YORK, NY

BETH ISRAEL MEDICAL CENTER
NEW YORK, NY

BARRIER FREE LIVING
NEW YORK, NY

BURKE REHABILITATION
HOSPITAL
WHITE PLAINS, NY

BELLEVUE HOSPITAL CENTER

CALDWELL PEDIATRIC THERAPY
CENTER
WEST CALDWELL, NJ

C. BURDEN CENTER FOR THE
AGED
NEW YORK, NY

CENTRAL PARK EARLY LEARNING
CENTER
NEW YORK, NY

CHERRY HOSPITAL
GOLDSBORO, NC

CHILDREN'S NATIONAL HOSPITAL
WASHINGTON, DC

THE CHURCHILL SCHOOL
NEW YORK, NY

CONEY ISLAND HOSPITAL
BROOKLYN, NY

CREEDMOOR PSYCHIATRIC
CENTER
QUEENS VILLAGE, NY

ELIZABETH SETON CENTER
NEW YORK, NY

1ST CEREBRAL PALSY OF NJ
BELLEVILLE, NJ

GLEN COVE HOSPITAL
GLEN COVE, NY

GOLDWATER COLER MEMORIAL
HOSPITAL
ROOSEVELT ISLAND, NY

HEBREW ACADEMY FOR SPECIAL
CHILDREN
WOODMERE, NY

HG BIRCH SCHOOL
NEW YORK, NY

HACKENSACK MEDICAL CENTER
TOYS 'R' US/KIDS 'R' US
INSTITUTE FOR CHILD
DEVELOPMENT
HACKENSACK, NJ

HANDS-ON REHABILITATION
VALHALLA, NY

HARLEM HOSPITAL CENTER
NEW YORK, NY

HELEN HAYES HOSPITAL
WEST HAVERSTRAW, NY

HILLSIDE HOSPITAL DIVISION OF
LONG ISLAND JEWISH MEDICAL
CENTER,
THE LONG ISLAND CAMPUS FOR
THE ALBERT EINSTEIN COLLEGE
OF MEDICINE
GLEN OAKS, NY

JACOBI MEDICAL CENTER
ROSE F. KENNEDY CENTER
BRONX, NY

JEWISH HOME & HOSPITAL
BRONX, NY

JFK JOHNSON REHABILITATION
INSTITUTE
JOHN F. KENNEDY MEDICAL
CENTER
EDISON, NJ

KESSLER INSTITUTE FOR
REHABILITATION, INC.
WEST ORANGE, NJ

KINGSBROOK JEWISH MEDICAL
CENTER

BROOKLYN, NY

LAWRENCE HOSPITAL
BRONXVILLE, NY
LENOX HILL HOSPITAL
NEW YORK, NY

LENOX HILL NEIGHBORHOOD
HOUSE
NEW YORK, NY

LONG ISLAND COLLEGE
HOSPITAL
BROOKLYN, NY

LUTHERAN MEDICAL CENTER
BROOKLYN, NY

MASSACHUSETTS MENTAL
HEALTH
BOSTON, MA

MOSS REHABILITATION CENTER
PHILADELPHIA, PA

MOUNT SINAI HOSPITAL
NEW YORK, NY

MT. SINAI MEDICAL CENTER
NEW YORK, NY

NASSAU BOCES III
WANTAGH, NY

NEW YORK DOWNTOWN
HOSPITAL
NEW YORK, NY

NEW YORK HAND
REHABILITATION
NEW YORK, NY

NEW YORK-PRESBYTERIAN
HOSPITAL
NEW YORK, NY

- Cornell Medical Center

- Columbia University Medical Center
- Westchester Division

NEW YORK STATE DEPARTMENT
OF EDUCATION
NEW YORK, NY

NEW YORK STATE PSYCHIATRIC
INSTITUTE
NEW YORK, NY

NORTHRIDGE HOSPITAL MEDICAL
CENTER
NORTHRIDGE, CA

NORTH SHORE OCCUPATIONAL
THERAPY
ROSLYN HEIGHTS, NY

NORTH SHORE UNIVERSITY
HOSPITAL AT GLEN COVE
GLEN COVE, NY

NORWALK HOSPITAL
NORWALK, CT

NYU JOINT DISEASES
NEW YORK, NY

OT ASSOCIATES OF NY
BRONX, NY

POSITIVE BEGINNINGS, INC.
FLUSHING, NY

THE REBECCA SCHOOL
NEW YORK, NY

RIVINGTON HOUSE
NEW YORK, NY

RUSK INSTITUTE OF
REHABILITATION MEDICINE

NEW YORK, NY

QUEENS HOSPITAL CENTER
QUEENS, NY

SAN FRANCISCO GENERAL
HOSPITAL
SAN FRANCISCO, CA

SCHNEIDER PRE-SCHOOL
PROGRAM
NEW HYDE PARK, NY

SOUTH BEACH PSYCHIATRIC
CENTER
STATEN ISLAND, NY

SOUTH OAKS HOSPITAL
AMITYVILLE, NY

SPAULDING REHABILITATION
HOSPITAL
BOSTON, MA

SPOTS
NEW YORK, NY

ST. JOSEPH'S MEDICAL CENTER
YONKERS, NY

ST. LUKE'S-ROOSEVELT HOSPITAL
CENTER
NEW YORK, NY

ST. MARY'S HOSPITAL
PASSAIC, NJ

ST. MARY'S MEDICAL CENTER
WEST PALM BEACH, FL

ST. VINCENT'S HOSPITAL AND
MEDICAL CENTER OF NEW YORK
NEW YORK, NY

STATEN ISLAND UNIVERSITY
HOSPITAL
STATEN ISLAND, NY

STEVEN GAYNOR SCHOOL
NEW YORK CITY, NY

SUNY HEALTH SCIENCES CENTER
AT BROOKLYN
BROOKLYN, NY

TRINITAS CHILDREN'S THERAPY
SERVICE
CRANFORD, NJ

UNITED CEREBRAL PALSY
NEW YORK, NY

UNIVERSAL INSTITUTE
LIVINGSTON, NJ

THE VALLEY HOSPITAL
RIDGEWOOD, NJ

VILLAGE CENTER FOR CARE AIDS
DAY TREATMENT PROGRAM
NEW YORK, NY

VOLUNTEERS OF AMERICA
EARLY LEARNING CENTER
BRONX, NY

WHITESTONE SCHOOL FOR CHILD
DEVELOPMENT
WHITESTONE, NY

WESTCHESTER OT ASSOCIATES
ARMONK, NY

YAI-NY
NEW YORK, NY

ADMISSION PROCEDURES

Application to any of our programs are done electronically, and can be accessed by clicking on the link at our website www.columbiaot.org. The deadline for admission to the professional entry-level program is January 2 before the academic year in which the student wishes to begin studies. The fee for an application submission to our entry level program is \$75. The fee is not returnable and is not credited toward tuition. Please contact Teachers College for information on the application process to the Ed.D. program

ACCEPTANCE FEE

An applicant who has been accepted must notify the Director that he or she intends to matriculate and must accompany the notification with a nonrefundable check or money order in the amount designated in the acceptance letter, payable to Columbia University, by the date indicated in the notice of acceptance. The acceptance fee is applied to the applicant's tuition upon registration in the class to which the applicant has been admitted. If the applicant does not register in that class, the acceptance fee will be retained by the University unless the University for any reason cancels the acceptance.

