Whether it is within the gates of our Morningside Heights campus, on the streets of Harlem, or in a small village overseas, Columbia students are making a difference. While they may come from varied backgrounds, cultures, and traditions, Columbia students share a desire to learn more about and contribute to the world around them.

Through a diversity of skills and knowledge gained through unique experiences, students, faculty, families, and alumni participate in service projects and programs that show their dedication to various causes. At Columbia opportunities for service abound, showing that helping those less fortunate is at the very core of the Columbia community.
It is my pleasure to bring to you this spring 2009 edition of *Family Connection*, the newsletter for parents and families of undergraduate students at Columbia College and The Fu Foundation School of Engineering and Applied Science.

For many years, I have had the pleasure of working with Columbia’s incredibly gifted student body. While I have consistently been impressed by our students’ intelligence and drive, it is their commitment to helping those around them that I find most inspiring.

Fall 2008 marked my first semester in the role of Dean of Student Affairs, and I was honored to witness so many extraordinary displays of service to our community over the course of the term. Appropriately, we have chosen to dedicate this issue of our newsletter to uncovering and exploring this integral piece of the Columbia experience.

By investing their skills, our students help others achieve their dreams and realize their potential. In this newsletter, you will read about the service projects our students organize and support. Their own words convey just how much they care about the positive effects their work has on our neighbors. On pages 6 and 7, students share their experiences as volunteers for Community Impact, the largest service-based organization on campus. We believe you will find their perspectives on service indicative of the dedication that is characteristic of Columbia students.

Several programs enable undergraduates to examine how community service aligns with their career and educational goals. We think you will enjoy learning about the Columbia Communities in Action internship program, which is a joint effort between the Division of Student Affairs and the Center for Career Education. On pages 4 and 5, you will learn more about community-based learning, and how it is enabling engineering students to apply their skills and knowledge to make a difference.

Last September, Columbia was selected to host the first-ever ServiceNation Presidential Candidates Forum, a wonderful event that brought together people from all sectors of the community to explore the importance of volunteer service. Since service is one of the core values of a Columbia education, it is fitting that our campus was selected to host this service summit. Also, over spring break this year some of our students traveled to South Dakota, while others went to New Orleans to volunteer their time and energy in various service projects. Finally, at the end of March, hundreds of students, alumni, and staff participated in Columbia Community Outreach, our annual day of service.

Also in this issue, parents of graduating seniors will find important information regarding upcoming graduation ceremonies. Last fall, we welcomed first-year parents to our Family Orientation and Family Weekend programs and are pleased to include a summary of those events. The time has flown by. Finally, for all parents, we invite you to reach out to the Office of Parent and Family Programs for assistance, resources, or to volunteer. If you are interested in committing some of your time to making our programs particularly welcoming for new parents, please contact Eleanor Daugherty, Associate Dean of Student Affairs, by calling 212-854-2446 or e-mailing fpse@columbia.edu.

We hope that you enjoy this issue of *Family Connection*. I send my best wishes to you and your family and look forward to continuing to work with your students.

Kevin G. Shollenberger
Dean of Student Affairs, Columbia College and The Fu Foundation School of Engineering and Applied Science
Associate Vice President for Undergraduate Student Life, Arts and Sciences, Columbia University

Dear Parents and Families,
Spotlight on Service

For the Columbia community, there are more opportunities to engage in service than can be adequately featured in this newsletter. We have taken this opportunity to spotlight just a few of the programs and initiatives that demonstrate the breadth and depth of community service on Columbia’s campus.

The Double Discovery Center (DDC) serves New York City youth who are at risk for not achieving their full intellectual potential. Talent Search is a DDC-sponsored counseling program geared toward helping young people prepare for entrance to high school and college. A combination of academic, career, and personal development activities ensures that young people enrolled in Talent Search have access to comprehensive resources to help them reach their education goals. DDC also organizes the Upward Bound Program, which prepares students with high academic needs for enrollment in college. Through these youth programs, DDC makes a difference in the lives of more than 1,000 of New York’s young residents each year. DDC benefits from active student involvement and, each year, relies on more than 100 student volunteers and tutors to help reach its goals.

