Supplemental Veterans Affairs Information
2022-2023

1255 Amsterdam Avenue
New York, NY 10027
http://socialwork.columbia.edu/

Last revised: August 2022
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GOVERNING BODY, CORPORATE OWNER, AND BOARD MEMBERS

The corporate name was changed from The Trustees of Columbia College in the City of New York to The Trustees of Columbia University in the City of New York by an order of the Supreme Court of the State of New York, held in and for the County of New York, at the County Court House in the County of New York, on the 17th day of July 1912.

Overall governance of the University lies in the hands of its Board of Trustees. The trustees select the president, oversee all faculty and senior administrative appointments, monitor the budget, supervise the endowment, and protect University property. Columbia’s trustees include:

Rolando T. Acosta  Keith Goggin  Victor Mendelson
Andrew F. Barth  Joseph A. Greenaway, Jr.  Adam Pritzker
Abigail Black Elbaum  David Greenwald  Jonathan Rosand
Lisa Carnoy  Wanda M. Holland Greene  Claire Shipman
Dean Dakolias  Jeh Johnson  Kathy Surace-Smith
Duchesne Drew  Jonathan Lavine  Fermi Wang
Mark Gallogly  Lu Li  Shirley Wang

Source: https://secretary.columbia.edu/directory
CSSW leadership, administrators, and staff include:

