Master of Arts in Music and Music Education
Intensive Summer Teacher Education Program

Summer Cohort Student Handbook

2016
**Who is this program for?**
The INSTEP Degree Program is designed for music educators who currently possess initial certification and are recognized by their home state as certified music educators. This particular degree program satisfies the requirements for professional certification. Teachers College does offer initial certification for music educators. Please visit our website for more information on our initial certification degree program [http://www.tc.edu/a&h/MusicEd/](http://www.tc.edu/a&h/MusicEd/)

**Am I eligible for scholarship?**
Yes! Upon acceptance into the INSTEP Program all students are awarded a minimum of 6 tuition points, which are directly applied to their personal accounts (4 points during Summer I, 2 points during Summer II). In order to receive these points, you must commit to attending all three, summer cohort sessions and take a minimum of 6 credits per summer session (maximum of 9 credits).

Please visit the Office of Financial Aid (Located on the first floor of Horace Mann) for more information in regards to additional funding for scholarship, work-study, and important FAFSA Information. See page 10 for information on filling out the FAFSA.

**What are the summer cohort dates?**
During Summer 2016, the INSTEP Program will be held from July 5-July 28, 2016. Classes are scheduled on Monday, Tuesday, and Thursdays from 10:00am –5:30pm, with one hour long lunch break and a short break in the afternoon. Please see pages 21-27 for more details. **Summer dates 2016 & 2017 will fall within the same four week period (always begin after the 4th of July).**

**How many classes will I take?**
The INSTEP Degree program awards an M.A. in Music Education after 32 points. Credits from other universities may not be transferred over. Students are only permitted to take 9 credits per summer session (27 over two or three summers). In order to complete the remaining five credits students will enroll in an online fieldwork class and also take private lessons. Please see page 20 for more information on scheduling and selecting classes that will best suit your individual interests and needs.

**I am not from New York City, will I be able to find summer housing?**
YES! Teachers College offers on campus summer housing for INSTEP Students from other states and countries. Please see page 10 for more information. Additionally, New York City has a multitude of short-term housing sublet and rental options. However, as in any circumstance, please be advised to use caution and common sense when exploring these options.
Do I have to write a Thesis?
Technically no. However, you do complete a graduation portfolio, which has several formal, written papers included amongst other requirements. Please see pages 19-20 to read more details about the graduation portfolio.

How do I apply for the program?
You must apply to Teachers College through their online system. Please be sure to mark the box that you are applying for the degree program that is listed as: M.A. Music Education with Professional Certification, Intensive Summer Cohort
Applying for the wrong degree program will compromise your scholarship eligibility. See pages 9-10 for more information.

I have additional questions!
No problem. Please contact Tammy Yi, INSTEP Student Coordinator, to set up time to talk about your individual needs and questions. Please see page 4 for Tammy’s contact information.

About the Intensive Summer MA Cohort Handbook
This handbook has been written specifically for In Service Music Educators who are preparing for New York State Professional Certification and enrolled in the Intensive Summer M.A. Cohort Program for Master of Arts degree in Music and Music Education at Teachers College. The guidebook provides an overview of the master’s program and guides students through each phase of completing the program. It sets out degree requirements and establishes a suggested timeline for the completion of courses and the graduate portfolio. Students are urged to read carefully and apprise themselves in advance of all requirements, documentation, and procedures that accompany the INSTEP degree.

This handbook refers readers to the general procedures of Teachers College and, more specifically, to the requirements and expectations of the Music and Music Education Program. Students should also read very carefully the materials accompanying their application sent from the Admissions Office; they should also be familiar with the information contained in the annual Teachers College Academic Catalog.

If students are unclear about expectations and procedures, they should contact their major advisor or the Program Coordinator as soon as possible to avoid any possible delays in fulfilling requirements for their program. While advisors are available to help with the many intricacies of program planning, students are reminded that the final responsibility for meeting deadlines and completing documentation is their own.
INSTEP in Music and Music Education Staff

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Visit the Music and Music Education Program on-line:
http://www.tc.edu/a&h/MusicEd/

About Teachers College
Teachers College is the world's largest, most comprehensive graduate school of education. Teachers College is consistently ranked among the top graduate schools of education in the country. Through its programs, faculty, and students the College is concerned with teaching, learning, and the promotion of mental and physical well-being across the life-span. The College prepares men and women for careers of professional service in schools, colleges, universities, museums, clinics, business organizations, community agencies, government bureaus and research facilities. The College also provides opportunities for continuing professional development and training in all these fields.

The Department of Arts and Humanities
The Program in Music and Music Education forms part of the Department of the Arts and Humanities. The Department consists of academic and professional specializations in philosophy, historical, cultural, critical, and social studies, language studies, and the arts. The Department promotes scholarly inquiry into the processes, purposes and practices of education within specialist domains and across interdisciplinary frameworks. While the separate programs of the Department maintain disciplinary integrity, they also represent modes of inquiry, discovery and creation that share a concern with the production and interpretation of societies and cultures. The Department is committed to an understanding of culture as a broad and diverse process, a constitutive human activity involving the various modes of representation and ways of thinking within which meaning is constructed and historically transmitted.
Program in Music and Music Education

The Program in Music and Music Education offers the M.A., Ed.M., Ed.D. in Music Education, and the Ed.D. in College Teaching of Music degrees. The Program embraces a conception of music ranging from the traditions of Western art music to the popular music of mass culture. Within this context, courses in music education examine the different environments and populations in which the various art forms reach their audiences: public and private schools, colleges, performing arts centers, and other special settings. The Program seeks to encourage flexible and informed habits of mind in students such that they can enter leadership positions in the profession. Faculty of the program are seasoned practitioners, who embrace a comprehensive range of expertise in music performance, music theory, music history and music education. They are national leaders in music education.