Columbia Communities in Action (CCIA) is an internship program sponsored by the Center for Career Education and the Office of Student Group Advising. CCIA helps students explore what it means to have a career in civic engagement and gain the skills, knowledge, and experience that will help them realize their career goals. Throughout the spring semester, Columbia students receive training, immerse themselves as an intern in an organization, and take advantage of opportunities for further development. A variety of concentrations and roles are available, and each one provides a chance for students to prepare for a career that will make a difference in the lives of others. Information sessions are conducted in the fall semester.

ServiceNation Presidential Candidates Forum: On September 11, 2008, then-presidential candidates Barack Obama (CC’83) and John McCain (P’07) met on a stage in Lerner Hall, at the center of Columbia’s Morningside Campus. In the first meeting of this kind, the candidates put aside their political differences to discuss the importance of community service. Thousands of students, staff, and faculty gathered on the steps of Low Rotunda to watch as the forum was displayed on large video screens. Crowds reacted with enthusiasm as the candidates supported making service a part of every individual’s responsibility to his or her community and nation. This event confirmed Columbia’s position as a leader in community and civic involvement.

Columbia Community Outreach: Started in 1997 by two Columbia College students, Columbia Community Outreach (CCO) is an annual student-run event that promotes awareness for and involvement in community service. Each year, volunteers are assigned to work on service projects in New York City alongside nonprofit organizations and community residents. They clean up parks, build homes, read to children, and provide general services to residents of New York.

Over the last few years, the Columbia Alumni Association’s involvement has enabled CCO to extend its reach to communities around the globe, as regional alumni clubs host projects of their own to coincide with CCO’s day of service.

In addition to providing a hands-on opportunity to engage in service, CCO educates participants about how to become and stay committed to community service. CCO also strives to create awareness about the meaningful impact that individuals can have on society. In fact, since CCO began, thousands of Columbia affiliates have volunteered their time at more than ninety city sites and raised more than $20,000 to support Columbia’s ongoing service programs. Profits from fundraising are donated to Community Impact and the Double Discovery Center.

Over the years, CCO has grown to include more than 1,000 members of the Columbia community—both on campus and through alumni clubs around the world. CCO unites friends, faculty, staff, and alumni for a common purpose: to make a difference.
Community-Based Learning at Columbia: Uniting Study with Service

When Columbia played host to a historic meeting between presidential candidates Barack Obama CC’83 and John McCain P’07 in September 2008, the theme wasn’t politics as usual, but national service. The nationally televised ServiceNation events in New York City served to highlight not simply the University, but Columbia’s leadership in creating real opportunities for community service for our students. In fact, Columbia has become a national model for the ways in which it integrates service into teaching and co-curricular programming across the University.

For Columbia College and The Fu Foundation School of Engineering and Applied Science (SEAS) students, the Center for Technology, Innovation and Community Engagement, or CTICE, has become a unique conduit into the world of community service. Established in 2006 by the Engineering School, CTICE (pronounced “SEE-tice”) currently supports community-based learning courses and programs that engage students from across the University in community service projects.

The underlying theme for all CTICE activities is community-based learning, often called service learning, which integrates real-world experience into students’ educations. So, instead of studying engineering principles abstractly or working on the design of a hypothetical widget, Columbia first-year engineers work on real projects for real clients in the community: a new greenhouse for a local public school, a playground swing for children confined to wheelchairs, or an innovative walker for residents of a nearby assisted living facility.

SEAS students were the first to take community-based learning courses, but demand for this form of community service has been growing across the University. “Community-based learning has been tremendously successful in our first-year design course for engineers,” says Jack McGourty, SEAS associate dean and CTICE executive director. “So we established CTICE as a way to respond to the demand for nontechnical community-based learning courses, develop new interschool co-curricular programs, and spread the community-based learning ethos across the University and to the local community.”