HEALTH EXAMINATION AND LIABILITY

The Programs in Occupational Therapy are combined academic and experiential programs, beginning with the first term and extending to graduation. Institutions in which fieldwork assignments are made require a certificate of good health before they will permit students to work with patients/clients. To comply with this requirement as well as Federal and State regulations, Columbia University policy mandates that all students in the Health Sciences must prove immunity to measles (rubeola), mumps, and rubella (MMR) in order to register for classes. The only acceptable proof is a copy of the laboratory results of titers (blood tests) and clearly documented immunity to these diseases. Proof must be sent to Columbia University Student Health Services MMR, 60 Haven Avenue, New York, NY 10032. All students are also required to have a preregistration physical examination. Forms to be used in meeting these requirements are mailed to students shortly after acceptance into the Programs.

In addition, fieldwork sites require that all students carry professional liability insurance. The Programs in Occupational Therapy carry a group professional liability policy by which all students are covered.

Some fieldwork sites have additional requirements, such as proof of immunization; screening for illicit substances; background checks (e.g., finger print screening). While these sites sometimes ask the Program to provide these assurances, it is our Programs' policy that the student is responsible for providing the necessary documentation to that site. Since more and more sites are requesting these additional requirements, it is best to assume that that all students at some point during their academic preparation will be asked to comply.

INTERNATIONAL STUDENTS

The Occupational Therapy Admissions Committee is guided by an evaluation of educational credentials by the International Students and Scholars Office to determine the equivalency of an applicant's educational background in terms of admission requirements. The applicant must fulfill the usual admission requirements.

International applicants who did not graduate from an American college or university may be required to submit scores from the Test of English as a Foreign Language (TOEFL), including the TSE. This examination determines whether further training in English is needed. Students who do not meet the standards of the University may be required to follow a program of English before beginning professional courses or, if time permits, in conjunction with professional courses. No point credit is given for these courses, and their addition to the program of study lengthens the time necessary to earn the degree.

The staff of the International Students and Scholars Office, 524 Riverside Drive, provides advice and counseling to international students on such matters as University admissions, advanced standing, English proficiency examinations, academic placement, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office. Maps of New York City and discount tickets to concerts and plays are available.

NONDEGREE STUDENTS

A student may apply to take courses as a nonmatriculated (special) student. Upon approval, the nonmatriculated student may take a maximum of three courses. In order to change to degree candidacy, a student needs to file an application for change of status through the Programs in Occupational Therapy.

THREE-TWO PROGRAMS

Articulation programs have been developed with undergraduate colleges, including but not limited to Columbia University School of General Studies, Stern College (Yeshiva University), Pace University, Caldwell College, and the College of Mount St. Vincent. These programs allow students to complete three years of undergraduate work in their own college and to combine the fourth year of baccalaureate education with the first year in the Master of Science Degree Program at Columbia. Students from these colleges can pursue the usual six-year sequence in five years at a considerable saving of time and cost. Students from these colleges who are interested in this program apply during their third year of college, and are considered in the general applicant pool. There

is no guarantee that interested students from these colleges are automatically accepted into the Programs in Occupational Therapy.

REGISTRATION AND EXPENSES

REGISTRATION

Before enrolling in University courses, students attend the Orientation Session of the Programs in Occupational Therapy and complete various forms providing information required for University records. These forms include the Essential Function Form and the Program's Honor Code.

All students are asked to give their Social Security number when registering in the University. International students should consult the International Students and Scholars Office (ISSO), 524 Riverside Drive, for further information. Other students who do not have a Social Security number should obtain it from their local Social Security office well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the ISSO with two copies of the sponsorship letter. Special billing authorization is required of students whose invoices are to be sent to a third party for payment.

Change in Programs of Study

Once registered, students may drop or add courses or change sections by filing a formal change-of-program application with the Office of Student Administrative Services (Black Building, Room 1- 141) during the change-of-program period each term (see Academic Calendar). All such changes must first be approved by each student's adviser.

Students may drop courses after the change-of-program period by following the same procedure; however, for courses dropped after the last day for change-of-program in each term, no adjustment of tuition will be made. Last dates to drop courses are indicated in the Academic Calendar. Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.

Students who begin a full time course of study but wish to change to the three year option must do so early in the first semester, or between semesters. Approval from the faculty Committee on Progress and Promotions is required.

Students who enter as part-time students will register for courses according to a predetermined schedule. Schedules and prerequisite courses of students on or changed to part-time status will be determined on an individual basis according to program policy.

AUDITING COURSES

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the Summer Session) in any division of the University without charge by filing a formal application in the Office of Student Administrative Services during the change-of-program period. Applications require (a) the certification of the Office that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

Elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

FEES

The following fees are prescribed by statute and are subject to change at the discretion of the Trustees. The fees below are for the academic year 2009-2010.

University charges such as tuition, fees, and residence halls are due and payable in full, minus any authorized financial aid, approximately three weeks before the beginning of the autumn and spring terms, and at registration for the summer term. Students who do not pay the full amount of any charge when due may be assessed a late fee. Student Account statements and brochures describing billing and payment procedures are e-mailed before the beginning of each term, and thereafter statements with outstanding balances are e-mailed approximately four times during the term. Consult the Office of Student Administrative Services, Black Building, Room 1-141, 650 West 168th Street, New York, NY 10032, for further information.

It is the policy of the University to withhold diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to pay their bills in full at least one month prior to graduation.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be required to use a certified check, money order, or cash to release any of the aforementioned documents.

Tuition

The following charges are in effect for the 2009-2010 academic year:

For all courses, per point	\$ 1026
For clinical education tuition per experience	\$ 500

Tuition for courses offered by Teachers College, which is not part of the Columbia University corporation, will be charged at the per point or course rate established by that school.

Health Service and Hospital Insurance Fees

The following fees are in effect for the 2009-2010 academic year:

For all full-time students Health service fee, (September 1-August 31)	\$1025 per year
Hospital insurance premium, (September 1-August 31)	\$2,858 per year

The student health service fee contributes to the cost of operating the Student Health Service. The hospital insurance fee pays the annual premium of the Aetna-Chickering Plan. Participation in these programs is compulsory for all full-time students; students who already carry comparable hospital insurance, however, may waive this fee during registration. Part-time students are encouraged to participate in the combined health plan. Upon payment of additional fees, students can acquire the student health service and hospital insurance coverage for their dependents. Students should consult the Student Health Service for further information.

The Student Health Service, which holds daily office hours, is on the street level of Bard Haven Tower 1 (60 Haven Avenue).

Application Fee

Electronic submission	\$ 75
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Late Registration Fees

During late registration	\$ 50
After late registration	\$100

Withdrawal and Adjustment of Fees

With the passage of the Higher Education Amendments of 1992 (Public Law 102-325), the University is required to implement a pro rata refund policy for students who do not register, or who withdraw or otherwise fail to complete an enrollment period. Refunds are a percentage of charges (including tuition and housing) assessed the student based on the date of the student's last day of attendance (separation) as reported by the Director of the Programs. All students will be charged a withdrawal fee of \$75.00.

A refund calculation will be based on the last day of attendance; however, a student may be charged for services (e.g., housing) utilized after the last day of attendance. These charges should not be paid with Title IV funds.