Ana F. Abraido-Lanza
Dale Alexander Acevedo
Ericka M. Adams
Milagros M Agostini
Felicia A. Akerele
Karina Alipova
Heidi L. Allen
Vidhya Ananthakrishnan
Ana Angeles
Giancarlo Annese
Roberto A. Aquino
Farruh Aripov
Abraham Arriaga
Olga Balabekova
Chantal N. Bannerman
Gabriela Barajas-Gonzalez
Kristin Battista-Frazee
Melissa D. Begg
Dilyara Belkesheva
Shoshana N Benjamin
Hans Bernier
Lutfur R. Bhuiya
Colleen Erin Bloom
John G Bohn
Gaelle Bottex
Gerard I. Bueno
Lily I. Bushman-Copp
Oscar A. Cabrera
Cheiku Camara
Grace A. Capozzelli
Chloe B. Cargill
Gabriella Jae Carmichael
Gladys Carrion
Erickson R. Castillo
Maria Cedeno
Sara Emiko Chan
Mingway P. Chang
Loren Childress
Rummin R. Choudhury
Rebecca Yae-Eun Chung
Sophie M. Collyer
Lolita Colon
Michelle Corbeaux
Jenny Crawford
Megan A. Curran
Moira Geraldine Curtain
Odetta A. Daisley
Ian A. Danquah
Anindita Dasgupta
Cheroya A. Davenport
James L. David
Linara Davidson Greenidge
Valeriya DavydoVA
William P. DeFreece
Princess G. Dennis
Kathleen Dodd
Sarah Dottie
Nishita Dsouza
Raphael M. Eissa
Greer M. Ellis
Amanda Kay Erekson
Karina Fantillo
Cavi Fazio
Daniel J. Feaster
Su Jin K Feuer
Karega E. Fordyce
Jill Y. Gandhi
Mia Teresa Gantt
Qin Gao
Kristin Garay
Irwin Garfinkel
Lauren B. Gates
Betty Y. Gee
Brendan D. Gioello
Benjamin N. Glasner
Amanda Elizabeth Glass
Danielle K. Glorioso
Dawn A. Goddard-Eckrich
Bonnie J. Gorscak
Bianca Michelle Gras
Isis Green
Dawn E. Gruss
Jennifer N. Hall
Christal G. Hamilton
Richard Takashi Hara
Ferangiz Hasanova
Richard Heaps
Huimin Herling
Sara A. Herrera
Arian Holman
Timothy Hunt
Bronwyn A. Hunter
Sonia Huq
Hani Hussein
Willa C. Ivory
Jenissia M. Jeanty
Monique M. Jethwani-Keyser
Yajun Jia
Caitlin B. Jones
Sultana Kali
Adeeba Kamarulzaman
Raushan Kattabekova
Phoebe M. Kelleher
Bobbe-Lynne Urchin
Kennedy
Robin Kerner
Aaron Kim
Erin Kim
Gwyneth M. Kirkbride
Saltanat Kuskulova
Vincent W. Lau
Kathryne H. Leak
Elsa Lee
Sydney L. Lemelin
Marlene Leo
Ana Leon Santos
David P Licata
Nina Rosa Limongelli
Xiaofang Liu
Michael J. Lovaglio
Karma N Lowe
Emily E. LuShing
Jennifer A. March
Matthea S. Marquart
Lia W. Marshall
Elvin Martinez
Jacqueline Martinez
Marcio Martinez Jr.
Kara W. Maser
Siva Mathiyazhagan
Matthew W. Maury
Amanda Marie Maxwell
Katherine L. McBride
Ann McCann Oakley
Patrick McCarthy
Susan M. McKee
Bria L. McKiver
Bradley Alexander Meacham
Sapna J. Mendon
Gaukhar Mergenova
Francisco Monterroso
Anna Maria Montes
Yesika S. Montoya
Guillermo Morales
Angie D. Moran
Omer Guei Adama Moussako
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Aitkul Nazarova
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Sheryl Nelson-Sodohoue
Jessica L. Neufeld
Andrea Norcini Pala
Meruyert Nurkatova
Syrym Omirbek
Virginia Oran-Sabia
Zachary Joseph Parolin
Adam J. Pellegrini
Rawlisha G. Pena
Juliana Pepaj
Katia G. Pereira
Brendra R. Pichon
Mary Piepmeier
Sholpan Primbetova
Jennifer D Ramlall
Cameron W Rasmussen
Tiffany L. Rasmussen
Larrta Riggs
Tamla P Robins
Emma M. Rodgers
Sandra Rodriguez
Vivianna Rodriguez
Ashley Marie Roman
Schuyler B. Ross
Daniel Salgado
Noemy L. Santos
Mary R. Sawyer
Vincent N. Schiraldi
Noris Schrils
Craig S. Schwalbe
Traci M. Schwinn
Amir Shaikezhanov
Soraya Radhika Shri-Pathman
Daniel L. Shultz
Saruda Sukprasert Simonson
Frances A. Simpson
James Singletary
Natalia A Skritskaya
Melissa Slavin
Susan V Smith
David M. Stephens
Natalie Lucille Stephenson
Claudia Stoicescu
Jonathan Suarez
Svyatoslav Suslov
Maya Sussman
Minh B. Ta
Yasuko Takezawa
Melissa N. Tanis
Josephine K. Tatel
Luisa Taveras
Assel M. Terlikbayeva
Aira Toivgoo
Jessica A. Troiano
Emma Marie Trussell
Rena H. Tucker
Tomomi Uetani
Ronald A. Vargas Benavides
Barbara Victome
Alejandra Villadiego
Vitaliy Vinogradov
Eleni Vlachos
Edward E. Walsh
Buyi Wang
Margaret Wang
Audrey K. Ward
Kahlen S. Washington
Jodi-Kaye A. Watson
Stacey Whalen
Atavia Whitfield
Cheryl Wilkins
Ovita F. Williams
Henry A. Willis
Christopher T. Wimer
Susan S. Witte
Lorna A Woodham
Aidar Yelkeyev
Janet Ruth Young
Allen Zweben

Source: https://directory.columbia.edu/people/
CSSW part-time and full-time faculty include:

