

SIPA TEACHING GUIDE

Welcome to the **SIPA Teaching Guide**, a resource crafted to aid our instructors in delivering exceptional education at the School of International and Public Affairs (SIPA), Columbia University. This guide offers in-depth information on academic policies, course scheduling, classroom management, grading procedures, and available resources, all aimed at ensuring an effective teaching experience. Our objective is to equip you with the essential tools and knowledge to foster an engaging and inclusive learning environment for our diverse and global student body.

As educators, your commitment to nurturing intellectual growth and professional development is central to our mission. This guide is designed to support you in navigating the administrative dimensions of teaching, allowing you to concentrate on your primary role – inspiring and educating the leaders of tomorrow.

We encourage you to thoroughly review the guide and utilize it as a reference throughout the academic year. Should you have any questions or require further assistance, please do not hesitate to contact [SIPA Academic Affairs](#).

Summer 2024 Dates

Registration dates vary by program. Please consult your academic program staff.

- May 1 – Post your syllabus and course materials to CourseWorks
- June 19 – University Holiday - No Classes
- July 4 – University Holiday - No Classes

Grading deadlines vary by program. Please submit final Summer 2024 grades in SSOL within two weeks of the end of your course and no later than Friday, August 23.

Fall 2024 Dates

- August 1 – Post your syllabus and course materials to CourseWorks
- August 9 – SIPA course registration begins
- September 2 – Labor Day - University Holiday - No Classes
- September 3 – First day of classes
- September 13 – Last day to add or drop a full semester course
- November 4 and 5 – Election Holiday - University Holiday - No Classes
- November 27 - 30 – Thanksgiving Holiday - University Holiday - No Classes
- December 9 – Last day of classes
- December 10 - 12 – Reading period; no make-up classes, exams, or assignments
- December 13 - 20 - [Final Exams](#)
- January 2, 2025 - [Deadline to Submit Grades for Fall 2024](#)

Spring 2025 Dates

- November 1 – Post your syllabus and course materials to CourseWorks
- **November TBD** – SIPA course registration begins
- January 20 – Martin Luther King Jr. Birthday Observed - University Holiday - No Classes
- January 21 – First day of classes
- January 31 – Last day to add or drop a full semester course
- March 15 - 21 – Spring Break; no classes
- May 5 – Last day of classes
- May 6 – Reading period; no make-up classes, exams, or assignments
- May 3 - 10 - [Final Exam](#) Period
- May 16 - [Deadline to Submit Grades for Spring 2025 Graduating Students](#)
- May 21 - [Deadline to Submit Grades for Spring 2025 Non-graduating Students](#)

Posting Syllabus and Textbook Information

Syllabus Posting Requirements:

All instructors must post their syllabus in the syllabus module on their course's CourseWorks site each semester. The Higher Education Opportunity Act mandates that required course materials be included in all syllabi and made available during the registration and shopping period.

Deadlines:

Fall semester courses: **August 1**

Spring semester courses: **November 1**

Summer semester courses: **May 1**

Required Policies in All Syllabi

The following policies and statements must appear in all syllabi:

1. Academic Integrity Statement

The School of International & Public Affairs does not tolerate cheating or plagiarism in any form. Students who violate the Code of Academic & Professional Conduct will be subject to the Dean's Disciplinary Procedures.

Familiarize yourself with proper citation methods using resources available online: <http://bulletin.columbia.edu/sipa/academic-policies/>.

Report violations to the Associate Dean for Student Affairs.

2. Disability Statement

SIPA is committed to providing reasonable accommodations for students registered with Columbia University's Disability Services (DS).

Students with DS-certified accommodation letters should discuss their accommodations with their instructor.

Contact SIPA's DS liaison for additional questions: disability@sipa.columbia.edu or 212-854-8690.

3. Policy on the Use of Generative AI [NEW]

Include a policy on the acceptable use of Generative AI in your syllabus. Design policies according to your course needs. [See the [Teaching Resources](#) (p. 3) section for additional guidelines on drafting generative AI policies.]

4. Policy on Student Attendance

Clearly state attendance expectations in your syllabus. Students are expected to attend all classes unless excused. [See the [Teaching Resources](#) (p. 3) section for additional guidelines on drafting an attendance policy.]

CourseWorks Guides and Resources

CourseWorks Help: Reference for navigating [CourseWorks](#).

Support and Workshops: Visit [Columbia's Center for Teaching and Learning](#).

Contact for SIPA Faculty: Alyssa Famolari, Learning Designer II, at af3367@columbia.edu.

Columbia Teaching & Learning Open Office Hours: Providing Textbook Information

Instructors must post all required course materials, including textbooks, in the textbook module on their CourseWorks site each semester. Detailed information should be provided as follows:

Textbook Module: List all required materials before course registration begins. (Refer to the deadlines provided above.)

Public Listing: Input individual ISBNs in the "Textbooks" section of CourseWorks. ISBNs can be found on publishers' or retailers' websites like Amazon.

Bookstore Orders: When you input textbook information in the module, it is automatically sent to the Columbia University Bookstore, which will order copies for student purchase.

Legal Requirement: Providing information about required course materials and their costs is mandated by federal law. (See the Higher Education Opportunity Act for more details.)

Accessibility: This information will be available on Vergil and through the University Bookstore.

Updates: Lists of required materials can be updated between early registration and the start of the term.

Syllabus Policy: Every syllabus must clearly note all required texts and materials for the course.

Making Course Readings Available to Students

Instructors must clearly identify weekly reading assignments and provide access instructions. A typical SIPA course involves approximately 150 pages of reading per week.

Methods of Providing Access to Course Readings

- 1. Direct Links in the Syllabus:** Include direct links to online reading materials within the syllabus.
- 2. Uploading to CourseWorks:** Upload PDFs or digital copies of readings to the Files section of CourseWorks.
- 3. Hardcopy Texts and Library Reserves:** Provide clear instructions if requiring students to purchase hardcopy texts or access readings through Columbia University's Library Reserves.
 - **Library Reserves:** [Submit a reserve list request via the online form](#). Submit requests early to ensure materials are ready for the start of the semester. Print item orders can take 2-5 weeks to arrive and be cataloged.
 - **Electronic Availability:** Not all materials have electronic versions available. The Libraries will place print copies of materials that cannot be electronically licensed on course reserve.

Library Resources

- **Lehman Social Sciences Library:** located on the 3rd floor of the International Affairs Building, the Lehman Library assists faculty with all aspects of research and teaching. Lehman contains electronic databases including, but not limited to, the following: AccessUN, Conference Proceedings/Working Papers (SSRN to World Bank), Country Profiles (Armed Conflict Database to Eurostat Country Profiles), Digital Dissertations, Journals (JSTOR, Lexis Nexis, PAIS International & Archive 1015-present), New Sources (Factiva to GenderWatch), Statistics (U.S. Govt, Catalogs, Almanacs), World Bank e-library. Lehman's subject guide represents SIPA's areas of inquiry and knowledge. Faculty may use Lehman's Digital Social Science Center for advanced information/technology assistance (data, maps, government documents). <https://library.columbia.edu/locations/lehman.html>
- **Course Reserves:** Faculty may request the University Libraries to place readings on either electronic or hard-copy reserves via <https://library.columbia.edu/services/reserves/faculty/form.html>. In order to ensure your required materials are ready for the start of the semester, please submit your requests to the Library as early as possible. Please note that orders for print items can take up to 2-5 weeks to arrive and be cataloged.
- **Course Reserves Streaming Video Service:** When specified, the Columbia University Libraries will license streaming video to fulfill course reserves film requests. Requests may take at least 7 days to become available and will appear as a link on your course reserves list. When streaming video is not available, staff will be in touch with other possible options.

Note: Columbia University Libraries currently provide access to streaming content through their curated collections. Please see the [Streaming Video Research Guide](#), which provides links to the

Library's collections of features, documentaries, and recorded performances.

- **PDF Scanning:** For scans of a small portion of a single work, instructors may decide whether or not to scan materials for upload into CourseWorks. The Libraries at Columbia provide access to scanning workstations in all locations, and there are now smartphone apps that use the phone's camera to scan and create high-quality .pdfs. Uploading material to a course management system requires a Fair Use assessment for each scan.
 - For information on Copyright and Fair Use, please refer to the Columbia University Copyright Advisory Office website at <https://copyright.columbia.edu/basics/fair-use.html> and <https://copyright.columbia.edu/basics/fair-use/fair-use-checklist.html>.
- **Harvard Business Publishing (HBS) Case Studies and Articles:** Instructors can set up a free Educator Account at <https://hbsp.harvard.edu/registration/educator/>. An Educator Account gives faculty access to world-famous HBS cases, download Educator/Desk Copies, up to 60% off materials for students when creating coursepacks, and many more. We strongly suggest using a Columbia email (LionMail) to sign up for an account for a more straightforward verification process. When submitting a verification request, we recommend submitting the following:
 - Directory Card: Go to the [Columbia Directory](#) # search for your name and click on your name # click "print this page" at the bottom right corner # select "Save as PDF" under the printer/destination options
 - Columbia ID: A photo or document scan of your ID card
 - Appointment Letter
 - If further verification is requested, please contact SIPA's Office of Academic Affairs at sipa_academicaffairs@columbia.edu.
- **Desk Copies from Publishers:** Many publishers provide a 'desk copy,' a complimentary copy, of a textbook that a faculty member has selected for use in a course. Instructors can request desk copies directly from a publisher, commonly found on the publisher's website, or instructors can use resources like [Ingram Academic](#).