The five degree programs in Music and Music Education are each built around a core of courses considered central to exemplary music education. Beyond the core, students have flexibility to plan with their advisor individual programs designed to meet particular needs and goals. In addition to courses in music education, students are expected to select courses from other offerings at Teachers College and Columbia University in order to fulfill degree requirements.

Weekend institutes, colloquia, mini-courses, opportunities for involvement in professional development workshops, and summer study provide additional richness to student experiences. Suitably qualified students may also apply for apprenticeships in the Center for Arts Education Research to assist on funded projects studying the artistic development or assessment of the relationships between schools and cultural organizations. The vast cultural resources of New York City offer students myriad opportunities to enrich their conceptions of art and its diverse practices.

The Students of the Program

The student body exemplifies a diverse mix of ages, races, backgrounds, and experiences, and draws from a demographically and ethnically varied range of individuals. Most students entering the degree programs in Music Education bring with them high-level professional experience gained from work in the United States and overseas. Many students have been teachers, or school or university administrators; some students have had careers in performance, while others have worked in government, community, social service and the corporate sector. This diversity in background, experience, and expertise adds richness and range to everyone's course of study. Frequently students visit each others' homelands and often act as conduits to new career openings and jobs.

The various student service offices at Teachers College offer an array of activities, opportunities, counseling, financial aid assistance and other support systems that complement those offered by the Program in Music and Music Education itself. On-campus activities, for example, include social occasions and special events designed to augment professional interests. Off-campus activities include discount tickets and reservations for theaters, opera, concerts, dance, and other special events in the city. Columbia University's Dodge Fitness Center is also available, including swimming pool, tennis and racquetball courts, weight rooms, and gymnasium. Information about any of
these activities is available through the Student Activities Office, lobby level, Thorndike Hall; Telephone: (212) 678-3406.

The Faculty

As benefits one of the top schools of education in the United States, Teachers College has a proud history of prestigious faculty both college-wide and in Music and Music Education specifically. Given the Program requirement to take courses from other areas within the College, students can expect to meet faculty drawn from a variety of academic and artistic fields. Included in the present faculty of Music and Music Education are six full-time professors in addition to several adjunct professors of Music and Music Education. In addition, faculty from across the Department of Arts and Humanities offer courses to music education students and may serve on dissertation advisory committees. For the most part, the faculty members combine teaching with research, writing and performance; faculty also serve in administrative capacities within the college and as consultants to arts agencies in the U.S. and throughout the world. Faculty members are active in the field of music education; they publish, and speak frequently at conferences, symposia and meetings nationally as well as internationally. From time to time, visiting faculty join the program while on sabbatical or to teach specific courses.

**Dr. Harold Abeles**, Professor of Music and Music Education, is Director of the INSTEP Program in Music and Music Education. In addition, he serves as the Co-director of the Center for Arts Education Research at Teachers College. He has been at Teachers College for 30 years. Prior to coming to Teachers College, he served on the faculties of the School of Music at Indiana University, the University of North Carolina at Greensboro, and Oklahoma State University. He also served as a general and instrumental music teacher in Ashford, Connecticut, and in Prince Georges County, Maryland. At Teachers College, Professor Abeles has previously served as the Chair of the Arts in Education Department, and the Director of the Division of Instruction.

He received his Bachelors and Masters degrees in Music Education from the University of Connecticut and his Ph.D. from the University of Maryland.

Dr. Abeles has contributed more than 50 articles, chapters and books to the field of music education. Written in collaboration with Professor Custodero Critical Issues in Music Education: From Theory to Practice was published in 2010. His seminal book Foundations of Music Education is now in its second edition. Recent chapters by him have appeared in the Handbook of Music Psychology and the Handbook of Research on Music Teaching and Learning. He is the founding editor of The Music Researchers Exchange, an international music research newsletter founded in 1974. He is currently a member of the Executive Committee of the Society for Research in Music Education. He serves or has served on the editorial boards of several journals including the Journal of Research in Music Education, Psychomusicology, Dialogue in Instrumental Music Education, and Update.

His research has focused on a variety of topics including, the assessment of instrumental instruction, the sex-stereotyping of music instruments, the evaluation of applied music instructors, the evaluation of ensemble directors, and the verbal communication that takes
place in applied lessons. He recently completed a study with Professor Judy Burton and Dr. Rob Horowitz on Learning in and Through the Arts.

**Dr. Randall Everett Allsup** is a graduate of Teachers College Columbia University where his 2002 dissertation, *Crossing Over: Mutual Learning and Democratic Action in Instrumental Music Education* was awarded “Outstanding Dissertation of the Year” by the Council on Research in Music Education. Prior to returning to Teachers College as Assistant Professor, Dr. Allsup was coordinator of music education and director of bands at Hartwick College, Oneonta, NY and taught courses in creativity and music education and instrumental conducting at the Chinese Culture University, Taiwan.

Randall Allsup grew up in central Illinois, outside of Kankakee, and was the first in his family to graduate from college. A Pell grant recipient at Northwestern University, Allsup received a Bachelor of Music in saxophone performance, studying with Frederick L. Hemke. After graduation, he continued his training with Jean-Marie Londeix at the Bordeaux Conservatory, France. At Bordeaux, Allsup was awarded the prestigious prix d’or.

Dr. Allsup became interested in issues surrounding social justice and democracy from his work in schools in underserved neighborhoods of New York City. First at Hayes High School in the South Bronx and then at the Our Children’s Foundation in Harlem, Allsup has written about the challenges of reconceptualizing music pedagogy. His teaching is influenced by thinkers like Maxine Greene, Paulo Freire, and John Dewey.


**Dr. Marsha L. Baxter** holds degrees in Music Education from the University of Maryland, in Early Music from New England Conservatory of Music, and the Ed.D from Teacher's College, Columbia University, where she studied the integration of world music and music education. Dr. Baxter has taught music in the New York City schools where she developed a program that has been a model for other programs. She has also studied the baroque flute with Nikolas Harnoncourt and Bart Kuijken in Europe, toured Japan representing the Austrian government and, in 1989, received an AOSA grant to study pre-Columbian music and dance with a Huichol Indian in Guadalajara, Mexico.