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Adela Effendy
Nkemka UA. Ekelem
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Madelaine B. Ellberger
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Nakeisha Vanterpool
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Gabel Viera
Boris Vilgorin
Jane Waldfogel
Natalie Wallace
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Cassidy Weiss
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Kimberly D. Westcott
Michelle R. Wexler
Stacey Whalen
Mindy White
Terri L. Wilder
Adrienne N. Williams
Deirdre S. Williams
Larry D. Williams
Ovita F. Williams
Cecile D. Wilson
Shanika L. Wilson
Samantha C. Winter
Susan S. Witte
Rhoda Kitching Wong
Maeghan Wood
Stacey M. Wright
Elwin Wu
Tiffany N. Younger
Habibat M. Yusuf
Anthony R. Zenkus
Eleni M. Zimiles
Beate M. Zipperle
Sarah E. Zlotowitz
Abe Zubarev

Source: https://directory.columbia.edu/people/
ENTRANCE REQUIREMENTS FOR ADMISSION

All students admitted to Columbia University School of Social Work (CSSW) for the Master of Science in Social Work program must meet the following criteria:

- Bachelor’s degree from an accredited institution
- Academic record suggesting the ability to excel at graduate-level study, and minimally an academic record reflecting the ability to do graduate work at least at a B level
- Serious commitment to the profession of social work and the capacity to meet the demands of professional training, often demonstrated by internships and life experiences
- A readiness for graduate study, including the capacity to meet the intellectual, ethical, and emotional demands of professional training
- The ability to engage in abstract reasoning, to think analytically and conceptually, and to formulate mature judgments
- Clear written and oral self-expression
- For non-native English-speaking applicants only: a combined TOEFL score of 100 or higher; IELTS Band of 7.0 or higher; or Duolingo English Test score of 120 or higher

In addition, the following standards, distinguished from academic standards, describe the physical, cognitive, emotional, and character requirements to provide reasonable assurance that applicants will be able, if admitted, to complete the entire course of study and participate fully in all aspects of social work education and practice. Acquisition of competence as a social worker is a lengthy and complex process that will be undermined by significant limitations of the student’s ability to participate in the full spectrum of the experiences and the requirements of the curriculum. Students in CSSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They will be expected to meet these standards in the classroom, in their practice, and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating applications for admission as well as by faculty responsible for evaluating students’ classroom and practicum performance:

- **Motor Abilities**
  The social work student must have sufficient motor abilities to attend class and field education placement. Reasonable accommodation through technology for limitations in motor abilities will be allowed. The University Office of Disability Services may be consulted regarding reasonable accommodations.

- **Sensory Abilities**
  Social work students must have the ability through their senses to participate in classes and field placement. Students must acquire and integrate data through the use of their senses. Reasonable accommodation through technology for limitations in sensory abilities will be
allowed. The University Office of Disability Services may be consulted regarding reasonable accommodations.

- Communication Skills
  The social work student must communicate effectively and sensitively with other students, faculty, staff, clients, and other professionals. Students must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

- Professional Commitment
  The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work, which are the dignity and worth of every individual and one’s right to a just share of society’s resources.

- Self-Awareness
  The social work student must know how their values, attitudes, beliefs, emotions, and past experiences affect their thinking, behavior, and relationships. The student must be willing to examine and change their behavior when it interferes with working with clients and other professionals and must be able to work effectively with others in subordinate positions as well as with those in authority.

- Knowledge Base for Social Work Practice
  The professional activities of social work students must be grounded in relevant social, behavioral, and biological science knowledge and research. This includes knowledge and skills in relationship-building, data-gathering, assessment, interventions, and evaluation of practice.

- Objectivity
  The social work student must be sufficiently objective enough to systematically evaluate clients and their situations in an unbiased, factual way.

- Empathy
  The social work student must endeavor to seek to comprehend another individual’s way of life and values. They must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

- Energy
  The social work student must be resilient when experiencing undesirable effects of stress, exercising appropriate self-care and developing cooperative and facilitative relationships with colleagues and peers.

- Acceptance of Diversity
The social work student must appreciate the value of human diversity. They must serve in an appropriate manner all persons in need of assistance, regardless of the person’s race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

- **Interpersonal Skills**
  The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and other professionals. These include compassion, altruism, integrity, and the demonstration of respect for and consideration of others.