- **Columbia Writing Center** provides students with one-on-one consultations and workshops.

Assisting Students in Distress: Columbia University Blue Folder

Faculty can reference the [Blue Folder](#) for guidance on how best to respond to and support students in distress.

If you are concerned about a student and they are not in immediate danger.

- Contact SIPA's Dean of Students, Associate Dean Tsuya Yee, at ty2466@columbia.edu
- Help the student connect to one of [Columbia's counseling services](#) or
- [Consult with a counseling provider to discuss how best to support the student.](#)
- **If you believe a student is in immediate danger of self-harm and is in New York City, first call 911, then call Public Safety – Morningside (212-854-5555).**

Attendance Policies

Students are expected to attend all classes unless they have an excused absence: a severe medical issue, family emergency/death, or significant career-related activity. All excused absences are at the faculty member's discretion. Faculty may refer students to their Advising Dean in OSA for additional support. For career-related activities, students should request to be absent in advance, secure notes from another student, and complete an additional assignment related to the topic for the missed session.

Because MIA and MPA students are expected to complete an internship, and some internships require students to attend informational activities or interviews, many instructors will excuse students from one class session to participate in such activities or interview for a job.

Instructors must include a clear attendance policy in their syllabus so that students know the expectations.*

**From the [Faculty Handbook](#) published by the Provost Office:*

"Faculty have the discretion to set their own policies on class attendance and making up missed assignments, subject to the limitations defined by the University's policies on religious holidays and any requirements set by their schools. Faculty must provide their students with a written description of their policies at the start of the term and to follow them consistently."

If an approved absence results in the rescheduling of an exam, the instructor is responsible for scheduling and proctoring the exam and finding a room. An instructor may direct students to the designated make-up final exam day, where OSA will proctor their exam. This make-up day usually falls on the last day of the final exam period.

University attendance policy for instructors (Canceling and Rescheduling Classes)

From the [Faculty Handbook](#) published by the Provost Office:

"It is the responsibility of the faculty to meet all scheduled classes. In the event of an unavoidable absence due to an emergency, religious holiday, or other scheduling conflict, an officer must reschedule missed

Non-Registered Student Access to Your Syllabus (Course Shopping)

Non-registered students can view the Syllabus module of your CourseWorks site during the shopping period each semester using [Vergil](#).

Access Periods:

- **Fall semester:** August 1 until the end of the change of program/registration in September
- **Spring semester:** November 1 until the end of the change of program/registration in January
- **Summer semester:** May 1 until the end of the change of program/registration in June

Academic Resources for Students

- **Math and Writing Tutors** are free to students through the SIPA Student Affairs. Please visit [OSA Tutors](#) for additional info.

classes, arrange a replacement, or provide alternative instruction. Those arrangements should not substantially inconvenience their students or faculty colleagues. The department or school will provide substitute instructors for their courses if an officer is absent for an extended period due to illness or injury."

Faculty are expected to hold classes at their regularly scheduled times, in their regularly scheduled locations.

Should a class be canceled, SIPA defers to the individual faculty member to decide how to cover the material from the missed class.

Should an instructor cancel class suddenly due to illness or emergency, the instructor must contact Academic Affairs (sipa_academicaffairs@columbia.edu) and email their students as soon as possible to inform them of the cancellation. A member of SIPA staff will post a sign on the classroom door notifying students of the cancellation. If the instructor cannot notify Academic Affairs staff during business hours, the instructor should request that a student from their class post a sign.

Individual course policies on attendance

Attendance policies can vary from class to class, so there is no set language that instructors must use on their syllabi, but there should be a clearly stated attendance policy.*

- An attendance policy can include the following:
 - what types of absences are considered excused and what types are not,
 - what the maximum number of permissible absences will be and what the penalty for additional absences will be,
 - what steps students should take if they will be absent (e.g., how to inform you, whether to meet with you afterward to catch up a bit),
 - whether some make-up work for participation or other in-class activity may be required, and
 - how will absences from major exams or presentations be handled?
- **As they plan their courses for the semester, instructors should consider their own contingency plans for handling requests for accommodations from students who must be absent due to illness or other extenuating circumstances.**
- **Instructors who wish to require documentation from students for absences from class are asked to consider the following:**
 - Students who will miss class in observance of major religious holidays are not required to provide documentation. However, they should communicate their planned observance to their instructors at the beginning of the semester and make plans accordingly. (See below for more details on absences for religious holidays.)
 - The University attendance policy issued by the Provost Office (see below) notes that instructors may not require students to provide medical documentation for short-term absences related to an infectious disease. Students who miss class for health reasons may be unable to see a healthcare provider on the day they were ill. If a healthcare provider sees them, any illness

diagnosis is privileged information and cannot be shared directly by the healthcare provider with an instructor or adviser. **Please note** that advising deans do *not* have special access to this privileged health information.

- Instructors sometimes ask students absent from class to procure notes from their advising deans about an illness. It is important to remember that advising deans are working with the same information as the instructors, and they can only confirm that the student has told them the exact reasons for absence that the student has already told the instructor. So, instructors are asked to consider whether this documentation is helpful before requiring it.

**From the Faculty Handbook published by the Provost Office:*

"Faculty have the discretion to set their own policies on class attendance and making up missed assignments, subject to the limitations defined by the University's policies holidays and any requirements set by their schools. Faculty must provide their students with a written description of their policies at the start of the term and to follow them consistently."

Attendance policies for religious holidays

It is the policy of Columbia University to respect the religious beliefs of its faculty, students, and staff.* In accordance with New York State law, no student may be penalized for absences due to religious beliefs.

Instructors are expected to avoid conflicts with religious holidays as much as possible, particularly concerning required activities such as registration, class meetings, examinations, and assignment deadlines. When scheduling conflicts are unavoidable, instructors are expected to find alternative means by which students absent for religious observance can complete missed academic requirements.

Students should inform their instructors at the beginning of the semester of plans to observe a religious holiday so that instructors and students can form a plan for the term that takes into account any necessary alternative arrangements. It is essential for students to understand that they are responsible for all course requirements, even when absences can be accommodated; for example, if participation in each class session is a course requirement, a student who misses a class for religious observance may be asked to make up the missed participation in some alternative way (e.g., a written response to the reading assignment). If a suitable arrangement to accommodate absences for religious observation cannot be worked out between the student and the instructor, the student should consult their advising dean in SIPA Student Affairs. If an additional appeal is needed, it may be taken to the Provost, whose determination is final.

Instructors who have questions about particular religious holidays or forms of observance can write to religiouslife@columbia.edu to consult with one of the religious life advisers in The Earl Hall Center for Religious Life. Instructors concerned about the academic implications of a student's religious observance should contact the student's advising dean in SIPA Student Affairs.

**From the Faculty Handbook published by the Provost Office:*

"No student may be penalized for absences due to religious beliefs. Students are expected to inform their faculty of any religious holidays they intend to observe as early in the term as possible. Faculty are expected to find alternative means by which those students can satisfy missed academic requirements. If a suitable arrangement between the student and the instructor cannot work out, the instructor should consult the appropriate

chair, dean, or executive vice president. If an additional appeal is needed, it may be taken to the Provost, whose determination is final."

Attendance policies for absences and missed class due to infectious diseases (such as COVID-19, influenza, and mpox)

The Provost's Office announced this attendance policy for the University in August 2023.

The current public health situation in the US and NYC indicates that we will likely encounter cases of COVID-19 and other infectious diseases this fall. Please note recent university communication [here on updated COVID-19 guidance](#).

To maintain the health and safety of students, staff, and faculty during this academic year and to support our students academically, below are guidelines regarding student absences.

For infectious disease-related absences of 10 days or less:

Students adhering to isolation due to a diagnosis of COVID-19 or another infectious disease must not attend class during their mandated isolation period. Students will follow the guidance of their healthcare provider regarding the length of the isolation period. Student absences relating to COVID-19 and other infectious diseases will be recognized as appropriate for such absences, and students will not be penalized.