“CTICE is one of few civic-driven institutions on campus that have been able to build meaningful partnerships within Harlem,” says Carolyne Kama CC’10, who has participated in several CTICE-sponsored programs. “It trains students to become astute community collaborators.”

Today Columbia undergraduates—both College and SEAS—can take as many as 30 credits of community-based learning courses at Columbia. The goal is to align academics with service, giving students the opportunity to engage in meaningful community service while receiving course credit.
Students can now take community-based learning courses in urban studies and American studies, too. And as the number and variety of courses has grown, so have the opportunities for service.

“As a part of CTICE, I have been encouraged to reach out to the community in ways that reflect my own skills and interests,” says Hilary Schneidmiller SEAS’09, another student who has participated in several CTICE programs.

Teams of students have created climate-change education programs for the New York City Mayor’s Office of Long Term Planning and Sustainability, written proposals to fund green roofs on local buildings, and developed environmental audits for local businesses and community-based organizations, among many others.

“By putting studying and serving together, we not only help students learn but also help the community. When we undertake a project, it has to be something the community wants, not something that we think is easy or we want to teach,” says McGourty. “Our measure of success is whether our community client gets tangible results.”

For students who want to engage in community service outside of a course structure, CTICE also sponsors numerous paid internships, including summer internships. Student interns—from both the College and SEAS—are active members in one of CTICE’s major initiatives, the Harlem Robotics League, which teaches engineering and science using Lego® Robotics kits. They work with public school teachers and Columbia graduate students to mentor local middle-school students who are competing in the League.

“As a CTICE robotics mentor in Harlem, I developed community-building skills while teaching in the classroom and collaborating with teachers to form cohesive curricula,” says Kama.

The interns have helped a local community-based organization research and write a proposal to create a New York State historic district in Harlem. A CTICE intern organized “Living Peace,” a June 2008 workshop series that brought practitioners from different faiths together for interfaith dialogue. CTICE also works with the Columbia Undergraduate Scholars Program to provide service opportunities for Kluge, John Jay, and C.P. Davis Scholars at the College and SEAS.

CTICE has become one of the nation’s largest community-based learning programs. Now, more than 800 students work on more than 100 CTICE-sponsored community projects each year. Most of the clients are local community-based organizations, not-for-profit groups, public schools, or government agencies.

“As a student, I think it is important to recognize that every person has the capacity to serve,” says Schneidmiller.

To learn more, please visit www.ctice.columbia.edu.

—Timothy P. Cross, Ph.D.
Director of Strategic Initiatives, Center for Technology, Innovation and Community Engagement
The Fu Foundation School of Engineering and Applied Science
Impacting the Community

Community Impact is an independent nonprofit organization dedicated to serving Columbia’s neighbors in the Morningside Heights, Harlem, and Washington Heights communities. Community Impact is Columbia’s largest student service organization, with more than 950 student volunteers. A wide range of programs, including adult education, youth mentoring and recreation, community awareness, and homelessness assistance and advocacy, ensures that Community Impact continues to have a meaningful and wide-reaching effect on more than 8,000 people each year. Please visit www.columbia.edu/cu/ci to learn more.

On these pages, you will read about just a few of the students who continue to make Community Impact such a successful venture. Their experiences in four different Community Impact programs illustrate how students are making a difference.

Samantha Wilner
SEAS’09
Community Lunch Coordinator

Almost four years ago, I was handed a paper plate at the Activities Fair—it advertised a Community Impact program called Community Lunch Soup Kitchen. I remember stuffing the plate into my stack of flyers and continuing on my way through the maze of tables lining College Walk. Later that day, as I sifted through information from basically every student group on campus, the plate caught my attention. I remember reading “No cooking experience necessary!” Instantly, I was intrigued. I had never boiled a pot of water in my life, nor did I know the difference between “dice” and “mince.” So, I told myself that I would start volunteering the first Friday of that semester.