- **Professional Behavior**
  The social work student must behave professionally by knowing and practicing within the scope of social work, adhering to the profession's code of ethics, respecting others, being punctual and dependable, prioritizing responsibilities, and completing assignments on time.

Source: [https://socialwork.columbia.edu/admissions/applying-to-cssw/](https://socialwork.columbia.edu/admissions/applying-to-cssw/)
[https://socialwork.columbia.edu/admissions/applying-to-cssw/application-process/](https://socialwork.columbia.edu/admissions/applying-to-cssw/application-process/)
DESCRIPTION OF AVAILABLE SPACE, FACILITIES, AND EQUIPMENT

The School is housed in an 11-story building on the corner of Amsterdam Avenue and 121st Street in New York City—a short walk to the northeast of Columbia’s Morningside campus. The building has technologically advanced classrooms, seminar and conference rooms, a 50-seat computer lab, a role-play room, and a 7,000-square-foot library that houses one of the world’s premiere collections in social work and social services.

CSSW’s instructional facilities include 12 classrooms, 1 electronic classroom, 1 seminar room, 2 huddle spaces, 3 breakout rooms, and 2 role-play rooms. In addition, there are 7 conference rooms available, for a total of 28 instructional classrooms.

All classrooms and seminar rooms have ceiling-mounted projectors, two high-definition pan-tilt-zoom (PTZ) cameras, ceiling-mounted microphones, instructional computers with Ethernet connections, and multimedia equipment, thereby providing instructors and students with the ability to access and record weekly classes, seminars, and meetings for viewing later, and to offer hybrid classes as needed. In addition, each classroom has a campus phone located near the instructor’s desk for easy access for calls for assistance to the CSSW Office of Computing and Instructional Technology.
1.1 Transcripts
Transcripts of Columbia University students and alumni/ae are issued by the Office of the University Registrar when requests are submitted in writing by the student or alumnus/a or via Student Services On-Line (SSOL). The University reserves the right to withhold transcripts and other similar records when students have unmet obligations to the university, particularly unmet financial obligations. Provision of official transcript is included in the Document Fee charged at the start of the first semester of enrollment.

1.2 Certification of Enrollment and Degrees
Using SSOL, current students are able to access official enrollment certifications through a self-service tool. In addition, the Office of the University Registrar supplies an academic certification which is an official document verifying dates of attendance, student status (full-time or part-time) by semester, and award of degree upon written request. The academic certification is typically requested for health insurance, visa, employment, or credit verification purposes. Provision of certification of enrollment and degrees is included in the Document Fee charged at the start of the first semester of enrollment.

The Office of the University Registrar contracts with the National Student Clearinghouse as Columbia University’s official third-party provider of academic certifications, including both enrollment and degree verifications. The expectation is that all academic certifications for both current and former students requested by parties external to the University will be processed by the National Student Clearinghouse.

In order to be considered for a degree or certificate, students must file an application with their school or program. Provision of diplomas is included in the Document Fee assessed at the start of the first semester of enrollment. Diplomas are ordered by the Registrar’s Office and mailed by the vendor after the conferral date.

1.3 Registrar’s Office Files
Beyond transcripts and certifications, the Office of the University Registrar does not maintain School or Department student records.

1.4 School/Department Files
School/Department student records may contain important documents that chart the student’s progress or lack of progress toward the degree. Schools and Departments are encouraged to keep complete records for students and to establish regular schedules for secure file destruction (see 1.6, below). Usually, retention of the complete file is recommended for five years after the student leaves the University. If a student leaves the university without graduating (i.e., failure to register, voluntary termination, dismissal, or expulsion), retention of the complete file is recommended for a period of ten years.
1.5 Access to Student/Applicant Files
Students who enroll at Columbia have the right to review education records in their student files (whether these are maintained at the Registrar, School, or Department level), or that are kept elsewhere about them by the University. The information is available only to the student for review while actively enrolled or anytime thereafter. This right is guaranteed by the federal "Family Educational Rights and Privacy Act" of 1974, otherwise known as the Buckley Amendment.