- Students must contact their instructor to inform them they cannot attend in-person classes for medical reasons. The student may decide to share the reason for the absence but is not required to do so. Students must include the necessary dates of their absence and communicate regularly with the instructor about their ability to participate during that time. Faculty may not require documentation of such absences.
- As for any illness of short duration, students should work directly with their instructors to develop a plan to receive instruction and complete course-related work. Instructors are expected to make reasonable accommodations for students who miss classes, assignments, or exams due to necessary isolation related to an infectious disease diagnosis.
- Depending on the class's size, format, and pedagogical goals, instructors can support students in isolation in several ways to help students catch up on materials and assignments. Such support may include the following:
 - Record their lecture or class or make existing recorded lectures available
 - Invite a remote student to "attend" via a Zoom link to be used only during this period
 - Create an activity that students could complete on their own to make up missed class or content
- Students should note that not all courses are being recorded, and they should contact their instructor to determine the best way to make up missed classes and assignments.
- Instructors are not expected to teach additional hybrid or online sections to accommodate individual student absences of less than one week.

For extended absences longer than ten days:

Students who are absent for longer than ten days due to an infectious disease must provide appropriate medical documentation to **Disability Services** (DS). Documentation must include the medical diagnosis and the estimated duration of absence (due to isolation or prolonged symptoms), which can be obtained from the medical services. Disability

Services will expedite the **registration process** for students requiring accommodations due to a prescribed extended medical absence due to an infectious disease. Faculty members will be contacted by Disability Services or DS Liaison if appropriate to review what accommodations can be provided to a student who has a prolonged absence. Students will not be penalized for extended absences.

Columbia's Center for Teaching and Learning Learning (CTL)

The Center for Teaching and Learning at Columbia offers professional development programs and events to connect faculty and instructors at the University to practical teaching approaches, resources, and instructional technologies. The Center provides programs ranging from standalone workshops and workshop series to immersive multi-day institutes and semester-long seminar programs.

• **Columbia's Center for Teaching and Learning Faculty Offerings**

- [Workshops for Faculty](#)
- [Teaching Resources and Guides](#)
- [Inclusive Teaching](#)
- [AI Tools in the Classroom](#)
- **Consultations with Columbia Teaching and Learning**
Schedule a consultation by emailing [SIPA's Learning Designer](#) [SIPA'sscuss teaching and learning needs](#).

Workshops on AI Tools in the Classroom

Given the rapid pace of technological innovation and development, higher education, like nearly all industries, is continuously called upon to consider creative approaches to teaching and learning. Columbia Center for Teaching and Learning offers instructors a brief introduction to Artificial Intelligence (AI) Tools, specifically ChatGPT, along with several strategies they might consider for navigating or engaging with these tools in their courses. [Visit the Center for Teaching and Learning for more information.](#)

Generative AI Policies and Guidance [NEW]

In line with Columbia's university-wide policies on Generative AI, SIPA believes that the intellectual integrity on which we base our teaching, learning, and research at SIPA can be hindered if students take credit for content generated by an AI tool.

Instructors must include a policy on the acceptable use of Generative AI in their syllabus and discuss their expectations and rationale with students. Instructors have substantial discretion on how to design policies for their courses.

Given the constantly evolving nature of AI tools, we encourage an ongoing partnership and dialogue among faculty and students on how these tools may or may not be helpful for specific courses. For example, when a particular AI scenario or use case is not addressed in a syllabus, students should be encouraged to ask the instructor to share their policy in writing with all students.

In addition, SIPA [strongly encourages](#) faculty to permit students to use Generative AI to check and correct language mistakes. SIPA [strongly](#)

discourages using detection software to determine whether students have used Generative AI. At this moment, Generative AI detection tools are unreliable and prone to bias against non-native speakers of the English language. Last, if faculty permit some uses of Generative AI in their classes, SIPA strongly encourages faculty to request students disclose that use.

Guidelines for Instructors on Drafting Generative AI Policies

When writing their syllabus policy on the use of Generative AI in their courses, instructors have significant discretion on whether, where, and how to allow the use of Generative AI

- **Consider the continuum of policies:** (a) Use of Generative AI is prohibited; (b) Use only with prior permission of instructor; and (c) Use freely with acknowledgment and disclosure. These options can apply to all assignments or can be tailored by instructors to individual assignments. You can consult the accompanying syllabus language menu with suggestions for specific AI policy text. When writing your specific policy, you should consider the following elements:
 - **Consider the various ways in which Generative AI can be used in the context of your course**, e.g., in prewriting, writing, post-writing or editing, image or code generation, asking Generative AI to explain concepts, summarize readings or videos, etc.
 - **Think about key learning objectives and possibly rethink previous objectives** since our students may use (and may need to use) Generative AI tools when they graduate. Does the existence of these tools change the skills required to succeed in the labor market? If so, what does this mean for your course?
 - **Consider the overarching objective to strengthen students' AI literacy.** Where does it make sense to overhaul assignments and exercises to include the active use of Generative AI and teach meaningful ways to use such technologies? Where does it make sense to open the limitations and biases of Generative AI? How should courses teach the use of good prompts to make the most of such applications?
 - **Use Generative AI yourself.** Using Generative AI yourself for key assignments and work products will help you to understand the strengths and weaknesses in your area of work. You should also familiarize yourself with the evolving research on the use and limitations of Generative AI, including how (a) it can perpetuate social biases (gender, race, etc.); (b) it can contain inaccurate, fabricated, or utterly wrong information ("hallucinate"); and (c) the outputs it generates are almost always incomplete.
 - **Consider what Generative AI means for evaluating student performance.** Some assignments are more prone to the extensive use of Generative AI, while others are more "AI-proof" (e.g., oral exams or hand-written in-class exams). However, AI-proofing your assessments should only be one of the considerations in your syllabus design. Other considerations include assignments' relevance to mimic real-world outputs (such as research reports, program proposals, or policy memos), student preferences, and biases that come with specific assessments. Beyond single assignments, you may also need to consider the mix of assessment methods that your course uses and how the use of Generative AI can differ between them—for some assignments and activities but not others.

- **Understand the root cause and determining factors for specific AI uses.** For example, students often use AI-generated synopsis of course readings. This can challenge instructors' learning objectives regarding students' ability to read longer texts, use judgment to filter critical information, and distill insights. Instructors might, therefore, consider whether there are ways to structure readings so that students are more likely to engage with readings without the use of Generative AI meaningfully.

- **Devise a strategy to communicate the rationale of your policy to students.** Students should understand why instructors opt for a specific policy in a syllabus. Accordingly, instructors might consider communicating their assessment of the importance of teaching particular skills and linking assignments to learning objectives when they explain their AI policy.
- **Use clear language about your expectations** and, where possible, provide examples of the accepted use of Generative AI, including specific AI platforms.

All SIPA instructors should follow Columbia [University's policy](#) on confidential information and copyright regarding Generative AI, including the following:

- **Do not input Confidential Information into Generative AI tools:** Columbia community members must not input any Confidential Information into Generative AI tools except when permitted by validated contract language and security controls (approved by CUIT and central procurement).
- **Do not input Personal Information into Generative AI tools:** Columbia community members must not input any Personal Information about Columbia employees, students, faculty, or other stakeholders into a Generative AI tool except when permitted by validated contract language and security controls (approved by CUIT and central procurement).
- **Do not input information that violates intellectual property (IP) or general contract terms and conditions in Generative AI tools:** Columbia community members must be aware of the terms and conditions under which they use AI tools. All members of the Columbia community must respect IP rights to protect those IP rights. It is incumbent on individual users to ensure that their AI tools' inputs and outputs are adequately protected for reasons such as copyright and patent laws, data protection regulations, and identity theft crimes. Such AI tools might include Large Language Models (for example, ChatGPT), Machine Learning platforms (for example, AWS SageMaker), or image recognition software (for example, Google Cloud Vision). Please note that vendor licenses govern many of the digital resources provided by the Columbia University Libraries ("Libraries"), and some publishers assert that using their content with AI tools is not allowed. Please contact the Libraries for assistance in defining acceptable uses for licensed content with an AI tool or large language model here: ai-inquiries@library.columbia.edu.

Sample Syllabus Policies on Generative AI

Most instructors will allow or limit the use of AI tools in ways that can fall under three broad categories: (1) use prohibited, (2) use discouraged, and (3) use encouraged. Below are examples of general statements in each of these categories.

Syllabus Examples of Prohibited AI Use

1. Intellectual honesty is vital to any academic community and for my fair evaluation of your work. All work submitted in this course must be your own and completed following the University's academic regulations. You may not make use of ChatGPT or any other AI composition software. Any unauthorized use of AI shall be treated similarly to unauthorized assistance or plagiarism (page 11 of [Standards and Discipline](#)). AI tools not explicitly allowed by the instructor(s) of a course will be considered a violation of academic integrity.
2. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI-generated submissions are not permitted and will be treated as plagiarism. Ethics still matter, and plagiarism is a severe offense. Please refer to university policies on plagiarism here ([insert hyperlink](#)).