Almost four years later, I am not only a Community Lunch volunteer, but also one of the coordinators for this soup kitchen. My two fellow coordinators and I plan, organize, and execute a three-course meal every Friday at the Broadway Presbyterian Church for approximately 100 low-income and homeless guests. Although we decide on the menu for the week, the meal would never come together without the incredible hard work of so many volunteers. Community Lunch has taught me simple cooking skills and, most importantly, has revealed the true value of teamwork.

When volunteers arrive at 10:00 a.m. each Friday morning, they instantly fall into place. For the next two and a half hours, vegetables are chopped, water is boiled, salads are mixed, and desserts are assembled. We have battled salmon burgers that refused to stick together and peach cobbler that took more than an hour to bake. Without our dedicated volunteers, it would be impossible to cook thirty pounds of pasta while simultaneously chopping countless onions and cloves of garlic. And every Friday by noon, the meal is complete and ready to serve no matter how many obstacles we encounter along the way.

The true test of our success arrives when serving commences. I always await the words, “The food was great!” and the feeling of satisfaction knowing that we have served delicious, nutritional meals to those in need. As I think about this feeling and reflect on my time at Community Lunch, I am grateful that the paper plate flyer grabbed my attention as a first-year at Columbia.

Carlos Blanco
CC’12
Artists Reaching Out

His name is Santiago, he is nine years old, and he fully believes that Batman could take down Superman with his hands tied behind his back. “Superman just walks into bullets,” Santiago tells me, matter-of-factly. “Batman could dodge them—he’s smarter.”

A volunteer at Future Leaders Institute on 122nd Street and Lenox Avenue, I spend a portion of my Fridays with Santiago and other students from his Harlem neighborhood. Together with some of my classmates, I teach creative writing. Other groups in the Artists Reaching Out (ARO) program teach dance, visual arts, theatre, or music. After only a brief fifteen-minute walk from the gates of Columbia University, we are greeted each week by the wild imaginations of very creative kids. For ARO’s creative writing component, Santiago and I created a story about a robot and dinosaur that took over New York City. His family became the royal rulers of Manhattan. I asked for Columbia’s campus to be my personal mansion, and he gave it to me on the condition that I read his story out loud in a dramatic voice.

“Wait! You speak Spanish?” he asked. He introduced me to the other Spanish speakers in the class. We talked about Hannah Montana as we wrote stories and chose pen names.

I used to volunteer because I thought it was the right thing to do, because I wanted to go to graduate school, and because I felt a duty to give back. Now I do it for dinosaurs, robots, Hannah Montana, and Batman. I do it because I believe that everyone deserves to write a story.
Jesse Horwitz  
CC’10  
MyNYC  
I did not come to Columbia intending to get involved in service or affiliate myself with Community Impact. Freshman year, during the Activities Fair, I put my name on the mailing list for probably close to fifty student organizations! One of them happened to be a group called Mentoring Youth in New York City (MYNYC), for which I think I signed up because the Community Impact table had particularly good candy. A week or so later, Community Impact Executive Director Sonia Reese contacted me to tell me that I had been one of only two students to volunteer for this Mentor High School Extension. She described a group of highly motivated first-generation college applicants whose path to their aspirations could be eased by Columbia mentors familiar with the college admissions process. The issue framed in such stark terms, Lauri Feldman and I each accepted the role of co-coordinator (and were later joined by the equally talented Mayra Ramirez).

My experiences with MYNYC have been nothing but positive. The students that we mentor are hard-working, good, fun kids, the type of people I was friends with in high school. Over the three years I have been with the program, I have recruited many of my classmates to be mentors, so it has become truly a family affair. Yet my most valuable takeaway from MYNYC is that it has redefined for me the meaning of activism. Lauri and I assumed control of an organization with no institutional memory and no traditions of any kind—a truly blank slate. Although this indeterminateness led to some challenging moments in our first year, it ultimately proved to be an enormous opportunity. Lauri, Mayra, and I were able to reshape the organization.