**Dr. Lori Custodero**, Associate Professor of Music and Music Education, has established an Early Childhood Music concentration at Teachers College that integrates pedagogy and research through both theory and practice. Her background includes
degrees in piano performance and music theory: her doctorate in music education is from the University of Southern California.

Prof. Custodero’s research has focused on children from infancy through preadolescence, and adults as musicians, teachers, and parents. She has presented and published on issues of musical challenge, engagement, and meaning in classrooms, playgrounds, and family settings; recent titles include “Singing Practices in Ten Families” and “Passing the Cultural Torch: Musical Experience and Musical Parenting of Infants” (Journal for Research in Music Education); "Observational Indicators of Flow Experience: A Developmental Perspective of Musical Engagement in Young Children from Infancy to School Age" (Music Education Research); and "Being With': The Resonant Legacy of Childhood's Creative Aesthetic" (Journal of Aesthetic Education).

Written in collaboration with Professor Abeles Critical Issues in Music Education: From Theory to Practice was published in 2010. A guest editor for a 2002 issue of the Journal of Zero to Three entitled “The Musical Lives of Babies and Families,” Prof. Custodero has served in various professional leadership roles including Co-Chair of the Music Educators National Conference's Special Research Interest Group for Early Childhood. She recently finished a 6-year term as North American representative on the International Society for Music Education’s Early Childhood Commission during which time she chaired seminars in Barcelona and Taipei. Interested in international issues of music education, she currently is involved in two projects, one involving flow experience and music teachers in Greece, and the other, a multi-national study on the spontaneous musical behaviors of young children. In addition to regular presentations at international conferences, Prof. Custodero has accepted invitations to speak in Australia, Greece, Crete, Portugal, England, Finland, and Taiwan.

In addition to the international work, Prof. Custodero has developed music programs with many local institutions in New York City, including Jazz at Lincoln Center, the New York Philharmonic, the Midori Foundation, and Columbia Head Start.

**Dr. Jeanne Goffi-Fynn**, Soprano, is active both as a performer and teacher in the New York City area. Dr. Goffi-Fynn received her Doctorate from Columbia University, Teachers College where she was recently appointed as director of the Doctoral Cohort Program in the Program of Music and Music Education. Her particular area of interest at Columbia is the applied music studio and she is currently investigating factors for a student-centered learning environment. Previously, she was on the faculty of New York University, the New School Actor’s Studio M.F.A. Program, William Paterson University, and The American Musical and Dramatic Academy. She credits the beginning of her vocal teaching career to Dr. Barbara Doscher (author of The Functional Unity of the Singing Voice) with whom she studied voice and pedagogy in at the University of Colorado at Boulder. She continues working in the area of Vocology, specifically in the retraining of singers, after completing internships at the Grabscheid Voice Center, Mount Sinai Hospital in New York City with Dr. Linda Carroll, Ph.D. and Dr. Peak Woo, M.D. and at St. Luke’s-Roosevelt Hospital with Dr. Anat Keidar, Ph.D. in the diagnosis and treatment of singing voice disorders. She has presented workshops and
masterclasses in vocal issues with NATS (National Association of Teachers of Singing), The Voice Foundation, and the New York Singing Teachers Association (NYSTA) in addition to pedagogical presentations at CMS (College Music Society) and NYSSMA (New York State Schools of Music).

Dr. Goffi-Fynn also remains active as a performer in the New York City area. She is most active as a recitalist, singing a variety of programs often with newly commissioned repertoire. Operatic roles sung most recently include Marie in Daughter of the Regiment (updated version), Susanna (Le Nozze di Figaro) and Olympia (Les Contes d’Hoffmann). Concert and oratorio performances include the Cantata Singers (NYC), and Temple Emmanu-El (NYC) while performances in Europe include the Lugano Radio Orchestra (Switzerland) and the Rumanian Radio Orchestra in a tour of Northern Italy. She has also studied and performed at the Zurich Opera Studio and with the American Institute of Musical Studies (A.I.M.S.) in Graz, Austria.

Faculty Advisement and Office Locations

Please see page 3 for the INSTEP Summer Cohort staff contact information. Faculty office hours are determined during the first few weeks of each term. For matters of program and course advisement, it is best to schedule appointments with the student coordinator and/or faculty members at least two weeks prior to the desired date of meeting. Music Education faculty members’ offices are located on the fifth floor of Horace Mann.

General Procedures

Admission to the Program

If you have any questions regarding these admissions procedures, please contact the Office of Admissions, at (212) 678-3710.

Students seeking admission to the Program in Music and Music Education must complete application forms supplied by the Admissions office. The Teachers College general application form, transcripts, personal statement, and letters of reference, must be submitted to the Teachers College Admissions Office for preliminary review. Following this procedure, all general application materials are forwarded from the Admissions Office to the Program and reviewed by the Music and Music Education Admissions Committee. Results of the review procedure at the Program level are sent in writing to the Admissions Office, which then informs candidates directly by e-mail. Applicants are encouraged to arrange interviews, in person or by phone, with one or more of the Program faculty.

All applicants for admission to the Program in Music and Music Education receive consideration without regard to race, color, sexual orientation, creed or religion, gender, national origin, age or handicap. Once they have familiarized themselves with all
necessary procedures, it is the responsibility of all candidates to insure that their application package is complete. No action can be taken by the College or the Program until the application is complete.

Financial Aid and Assistantships

Students enrolled in the INSTEP program are provided with scholarship support. Upon acceptance to the program. This support includes four points of tuition for the first summer of study, followed by two points of tuition during the second summer. Any additional scholarship funding, such as merit-based scholarship and work study, must be applied for through Teachers College Office of Financial Aid.