Certain fees are not refundable: Fees for services used prior to withdrawal, for materials and equipment purchased, for services that continue to be available after withdrawal, and fees paid to outside entities generally will not be refunded. Fees not subject to refund include: health service, medical insurance/Blue Cross, course-related fees (labs, etc.), international services charge, late registration fee, late payment fee, finance charges, computer fee, and withdrawal fee.

Students will not be entitled to any portion of a refund until all Title IV programs are credited and all outstanding charges have been paid.

Refunds will be credited in the following order: Federal Stafford Loans, Federal Perkins Loans, other Title IV programs, non-Title IV funds, and, finally, any remaining credit balance to the student.

The refund percentage is as follows (prorated for calendars of different durations and calculated from the first week of classes):

1st week 100%	4th week 80%	7th week 60%	After 9th week 0%
2nd week 90%	5th week 70%	8th week 50%	
3rd week 80%	6th week 60%	9th week 40%	

ESTIMATED EXPENSES

The following estimated expenses are for full-time students for 2009-2010. Tuition is based on a charge of \$1026 a point; part-time students are encouraged to participate in health and hospital plans. The monthly living expenses represent an estimated cost for a single student to maintain a modest but adequate standard of living during the 2009-2010 academic year.

University Expenses (Per Academic Year, September-August) (Subject to Change):

	FIRST YEAR	SECOND YEAR
Tuition: fall and spring	\$32,832	\$31,806
Clinical education tuition	500	500
Student health fee	1025	1025
Hospitalization Insurance fee (if applicable)	2,858	2,858
Books and supplies (estimated)	1,228	858
Transportation to fieldwork	280	330
Student fee	500	500
One-time transcript fee	95	0
Computer access fee	350	350
TOTAL	\$38,668	\$38,227

Estimated Living Expenses (Per Month)

	RESIDENCE HALLS	OFF-CAMPUS
Housing/Food	\$1,198	\$1,530
Personal expenses	374	374
TOTAL	\$1,572	\$1,904

The University advises each student to open an account in one of the local banks as soon as he or she arrives in New York City. Since it often takes as long as three weeks for the first deposits to clear, the student should cover immediate expenses by bringing travelers' checks or a draft drawn on a local bank. Tuition and room rent may be paid by personal check.

HOUSING

Health Sciences Campus

The Health Sciences Housing Office serves as the central assignment office for all University owned housing on the Health Sciences campus. In addition, the division runs the day-to-day operations of the residence halls--Bard Hall and the Georgian Building--University guest accommodations, recreational/athletic facilities, and conference room scheduling for Bard Hall. The office is located in Bard Hall, 50 Haven Avenue.

ON-CAMPUS HOUSING

Students enrolled and matriculated in an approved full-time Health Sciences academic program are eligible to apply for University housing. A variety of housing options for both single students and couples are available: traditional residence halls (single rooms and suites) in Bard Hall and the Georgian Residence, and apartments (studios and 1-, 2-, and 3-bedroom apartments) at Bard-Haven Towers, 106 and 154 Haven Avenue. All accommodations are "wired" and equipped with a data/voice jack, which can provide access to both the campus telecommunications system and campus computer network. The housing assignment process at Columbia University Health Sciences is a three-step process. All students newly accepted into the Programs in Occupational Therapy will have an opportunity to apply for housing; applications are submitted electronically. Housing is not guaranteed. Student housing is assigned on the basis of distance from the campus, access to alternative housing or resources for commuting, date of receipt of application, and accommodation availability. First priority is given to students moving to New York from the greatest distances; second priority to those from the further sections of the metropolitan area; and third priority to those students nearer to campus. The office of Housing Services can also assist with off campus housing.

Students who wish more information may call or visit the Housing Office, Monday-Friday, 9:00 A.M.- 5:00 P.M.; (212) 304-7000. www.cumc-housing.columbia.edu

GUEST ACCOMMODATIONS

The Housing Office provides guest accommodations for affiliates of the University and visitors to the campus. The guest rooms located in Bard Hall include eight Ivy League single or double suites and the Samuel Bard Suite. The Samuel Bard Suite is a fully furnished guest apartment with living room, bedroom, bath, and fully equipped kitchen. Reservations can be made for overnight or extended stays by contacting the Housing Office during business hours.

PARKING

The University operates several parking garages. Students who do not live in University owned housing and commute to the Health Sciences campus are eligible to apply for parking.

APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE

Degrees are awarded four times a year in October, February, May, and June. A candidate for any Columbia degree (except the doctoral degree) must file an application with the Office of Student Administrative Services, Black Building, Room 1-141, 650 West 168th Street, New York, NY 10032. In the academic year, the last day to file for an October degree is August 1; for a February degree, October 1, and for a May or June degree, December 1. Applications received after the filing date will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she made application, the student may renew the application according to the schedule noted above.

TRANSCRIPTS AND CERTIFICATION

The amended Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits release of educational records without the written consent of the student (for certain exceptions and further restrictions, consult FACETS, the University student handbook). You may obtain an official transcript of your academic record at Columbia University by writing to: Student Administrative Services, Columbia University, Black Building, Room 1-141, 650 West 168th Street, New York, NY 10032, Attention: Transcripts.

Please include the following information with your request: current and former names; Social Security number; schools attended and dates of attendance; degrees awarded and dates awarded; number of transcripts desired and complete address for each; your current address and telephone number; and your signature authorizing the release of your transcript. You may also order transcripts in person at 205 Kent Hall on the Morningside campus (9 A.M.-5 P.M., Monday-Friday) or at Room 1-141 of the Black Building on the Health Sciences campus (9 A.M.- 4:30 P.M., Monday-Friday). Currently enrolled students may order transcripts for themselves and for colleges and universities via the Student Services page on the World Wide Web at <http://www.columbia.edu/cu/students/>. There is no charge for issuing transcripts; however, all students pay a one-time transcript fee of \$75 upon their first registration at the University. The normal processing time for

transcripts is two to three business days. If you mail in your request for a transcript, you should allow several additional days for delivery to and from the University.

You may order certifications of your enrollment and degrees via mail or in person, as described above. When requesting a certification by mail, include the notation “Attention: Certifications” on your envelope. Certifications are provided while you wait if you come to the Black Building to request them. There is no charge for certifications.

FINANCIAL AID

The financial aid policies of the Programs in Occupational Therapy are designed to assist students to secure funds to help pay their education-related expenses. Assistance in the form of grants, loans, scholarships, and/or Federal Work-Study is provided by federal, state, University, and/or private sources.

Financial aid is based upon financial need, enrollment status, and availability of funds. This assistance is supplemental to the student’s and/or family’s financial resources.

Application Procedure

Upon acceptance by the Programs, students receive a detailed Student Financial Aid Handbook outlining the steps necessary to apply for scholarship and loan assistance.

No student will be considered for financial assistance until he or she has been accepted into the Programs.

Federal and state regulations restrict all federal aid to citizens or permanent residents of the United States. The University, therefore, requires international students applying for admission to present evidence of sufficient funds to cover all tuition, fees, books, and living expenses for their study in the Program.

TYPES OF ASSISTANCE

SCHOLARSHIPS

Program Awards

A limited number of scholarships are awarded annually from University funds to full-time students. The amounts of these scholarships vary from year to year, depending upon the availability of funding and student Financial Aid need. Applicants do not apply for these awards directly but follow the procedures detailed in the Student Financial Aid Handbook.