Each week we plan an activity for the students and their mentors. At first we fretted over the seemingly impossible task of stretching generous, but hardly unlimited, funds to pay for twenty-five weeks of programming. However, we quickly realized that with a little bit of resourcefulness and tenacity, we could convince admissions officers, lawyers, doctors, and financial aid officers to speak to the group for free and find discounted tickets for museums and Broadway shows by leveraging our association with Columbia.

Before my MyNYC experience, I had conceived of service as something that was good for the soul, but not particularly stimulating to the mind. I have since learned of a dynamic activism that draws as much on thought as sense of duty.

Justine Lai  
BC’09  
Student Health Outreach  
I began volunteering with Student Health Outreach (SHOUT) as a first-semester freshman. I almost didn’t volunteer because the idea of going to a soup kitchen and talking to people about health insurance was terrifying for someone who had had little to no direct volunteer experience in high school. On my first day, I gathered my courage, picked up flyers, and went around to different tables to share what little I knew about Medicaid, Child Health Plus, and other programs. It wasn’t as difficult as I thought, and it was gratifying. At some point toward the end of that semester, I was asked if I would like to take on additional responsibility by becoming a coordinator. I really wasn’t sure what this entailed. But knowing that I was making a commitment that would last the next few years, I accepted.

SHOUT has been a four-year commitment, and I can honestly say that it has probably been the most defining experience of my time in college. There have been tremendous highs and lows—times I was overwhelmed and times I was exhilarated by how much SHOUT has grown and accomplished.

When I began, SHOUT was volunteering at one site and had five volunteers. Today we work at six sites and have nearly thirty volunteers. We organize regular community health fairs. This semester we merged with Food Advocacy and Nutrition (FAN), which has enabled us to work with clients to help them receive food stamps, public health insurance, Earned Income Tax Credit, and other resources. These days I have no problem walking into a soup kitchen and talking to everyone there, and I love watching new volunteers challenge their comfort levels and do the same.

I entered college unsure of what I wanted to do and where I wanted to go, but I will leave with a much deeper sense of a larger community and of the challenges that face us as a society. I leave college with a better understanding of how I can make a difference through my career. Years from now when I look back on my time here, SHOUT will be the experience that most shaped my future and the values I hold dear.
Each year around mid-March, college students fly home to visit their families or pack their bags for a trip to a warmer climate or an exciting new cultural destination. This semester, several students took advantage of a different kind of opportunity.

**Alternative Spring Break in South Dakota: Exploring the Intersections of Activism and Politics**

Organized by the CC/SEAS Office of Student Group Advising, students who participated in the Alternative Spring Break in South Dakota worked with volunteers from all over the county to improve the living conditions of the Oglala Lakota Nation. They participated in a specially designed service learning program for Columbia students, while being immersed in the Lakota culture.

This service learning program focused on the effects of U.S. policies on Native American tribes and intersections between activism and politics. The program was aimed at teaching about the impact the government has on the community being served. Together students and leaders analyzed the factors that contributed to the community’s problems and identified areas of responsibility. Students explored how activism has helped or hindered the efforts of moving the community’s agenda forward. They explored, as allies, what they can do to help advocate on behalf of the Lakota Nation.

Through this project, students participated in a semester-long training program that culminated in the trip to South Dakota during spring break to assist with the Wawokiye Project, where students went to homes of elderly and disabled people and spent the day helping them with the general home repair and maintenance projects they were unable to do without assistance. Over the course of the project, students examined the historical and contemporary significance of the relationship the United States has with its Native American tribes, learned how government policies are made, and examined the role of activism in the United States.
The CC/SEAS Office of Multicultural Affairs and Columbia/Barnard Hillel partnered to provide a unique opportunity for students from various identities, cultures, and backgrounds to participate in a spring break service learning project with a special focus on the intersections between people of color and Jewish communities.