Teachers College makes available financial help to students in need and who meet the various criteria established for the awarding of aid. Students wishing to apply for loans, scholarships, incentive awards, work study, etc., should make contact directly, and as early as possible in the academic year, with the Office of Financial Aid which administers all New York City, Federal Government and Teachers College aid programs. Telephone: (212) 678-3714.

It is the expressed goal of the Office of Financial Aid and, within their allocated means, the Program in Music and Music Education, to ensure that no student is denied the opportunity to attend Teachers College due to financial hardship. Thus, students are urged to apply for aid, scholarships and assistantships as early in the academic year as possible. Most types of aid require application to the Office of Financial Aid and Free Application for Federal Student Aid (FAFSA) preceding the semester of enrollment. Students requesting aid are urged to make note of deadline dates since they are strictly enforced. The Office of Music and Music Education and major advisors will give help as needed in the completion of the appropriate forms.

Important Information for your FAFSA Application:

| Summer 2016 Financial Aid Year to apply for: | 2015-2016 Academic Year |
| Summer 2017 Financial Aid Year to apply for: | 2016-2017 Academic Year |
| Teachers College Federal School Code: | G03979 |

Note that Columbia University has a different Federal School Code than Teachers College- this code will always be the same for your FAFSA

Student Housing

On-campus housing is available for InStep students through the Office of Residential Services at Teachers College. Students are encouraged to apply as early as possible for housing. For more information on housing options please visit the Office of Residential Service’s Web site at: www.tc.columbia.edu/housing, or call them at (212) 678-3235.
Instructional Resources

The Gottesman Libraries at Teachers College contain the world's largest and richest collection of materials on the educating professions. Contemporary collections are continuously enhanced by an active acquisition program jointly planned by departmental librarians, faculty and students. Traditional print and non-print publications are supplemented by a rapidly growing number of visual and electronic formats. Many of the historical and archival collections are unavailable elsewhere and represent in balance, breadth, and depth an archive of American intellectual and social history. Elements of these collections are being made more accessible through ongoing digitization projects. There are currently 430,432 printed volumes and 237,935 items in the substantial non-print collections.

Coordinated Collection Development

The library of Teachers College has long served as the education library for the entire Columbia University community. Today, the Gottesman Libraries cooperate with Columbia University Libraries in developing and providing reciprocal access to research resources. Faculty, students and staff at Teachers College may use or borrow materials held in Columbia University Libraries, while patrons from Columbia may use or borrow materials held in Gottesman. Cooperation includes joint access to printed and audiovisual materials, as well as to a vast array of electronic information sources, including all bibliographic databases, full text journals, document delivery options, and other resources available through Columbia Library Web. Such reciprocal arrangements allow the Gottesman Libraries to concentrate collecting efforts in subjects represented in the educational programs of Teachers College and to avoid the duplication of collections in other areas.

The Gottesman Libraries participate in an annual coordinated collection development program with the New York Metropolitan Reference and Research Library Agency. This program allows the Libraries to build selectively upon collecting strengths in education, psychology, and the health sciences and to share resources through interlibrary loan and/or on site reading privileges with participating members of METRO and the larger community of researchers and scholars, including member institutions of the Research Libraries Group. The Gottesman Libraries also participate in online offerings of New York State, providing access to relevant research tools.

Electronic Resources

The Gottesman Libraries provide an institutional digital repository, named PocketKnowledge, that support the needs of academic offerings at the College. They comprise exemplary, and/or frequently consulted materials, including: publications by or about Teachers College faculty and students (book chapters, dissertations, journal articles, syllabi, and un-published papers); selective scholarly books; and web resources,
including key journals, organizations, professional resources, research databases, and Teachers College collections and projects.

In close coordination with Columbia University Libraries, the Gottesman Libraries continue to develop collections of electronic resources in support of research and curriculum needs of Teachers College faculty, students, and staff. Full access to the most germane research resources in education, psychology, and the health sciences is available directly from the Library’s home page, as well as through the library catalog, EDUCAT. These resources include databases and a substantial number of full text journals.

Collaborative arrangements with Columbia embrace access to over 600 online subscription databases in almost every academic area, including catalogs, journal indices, books, full-text sources, statistical and data sites, and image files. Users can access most of these resources from both on and off campus with a valid university network identification number and password, making research more effective than ever.

The sharing of electronic resources reflects a history of reciprocal service. Many librarians at Teachers College serve as Electronic Resource Coordinators for titles available through Columbia's Library Web.

**Curriculum Materials Collection**

The Gottesman Libraries maintain substantial collections representing the use of elementary and secondary school textbooks and other teaching materials in the development of education. Notable collections include American textbooks published before 1900; a collection of international education textbooks and documents, often proven unobtainable in their country of origin; the complete set of textbooks published by Ginn; and the David E. Smith Collection of writings on mathematics education. Textbooks from the 20th century represent a selective variety of publishing houses and a wide variety of subjects. Printed curriculum courses of study date primarily from the 20th century and reflect teaching practice in all disciplines across the country, with newer materials available online and older materials on microfilm. Non-print curriculum collections include audiovisual materials, three dimensional objects, printed games, children’s artwork, exemplary software and multimedia, and numerous other resources used in teaching and learning.

**Columbia University and New York City**

Students at Teachers College also have access to the 25 libraries of Columbia University and its affiliates, including the Gabe M. Wiener Music & Arts Library. Additionally, students may make use of The New York Public Library of Performing Arts, located at Lincoln Center.
Computing and Information Services (CIS)

CIS provides a newly renovated Student Computing Support Center in 242 Horace Mann with 70 PCs and Macs, scanners and printers, three micro-computer-equipped classrooms (234 Horace Mann Laptop lab, 345 Macy Mac lab and 345 Macy PC lab), and the Instructional Media Lab (IML), located in 265 Macy, with video and sound recording and editing, DVD burning and other multimedia development resources. The CIS staff is available to assist you with routine tasks and problems; problems requiring special attention are addressed by appointment. You can find more information about these facilities by going to the TC homepage, rolling over “Computing and Technology” in the top right corner of the page.