In addition, The Alumni Committee of the Programs in Occupational Therapy, Columbia University makes merit-based awards to incoming entry-level students who meet eligibility requirements:

Restricted Columbia Scholarships

Several scholarships from the University are available only to full-time students who meet specific criteria including documented financial need. Students meeting award requirements should contact the Office of Financial Aid.

George W. Ellis Fellowship. Applicants must be residents of the state of Vermont, or must have graduated from a college or university in the state of Vermont.

Ford Motor Company/US EEOC Fellowships. Applicants must be a member of a minority group or a woman; must be a certified Ford Motor Company employee or the spouse or child of a Ford employee.

Letta Stetter Hollingworth Fellowships. Applicants must be women graduates of the University of Nebraska, nominated by the faculty of that University with preference given to Nebraskans.

Paul Nichoplas Scholarship Fund. Applicants must be male students of Greek extraction or male students born in Greece and graduated from any Greek college or university.

Clifford and Siegfried Upton Scholarships. Applicants must be children of employees of D.C. Heath and Company, Lexington, MA.

Vladimir and Olga Poder Fund. Applicants must speak Estonian.

State Awards

Students are expected to determine the availability of scholarship assistance from the states in which they reside and to make application for such funds when appropriate. In New York State, the Tuition Assistance Program (TAP) is a resource available to legal residents who are enrolled on a full-time basis. The amount of the award is based on the net taxable balance of the student's income and the income of those responsible for his/her support, as reported on the New York State income tax return for the previous calendar year. Additional information and an application may be obtained by writing to New York State Higher Education Services Corporation, Division of Awards and Loan Services, 99 Washington Avenue, Albany, NY 12255.

Educational Loan Programs

Loans available to graduate students are provided by various sources, including the federal and state governments, the University, and private agencies. Students who are citizens of the United States or persons with permanent resident or refugee status are eligible to apply for aid through any of these agencies. International students in the United States may be eligible for nonfederal external loans from private agencies if the

student has a creditworthy co-borrower who is a United States citizen, living in the United States.

The Federal Stafford Loan Program

The primary purpose of the Federal Stafford Student Loan Program is to make low-interest loans available to students with financial need to help them meet their educational expenses. Two kinds of loans are available under the Federal Stafford Loan Program- subsidized and unsubsidized. The subsidized Stafford is based on financial need; the annual limit for graduate students is \$8,500. The unsubsidized Stafford is based on the cost of education less any other financial aid a student receives up to a maximum of \$20,500 annually for both the subsidized and unsubsidized portions of the loan. Students must first be considered for the subsidized loan before eligibility for the unsubsidized loan may be determined.

The federal government pays the interest on the subsidized loan while the student is in school at least halftime. Students who have nonsubsidized loans are responsible for the interest during in-school periods. The option of paying the interest while in school or having the interest added to the principal balance of the loan is available.

Applications for Federal Stafford loans may be obtained through commercial or savings banks, credit unions, savings and loan associations, or other participating lenders in students' home states. These loans are insured by the federal government or state or private agencies.

Federal Perkins Loan

The Federal Perkins Loan is a federally supported, low-interest education loan administered by Columbia University. Priority for the Federal Perkins Loan must be given to students with exceptional need. The current fixed interest rate, payable during the repayment period, is 5 percent. Repayment begins nine months after a student ceases to be enrolled at least half-time. The repayment period may extend up to ten years.

Supplemental Loan Programs

Several supplemental loan programs have been established to assist families in paying education expenses if additional funds are needed. Information regarding supplemental loans is available in the Office of Financial Aid as well as from private lenders.

OTHER SOURCES OF AID

Service Scholarships

Some health care facilities throughout the country may offer scholarships to full-time students enrolled in occupational therapy degree programs in exchange for service upon graduation. Usually, students are selected on the basis of academic merit, prior work/volunteer experience in the field, and a personal interview. Listed below are two service scholarships currently available in the New York City area.

The New York City Department of Education Scholarship Program offers full tuition scholarships to presently enrolled entry-level occupational therapy students as well as to students accepted for enrollment in exchange for 24 months of service for each year of scholarship received. Upon employment, the recipient's salary will be at the rate then in effect for all entry-level therapists. The scholarships are competitive based on academic performance, work/volunteer experience, and a personal interview. More information may be obtained from the Office of Related and Contractual Services, New York City Department of Education, 52 Chambers Street, Room 218, New York, NY 10007. The deadline for receipt of applications is usually in May.

External Scholarships and Loans

The following organizations offer additional professional opportunity scholarships to occupational therapy students and are available by direct application to the agencies concerned.

The National Association of Business Clubs, P.O. Box 5127, High Point, NC 27262. Awards are made to students training in various fields of corrective therapy including occupational therapy. Deadline: April 15 prior to enrollment.

American Occupational Therapy Foundation, Scholarship Selection Panel, 1383 Piccard Drive, Rockville, MD 20850-4375. Various scholarships for both entry-level and postprofessional master's students, including the New York State Occupational Therapy award. Deadline: December 1.

Jewish Foundation for Education of Women, 330 West 58th Street, New York, NY 10019. Scholarships and/or loans. Deadline: January 31.

Leopold Schepp Foundation, 551 Fifth Avenue, Suite 2525, New York, NY 10176. Scholarship awards. Deadline: December 31.

The Roothbert Fund, Inc., 475 Riverside Drive, Room 252, New York, NY 10115, Attention: The Secretary. Scholarship awards. Deadline: March 1.

Hattie M. Strong Foundation, Inc., 1625 Eye Street, NW, Suite 705, Washington, DC 20006. Interest-free loans for students in their final year of study. Deadline: March 31.

American Mensa Education and Research Foundation, Attention: Scholarship Chairman, 3437 West 7th Street, Suite #264, Fort Worth, TX 76107. Scholarship awards. Deadline: January 31.

The Bill Raskob Foundation, Inc., P.O. Box 4019, Wilmington, DE 19807. Interest-free loans. Deadline: May 1.

International Order of the King's Daughters and Sons, Mrs. Merle Raber, Health Careers Director, 6024 East Chicago Road, Jonesville, MI 49250. Scholarship awards. Deadline: April 1.

National Hispanic Scholarship Fund, P.O. Box 748, San Francisco, CA 94101.
Scholarship awards. Deadline: September.

National Society Daughters of the American Revolution, Mrs. Rudolph J. Seifert, DAR
Scholarship Committee, 4692 Cypress Drive, Brunswick, OH 44212. Scholarship awards.
Deadline: September 1.

Japanese American Citizens League, National Scholarship, 1765 Sutter Street, San
Francisco, CA 94115. Scholarship awards. Deadline: April 1.

Civitan International Foundation, P.O. Box 130744, Birmingham, AL 35213-0744.
Scholarship awards. Deadline: March 1.

General Foundation of Women's Clubs. Contact the Women's Club in your community.

After applying for admission, applicants are encouraged to apply to the organizations listed above, as well as to other private foundations known personally to the student. In this way, the applicant may not miss application deadlines, since many of these organizations require verification of acceptance/ enrollment before consideration is given to a student's financial aid request. For additional sources, consult The Foundation Center Library, 79 Fifth Avenue, New York, NY 10003.

Tax Withholding for Nonresident Alien Scholarship and Fellowship Recipients

United States tax law requires the University to withhold tax at the rate of 14 percent on scholarship and fellowship grants paid to nonresident aliens that exceed the cost of tuition, books, fees and related classroom expenses.