Syllabus Examples of Discouraged AI Use

1. **Use only with prior permission:** Students can use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless permitted to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.
2. **Other Examples of Conditional Use of AI:** You may use AI programs, e.g., ChatGPT, to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. When using AI tools on assignments, add an appendix showing (a) the entire exchange you had with the Generative AI platform, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g., ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g., to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of conceptual territory, illustrations of key concepts, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.).

Syllabus Examples of Encouraged AI Use

1. I expect you to use AI (e.g., ChatGPT, Dall-e-2) in this class. Some assignments will require it. Learning to use AI is an emerging skill, and I will provide basic tutorials about using it effectively for our work. However, be aware of the limits of these software systems. If you provide minimum effort prompts, you will get low-quality results. You will need to refine your prompts to get better outcomes. This will take time and practice. Be thoughtful about when this tool is valid and when it is not. Do not use it if it is inappropriate for the case or circumstance. Please only use AI as a complementary tool to your academic work and not as a replacement for your own thinking and analysis.
2. AI tools like ChatGPT are designed to assist humans with their work, and you may use Generative AI programs, e.g., ChatGPT, to help generate ideas and brainstorm and to make stylistic changes to make your writing more suited to the nature of requirements of a particular assignment. Please remember that these tools are not

capable of independent thinking or making judgments based on personal experiences, cultural contexts, or ethical considerations. You should also note that the material generated by these programs may be inaccurate, biased, or otherwise problematic. This is because Generative AI derives its output from previously created texts from other sources that the models were trained on, and essentially reflects the bias inherent in them. I trust you to use AI judiciously to enhance and supplement academic work, not to replace it.

Independent Study/Independent Research Policy

Independent Studies/Research Courses are voluntary agreements between individual faculty members and students, where students complete a course of study and assignment. For a three-point independent study, the course of study typically includes a reading list comparable to that required for a regular three-point course (75-150 pages per week) and a research paper of at least 20 pages. Independent study courses can also be taken for 1.5 points, in which case the reading and research paper are usually half the length of those for a three-point course. Because independent studies (particularly those worth 3 points) are intensive activities, faculty members regard them as a significant commitment. Faculty members are not obligated to supervise independent studies; they typically do so with students who have previously completed a class or other educational/research activity under their supervision.

If a SIPA faculty member agrees to supervise an independent study, the student should ask the faculty member to sign an "Application for Individual Research Course" and then submit the signed application to the Office of Student Affairs no later than the change of program deadline. Full-time faculty members who are appointed in other schools but not at SIPA are also eligible to supervise independent studies with SIPA students; these faculty members follow the policies and procedures established by their respective schools, not SIPA.

SIPA students typically ask full-time SIPA faculty members or other full-time faculty from whom they have taken a class to serve as their independent study supervisors. Adjunct faculty are generally not permitted to supervise independent studies due to University Provost rules and guidance on teaching limitations. If a student needs more information, they should contact the SIPA Office of Student Affairs.

Study/Reading Days and Review Sessions

There is a three-day study period following the last day of classes, followed by the final exam period. No make-up classes, exams, final presentations, or deliverables may be scheduled or due during the study period. Faculty or TAs may schedule review sessions during this period. The regularly scheduled class time and room are unavailable for faculty during the study period. Faculty or TAs must reserve a space for a review session through SIPA Academic Affairs (sipa_academicaffairs@columbia.edu). Please book rooms for review sessions at least two weeks before the end of classes. You cannot reserve spaces for study sessions using the online room reservation system (it is only for non-class related activities).

Teaching Students with Disabilities

From the Faculty Handbook published by the Provost Office:

The University is sensitive to the needs of its constituents and is committed to facilitating equal access for anyone with disabilities. Special

attention is given to the needs of disabled faculty and students in assigning classrooms that can accommodate those individuals. This will sometimes necessitate relocating classes after the start of a term.

Disability Services, which is responsible for providing support for students with disabilities on the Morningside, Manhattanville, and Irving Medical Center campuses, works with faculty to ensure that the accommodations the students receive are consistent with course requirements, the academic standards of the programs in which those students are enrolled, and the clinical documentation submitted to Disability Services to support specific accommodations.

While students with disabilities are expected to meet the exact academic requirements as other students, they may require special arrangements to do so, such as recordings of class lectures, the assistance of a sign language interpreter, and extended time or separate space for in-class examinations. The Office of Disability Services informs faculty of any accommodations that need to be provided to students enrolled in their courses, directly or through the appropriate members of their dean's staff, and encourages students to discuss their needs directly with their instructors.

Students requesting accommodations are required to register with the Office of Disability Services and must provide current clinical documentation that verifies their disability status and accommodation needs. Faculty members are not required to adjust for students who have not registered with that office and are advised not to make academic adjustments independently. Faculty should contact that office directly for additional information or concerns about specific students.

Faculty are encouraged to design their courses to be inclusive and accessible for all students. The Center for Teaching and Learning provides a Guide for Inclusive Teaching at Columbia, offering various resources to help faculty understand the importance of universal design and create inclusive classes.

If you have a student in your course registered with the University's Office of Disability Services, you will be formally notified by SIPA Student Affairs with the relevant information. Any student seeking reasonable accommodations (academic, housing) or support services from University Disability Services (DS) must register with the University office.

For questions regarding teaching students with disabilities, please contact SIPA's Disability Services Liaison (<https://health.columbia.edu/content/disability-services-liaisons>).

Visit the Columbia University Office of Disability Services Website.

Course and Instructor Evaluations

SIPA provides two scheduled opportunities for students to give feedback on their courses and instructors:

- 1) the *Course Implementation Survey*, which is conducted for full-semester courses during the third week of classes, and
- 2) the end-of-semester *Course Evaluation*, which is conducted for all SIPA courses beginning the last week of classes and ending during the week of final examinations. Faculty should consider these evaluations as opportunities to reflect upon their teaching practices.

The *Course Implementation Survey* is designed to alert SIPA Academic Affairs of any problems that should be immediately addressed. The

results of these surveys are made immediately to instructors at the close of the survey, the end of the third week of the semester.

The end-of-semester *Course Evaluation* allows SIPA to work with faculty and academic faculty program directors to improve existing courses and make changes in the curriculum – and they are an essential element of the faculty review process. Additionally, SIPA uses quantitative evaluations to identify recipients of the “top five” teaching awards each semester and identify the shortlist for the annual Distinguished Teaching Awards (a student ballot selects winners of this award).

Students' evaluation responses are entirely anonymous.

The quantitative and qualitative results of Course Evaluations are made available to instructors after final grades are submitted, and are also made available to SIPA all students.

N.B. Students may contact Academic Affairs during the semester with urgent faculty or course concerns, and when relevant, Academic Affairs may address these concerns directly with the instructor.

Grade Submission & Guidelines

Grading Norms and Curves

The Professorial Faculty of the School of International and Public Affairs have adopted the following grading guidelines to ensure consistency and provide guidance to instructors new to SIPA: **Grades submitted for SIPA core courses must have an average GPA between 3.2 and 3.4, with the goal being 3.3.** Courses with enrollments over 35 are also recommended to follow this rule. Workshop courses will be exceptions to this rule.

These guidelines do not need to be interpreted as a strict curve, and faculty are free to reach this goal in a variety of ways. Faculty may treat “B+” as the mode for their classes and distribute grades above and below B+ at their discretion. Another option is to use the registrar's grade point system (below) to produce a firm 3.3 average for the class.

When the faculty voted to adopt these guidelines, they intended to preserve some faculty flexibility and discretion but also wanted to create some structure and norms.

Grading Notations

Grade	GPA Equivalent
A+	4.33 (Only to be awarded rarely - for extraordinary performance)
A (Excellent)	4.00
A-	3.67
B+	3.33
B (Good)	3.00 (A cumulative GPA of 3.00 is required to remain in good academic standing and to graduate)
B-	2.67
C+	2.33
C (Fair)	2.00
C-	1.67
D (Poor)	1.00
F (Failure)	0.00
P (Pass)	N/A
UW (Unofficial Withdraw)	N/A

R (Audit; Registered, no quantitative N/A grade)

Submitting Grades

Faculty members submit grades for their courses online through [Student Services Online \(SSOL\)](#). To use this site, you will need to log in with your UNI and password.

About two weeks before the end of the semester, the University Registrar's Office and SIPA Academic Affairs will email instructions on using this site and notify instructors of the dates during which web grading opens and closes and the deadlines for grade submission. It is essential to submit grades by the established deadline. Delays in grade submission result in delayed graduation for graduating students. To determine whether or not your grades have been submitted, check the grade roster, which will state the date, time, and UNI of the individual who submitted the grades. For assistance using Web Grading, please email registrar@columbia.edu.