Workshops

CIS holds a series of technology training workshops each semester. Information regarding schedules, fees and orientation materials is available by going to the TC homepage and selecting the “Support and Training” option from the “Computing and Technology” section. You can also obtain this information in 234 Horace Mann or the Student Computing Support Center in 242 Horace Mann.

Internet Access

Access to the Internet is available from ubiquitous wireless network coverage as well as public workstations, in labs, classrooms, the library, Everett Lounge, and kiosks around the College. Columbia University provides dial-up access from home (the modem access number is 212-854-3100), but we strongly recommend broadband (DSL or cable-modem) because students have reported dissatisfaction with slower access when using resources such as TC ClassWeb. Network software for home dial-up can be downloaded from MyTC Portal (see below). Click on the “Software and Tools” tab. On this page, you will also find other site-licensed software available to you without charge such as McAfee virus protection and the Endnote bibliographic database program. Please visit: http://www.tc.columbia.edu/Computing/ for more information.

Email Accounts and Web Pages

All students need to activate the free Columbia University Network ID (UNI) and email account to receive official College notices, and for access to your courses via MyTCPortal and Moodle as well as access to library resources such as bibliographic searching and other University assets. Columbia email accounts with space for publishing web pages are free of charge. They are referred to as CUNIX accounts. Unfortunately, email accounts may not be active during semesters in which you are not enrolled at Teachers College. This is an issue for INSTEP students as they are not required to enroll each semester. The issue is currently being addressed by a number of people within the college.
Several days after you have paid your tuition deposit, you will be able to activate your UNI. To find out what your UNI is and to start using your email account you need to ACTIVATE your new account and choose a password between 6 and 8 characters. Select MyTC & Email from the TC homepage then “MyTC & ClassWeb” from the dropdown list. On the login screen, click on the “help” link, then click on “Need a UNI or a Password to Login?” Click on “Activate new account,” accept the policies, and type the information requested in the field boxes, leaving the PIN field BLANK. Students may elect to redirect (auto-forward) email sent to their University email address to some other (e.g. hotmail or yahoo) email address. This can be done from the Columbia University homepage by selecting “E-mail and Computing” then “Manage UNI/Email ID” and choosing “Mail Forwarding”.

TC students are encouraged to activate their new Gmail account. Your Gmail will have the following account name:
UNI@tc.columbia.edu or firstname.lastname@tc.columbia.edu
You can activate your Gmail account by doing the following:
● Log in to my TC and click on the Gmail icon on the upper right.
● You will be prompted to accept the terms and conditions. You need to accept the agreement in order to continue.
● Click on the logout icon.
● Close the browser and log into MyTC again.
● Click the same Gmail icon again to access your new account.

Existing CubMail accounts for students will not be affected. By the Summer 2011 semester, your TC Gmail address will be used for sending official notices including those on your account statement. In order to ensure that you receive all communication from TC, it is highly recommended that you forward your CubMail account to your new TC Gmail account. To forward you CubMail messages to TCGmail you need to go to http://uni.columbia.edu click on “Login to Manage Your UNI Account” and click on “Email Forwarding”.

Workshops on HTML, Web design and using email are available (see above under Workshops).

My TC Portal

MyTC Portal acts as the “door” to a set of resources that will be important for you at Teachers College. The portal comes with a variety of “information channels” such as links to courses, research groups, college and course announcements, news, personal profile and downloadable site licensed software. To access MyTC Portal, select “MyTC & Email” from the TC homepage, then “MyTC &ClassWeb” from the dropdown list. MyTC Portal requires a University Network ID or UNI and a password. This password can only be obtained by activating your CUNIX account (see Email Accounts above.)
Intensive Summer M.A. Cohort Student Responsibilities

1st Year Students
After your tuition deposit has been received by Teachers College there are a number of things that need to happen in order for you to be prepared to begin classes.

1. Registration/Advising – You are responsible to register for your first-year courses. You will be contacted with information regarding what courses you should register for, as well as their times and locations.

2. Financial Aid – First year students will access their student accounts online through the Student Information System. The account should reflect the costs of the courses you have been registered for in addition to any College fees. The four scholarship points you receive should also be reflected in the statement. The scholarship points may not be applied until July 1. If you do not see them reflected on your bill at that time please contact the INSTEP Student Coordinator immediately.

3. Class Web/TC Gmail – after your tuition deposit has been received you should be able to activate your Columbia University email account and access classweb. Instructions on how to do this are available online at http://www.tc.edu/users/mytc.htm. Any books or materials you may need for your classes will be listed on your Moodle pages.

4. Additional information for admitted students is available on the admissions Web site at: http://www.tc.edu/admissions/admitted.htm

5. After your first summer and after your second summer, you will need to enroll in: A&HM 4201 Fieldwork: Music Education during the fall or spring semester of the academic year (September-May). In each of the Fieldwork courses you will conduct a research project as the main objective of the course. This course is taken online. One project will be closely related to your school/class curriculum and the other will be closely related to understanding your students. You can elect to take this course for 2 or 3 credits, it is taken online, and you can choose to take it in either the Fall or Spring Semester. You will only take this course once per year after your first summer and after your second summer.

2nd Year Students
As second year students you will be responsible for your own registration. At the conclusion of your first year, or during the following academic year, you should contact your advisor to plan your course selections for your second summer. You are asked to register as soon as registration for summer courses becomes available. Please check the College Web site for details on registration dates. You should also meet with your advisor to plan your remaining credits and receive any graduation requirement information to prepare for your final year of study. Your scholarship points will be
granted to you by the music program and will be seen in your TC Portal from the Office of Financial Aid.