Certain countries have entered into tax treaties with the United States, which may serve to reduce this rate of withholding. However, even when such a treaty applies, the student and the University must report the full amount of such excess to the Internal Revenue Service. If a student claims tax treaty benefits, he or she must also report this amount to his or her country of residence.

The International Students and Scholars Office (524 Riverside Drive; telephone 212-854-3591) has prepared a packet of tax information, which is available to students and is revised annually. The tax law is complex and may vary with regard to individual circumstances. Therefore, as the University is not in a position to offer individual tax advice, each student may also wish to consult the consulate of his or her country of residence or a qualified tax professional.

Federal College Work-Study

The Federal College Work-Study program provides an opportunity for fulltime students to earn a part of the cost of their educational expenses. Funds provided to the University by the federal government subsidize a portion of the wages paid to the students.

Students interested in Federal College Work-Study opportunities during the academic year should contact the Office of Financial Aid upon arrival on campus in September. Eligibility is based on financial need as determined by Federal methodology.

STUDENT EMPLOYMENT

A student interested in earning part of his or her expenses by working part-time in a non-work-study position, either during the academic year or the summer, may apply to the Office of Career Services, East Campus (on the Morningside campus) or contact the Office of Financial Aid.

Students and Their Spouses

Spouses of students may register with the Center for Career Services for part-time work. Those who are interested in full-time jobs at the University should contact the Human Resources Office, Black Building, Room 112, on the Health Sciences campus or 475 Riverside Drive, Room 1901, on the Morningside campus. Most of these positions are secretarial or administrative in nature, usually requiring good computer skills as well as prior office experience. A complete listing of available positions can be found on the University's Web site (www.columbia.edu). Regular full-time University employees and their families may be eligible for a limited number of points of tuition exemption as outlined in the Tuition Exemption Program. However, eligibility for the Tuition Exemption Program does not imply automatic admission or ability to register for courses. The specific admission requirements of the school or division must also be met. Detailed information about the Tuition Exemption Program and other University benefits can be obtained from Human Resources (www.hr.columbia.edu/hr).

STUDENT LIFE

Students entering the Programs in Occupational Therapy come from diverse educational and experiential backgrounds. Some students come to the programs directly after having received a baccalaureate degree, others are making career changes, and some are returning to college after raising a family. Common factors shared by all students are the willingness to grow and learn and to direct themselves emotionally and intellectually to becoming highly qualified, competent health care professionals.

ACADEMIC, CLINICAL, AND RESEARCH FACILITIES

Classrooms and laboratories are within the three-block radius of the medical center complex. The primary teaching facility of the Programs in Occupational Therapy is the Center for Education and Research in Physical Therapy and Occupational Therapy on the 8th floor of the Neurological Institute. The Center includes two lecture/laboratory/research rooms, a faculty research laboratory, a conference room, and a student lounge, as well as administrative and faculty offices and the Office of Financial Aid. An additional Student Learning Center, available to all Health Sciences students, is a 26,000 square foot facility that is part laboratory, part classroom, and part student union. Components include classrooms, conference and seminar rooms, a workstation computer

classroom and laboratory, and a comfortable lounge area with vending machines and restrooms. The Learning Center is laced with a high-speed telecommunications network and advanced audiovisual capabilities.

Students may enroll in courses at Columbia's Morningside campus, an easy commute by subway, bus, or shuttle. The Morningside campus is located fifty blocks south of the medical center. These courses do not count towards the requirements of the professional Programs in Occupational Therapy.

The New York metropolitan area is rich in clinical facilities and agencies where students are assigned for clerkships and fieldwork experiences. An unequalled variety of hospitals, rehabilitation centers, private clinics, specialty facilities, community agencies, and programs are available to provide students with supervised learning experiences. The location of the Programs in the midst of ongoing research activities fosters the development of research interests in students. Opportunities for individual and collaborative research are available.

OFFICE OF SCHOLARLY RESOURCES

Augustus C. Long Health Sciences Library

The Augustus C. Long Health Sciences Library is located in the Hammer Health Sciences Center, 701 West 168th Street. The Library serves the Programs in Occupational Therapy, as well as all programs within the schools of Medicine, Dentistry, Nursing, and Public Health; the Presbyterian Hospital, and other health care, instructional, and research programs in the Columbia University Medical Center.

The Health Sciences Library is one of the largest academic medical libraries in the country. Its collection includes approximately 500,000 volumes, 4,400 currently received periodicals, and a large collection of audiovisual material. Also included in the Library's collection are the resources of Archives and Special Collections, consisting of rare and unique materials that document the history of medicine and medical education at the Columbia University Medical Center. Among these are the Florence Nightingale Collection, the Sigmund Freud Library, and the Jerome P. Webster Library of Plastic Surgery.

The Library supports a growing number of electronic resources available through the CPMC network and also via the Library's Web site on CPMCnet. These include databases such as MEDLINE, electronic journals and full texts, and links to health sciences resources on the Internet.

The Library offers a wide array of services including instruction in using library and electronic resources, individual consultation on research topics, reserve readings, interlibrary borrowing, and a fax service. The Library also houses a full service Photocopy Center, offering self service photocopy machines, article retrieval and photocopy service, high volume photocopying, and color copying service.

The Health Sciences Library's home page at <http://cpmcnet.columbia.edu/library/> has a complete description of hours, services, and resources. Users can also email queries to hslibrary@columbia.edu.

Students and faculty at the Health Sciences campus are entitled to privileges at any of the Columbia University libraries. The main collection is housed in Butler Library on the Morningside campus; special and departmental collections are housed in other buildings on the campus. A complete guide to the University Libraries is available online at <http://www.columbia.edu/cu/libraries/>.

Center for Academic Information Technology

The Center for Academic Information Technology (CAIT) provides computer services and resources to support education and research at the Health Sciences campus, including computer labs and classrooms, development and delivery of online curriculum and multimedia, assistance in connecting to and using the campus network, computer support for the Health Sciences Library, and development and administration of CPMCnet, the primary Internet and World Wide Web server and gateway of the Columbia Presbyterian Medical Center (<http://cpmcnet.columbia.edu>).

The Center is located on the second floor of the Health Sciences Library. Computer labs maintained by CAIT are located in the Center, in the Student Learning Center (Presbyterian Hospital, 17th floor), and in a room adjacent to the lobby of the Hammer Building that is open twenty-four hours. A wide range of general applications, such as word processing, presentation graphics, and statistical analysis are supported on Windows and Macintosh computers in the labs. The Center also provides access to printing, electronic mail, and campus wide network resources. Assistance with viruses, damaged files, and file conversion/transfer is provided at the Center's service desk. An extensive workshop program provides hands-on training in computer applications, electronic mail, and Internet navigation. Further information is available at the service desk or online (<http://cpmcnet.columbia.edu/computers/cait>).

Center for Curriculum Evaluation and Faculty Support

The Center for Curriculum Evaluation and Faculty Support assists course directors and faculty in the development and implementation of strong and innovative educational programs. Ongoing feedback from students about the courses, lectures, and educational materials that make up the curriculum is a valuable component in efforts to ensure that programs are of the highest quality. Throughout the year, students may be asked to complete evaluation surveys, participate in formal discussion sessions to assess various aspects of the curriculum, and/or review new materials to support the curriculum. Student comments and suggestions are solicited regularly and are greatly appreciated.