A Columbia employee may keep letters or notes about a student in that employee’s personal files. These records are not accessible to the student as long as (as a general proposition) they are not shared by the employee with anyone else. Also known as “sole possession” records, they are not defined as part of the education record and are not therefore required to be released to a student under FERPA regulations governing access. Items to which a student has explicitly signed a waiver of access - such as letters of recommendation for admission, a job, an award, or honor - should be kept separately from the student’s file and are also not required to be released to a student in the event of a request for access to the education record under FERPA.

For more information about the privacy of applicant and student records, departments may wish to consult with the Office of the University Registrar. For guidance regarding unusual requests for records, departments are also advised to consult with the Office of the University Registrar. The Office of the University Registrar, in turn, may also consult with the Office of the General Counsel.

1.6 Disposal of Applicant/Student Documents
Any documents that contain non-public information about applicants and students - especially sensitive items such as applications for admission, letters of recommendation, grades, or private addresses - should receive special handling when retention is no longer necessary. They should either be shredded or destroyed in some way that maintains complete confidentiality and security.

1.7 Electronic Data Retention in the Student Information System
In partnership with CUIT, the Office of the University Registrar has analyzed the primary sources of new data that are recorded in the Student Information System (SIS) and has established protocol to ensure that this new information is not compromised, flawed, or incorrectly formatted when being carried over to SIS. The primary origination point of new data are the various admissions systems that port data into SIS. The Data Validation Tool that has recently been developed provides a robust way of ensuring that bad data are identified and corrected before they are ported to the current SIS. In addition, the Office of the University Registrar, in collaboration with CUIT, runs required queries and reports on a regular basis to identify duplicate, compromised, or unneeded records that are to be “quarantined” on at least an annual basis. The process of quarantining a record involves identifying it as a “bad” record that
has no further use or purpose within the SIS database. Records that are routinely quarantined include:

- Prospect-only records that will no longer be ported into SIS, effective immediately.
- Admitted but not enrolled applicant records and denied applicant records will be maintained in SIS for ten years or twenty semesters. Each year, those records older than ten years or twenty semesters will be quarantined.
- All quarantined records in SIS will not migrate to a SIS replacement.
- All records involving only standardized test scores not associated with an application for admission and older than eight years.

In addition, during the SIS replacement project, course enrollment rosters that are older than ten years will not be converted to the SIS replacement. However, transcript data (academic history) will be converted independently of course enrollment rosters and will be maintained permanently in the SIS replacement.

Additional recommendations for retention of electronic student records in a SIS replacement include:

- Transcripts from 1982 forward will be permanently maintained.
- Data change logs constituting electronic logs of changes to enrollment and other data, including date and time stamp information as well as users responsible for transacting changed data if those data are maintained separately in the system, should be maintained for ten years.
- Enrollment data, including electronic records of enrollment in classes, including records of drop, add, and enrollment change activity, should be maintained for ten years.
- Grade data, including electronic records of submitted grades and grade changes as well as date/time stamp and user data, should be maintained permanently.
- Student demographic information, including electronic student data such as student characteristics and attributes, date of birth, former names, address information, and ethnic information, etc., should be maintained for ten years.

The following are recommendations for the maintenance of publications, statistical data, and institutional reports that are produced each semester and archived to enable purging from the SIS replacement as notated above:

- Degree statistics, including records of degrees granted by Columbia University by graduation term and/or annually, should be maintained permanently in an archive.
- Enrollment statistics, including term reports of enrolled students by class, by course, totals, headcount, etc., should be maintained permanently in an archive.
- Grade distribution and other grade statistics, including reports of grades recorded and summary grade point statistics by class, should be maintained permanently in an archive.
Race/ethnicity data, including reports of student enrollment, graduation, and other metrics by race and ethnic origin, should be maintained permanently in an archive.