After your first summer and **after your second summer**, you will need to enroll in: **A&HM 4201 Fieldwork: Music Education** during the fall or spring semester of the academic year (September-May). In each of the Fieldwork courses you will conduct a research project as the main objective of the course. This course is taken online. One project will be closely related to your school/class curriculum and the other will be closely related to understanding your students. You can elect to take this course for 2 or 3 credits, it is taken online, and you can choose to take it in either the Fall or Spring Semester. You will only take this course once per year after your first summer and after your second summer. For your second year, your fieldwork project will be on the topic that you did not research last year. The two topics are: school/class curriculum and understanding your individual students.

**Teaching Demonstration & Performance Videos:** At the end of your degree program, you will turn in your final portfolio. Please see the portfolio requirements to ensure that you plan ahead to have everything that you need. Particularly, you should video your teaching demonstration during the school year, (video from 4201 Fieldwork), prior to your third summer at TC. You will also need to submit a performance video as well.

**3rd Year Students**
As third year students you will be responsible for your own registration. At this point you should have a clear understanding of the graduation requirements and the remaining courses left for you to take. Your graduate portfolios will be due on August 1. Portfolio requirements are available in the music office and on page 19-20 of this document.
**INSTEP Curriculum Guide Worksheet**  
*M.A. with Professional Certification in Music and Music Education*

### Pedagogy  
At least one course from the following:  
- 4021 Designing Musical Experiences (3)  
- 5025 Creativity and Problem Solving (3)  
   and one from the following:  
- 5027 Philosophies of Music Education (3)  
- 5020 Foundations of Music Education (3)  

### Research & Assessment:  
*5002 Assessment Strategies for the Arts (3)  

### Comprehensive Musicianship:  
At least one course from the following:  
- 5032 Comprehensive Musicianship 1 (3)  
- 5033 Comprehensive Musicianship 2 (3)  

### Music Performance:  
At least one semester of lessons:  
- Instrumental/Voice Lessons (2)  

### Online Fieldwork Courses:  
Must take Level I and Level II for a **minimum of 2 points** each:  
- A&HM 4201(Fieldwork):  
  *Level I (Instructional Strategies); Level II (Student Assessment)*  

### Elective Music Courses:  
At least 2 Courses from the following courses:  
- 4008, 4029, 4050, 4059, 4056, 4060  
- 5026, 5021, 5042, 5047, 5050, 5052, 5001, 5022, 5023  
*other courses can be used to fulfill the electives requirement with approval of your adviser.*  

### Out of Program Courses:  
At least 3 courses for a minimum of 2 points each:  
- (only 1 may be A&HA or A&HG)  

---

**Total Points:** ________ (32)

*A&H 5002 is a required course!*  
*HBSE 4000 is required (by NY State) if you have never taken a special education course and are seeking Professional Certification. This class serves as an Out of Program Course*
Graduation Portfolio Requirements

Students seeking an MA in Music Education with Professional Certification will compile a portfolio based on the completion of their coursework at Teachers College and their current teaching experience. You will be assessed on the following four realms: Content Knowledge, Pedagogy, Student & Self-Assessment, and Professionalism. You will be responsible for turning in all of the individual components (listed below) together, in one portfolio, at the end of your third summer.

I. CONTENT KNOWLEDGE

Musical Performance DVD: You must submit a DVD of a solo or chamber music performance. A DVD performance of an ensemble in which the candidate is the director/conductor, is also acceptable. The DVD must be accompanied with the written program for that performance. The performance does not have to take place at Teachers College or in New York City. However, it should take place during the three years that you are enrolled in the program.

Comprehensive Musicianship I or II (A&HM 5032 or 5033): In addition to the successful completion of this course, keep a copy of your final project/paper to be included in your portfolio.

*If you have already taken Comprehensive Musicianship I and II at Teachers College (in a previous degree program), then you may choose another paper/project from another music course that displays your Musical Content Knowledge. This choice must be taken during your 3 year MA Program with Professional Certification.

Student Selected Essay/Project: Select one project/paper from another music course to include in your portfolio that best demonstrates your Content Knowledge. For example, if you have an Early Childhood focus, you may want to include a significant project from A&HM 5022.

*Other projects may include, but are not limited to research papers, creative strategies, assessment tools, teaching scripts with self-evaluations, case study, curriculum sequence, compositions, and analyses. This is your portfolio, so select projects that are meaningful to you in your teaching and musicianship.

II. PEDAGOGY

Designing Curriculum & Instruction (C&T 4052): In addition to the successful completion of this course, keep a copy of your final project/paper (Curriculum Framework Project) to be included in your portfolio.

Field Work: Music Education (A&HM 4201): In addition to the successful completion of this course, keep a copy of your final project/paper to be included in your portfolio. Even though this course is taken twice, you will only need to include one of the two projects.
Teaching Demonstration Video: Videotape yourself teaching excerpts of a unit or different units. The video could be, but does not have to be, related to your submitted fieldwork project. The video should be comprehensive and include more than one lesson. You will submit this video as a DVD in your final portfolio.

*The taping and editing of your DVD needs to be completed prior to your third summer.

III. ASSESSMENTS: STUDENT & SELF

Teaching Demonstration SELF Reflection Video Essay: After watching your teaching episodes, assess your own teaching through a well-thought out and comprehensive reflection. Your teaching episodes will probably span a period of time, i.e. a few weeks, a month, or longer. Your self-assessment should be no longer than 1-2 pages per teaching episode.

Teaching Demonstration STUDENT LEARNING Reflection Video Essay: After watching your teaching episodes, assess the learning of your students through a well-thought out and comprehensive reflection. Your self-assessment should be no longer than 1-2 pages per teaching episode.

IV. PROFESSIONALISM

Resume: Update your resume for use as the “cover sheet” for your portfolio. Please visit the Teachers College Career Services Website for useful resume writing tips: www.tc.columbia.edu/careerservices (Click on Resources/ Resume)

Personal Statement/Philosophy of Music Education: Write a 3-5 page personal statement reflecting on your learning process and growth regarding your musicianship, scholarship, and pedagogy. Include a statement of your philosophy of music education as it is reflected in the materials in your portfolio.