Changing Grades

Instructors are responsible for initiating the change of grade requests. Students should not be given the option to re-do work they have already completed (unless all students are afforded the same opportunity and the opportunity is publicized via CourseWorks or the course syllabus). Students should not be allowed to do extra work after the end of the semester to raise their grades. All grade changes must be approved by the Senior Assistant Dean for Curriculum and Instruction. In the School of International and Public Affairs, grade changes must be initiated by the end of the semester, after which the initial grade is issued, and the instructor must initiate through the Student Services Online (SSOL) Grade Change function.

Special Grading Notations

Pass/Fail

Core, concentration, and specialization courses cannot be taken pass/fail. Students can only opt to take elective courses on a pass/fail basis. There is no limit to the number of elective courses that can be taken pass/fail.¹ Please note the regulations below regarding taking a course pass/fail:

- The instructor's permission is not required to change the grading option to P/F (pass/fail). However, instructors can opt to have a course blocked from pass/fail registration.
- Students can change the grading option for an eligible full semester course at any time via SSOL up to the "last day to change grading option" noted on the Academic Calendar. Note: Short courses are not subject to the pass/fail deadline. Requests for grading option changes can be submitted for a short course anytime before the final course session. After the official pass/fail deadline has passed, requests for short courses can be submitted via the [registration request form](#).
- A grade of Pass is not calculated into a student's grade point average. Certain courses, such as one-point short courses or Professional Development, are offered only on a Pass/Fail basis.

Auditing and R-credit (registered for the course; no qualitative grade assigned):

- Students who audit (receive R credit) a course must be registered in SSOL and appear on the grade roster. Students who are not officially registered will not have access to CourseWorks. Students who wish

to receive R credit for a course must request permission from the instructor during course registration. Registration priority should be given to students taking a course for full credit over auditing. Instructors are not obligated to grant R credit; however, if permission is granted, the student must meet course requirements established at the instructor's discretion. Upon successfully completing the course, the instructor will submit the grade of 'R' for these students. Should students not meet course requirements or fail to attend class, instructors can submit a grade of UW (Unofficial Withdraw) or F (Failure). Students approved for R-credit registration are only exempt from final examinations by University policy. NOTE: credits taken for R credit do not count toward the minimum 54-credit graduation requirement, but R credit does count toward the credit limit covered by the flat tuition rate in the fall and spring semesters.

The mark of W (Withdrawal):

Given to a student who drops a course between the end of add/drop and the fifth week of classes. Students cannot drop/withdraw from a course after the date noted on the [SIPA academic calendar](#).

The mark of UW (Unofficial Withdrawal):

- Given to a student who discontinues attendance in a course without submitting an official request to withdraw before the stated deadline on the SIPA Academic Calendar (fifth week of classes).
- A "UW" is a permanent grade and will remain on the transcript even if the student repeats the course.

The mark of CP (Credit Pending):

The mark of Credit Pending (CP) may be entered at the discretion of an instructor in two instances: (1) in courses that regularly involve research or projects extending beyond the end of the term; and (2) in highly exceptional cases where a short extension (generally less than two or three weeks) has been approved for student completion of selected course requirements. Once the work has been completed, the instructor immediately changes the CP to a letter grade using the web grading system. If an instructor does not replace a CP with a letter grade within 30 days, the CP reverts to an Unofficial Withdrawal (UW). A CP may also be entered by the Associate Dean for Student Affairs for exceptional administrative circumstances, such as leaves of absence and/or disciplinary matters.

The mark of IN (Incomplete):

Incompletes are granted or denied at the discretion of course Instructors. Incompletes can be granted in cases of incapacitating illness, serious family emergency, or in circumstances of comparable gravity. Permission can also be granted in order to allow a student to consult research materials not obtainable in the course of the semester.

If an instructor grants an incomplete for a course, the instructor and student must agree on a date on which the coursework will be completed. This date must be **no later than the last day of the exam period of the following semester**. It is the student's responsibility to make sure a grade is submitted by the agreed-upon date. The instructor is not required to submit a grade for the course after the agreed-upon date. The mark of incomplete (IN) is not a final grade. Therefore, if a final grade is not submitted by this date, the mark of IN will revert to UW (Unofficial Withdrawal), and the credits in the course will be forfeited. Note that students cannot be certified for graduation with a notation of incomplete (IN) on their transcript. All grades must be final in order for a student to graduate.

SIPA policy states that if the outstanding coursework is not completed by **the last day of the exam period of the following term**, the grade will automatically revert to Unofficial Withdrawal (UW), defined as "student did not complete attendance and assignments, but failed to withdraw." The mark of UW is a final, permanent grade that cannot be changed. Students with two or more marks of incomplete (IN) will have a registration hold placed on their account **and may not register for classes in subsequent semesters (in exceptional circumstances, a student may submit a written appeal to the Committee of Deans for approval to continue, but the Committee of Deans may decline such requests, and there is no further appeal).**

Any student who believes that their situation warrants the granting of "IN" must follow this process:

1. Students will initiate the Incomplete process by speaking with the instructor and securing instructor approval.
2. The student will complete the **Application for Incomplete** and upload the instructor's approval **by the last day of the final exam period.**
3. The student will be contacted and counseled by their SIPA Advising Dean. The Advising Dean will approve and post the grading notation of Incomplete.
4. After the Application for Incomplete is received by OSA, the student should meet with their Advising Dean or Program Director. OSA approves and posts the Incomplete grading notation after receiving the student's completed form.
5. Once an Incomplete has been entered into the student's record, instructors can update that notation with a letter grade in SSOL once the student has completed all course requirements.

For questions on the incomplete process, instructors should contact Senior Assistant Dean Stefan Brown in the Office of Student Affairs at asb167@columbia.edu.

Repeating Courses

Students are allowed to repeat a course in which they received a failing grade (i.e., "F"). A failed course may be repeated only once. If repeated, both grades earned in the course will remain on the student's transcript, and both grades will be factored into the student's GPA.

Students cannot repeat a course in which they receive a passing grade.

Mid-term & Final Exams, Exam Proctoring, and Deliverable Schedule

SIPA Academic Affairs will begin exam scheduling for any particular semester during the second week of classes, including review sessions.

Mid-term Examinations

SIPA faculty most commonly hold their mid-term exams and quizzes in-class during their regularly scheduled course time. If an instructor needs additional classroom reservations or plans to schedule an in-class mid-term exam outside of their regular course time, they must alert SIPA Academic Affairs during the second week of classes to ensure classroom scheduling priority.

Final Examinations and Final Presentations

If a course has an in-class examination or final presentation during finals week, the date must be scheduled with Academic Affairs before posting the information to students. Contact Andrew Johnson

(andrew.johnson@columbia.edu) and Jenny Labuga-Rumenik (j.labuga@columbia.edu) to schedule your final exam.

Deadline for Submission of Final Papers

If a research paper is assigned instead of a final exam, the instructor should set the deadline for submission during the early portion of the final exam period - not on the last day of class and definitely not during study days. If an instructor were to set the deadline for papers on the final day of classes, it could create unintended problems for students who have multiple final papers due on the last day of class. It is the discretion of the instructor to decide what deadline works best for their particular course, but instructors are encouraged to be aware of this potential problem for students.

When an instructor schedules a submission deadline, they should allow enough time for grading. It is essential that grades for all students be submitted by the grading deadline and that grades for graduating students be submitted on or before the deadline. The grading period typically ends on the last day of the exam period to ensure that students who are graduating are not delayed.

Proctoring Exams

Faculty members are required to proctor their own in-class exams. If the course has a Teaching Assistant, Reader, or Student Assistant, that person may assist an instructor in proctoring exams if their class schedules permit. Still, they cannot substitute for the faculty member. Faculty members may not ask students who are not officially assigned as student officers to assist in proctoring exams or perform other administrative work associated with the course. Please note that students with disabilities may require special accommodations for exams and in-class work. Please see Teaching Students with Disabilities in this section.

Returning Assignments

The SIPA faculty offices are not able to distribute or handle final exams or assignments. The best way to return final exams to students is to return assignments digitally using CourseWorks. Alternatively, faculty can distribute papers and assignments during office hours. It is not acceptable to leave any assignments or exams in mailboxes or shared spaces.

If students do not request their exams or papers, SIPA Academic Affairs recommends that faculty members retain exams for at least 120 days, preferably for one year, in the event of a grievance related to the class.

Academic Integrity, Plagiarism, and Cheating

SIPA does not tolerate cheating or plagiarism in any form, and all students sign the Academic and Professional Conduct Pledge.