More than three years after Hurricane Katrina devastated the Gulf Coast of the United States, the political, social, and economic ramifications of the storm remain widespread. The impact of this storm has challenged all of us to examine issues of justice and inequality within the United States and abroad.

The purpose of this intercultural service learning project was to build community between Jewish students and students of color on Columbia’s campus. Through this project two groups of students, one from Columbia/Barnard Hillel and one from the Office of Multicultural Affairs/Intercultural Resource Center, participated in a semester-long training program that culminated in a trip to New Orleans during spring break to assist with the Katrina relief effort. During this project, students examined the historical and contemporary significance of social justice within diverse groups of people, explored the legacy of the civil rights movement as it pertains to the relationship between these communities, and examined the political and social implications of Hurricane Katrina within this context.

On Monday, April 13, students were invited to attend the Community Engagement and Service Fair, which was the result of a collaborative effort among many offices. This event was a joint initiative sponsored by the Office of Student Group Advising, CTICE, Community Impact, General Studies Student Affairs, and Barnard’s NYC Civic Engagement Program. Motivated by a common goal of spreading the word about service opportunities at Columbia, these offices came together to discuss their programs and how to connect their work in a way that would educate Columbia students about the many community engagement programs and roles available to them. Also invited to participate were other departments and offices whose offerings reflect the breadth and depth of community service at Columbia. The event was open to all students, and provided a holistic view of community engagement and service opportunities available to undergraduate students at Columbia.
Graduation 2009: Save the Dates!

As the spring semester comes to a close, we look forward to the celebrations that will mark the graduation of Columbia’s Class of 2009. We invite parents and guests of graduating students to save the dates for the following ceremonies:

Baccalaureate Service

**Sunday, May 17, 2009, 10:30 a.m., St. Paul’s Chapel**

This event features a procession that includes undergraduate degree candidates from Columbia College, The Fu Foundation School of Engineering and Applied Science, the School of General Studies, and Barnard College. School deans, the University chaplain, and faculty and administrators also participate. Some of the highlights of the service include hymns and musical selections performed by student musicians and choirs, as well as readings, reflections, and speeches by students, including a Senior Reflection and a Family Tribute. The Baccalaureate Service is an interfaith ceremony for undergraduate students and their families. No tickets are required. Seating is limited.

Class Day

**SEAS: Monday, May 18, 2009, 9:30 a.m., South Lawn**

**CC: Tuesday, May 19, 2009, 9:30 a.m., South Lawn**

The Class Day exercises are ceremonies specifically for Columbia College and The Fu Foundation School of Engineering and Applied Science to celebrate the accomplishments of the Class of 2009. It is at Class Day that students hear their names read aloud as they walk across the stage, have their photograph taken, and receive a class pin. The programs also include remarks by a featured speaker, the school’s dean, and several students, as well as an awards ceremony. No tickets are required for guests, and seating is unlimited. A reception for students, faculty, and families is hosted by the dean of each school on Hamilton Lawn following the ceremony.

Parents’ Corner

At the beginning of the fall semester each year, the Office of Parent and Family Programs looks forward to welcoming families of first-year, combined plan, and transfer students to Columbia’s campus during our Family Orientation and Family Weekend programs.

As this is an exciting, but sometimes anxious, time for both students and families, we hope to ease the transition by providing opportunities to learn more about life at Columbia as well as the multiple programs and services available to families and students.

This August, we welcomed the families of over 800 students to campus during Family Orientation. As students moved into residence halls and began the New Student Orientation Program, families had the opportunity to become familiar with the campus, meet Columbia staff members, and attend various panel discussions. These activities provided families the chance to not only meet and share their thoughts and questions with each other, but also learn more about the resources available at Columbia University.

In early October, we again welcomed new families to campus for Family Weekend. A schedule of planned events was designed to give families unique insight into the Columbia student experience.