In addition, the Center for Curriculum Evaluation and Faculty Support operates a Test and Survey Scanning Service. Available for both faculty use and student projects, the facility is located in the Photocopy Center on LLI of the Health Sciences Library. The service provides scanning of National Computer System (NCS) bubble sheet forms for course examinations, course evaluation surveys, and research surveys. Basic statistical and summary reports on scanned data are supplied, and the scanned data also are

available in flat ASCII files. A handbook of policies and procedures is available at the facility.

RECREATIONAL/ATHLETIC FACILITIES

Bard Hall Commons is the center for activities on the Health Sciences campus. The Commons includes offices, the main lounge, the solarium/game room, the Recovery Room Lounge, and a photo lab on the main level of Bard Hall, the dining room and weight room on the 1B level, and the Bard Athletic Center on the 3B level. The Bard Athletic Center is designed to meet the fitness needs of today. The facility encompasses a 20 yard swimming pool, three squash courts, a gymnasium, an aerobics room, Nautilus and Universal exercise equipment, dumbbell sets and benches, stationary bicycles, rowing machines, treadmills, lockers, showers, and saunas. The facility is handicapped accessible. There is no membership fee for Health Sciences students. Student spouse/domestic partner memberships and guest passes are available. The center offers an extensive aerobics program. Information regarding all center services and fees are available through the Housing Office or the Bard Operations Desk at (212) 304-7011.

At the Morningside Campus. The Marcellus Hartley Dodge Physical Fitness Center features two gymnasias, an eight lane swimming pool, sixteen squash and racquetball courts, a tri-level cardiovascular and strength training center, two dance/martial arts studios, a fencing room, a wrestling room, and a one-tenth mile indoor track. Also on campus are two tennis courts.

Baker Field. Columbia's principal outdoor athletic facility, located at the northern tip of Manhattan, features a football field, soccer field, running track, seven tennis courts, and several practice fields.

OTHER STUDENT ACTIVITIES AND SERVICES

Students enrolled on the Health Sciences campus may join various activities sponsored by the P&S Club, such as the Bard Hall Players (a very active theater group), coffeehouse cabarets, and moonlight cruises. A roster of CUMC activities is sent each week to the student body. All students enrolled in programs on the Health Sciences campus are also entitled to the privileges and facilities of the Morningside campus at 116th Street and Broadway. In addition, there are many services that students can take advantage of:

The Medical Center Bookstore. The Bookstore is located in the Audubon Center on Broadway between W. 165th and W. 166th Streets, across from the Health Sciences campus. Required textbooks may be purchased there as well as miscellaneous educational supplies.

Shuttle Service Available to Students. A shuttle bus runs between the Health Sciences campus, Morningside campus, and Harlem Hospital at regular intervals during the day and evening hours at no cost to the student. In addition, the Health Sciences Security Office provides transportation to students between the hours of 6:00 p.m. and 8:00 a.m. to adjacent residential buildings, Medical Center facilities, the George Washington Bridge Bus Terminal, and other locations within the local Medical Center vicinity.

Writing Centers:

The Graduate Writing Center at Teachers College and the Writing Program at Columbia University provide writing assistance to registered students.

Disabled Student Service. Columbia University admits qualified students with disabilities. Campus facilities have been designed or modified to meet the needs of individuals with permanent or temporary disabling conditions. The Office of Student Disability Services on the Morningside campus coordinates services for students with disabilities in cooperation with the Programs in Occupational Therapy. The purpose is to address the individual disability needs of students while upholding academic integrity and standards of Columbia University. Students may consult Professor Pamela Miller; they should also consult the “Disability Services text in the Official Regulations section of this bulletin.

THE HEALTH SCIENCES CAMPUS AND NEW YORK CITY

The Health Sciences campus is within easy reach of New York City’s myriad attractions. Lincoln Center for the Performing Arts, the theater district, Greenwich Village, Wall Street, a variety of museums - Metropolitan Museum of Art, the Museum of Natural History, the Museum of Modern Art, to name a few - Fifth Avenue, Little Italy, and Chinatown are all a brief trip away by bus or subway. Within a one hour drive from campus are outstanding ski resorts, beaches, and camping and hiking grounds. Students may ski at Great Gorge, swim at the New Jersey Shore or Long Island’s many beaches, or picnic and hike at Bear Mountain State Park.

The prospect of living in New York offers a special challenge to students. For the health professional, it has a unique patient population and the opportunity to learn about the problems of health care delivery in a variety of urban settings. As a cultural and artistic center, the city is unrivaled. Students acclimate quickly to the public transportation system and follow sensible precautions that minimize the problems of urban living. They move freely around the city to enjoy all that New York has to offer - unmatched sightseeing, wonderful entertainment, unique cultural opportunities, and unlimited educational resources.

OFFICIAL REGULATIONS

RESERVATION OF UNIVERSITY RIGHTS

This Bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The Bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this Bulletin. The Bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

UNIVERSITY REGULATIONS

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the associate dean or director of the school or college of the University in which the student is first registered.

The privileges of the University are not available to any student until he or she has completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until the fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No student may register after the stated period unless he or she obtains written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privileges from any person with unpaid indebtedness to the University.

Attendance and Length of Residence

No degree will be granted to a student who has not registered for and attended the University courses of instruction equivalent to at least one academic year of full-time work.

Students are held accountable for absences incurred owing to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the degree, regular attendance is required in addition to the proficiency attested to by class work and examination.

Religious Holidays

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as possible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost. Please refer to the occupational therapy student handbook for more information.

ACADEMIC DISCIPLINE

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

Any student who disagrees with a decision that affects his/her standing in the program has the opportunity to appeal. Our student handbook, which is distributed to all matriculated students, describes the process.

RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's Discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's Discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available in FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>), and at the Office of the University Senate, 406 Low Memorial Library.

POLICY STATEMENT ON DISCRIMINATION AND HARASSMENT

The following statement was adopted by the University Senate on April 27, 1990.

As a great center of learning, Columbia University prides itself on being a community committed to free and open discourse and to tolerance of differing views. We take pride, too, in preparing the leaders of our society and exemplifying the values we hope they will uphold. These commitments are subverted by intolerance, bigotry, and harassment. Even in recent history, we must recognize race, ethnicity, religion, gender, sexual orientation, disability, and other irrelevancies have all occasioned attacks by the ignorant, the foolish, the sick, the evil. Instead of enjoying our differences and the richness they bring to our shared lives, some have chosen to make those differences the targets of anger and hate. As a community, we are committed to the principle that individuals are to be treated as human beings rather than dehumanized by treatment as members of a category that represents only one aspect of their identity.

This University resolutely condemns conduct that makes such targets of our differences. The free exchange of ideas central to the University can take place only in an environment that is based on equal opportunity for admission to academic and other programs and to employment, and on freedom from behavior that stigmatizes or victimizes others. All decisions concerning an individual's admission to or participation in any University program must be based on that individual's qualifications, free of stigmatizing consideration of race, color, national or ethnic origin, religion, disability, gender, sexual orientation, marital status, age, citizenship, or Vietnam era or disabled veteran status. Nor will Columbia tolerate any behavior that harasses members of the community on the basis of any of these qualities. Such behavior will be regarded as a violation of the standards of conduct required of any person associated with the University and will subject the person guilty of it to the full range of internal institutional discipline, including permanent separation. While mediation and consensual resolution are of course to be encouraged, we also recognize the right of all persons who believe themselves to have been the targets of such behavior to institute a formal grievance. Coercion to require them to overlook or retract their complaints fosters discrimination and harassment and is equally intolerable in our community.