Any Code of Academic & Professional Conduct violations must be reported to the Associate Dean for Student Affairs, Tsuya Yee, at ty2644@columbia.edu.

Instructors who suspect cheating or plagiarism and seek procedural guidance should also contact Associate Dean Tsuya Yee.

Turnitin (Plagiarism Detection Services)

Plagiarism detection tool for written assignments and papers.

- **Turnitin Tool on CourseWorks (Canvas) Assignments:** When creating an assignment on your course page, after clicking "Online" then

"File Uploads" for Submission Type, select "Turnitin" for Plagiarism Review to allow for a seamless and automatic check for plagiarism. Once students submit their documents, you can view plagiarism and originality details in SpeedGrader.

- [CourseWorks \(Canvas\) Guide for Plagiarism Detection Tool](#)
- Should you forget to turn on the plagiarism review before students submit their assignments, you can go back to edit the settings. Once you go to SpeedGrader, you should see the option to "Resubmit to Turnitin" on the grading panel to the right for each submission. However, we strongly suggest downloading the submissions and noting down the time of submission for each student before resubmitting.
- **Getting Turnitin Access:** Please write Harpreet Mahajan (hm3@columbia.edu), Chief Information Officer, to request an instructor or admin account. When requesting, please ensure to include your UNI and course number. Once approved, you should receive an email from Turnitin to activate your account.
- **User Guides for Instructors and Administrators**

Student Academic Progress

- [\[See Academic Policies section of the Bulletin\]](#)

Course Scheduling and Classrooms

Scheduling Your Course

SIPA courses meet once a week for 110 minutes. The Fall semester calendar consists of 13 weeks, while the Spring semester calendar spans 14 weeks. Courses are primarily scheduled Monday through Thursday, with Fridays reserved for labs, recitations, internships, capstone workshops, and other co-curricular activities. Only a limited number of elective courses are scheduled on Fridays. Saturdays are designated for the Executive MPA program.

The course schedule is as follows:

- 9:00am - 10:50am
- 11:00am - 12:50pm
- 2:10pm - 4:00pm
- 4:10pm - 6:00pm
- 6:10pm - 8:00pm
- Some recitations and labs may meet from 8:10pm - 10:00pm

When scheduling your SIPA course, please provide at least three scheduling options. Due to the interdisciplinary nature of SIPA, this allows us to review potential schedule conflicts and classroom availability.

To schedule your course, please contact Jenny Labuga-Rumenik, Coordinator for Curriculum and Instruction, at jl5701@columbia.edu.

Schedule Publication Dates

- **Summer 2024** course schedules and assigned classrooms are published in CourseWorks, the SIPA Bulletin, and the [University Directory of Classes](#) after April 1, 2024.
- **Fall 2024** course schedules and assigned classrooms are published in CourseWorks, the SIPA Bulletin, and the [University Directory of Classes](#) after June 1, 2024.

- **Spring 2025** course schedules and assigned classrooms are published in CourseWorks, the SIPA Bulletin, and the [University Directory of Classes](#) after August 1, 2024.

Classroom Assignments

Academic Affairs assigns classrooms each semester. The number of spaces available is limited relative to the number of course sections SIPA offers.

Classroom Types:

- **Seminar Classroom:** These classrooms feature a large conference table with perimeter tablet chairs and vary in size, accommodating between 22 to 40 students. They are ideal for group discussions and interactive sessions.
- **Lecture Classroom:** These classrooms include fixed seating, with some fixed tablet chairs and others with fixed bench tables. They vary in size, accommodating between 54 to 79 students, making them suitable for larger classes and lectures.

All classrooms are equipped with audio/visual (A/V) technology to support hybrid and remote learning, ensuring that both in-person and online students can participate effectively in the course. **View [SIPA eRooms](#)**

A/V in Your Classroom

Faculty planning to use the SIPA eRoom audio/visual and hyflex equipment must request training and a key from SIPA AV. For more information on SIPA Classroom Audio/Visual and Hyflex equipment, visit [SIPA Classroom Audio/Visual and Hyflex information](#).

Sign-up for an eRoom Hyflex Classroom Training

Audio/Visual services are available in SIPA classrooms (eRooms). Instructors who plan to use any of the audio/visual equipment in the classroom must request an eRoom training and e-podium key.

- [Sign-up for an eRoom Hyflex Classroom Training](#)
- [Visit SIPA Audio/Visual website](#)
- [SIPA eRoom Training Videos and Access](#)

Final Exam Scheduling

If a course has an in-class examination or final presentation during finals week, the date must be scheduled with Academic Affairs before posting the information to students. Faculty must confirm their final exam schedule with Academic Affairs to ensure there are no conflicts and to secure the necessary classroom space. To schedule your final exam, please contact Andrew Johnson (andrew.johnson@columbia.edu) and Jenny Labuga-Rumenik (j.labuga@columbia.edu).

Final exams are scheduled on a fixed timetable based on when the course meets during the regular semester. Exceptions to this fixed timetable include the MIA/MPA first-year core courses for economics and quantitative analysis, as well as Corporate Finance. These courses have their own specific scheduling requirements.

Please ensure that all final exam dates are coordinated and confirmed with Academic Affairs before announcing them to students.

Ad Hoc Classroom Reservations

Directory Information and Enrollment Management

Updating Your Course Description in University Searches

Please send your updated course description to SIPA Academic Affairs at sipa_academicaffairs@sipa.columbia.edu to be updated in the University's system. This update will be reflected in CourseWorks, Vergil, Stellaris, and similar systems.

Course Enrollment Limits

All SIPA lecture and seminar courses require a minimum enrollment of 15 SIPA students. Most seminar courses have an enrollment limit of 25 students. To review your course enrollment limit, please contact Senior Assistant Dean Andrew Johnson at andrew.johnson@columbia.edu.

Pre-requisites and Other Registration Restrictions

Pre-requisite courses can be configured in the registration system to admit specific student populations into your course. Additionally, if your course needs to be restricted or prioritized for certain student groups, this can be arranged. However, we cannot limit registration based on student standing (e.g., 1st year vs. 2nd year); restrictions can only be applied based on academic programs and pre-requisite courses.

If your course requires a pre-requisite or if you would like to discuss pre-requisite options, please contact Senior Assistant Dean Andrew Johnson at andrew.johnson@columbia.edu.

Course Registration

Students enroll in courses at Columbia using the [Vergil](#) and [SSOL](#) systems, and instructors use the [SSOL](#) system to manage their class lists, waitlists, and final grade rosters.

Change-of-Program Period

The first two weeks of the Fall or Spring semester are the "change of program" period, during which students can continue adding and dropping classes to finalize their academic programs. **The deadline for adding a course in a Fall or Spring semester will always be the second Friday of the term (i.e., the end of the second week of classes).**

Student Registration

During registration weeks, students are assigned registration "appointment times," i.e., windows of time on weekdays when students can perform registration transactions through Vergil/SSOL.

Non-SIPA students who petition to register for your course can register for an available seat or join the waitlist for your course via SSOL, **beginning the second week of classes.**

Instructors with questions about the student registration process may contact Senior Assistant Deans Andrew Johnson (andrew.johnson@columbia.edu) or Alleyne Waysome (aaw54@columbia.edu).

Students with questions regarding registration should contact SIPA Student Affairs on the 6th floor of SIPA, or they can email siparegistration@columbia.edu. Please do not direct individual students to the Senior Assistant Deans; please direct students

to Student Affairs on the 6th floor of SIPA, or they can email siparegistration@columbia.edu.

During the registration period, which typically lasts through the first two weeks of the semester, it is common to see a daily fluctuation of students registered for your course. Rosters on SSOL and CourseWorks update once daily, overnight. Once students register, it can take up to 24 hours for them to appear on your CourseWorks and SSOL roster.

Registration Waitlists

All courses have a course enrollment limit. Once the enrollment limit is reached, an electronic waitlist will be generated for the course in [SSOL](#).

[This page of the Registrar's Office website provides instructions for managing SSOL waitlists](#), including a [printable overview of electronic waitlists](#) and a [printable Faculty Quick Guide](#).

Instructors should consider the following issues when managing the electronic waitlists for their courses:

- **The electronic waitlist for each course is optional.** If an instructor does not wish to have an automated waitlist for a class, the instructor can disable it through SSOL.
- **If the waitlist is enabled, the instructor can opt for it to be automated** so that if a student drops the course and is removed from the course roster, the student at the top of the waitlist will automatically be added to the course roster. (This update will be reflected on the course roster the following day.)
- **If the waitlist is enabled, the instructor can opt for it to be self-managed** so that the instructor selects specific students from the waitlist to be added to the available spaces on the roster. This option can be useful if enrollment should privilege certain populations of students—for example, specific populations of students (e.g., second-year students in International Finance); those selected through an application process.