Source: https://universitypolicies.columbia.edu/content/retention-student-education-records
### DETAILED SCHEDULE OF TUITION, FEES, AND OTHER CHARGES 2022-2023

#### Two Year Program

<table>
<thead>
<tr>
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<th>Fall 2022</th>
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<th>Total</th>
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#### 16 Month Program

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### Five Term International Program

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### Part-Time to Full-Time (Extended) Program

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<tbody>
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<td>Tuition*</td>
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<td>Document Fee</td>
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<td>$105</td>
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<tr>
<td>Living Expenses / Room-Board</td>
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<td>$21,150</td>
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<tr>
<td>Personal Expenses</td>
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<tr>
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### One-Year Residency for Working Professionals (Reduced Residency) Program

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<th>Fall 2022</th>
<th>Spring 2023</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition*</td>
<td>$10,692</td>
<td>$10,692</td>
<td>$21,384</td>
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<tr>
<td>Medical Insurance Fee</td>
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<tr>
<td>Document Fee</td>
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<tr>
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<tr>
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<td>Books</td>
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<tr>
<td><strong>Total Budget</strong></td>
<td><strong>$23,958</strong></td>
<td><strong>$26,238</strong></td>
<td><strong>$50,196</strong></td>
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### Advanced Standing Program

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<th>Fall 2022</th>
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<tr>
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<tr>
<td>Document Fee</td>
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<tr>
<td>ISSO Fee</td>
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<td>$0</td>
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*During the fall and spring, Two Year and Advanced Standing students are charged a flat rate for enrollment between 10.5 and 19 credits in a term. Students in the Part-Time to Full-Time (Extended) and One-Year Residency for Working Professionals (Reduced Residency) residency programs as well as those in the Two Year and Advanced Standing programs taking fewer than 10.5 credits are charged the per credit rate of $1,778. Students in flat rate programs will be charged the per credit rate for credits in excess of the flat rate range. Part-Time to Full-Time (Extended) and One-Year Residency for Working Professionals (Reduced Residency) Residency*
tuition charges are estimated here for students taking 6 credits per term. Students should view their accounts in Net Partner to see the personalized tuition amounts based on their actual or anticipated enrollment. Students in the Five Term International program have a flat rate for credits ranging from 10.5 to 16.5 during the fall and spring terms and 10.5 to 13.5 range for the summer term.

### Academic Calendar 2022-2023

#### 2022 Summer Semester

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<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
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<td>5/23/2022</td>
<td>First Day of Field Instruction and Summer Term</td>
</tr>
<tr>
<td>5/30/2022</td>
<td>Academic and Administrative Holiday</td>
</tr>
<tr>
<td>6/13/2022 - 6/14/2022</td>
<td>Fall Registration (New Students)</td>
</tr>
<tr>
<td>6/15/2022 - 6/17/2022</td>
<td>Fall Open Registration (All Students)</td>
</tr>
<tr>
<td>6/20/2022</td>
<td>Academic and Administrative Holiday</td>
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<tr>
<td>7/18/2022</td>
<td>First week of Classes - Advanced Standing (Summer Term)**</td>
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<tr>
<td>7/29/2022</td>
<td>Last Day of Field Instruction and Summer Term</td>
</tr>
<tr>
<td>8/27/2022</td>
<td>Last Day of Classes - Advanced Standing (Summer Term)**</td>
</tr>
</tbody>
</table>