It is not enough to be prepared to respond when ugliness appears. Members of a community such as ours must work preventively as well, to ensure that all our dealings with each other are marked by decency and characterized by civility. Columbia is committed to do what it can to engender mutual respect, understanding, and empathy. The University acknowledges a special responsibility to develop sensitivity to the concerns of those who are most vulnerable to discrimination and harassment.

STATEMENT OF NONDISCRIMINATORY POLICIES

The University is publishing the following statements in accordance with certain federal, state, and local statutes and administrative regulations:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and regulations thereunder, the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX may be referred to Zenobia White-Farrell, Associate Director of the University's

Office of Equal Opportunity and Affirmative Action (402 Low Memorial Library, Mail Code 4333, 535 West 116th Street, New York, NY 10027, telephone 212-854-5511), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, NY 10278.

Columbia University admits students of any race, color, national and ethnic origin, and age to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate against any person on the basis of race, color, national and ethnic origin, or age in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University administered programs.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination against any person because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, the New York Human Rights Law, Article 15, Executive Law Section 296 prohibits discrimination against any person in employment because of age, race, creed, color, national origin, disability, sex, marital status, and genetic predisposition or carrier status.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and regulations there under, the University does not discriminate against any person on the basis of disability in admission or access to, or employment or treatment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973, as amended, requires affirmative action to employ and advance in employment qualified workers with disabilities. The Americans with Disabilities Act of 1990 also prohibits discrimination in public accommodation and in employment against qualified persons with disabilities. It requires the University to provide qualified applicants and employees with reasonable accommodations that do not impose undue hardship or pose a direct threat of harm to themselves or others.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs and activities receiving federal financial assistance.

Section 313 of the New York Education Law, as amended, prohibits educational institutions from discriminating against persons seeking admission as students to any institution, program, or course because of race, religion, creed, sex, color, marital status, age, or national origin. The New York City Human Rights Law, Title 8, Section 8-107, makes it an unlawful discriminatory practice for an employer to discriminate against any person because of their age, race, creed, color, national origin, gender, disability, marital status, sexual orientation, or alienage or citizenship status. It also prohibits educational

institutions from discriminating against persons in any of the above categories in the provision of certain accommodations, advantages, facilities, or privileges.

On December 1, 1978, the Columbia University Senate passed a resolution announcing its general educational policy on discrimination, which reaffirms the University's commitment to nondiscriminatory policies and practices. The Senate reaffirmed this policy on April 27, 1990, by expanding the categories protected from discrimination and adding protection against harassment as well. Currently, the policies protect against discrimination and harassment on the basis of race, color, gender, religion, national and ethnic origin, age, disability, marital status, sexual orientation, and status as a Vietnam era or disabled veteran.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, (38 U.S.C. 4212), prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has been designated to coordinate compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this office, which may informally investigate complaints and offer advice and counsel on questions relating to equal opportunity and affirmative action, including information about applicable formal grievance procedures and agencies where complaints may be filed.

DISCRIMINATION GRIEVANCE PROCEDURE

The University's Discrimination Grievance Procedure is available to enrolled students who feel that they have been the victims of sexual harassment or discrimination on the basis of race, color, religion, national or ethnic origin, sex, sexual orientation, marital status, age, disability, citizenship, or Vietnam era or qualified special disabled veteran status. A copy of the Procedure is available in FACETS, the University student handbook, and in the office of the Associate Provost for Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall; telephone (212) 854-5511.

A complaint under this Procedure is initiated through a written complaint filed with the Equal Opportunity and Affirmative Action Office. Staff in that office will assist with filing the complaint and are also available for confidential counseling and informal investigation of discrimination claims.

COLUMBIA UNIVERSITY OMBUDS OFFICE

The Ombuds Office is a neutral and confidential resource for informal conflict resolution, serving the entire Columbia University community— students, faculty, and employees.

For further information, contact Marsha Wagner, Ombuds Officer, 660 Schermerhorn Extension; telephone: (212) 854-1234; fax: (212) 854-6046; email: ombuds@columbia.edu. On Wednesdays the Ombuds Officer is at the Health Sciences campus office, 101 Bard Hall, 50 Haven Avenue; telephone: (212) 304-7026.

THE FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The University abides by the provisions of the Federal Family Educational Rights and Privacy Act of 1974. This act insures a wide range of rights, including but not limited to: information about student records that the University maintains, who maintains them, who has access to them, and for what purposes access is granted. The act also permits the University to release "directory information" without a student's consent. In addition, the act guarantees students access to their records and restricts the access of others.

Students who wish to restrict access to their directory information may do so at the Registrar's Office, 205 Kent. This same office can provide a set of guidelines and a policy statement. The guidelines are also available on ColumbiaWeb and in the current edition of FACETS. Questions about the interpretation of the guidelines should be referred to the University's General Counsel, 412 Low Library.

IMMUNIZATION REQUIREMENTS

New York State requires that all college and university students enrolled for 6 or more points be adequately protected against measles, mumps, and rubella (MMR). Students born on or after January 1, 1957, must provide documentation of immunity. (Students born before January 1, 1957, are assumed to have had exposure and need not take further action.) For more information regarding the state law, students should contact the Health and Related Services Immunization Line at (212) 854-7210. Details on methods of documenting immunity are provided in the Health and Related Services brochure and on the Web site (<http://www.columbia.edu/cu/health/>).

In very rare cases, a student may be granted exemption from the MMR requirements if he or she submits documentation about a medical diagnosis or religious orientation that precludes further immunization. All letters will be carefully reviewed and considered by the Medical Director of Health and Related Services.

Please note: If you cannot provide evidence that you are immune to measles, mumps, and rubella, you will not be permitted to register for classes and may be charged a fine.

DISABILITY SERVICES

Columbia is committed to serving the needs of students with disabilities. Services to students with permanent or temporary disabilities are coordinated by the University Office of Disability Services. Disability Services works in conjunction with the Programs in Occupational Therapy to support its academic program and standards and to meet students' disability needs.

The University Office of Disability Services provides a variety of services, programs, and resources to allow students with disabilities full participation in the academic and campus experience. Students are expected to identify their disability and to provide current and appropriate medical or diagnostic documentation before any accommodations can be considered. In cases involving students with learning disabilities, appropriate documentation must provide a current assessment of the student's adult level of learning skills and style and must include a report summary and complete test battery scores. To allow sufficient time for review of needs and implementation of accommodations, students with disabilities are encouraged to contact Disability Services upon acceptance to discuss their specific disability needs and to plan any academic accommodations that may be necessary.

For information, contact Columbia University Office of Disability Services, 802 Lerner, Mail Code 2605, 2920 Broadway, New York, NY 10027; (212) 854-2388 (voice); (212) 854- 2378 (TDD); fax: (212) 854-3448; email: disability@columbia.edu.

SEXUAL MISCONDUCT POLICY AND DISCIPLINARY PROCEDURE

On February 25, 2000, the University Senate adopted a Sexual Misconduct Policy and Disciplinary Procedure that can be used as an alternative to Dean's Discipline. The Sexual Misconduct Policy applies to all students in all schools of the University. The Disciplinary Procedure for Sexual Misconduct applies to all students, with the exception of those enrolled in the Law School, but including the students of Teachers College and Barnard College. The policy prohibits sexual misconduct by any student and provides for a comprehensive program to educate students, faculty, and administrators about the issue of sexual misconduct.