Instructors need to have a communication strategy to help students understand the specific waitlist processes associated with their classes. There are hundreds of faculty members and many different ways of managing course enrollments, so students need specific guidance to understand a particular instructor's expectations.

- **Instructors can create a customized email message through SSOL** for the course so that students automatically receive the message when they add themselves to the course waitlist. This message can be edited to include instructions for additional steps (e.g., application processes), typical timelines (e.g., notes as to whether students are usually accepted off the waitlist as enrollments shift), or expected actions for the students (e.g., required attendance even while on the waitlist).
- **Instructors can also send an email at any time through SSOL** to all students on a course waitlist to provide updates or additional instructions.

Accessing Your Waitlist

To view your waitlist:

1. Login to SSOL (ssol.columbia.edu) with your UNI and password
2. Click the link entitled 'Class List.'

- From the Class List, click on the 'Wait List' link that corresponds with the course you want to view

To self-manage your waitlist:

If you manage your waitlist, you must actively check enrollment and add students to your course from the waitlist as seats become available. If you are managing your waitlist and enrollment falls below the cap, no students will be added to the class – unless you do so.

- Once you access your waitlist (following the steps above), click on the Configuration tab.
- Select "Change to self-managed list."
- Then, approve/deny students.

To add a message for students to your waitlist:

- Once you access your waitlist (following the steps above), click on the Configuration tab
- Select "Message"
- Update the text you want to display to students at the point they join your waitlist.
Note: Once the student joins the waitlist, *they will no longer see your waitlist message.*

Auditing Requests

Students who audit (or, in official terms, receive R-credit) a course must be registered in SSOL and appear on the grade roster. If students are not officially registered, they cannot access CourseWorks. Students who wish to receive R-credit for a course must request permission from the instructor during the registration period. Registration priority should be given to students who want to take your course for full credit. Instructors are not obligated to grant R-credit; however, if permission is given, the student must meet course requirements established at the discretion of the instructor. Instructors will submit an R grade for these students after completing the course. Should students not meet course requirements or fail to attend class, instructors can submit a grade of UW (Unofficial Withdrawal) or F (Failure). According to university policy, students approved for R-credit registration are only exempt from final examinations.

Requests to audit from scholars (non-students)

SIPA allows Columbia University scholars to audit SIPA courses on a case-by-case basis. Please consult Andrew Johnson and Alleyne Waysome before approving a scholar to audit your course. When considering a scholar, your course should have seats available, and registration should be open to non-SIPA students.

Classroom Audio/Visual and Hyflex Equipment

Audiovisual services are available to SIPA students, faculty, and administration in the SIPA electronic classrooms (eRooms). Faculty who plan to use the audio/visual equipment in the classroom must request an eRoom training and/or an e-podium key.

- [Visit SIPA Audio/Visual website](#)
- [View SIPA eRooms](#)

- [SIPA eRoom Training Videos and Access](#)

Columbia ID Card

SIPA faculty need a Columbia ID to tap/swipe into buildings on-campus. If you do not have a Columbia ID, you must first [activate your UNI](#), and then [upload your photo](#) before you pick up your card at the ID center. Please contact the ID Center for further instructions:

Morningside ID Center
1140 Amsterdam Ave - Kent Hall Room 210
New York, NY 10027
212-854-7225
Hours: 9:00 a.m. – 5:00 p.m., Monday – Friday
Email: idcard@columbia.edu

Computer Lab

If you need to use the SIPA computer lab for your course, please contact Jenny Labuga-Rumenik, Coordinator for Curriculum and Instruction, as soon as possible. Reservations must be made by May for the fall semester and by October for the spring semester.

If you require special software for the lab, email Harpreet Mahajan, CIO of SIPA, as early as possible. Note that there is a limited budget for acquiring additional software, and adequate lead time is necessary for installation.

The SIPA computer lab can accommodate a maximum of 44 students per session. This limit is strictly enforced: additional students will not be allowed to share computer stations, sit on the floor, or sit in the back of the room. Instructors, TAs, and computer lab staff will ensure compliance with this policy.

CourseWorks

For help navigating CourseWorks, refer to this guide: [CourseWorks Navigation](#). Additionally, the Center for Teaching and Learning (CTL) offers open hours for faculty support Monday through Friday, 9 am to 5 pm. You can reach CTL by phone at 212-854-9058 or via Zoom at [CTL Zoom Help](#).

SIPA faculty can also contact Alyssa Famolari, Learning Designer II at Columbia Teaching and Learning (CTL), at af3367@columbia.edu for additional support with CourseWorks technology.

Columbia's Center for Teaching and Learning (CTL) provides professional development programs and events to help faculty and instructors enhance their teaching methods, access resources, and utilize instructional technologies. Offerings include standalone workshops, workshop series, multi-day institutes, and semester-long seminar programs. For more information, visit [CTL Faculty Offerings](#).

Examination Books (Blue Books)

Instructors or TAs can pick up blue books for exams at the 14th-floor SIPA faculty suite, Room 1426, during business hours (9 am to 5 pm, Monday through Friday). To ensure availability, please email SIPA Academic Affairs at sipa_academicaffairs@sipa.columbia.edu to reserve blue books at least 2 business days before the exam.

Any unused blue books must be returned to SIPA Academic Affairs.

Faculty Bio on the SIPA Website

Find SIPA's Faculty Directory online: [SIPA Faculty Directory](#).

If you need to create a new faculty bio, fill out this form: <https://forms.gle/ZseWRS6TP7rJizWe6>.

For updates or changes to existing bios, email [Julie Kearney \(jk4928@columbia.edu\)](mailto:Julie.Kearney(jk4928@columbia.edu)) in the Office of Academic Affairs.

Faculty Mailboxes

Adjunct faculty will have a mail folder in the 13th-floor floor SIPA suite. As you walk into the suite, these folders are in the black file cabinet directly in front and to your left. Please check your mail regularly.

Offices and Office Hours

SIPA Faculty are expected to be available for office hours up to two hours each week per course they teach. Faculty office hours can be made by appointment only. Faculty may hold their office hours in a SIPA faculty office or via Zoom. Questions? Contact SIPA Academic Affairs.

- **Scheduling Office Hours In-Person:** To request an adjunct faculty office space, [please complete this form](#).
- **Scheduling Office Hours via Zoom:** To schedule your office hours via Zoom and for those links to appear within your CourseWorks site, please follow the instructions [here](#).

Photocopying

Small print jobs in the SIPA suites are limited to a maximum of 75 pages at one time.

Copy jobs submitted to Print Services in the Journalism building or Village Copier will be paid for by SIPA. However, only essential items such as exams qualify for this service. Generally, materials should be posted to CourseWorks or compiled as a Course Reader through the Bookstore.

To send copy jobs to Print Services, please email SIPA Academic Affairs at sipa_academicaffairs@sipa.columbia.edu at least two business days in advance.

Secure Exam Proctor (*Proctorio*)

Please contact SIPA Academic Affairs (sipa_academicaffairs@sipa.columbia.edu) if you need access to Proctorio.

Instructions for Students: Students should visit Columbia University IT's site, <https://www.cuit.columbia.edu/proctorio>, at least 48 hours before the exam to test their equipment.

Instructions for Instructors: [An instructor resource guide can be found here](#), including using the Quiz module in CourseWorks to restrict the opening of new tabs during an exam.

Supplies

Basic office supplies (pens, paper, paper clips, highlighters, and notepads) are readily available. The SIPA Academic Affairs team can also assist with additional supply and blue book requests. Instructors or TAs can pick up supplies from the 13th-floor suite, Room 1318, or the 14th-floor suite, Room 1426, during business hours (9 am to 5 pm, Monday through Friday).

To ensure availability, please email SIPA Academic Affairs at sipa_academicaffairs@sipa.columbia.edu to reserve supplies at least two business days in advance.

Plagiarism Detection Services (*TurnItIn*)

Plagiarism detection tool for written assignments and papers.

- **Turnitin Tool on CourseWorks (Canvas) Assignments:** When creating an assignment on your course page, after clicking "Online" then "File Uploads" for Submission Type, select "Turnitin" for Plagiarism Review to allow for a seamless and automatic check for plagiarism. Once students submit their documents, you can view plagiarism and originality details in SpeedGrader.
- **CourseWorks (Canvas) Guide for Plagiarism Detection Tool**
- Should you forget to turn on the plagiarism review before students submit their assignments, you can go back to edit the settings. Once you go to SpeedGrader, you should see the "Resubmit to Turnitin" option on the grading panel to the right for each submission. However, we strongly suggest downloading the submissions and noting down the time of submission for each student before resubmitting.
- **Getting Turnitin Access:** Please write Harpreet Mahajan (hm3@columbia.edu), Chief Information Officer, to request an instructor or admin account. When requesting, please ensure to include your UNI and course number. Once approved, you should receive an email from Turnitin to activate your account.
- **User Guides for Instructors and Administrators**

Time Out Funding Request

SIPA believes faculty-student engagement outside the classroom creates and sustains a dynamic community. The Time Out program brings SIPA students and SIPA faculty together outside the classroom for breakfast, lunch, or dinner.