SUBMIT your Portfolio to the Music Education Program Secretary no later than the end of Week 10 of your final semester prior to Graduation.

Electronic Portfolio Submission: All Files must be saved as Word or PDF Files and labeled clearly. Be sure to scan in all performance programs, photographs, and/or other archival artifacts you wish to include into your portfolio. Submitting an electronic portfolio, rather than a hard copy is optional. Please Note that your MA Portfolio will be kept on file in the Music Education Office and not returned to you.

Summer 2016: Summer Cohort I (beginning course work Summer 2016)
Students **beginning the Summer Cohort program in the summer of 2016** should follow the plan below. This plan of study is recommended, but not required. Please note that scheduled courses are subject to change. It is important to maintain contact with your advisor throughout the program to assure timely completion of your degree.

You will take one out of department class during your first and second summers with the rest of your cohort, as advised by the program coordinators. The final out of department course is the independent selection of the student. Several out of department courses are offered online each semester. If you are unable or unwilling to take an online course you may find an out of department course offered during Summer B. Please note that the rest of the college operates a six-week Summer B session, meaning you should plan to be in New York an extra two weeks. **In Consultation with your advisor, one option for New York State teachers who have not already taken a special education course as an undergraduate is HBSE 4000**, which is offered online every semester.

In addition to online out of department courses, Summer Cohort Students are also required to enroll in an online Fieldwork course (A&HM 4201) two times during their three-year program. You may take the course for 2 or 3 credits. You will take it once after your first summer and once after your second summer. In this course students will be expected to design, implement, and assess a project that relates to their school/class curriculum and understanding of students. The courses are completed entirely online and should be taken once a year during the academic year (August-May) for two consecutive years.

<table>
<thead>
<tr>
<th>M,T,TR</th>
<th>Summer 2016</th>
<th>Summer 2017</th>
<th>Summer 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Summer A Online</strong></td>
<td><strong>A&amp;H 5002: ONLINE</strong></td>
<td><strong>Music Elective Course</strong></td>
</tr>
<tr>
<td></td>
<td><em>A&amp;HM 5020 Foundations of Music Education</em></td>
<td><em>A&amp;HM 5027 Philosophical Perspectives of Music</em></td>
<td></td>
</tr>
<tr>
<td>10:00-12:05</td>
<td><em>Parkes</em></td>
<td><em>Parkes</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*<em>A&amp;HM 5032 Comprehensive Musicianship I or II</em></td>
<td>*<em>A&amp;HM 5025 Creativity and Problem Solving</em></td>
<td><strong>Music Performance Elective</strong></td>
</tr>
<tr>
<td>1:00-3:05</td>
<td><em>(Baxter)</em></td>
<td><em>(Allsup)</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*<em>C&amp;T 4052 Curriculum &amp; Instruction</em></td>
<td>*<em>A&amp;HF 4092 Education &amp; Aesthetic Experience</em></td>
<td><strong>A&amp;HA 4087 Processess/Structures-Visual</strong></td>
</tr>
<tr>
<td>3:20-5:50</td>
<td><em>(Ado)</em></td>
<td><em>(Stokas)</em></td>
<td><em>(Hafeli)</em></td>
</tr>
</tbody>
</table>
*Please note that A&H 5002 begins ONLINE with the TC Summer Session A (end of May 2016). Additional courses may be taken but cannot exceed over 9 points each summer session.

**Fieldwork Degree Requirements:** During the school year we offer the online fieldwork courses. This degree program requires you to take Level I & Level II of Fieldwork prior to graduation. You cannot enroll into both levels during the same semester. Level I is a prerequisite for Level II. It is your decision as to when you take your fieldwork classes. It is necessary that they are taken during the school year because a large component of this course is the videotaping of and reflection of your current teaching in your classrooms.

Additionally, **it is not required but strongly recommended** that you take A&H 5002 prior to taking Level II Fieldwork.

**Summer I: July 2016 (TC)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A&amp;HM 5020</td>
<td>Foundations of Music Education</td>
<td>(3)</td>
</tr>
<tr>
<td>A&amp;HM 5032</td>
<td>Comprehensive Musicianship</td>
<td>(3)</td>
</tr>
<tr>
<td>C&amp;T 4052</td>
<td>Curriculum &amp; Instruction</td>
<td>(3)</td>
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</table>

**Fall 2016 Semester (Online)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HM 4201</td>
<td>Level I: Instructional Strategies</td>
<td>(2-3)</td>
</tr>
<tr>
<td><strong>OR</strong> Level II: Student Assessment</td>
<td>(2-3)</td>
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**Spring 2017 Semester (Online)**

<table>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A&amp;HM 4201</td>
<td>Level I: Instructional Strategies</td>
<td>(2-4)</td>
</tr>
<tr>
<td><strong>OR</strong> Level II: Student Assessment</td>
<td>(2-4)</td>
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</table>

**Summer A 2017 (Online) [End of May-Early July]**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;H 5002*</td>
<td>Assessment Strategies in the Arts</td>
<td>(3)</td>
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</table>

**Summer II: July 2017 (TC)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A&amp;HM 5027</td>
<td>Philosophical Perspectives of Music Education</td>
<td>(3)</td>
</tr>
<tr>
<td>A&amp;HM 5025</td>
<td>Creativity and Problem Solving</td>
<td>(3)</td>
</tr>
<tr>
<td>A&amp;HF 4092</td>
<td>Education &amp; Aesthetic Experience</td>
<td>(2-3)</td>
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</tbody>
</table>

**Fall 2017 Semester (Online)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;HM 4201</td>
<td>Level I: Instructional Strategies</td>
<td>(2-4)</td>
</tr>
<tr>
<td><strong>OR</strong> Level II: Student Assessment</td>
<td>(2-4)</td>
<td></td>
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</tbody>
</table>

[you can always enroll in any classes during the school year if you want to finish your coursework in 2 summers instead of 3]
### Spring 2018 Semester (Online)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A&amp;HM 4201</td>
<td>Level I: Instructional Strategies</td>
<td>(2-4)</td>
</tr>
<tr>
<td>OR</td>
<td>Level II: Student Assessment</td>
<td>(2-4)</td>
</tr>
</tbody>
</table>

[did you take applied lessons for one semester yet?]