#### 2022 Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<td>8/29/2022 - 9/2/2022</td>
<td>Fall Orientation Week</td>
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<tr>
<td>8/29/2022</td>
<td>Start of Change of Program Period (Add/Drop with Tuition Refund)</td>
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<tr>
<td>9/5/2022</td>
<td>Academic and Administrative Holiday</td>
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<tr>
<td>9/6/2022</td>
<td>First Day of Classes (Fall Term)</td>
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<td>9/16/2022</td>
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<td>• Last day to Add/Drop via SSOL</td>
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<tr>
<td></td>
<td>• Last day to drop a class with Tuition Adjustment</td>
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<tr>
<td></td>
<td>• Last day to formally change Academic Program for the Fall term.</td>
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<td>9/19/2022</td>
<td>First Day of Field Instruction (Fall Term)</td>
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<td>10/10/2022</td>
<td>Indigenous Peoples' Day (Class in Session; Administrative Offices Open)</td>
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<td>10/19/2022</td>
<td>October Degrees Conferred</td>
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<td>11/8/2022</td>
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<td>11/17/2022</td>
<td>• Last Day to Drop Class (No Tuition Adjustment)</td>
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<tr>
<td></td>
<td>• Deadline to Select P/F Grading</td>
</tr>
<tr>
<td>11/23/2022</td>
<td>Academic Holiday</td>
</tr>
<tr>
<td>11/24/2022</td>
<td>Academic and Administrative Holiday</td>
</tr>
</tbody>
</table>
### 2022 Fall Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/25/2022</td>
<td>Academic and Administrative Holiday</td>
</tr>
<tr>
<td>TBD</td>
<td>Spring Registration (Continuing Students)</td>
</tr>
<tr>
<td>TBD</td>
<td>Spring Open Registration (New and Continuing Students)</td>
</tr>
<tr>
<td>12/16/2022</td>
<td>Last Day of Field Instruction (Fall Term)</td>
</tr>
<tr>
<td>12/19/2022</td>
<td>Last Day of Class Fall Term</td>
</tr>
</tbody>
</table>

**Dates are subject to change.**

### 2023 Spring Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3/2023</td>
<td>Field Instruction Resumes (Continuing Students) **</td>
</tr>
<tr>
<td>1/9/2023</td>
<td>Start of Change of Program Period (Add/Drop with Tuition Refund)</td>
</tr>
<tr>
<td>1/9/2023 - 1/13/2023</td>
<td>Spring Orientation Week</td>
</tr>
<tr>
<td>1/16/2023</td>
<td>Academic and Administrative Holiday</td>
</tr>
<tr>
<td>1/17/2023</td>
<td>First Day of Classes (Spring Term)</td>
</tr>
<tr>
<td>1/23/2023</td>
<td>First Day of Field Instruction (16-Month &amp; 5-Term Intl.) **</td>
</tr>
<tr>
<td>1/27/2023</td>
<td>End of Change of Program Period</td>
</tr>
<tr>
<td></td>
<td>• Last day to Add/Drop via SSOL</td>
</tr>
<tr>
<td></td>
<td>• Last day to drop a class with Tuition Adjustment</td>
</tr>
<tr>
<td></td>
<td>• Last day to formally change Academic Program for the Fall term.</td>
</tr>
<tr>
<td>2/8/2023</td>
<td>February Degrees Conferred</td>
</tr>
<tr>
<td>3/13/2023 - 3/17/2023</td>
<td>Academic Holiday</td>
</tr>
<tr>
<td>TBD</td>
<td>Summer Open Registration (All Students)</td>
</tr>
<tr>
<td>3/23/2023</td>
<td>• Last Day to Drop Class (No Tuition Adjustment)</td>
</tr>
<tr>
<td></td>
<td>• Deadline to Select P/F Grading</td>
</tr>
<tr>
<td>5/5/2023</td>
<td>Last Day of Field Instruction and Spring Term</td>
</tr>
<tr>
<td>5/17/2023</td>
<td>University Commencement</td>
</tr>
<tr>
<td>TBD</td>
<td>CSSW graduation</td>
</tr>
<tr>
<td>5/18/2023</td>
<td>May Degrees Conferred</td>
</tr>
</tbody>
</table>

**Exact dates will be provided at a later date.**

*The Policy of the University is to respect its members’ beliefs. No students will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.*

Source: [https://socialwork.columbia.edu/about/academic-calendar/](https://socialwork.columbia.edu/about/academic-calendar/)