For students, we hope these sessions inspire spontaneous and free-flowing discussions about their coursework, expectations, and questions concerning career choices and professional opportunities.

For SIPA faculty, we hope the sessions provide a chance to engage students on topics influential to their teaching, research, and matters important to the school.

Funding Criteria:

- Time Out funds \$25 per person up to a maximum of \$150 per meal/event.
- A minimum of one SIPA faculty/administrator and two students are required at each event.
- Students may host one such event per semester.
- SIPA faculty and administrators may be reimbursed for up to two (2) outings per academic year.
- The event should include a meal: breakfast, lunch, or dinner.

- This event must be hosted outside of class and outside of the normal class meeting hours.
- Request forms **MUST** be received at least one (1) week (5 business days) before the event.
- You will receive a notice of your approval via email, and this approval in advance is required before any expenses can be incurred.
- TimeOut funding is a reimbursement; no funding will be distributed before the event. Additionally, you may not use vouchers.
- All events must comply with applicable Columbia and SIPA health and safety requirements, and funding can be denied if such health and safety rules are not honored by any of the participants.

Instructions for Reimbursement

After the event, you should complete a Travel/Business Expense Form, which can be accessed [here](#).

Attached to your completed Business Expense Reports, you must include:

- Original receipt(s) for the event; Credit/debit card statement if your purchases were made with a credit/debit card.
- Approval email from the Office of Student Affairs.

A completed expense report should be submitted to Concur not more than two weeks following the event. You will receive instructions in your confirmation email.

Funds are limited; as noted above, you can only be reimbursed up to \$150 for each meal/event.

If you have questions about the Timeout Program approvals, please contact the Office of Student Affairs at sipa_osa@sipa.columbia.edu.

Zoom

SIPA courses are in-person. There is no expectation that Zoom be used to facilitate teaching or instruction. Some faculty may use Zoom for meetings, office hours, and the like. SIPA will provide Zoom Pro ("licensed") accounts to faculty and teaching assistants upon request. **Request Zoom Pro here.**

Human Resources Paperwork

After receiving your appointment letter, you will be contacted by SIPA Human Resources to complete hire paperwork.

The SIPA Human Resources Office will send you the required forms electronically; you will receive an email from DocuSign System (dse_na2@docusign.net). The instructions for completing this paperwork will be included in the email. However, if you have any questions or need assistance with your paperwork, don't hesitate to contact **Carla Call, Assistant Director of SIPA HR, at cc3204@columbia.edu**.

Employment is contingent upon receipt of proof of eligibility to work in the United States. The latter requires that you complete an I-9 Form in compliance with the Immigration Reform and Control Act. As part of this compliance, you must complete Section 1 of the form on or before your first day of employment.

Please go to <https://humanresources.columbia.edu/I9-everify>, and follow the instructions provided. A helpful guide to navigating this process is available [here](#).

Within three business days of your start date, you must go to the I-9 Processing Center located at 205 Kent Hall to complete the I-9 process and present original documents, as listed in Section 1 of the I-9 online, which identify you and indicate that you are eligible to work in the United States.

You cannot be appointed, paid, or teach until the paperwork has been completed.

U.S. Work Authorization and Visas

Employment is contingent upon receipt of proof of eligibility to work in the United States. The latter requires that you complete an I-9 Form in compliance with the Immigration Reform and Control Act. As part of this compliance, you must complete Section 1 of the form on or before your first day of employment. If you require authorization to work in the United States of America or are currently sponsored on a US Visa, you must notify Rita Agyiri, Business Manager for Academic Affairs, at ra2716@columbia.edu, and Andrew Johnson, Senior Assistant Dean for Curriculum and Instruction to confirm you are eligible to teach.

Paychecks and Direct Deposit

You will be paid on a semi-monthly payroll once you have completed the required HR appointment paperwork. Paychecks are issued *semi-monthly* for the period of your appointment on approximately the 15th and last business day of the month (please consult the University's payroll schedule for actual payment dates). **You are urged to enroll in direct deposit online through MyColumbia (my.columbia.edu).** For questions related to paychecks and direct deposit, please contact **Carla Call, Assistant Director of SIPA HR, at cc3204@columbia.edu**.

After your appointment paperwork has been completed and your appointment is active, you will have access to MyColumbia (my.columbia.edu). This site allows you to view information about your personnel and payroll information, including:

- View Your Paycheck
- Sign-up for Direct Deposit
- Update Your Personal Information: update home and offices address and phone numbers.
- Print your W2

UNI (University Network ID) & E-mail

The key to accessing email and online resources at Columbia is your University Network ID (UNI). Every student, faculty member, and staff member is assigned one of these unique identifiers, consisting of your initials plus an arbitrary number. Once you receive an e-mail from the Office of Academic Affairs with your UNI, visit **Manage My UNI** to activate it.

To manage your UNI, activate your email account, or change your password, please visit <https://www.cuit.columbia.edu/cuit/manage-my-uni>.

As a faculty member, you must activate your Columbia UNI to access your class rosters, put your syllabus on CourseWorks, and enter the students' grades at the end of the semester.

If you have forgotten your UNI password, or if your password has expired, go to uni.columbia.edu and follow the instructions for Forgot Password, or call CUIT at 212-854-1919. You will be asked to provide the number on the back of your Columbia University ID. Your UNI and Columbia email is active during the period of your appointment and expires upon termination. For adjunct faculty, the University's policy is to keep the UNI (and email) active for up to 10 months from the beginning of the most recent appointment.

Columbia ID Card

SIPA faculty need a Columbia ID to tap/swipe into buildings on-campus. If you do not have a Columbia ID, you must first **activate your UNI**, and then **upload your photo** before you pick up your card at the ID center. Please contact the ID Center for further instructions:

Morningside ID Center
1140 Amsterdam Ave - Kent Hall Room 210
New York, NY 10027
212-854-7225
Hours: 9:00 a.m. – 5:00 p.m., Monday – Friday
Email: idcard@columbia.edu

Faculty Bio on the SIPA Website

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For updates or changes to existing bios, email [Julie Kearney \(jk4928@columbia.edu\)](mailto:Julie.Kearney(jk4928@columbia.edu)) in the Office of Academic Affairs.

Annual New York Anti-Harassment Training

The New York Anti-Harassment Training is an annual training course required of all Columbia University personnel, including adjunct faculty members. Information on the training may be found by visiting <https://eoaa.columbia.edu/content/new-york-anti-sexual-harassment-training>.

The Office of Equal Opportunity and Affirmative Action at Columbia University oversees the tracking and distribution of the training. If you have more questions Annual New York Anti-Harassment Training, please contact the EOAA Office at Columbia at eoaaatraining@columbia.edu or 212-854-5511.

University Policies and the *University Faculty Handbook*

The University Statutes and the general policies of the University describe the roles and responsibilities of faculty in their teaching and research. The rights, duties, and obligations of the faculty can be found in the Faculty Handbook at <http://www.columbia.edu/cu/vpaa/fhb/main.html>.

For a further description of university policies, please see FACETS appendices at <http://facets.columbia.edu/>.

Administration and Staff

Office of Academic Affairs

E-mail: sipa_academicaffairs@columbia.edu

Staff Directory: <https://www.sipa.columbia.edu/academic-affairs>

Office of Student Affairs

E-mail: sipa_osa@columbia.edu

Staff Directory: <https://www.sipa.columbia.edu/students/academic-advising-staff>

Note! You can find your student's advisor in CourseWorks! On your CourseWorks class site, click the Photo Roster module and navigate to the List/Advisor tab.

SIPA Information Technology and Audio/Visual

A/V Support E-mail (e.g., classroom tech): sipaav@columbia.edu (sipaav@sipa.columbia.edu)

IT Support E-mail (IT purchasing, software, SIPA network): [\(sipaav@sipa.columbia.edu\)sipaithelpdesk@sipa.columbia.edu](mailto:(sipaav@sipa.columbia.edu)sipaithelpdesk@sipa.columbia.edu)

Staff Directory: <https://www.sipa.columbia.edu/office-information-technology/contact-sipa-it>

Columbia e-mail and UNI Support (e.g., forgot email password): <https://www.cuit.columbia.edu/cuit/manage-my-uni>

Office of Human Resources and Finance

E-mail: sipahr@columbia.edu

Staff Directory: <https://www.sipa.columbia.edu/human-resources/how-reach-us>

Office of the Dean

E-mail: sipa.dean@sipa.columbia.edu