We designed Family Weekend so that family members could experience for themselves some of the special aspects of life at Columbia. We
invited them to attend lectures arranged by our faculty, learn more about the history of our campus and Morningside Heights, visit their student’s adviser, and hear from offices about available resources.

We also encouraged them to get to know other Columbia families, students, and administrators through receptions and a Harbor Lights cruise around the southern tip of Manhattan.

It was with great pleasure that we welcomed families of the Class of 2012 to Columbia’s campus to experience the vibrancy and intellectual life that are so treasured by members of our community.

It was not without the help of many of our current families that we were able to offer such comprehensive programs for our incoming families. As we prepare to welcome the Class of 2013 and their families to our community, we invite current parents and families to assist us in our efforts. Thank you for your continued support!

Volunteer for the Office of Parent and Family Programs
To volunteer to assist with one of our many programs designed for parents and families, please contact Eleanor Daugherty, Associate Dean of Student Affairs, by calling 212-854-2446 or e-mailing fpse@columbia.edu.

We look forward to welcoming the parents and families of Columbia’s entering Class of 2013 to campus in the fall. We hope you will join us as a volunteer at one of the highly informative, enjoyable programs we have planned for incoming families.

University Commencement
Wednesday, May 20, 2009, 10:30 a.m.,
Morningside Campus
University Commencement is unique in that all degrees are conferred by the president of the University during the ceremony. The ceremony marks the academic achievements of the University community. While all graduates and degree candidates of the fall 2008, winter 2009, spring 2009, and summer 2009 terms from all schools and colleges affiliated with Columbia University are encouraged to attend, individual student recognition is not part of this ceremony, and students do not need to attend this ceremony to receive their degree. Seating is limited. Four tickets will be made available to each graduate.

For more information on the Class Day ceremonies, please visit the Graduation Zone Web site at:
www.studentaffairs.columbia.edu/gradzone

or contact Graduation Zone by e-mail:
grazone@columbia.edu

For more information on the Baccalaureate Service or Commencement, please visit the Commencement Web site at:
http://www.commencement.columbia.edu

Family Orientation
August 31, 2009

Family Weekend
October 16–17, 2009
Spring 2009 Key Dates
Monday, May 4: Last Day of Classes
Tuesday, May 5–Thursday, May 7: Study Days
Friday, May 8–Friday, May 15: Final Exams
Monday, May 18: SEAS Class Day
Tuesday, May 19: CC Class Day
Wednesday, May 20: University Commencement

Fall 2009 Key Dates
Monday, August 31: Family Orientation
Tuesday, September 8: First Day of Classes
Friday, October 16–Saturday, October 17: First-Year Family Weekend and Homecoming Weekend
Monday, December 14: Last Day of Classes
Wednesday, December 16–Wednesday, December 23: Final Exams

Spring 2010 Key Dates
Tuesday, January 19: First Day of Classes
Monday, March 15–Friday, March 19: Spring Recess
Monday, May 3: Last Day of Classes
Friday, May 7–Friday, May 14: Final Examinations
Wednesday, May 19: University Commencement

Resources
Office of Parent and Family Programs
www.studentaffairs.columbia.edu/parents
E-mail: fpse@columbia.edu

Division of Student Affairs
www.studentaffairs.columbia.edu

Columbia College
www.college.columbia.edu

The Fu Foundation School of Engineering and Applied Science
www.engineering.columbia.edu

Family Connection is a joint effort of the Office of Parent and Family Programs and the Office of Events and Communications within the Division of Student Affairs.

Special thanks to: Peter Cerneka, Timothy Cross, Marta Esquilin, Emily Ford, Walter Rodriguez, Todd Smith

Photography by: Eileen Barroso, Timothy Cross, Dehui Kong CC’10, Ian Kwok, Walter Rodriguez, Char Smullyan

www.studentaffairs.columbia.edu/parents