Policy

The University's Policy on Sexual Misconduct requires that standards of sexual conduct be observed on campus, that violations of these standards be subject to discipline, and that resources and structures be sufficient to meet the physical and emotional needs of individuals who have experienced sexual misconduct. Columbia University's policy defines sexual misconduct as nonconsensual, intentional physical conduct of a sexual nature, such as unwelcome physical contact with a person's genitals, buttocks or breasts. Lack of consent may be inferred from the use of force, threat, physical intimidation, or advantage gained by the victim's mental or physical incapacity or impairment of which the perpetrator was aware or should have been aware.

Copies of the policy and procedure are available from the Office of Sexual Misconduct Prevention and Education, 703 Lerner, Mail Code 2603, 2920 Broadway, New York, NY 10027; telephone: (212) 854-1717; fax: (212) 854-5840; <http://www.columbia.edu/cu/sexualmisconduct/>. The policy and procedure can also be found in the Office of the Dean of Students of every school and in FACETS, the University student handbook.

POLICY STATEMENT ON SEXUAL HARASSMENT

Federal law, including Title VII of the Civil Rights Act of 1964, provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law.

To help clarify what is unlawful sexual harassment the Federal Equal Employment Opportunity Commission (EEOC) has issued Guidelines on the subject. While the EEOC Title VII Guidelines apply only to faculty and other employees, Title IX, administered by the U.S. Education Department's Office for Civil Rights (OCR), also protects students from sexual harassment. Accordingly, the University prohibits sexual harassment of any member of the Columbia community, whether such harassment is aimed at students, faculty, or other employees, and violators will be subject to disciplinary action. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or,
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive academic or working environment.

Any person who believes that he or she is being sexually harassed may choose to seek a resolution of the problem through discussion with the person directly concerned. If this does not resolve the matter, or if there is a reluctance to deal directly with the person involved, the problem should then be brought to the attention of a member of the University Panel on Sexual Harassment. Advice may also be sought from the Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall, (212) 854-5511, or the Ombuds Office, 660 Schermerhorn Extension or 101 Bard Hall, (212) 854-1234. If these steps do not resolve the problem, the applicable University grievance procedure should be used. The University Discrimination Grievance Procedure is available if no other University grievance procedure is specifically applicable. No one at the University may retaliate in any way against a person who makes a claim of sexual harassment.

CHARGE OF THE UNIVERSITY PANEL ON SEXUAL HARASSMENT

The Columbia Panel on Sexual Harassment is composed of trusted, accessible, and sympathetic members of the University community who act as informal mediators. Their goal is the protection and counsel of any member of the University who is made to feel personally pressured or uncomfortable because of the behavior of another University member. Members of the Panel provide a safe, impartial, nonadversarial setting in which the problem can be considered and, when requested, mediation between the complainant and the alleged harasser. The Panel thus provides guidance and protection for the accused as well, identifying false or mistaken accusations, misunderstandings, or unconscious

behavior. Panel members are also a link through which the University can take account of, and take appropriate action against, those on campus who are behaving illegally. The Panel on Sexual Harassment is a timely, protective, and compassionate arm of the University, one that not only sensitizes and educates the University community but also demonstrates the University's commitment to fair treatment of all its members.

PANEL MEMBERSHIP LIST

Names and contact information for members of the Columbia Panel on Sexual Harassment can be found in Appendix E of FACETS, the University student handbook, or may be obtained from the Office of Equal Opportunity and Affirmative Action, (212) 854-5511.

ROMANTIC RELATIONSHIP ADVISORY STATEMENT

Faculty and staff members are cautioned that consensual romantic relationships with student members of the University community, while not expressly prohibited, can prove problematic. A faculty or staff member involved in such a relationship with a student is expected to remove him/ herself from academic or professional decisions concerning the student. The Provost has, however, authorized some departments to adopt more restrictive policies. Individuals with questions about the position of their department are encouraged to raise them with their department head.

Should a romantic relationship with a student lead to a charge of sexual harassment against a faculty or staff member, the University will pursue it in accordance with its Sexual Harassment Policy and applicable grievance procedure. Questions about this Advisory Statement may be directed to Associate Director Zenobia White- Farrell, Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library or 101 Bard Hall, (212) 854-5511. For the complete statement, please see Appendix E of FACETS, the University student handbook.

CAMPUS SAFETY AND SECURITY

The University is required by federal law to publish an annual security report containing information with respect to campus security policies and statistics on the incidence of certain crimes on and around our campuses. This information is available in FACETS, the University student handbook (<http://www.columbia.edu/cu/facets/>), or by requesting a copy of the report from: Campus Crime Report, Department of Security, Columbia University, 111 Low Library, Mail Code 4301, 535 West 116th Street, New York, NY 10027.

CAMPUS MAPS

COLUMBIA UNIVERSITY MEDICAL CENTER

Please visit <http://www.cumc.columbia.edu/hs/map.html> for an interactive map of the health science campus.

MORNINGSIDE CAMPUS

Please visit http://www.columbia.edu/about_columbia/map/ for an interactive map of the Morningside campus.

ACADEMIC CALENDAR, 2009-2010

While the programs in Occupational Therapy follow the academic calendar, there are some exceptions. Course directors and/or Program Director will notify students of these exceptions.

The following Academic Calendar was correct and complete when compiled; however, the University and/or the Programs reserves the right to revise or amend it, in whole or in part, at any time.

Academic Calendar, 2009-2010 Programs in Occupational Therapy

*The calendar is subject to change.

FALL 2009		
Wednesday & Thursday	September 2-3	Orientation
Monday	September 7	Labor Day - University Holiday
Tuesday	September 8	First Day of Classes
Friday	September 18	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Tuesday	October 13	Last Day to Drop Class
Wednesday	October 21	October Degrees Conferred
Thursday	October 22	Midterm Date
Tuesday	November 3	Election Day - University Holiday
Wednesday	November 25	Program closed: no classes
Thursday	November 26	Thanksgiving Day - University Holiday
Friday	November 27	University Holiday
Monday	December 14	Last Day of Classes
Tuesday - Wednesday	December 15-16	Reading/Study Day
Thursday	December 17-23	Final Exam Period
SPRING 2010		
Monday	January 18	Martin Luther King, Jr.'s birthday observed - University Holiday
Tuesday	January 19	First Day of Classes
Friday	January 29	End of Change of Program Period; Last Day to Add a Class Last Day to Receive Tuition Refund for Class Dropped
Wednesday	February 10	February Degrees Conferred
Monday	February 15	Presidents' Day: no MS1 classes; MS 2 fieldwork is scheduled according to clinic's calendar
Monday	March 8	Midterm Date
Monday	March 15-19	Spring Break (MS1 fieldwork <i>may</i> begin during this time period; refer to course calendar)
Monday	May 3	Last Day of Classes
Tuesday-Wednesday	May 4-5	Reading/Study Day
Thursday	May 6-13	Final Exam Period
Thursday	May 13	Interdisciplinary Research Day
TBA	TBA	Occupational Therapy Commencement Ceremony
Tuesday	May 18	University Commencement Ceremony
	June - August	Level 2 Fieldwork
	September - December	Level 2 Optional Fieldwork scheduled within this timeframe.