### Summer III: July 2018 (TC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A&amp;HA 4087</td>
<td>Processess/Structures-Visual Arts</td>
<td>(2-3)</td>
</tr>
<tr>
<td></td>
<td>Music Pedagogy Elective</td>
<td>(3)</td>
</tr>
<tr>
<td></td>
<td>Music Performance Elective</td>
<td>(2)</td>
</tr>
</tbody>
</table>

[you can submit your portfolio to the INSTEP Coordinator at the end of this summer for review if you would like to be awarded your degree in December. Please see the TC Registrar Website for graduation deadlines]

***Please note that scheduled courses are subject to change.***

Use the **Course Worksheet** in order to keep track of the courses that you have taken and still need to take.

**Special Education Course:** New York State requires the completion of at least one special education course prior to receiving professional certification. If you took a special education course during your undergraduate program you do not have to take one during your masters program.

Please check your individual state’s requirements in regards to professional certification and required courses. Also, you must enroll in at least one Special Education Course, if you did not take one in your undergraduate program. This can count as an elective.

You can view the Course Schedule & Academic Catalog online at [http://www.tc.columbia.edu/academics/index.htm?Id=Course+Schedule&Info=Course+Schedule](http://www.tc.columbia.edu/academics/index.htm?Id=Course+Schedule&Info=Course+Schedule)
Summer Cohort II (began course work Summer 2015)

Students beginning the Summer Cohort program in the summer of 2013 should follow the plan below. This plan of study is recommended, but not required. Please note that scheduled courses are subject to change. It is important to maintain contact with your advisor throughout the program to assure timely completion of your degree.

The Intensive Summer Student MA Cohort Program schedules one out of department class for students during their first and second summers. The final out of department course is the responsibility of the student. Several out of department courses are offered online each semester. If you are unable or unwilling to take an online course you may find an out of department course offered during Summer B. Please note that the rest of the college operates a six-week Summer B session, meaning you should plan to be in New York an extra two weeks. One option for New York State teachers who have not already taken a special education course as an undergraduate is HBSE 4000, which is offered online every semester.

In addition to online out of department courses, INSTEP students are required to enroll in an online Fieldwork course (A&HM 4201). In this course students will be expected to design, implement, and assess a project that relates to their school/class curriculum and understanding of students. The course is completed entirely online and should be taken twice.

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<tr>
<th>M,T,TR</th>
<th>Summer 2015</th>
<th>Summer 2016</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Summer A</strong>&lt;br&gt;Online</td>
<td>**A&amp;H 5002:&lt;br&gt;ONLINE Assessment Strategies in the Arts (Abeles)*Summer</td>
<td><strong>A&amp;HM 5027 Philosophical Perspectives of Music Education (Allsup)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>10:00-12:05</strong>&lt;br&gt;A&amp;HM 5022 Children’s Musical Development (Custodero)</td>
<td><strong>A&amp;HM 5020: Foundations of Music Education (Parkes)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>1:00-3:05</strong>&lt;br&gt;A&amp;HM 5025 Creativity and Problem Solving (Allsup)</td>
<td><strong>A&amp;HM 5032 Comprehensive Musicianship I (Baxter)</strong></td>
<td><strong>Music Performance Elective</strong></td>
</tr>
</tbody>
</table>


Fieldwork Degree Requirements: During the school year we offer the online fieldwork courses. This degree program requires you to take Level I & Level II of Fieldwork prior to graduation. You cannot enroll into both levels during the same semester. Level I is a prerequisite for Level II. It is your decision as to when you take your fieldwork classes. It is necessary that they are taken during the school year because a large component of this course is the videotaping of and reflection of your current teaching in your classrooms.

Additionally, it is not required but strongly recommended that you take A&H 5002 prior to taking Level II Fieldwork.

Summer I: July 2015 (TC)

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<tbody>
<tr>
<td>A&amp;HM 5022</td>
<td>Children’s Musical Development</td>
<td>(3)</td>
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<tr>
<td>A&amp;HM 5025</td>
<td>Creativity and Problem Solving in Music Education</td>
<td>(3)</td>
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<tr>
<td>A&amp;HA 4087</td>
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Fall 2015 or Spring 2016 (Online)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>A&amp;HM 4201</td>
<td>Online Fieldwork: Music Education - Weiss</td>
<td>(2-4)</td>
</tr>
<tr>
<td></td>
<td>Level I: Instructional Strategies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level II: Student Assessments</td>
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Summer II: July 2016 (TC)

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>A&amp;H 5002</td>
<td>Assessment Strategies in the Arts - Abeles</td>
<td>(3)</td>
</tr>
<tr>
<td>A&amp;HM 5020</td>
<td>Foundations of Music Education – Abeles</td>
<td>(3)</td>
</tr>
<tr>
<td>C&amp;T 4052:</td>
<td>Designing Curriculum &amp; Instruction-Ado</td>
<td>(3)</td>
</tr>
<tr>
<td>A&amp;HM 5032</td>
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Fall 2016 or Spring 2017 (Online)

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<tr>
<td></td>
<td>Level II: Student Assessments</td>
<td></td>
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</tbody>
</table>

[have you taken your applied lessons for 2 credits yet?]
Summer III: July 2017 (TC)

A&HM 5027  Philosophical Perspectives of Music Education (3)
A&HF 4092  Education & Aesthetic Experience (2-3)
Music Performance Elective (2 points)

***Please note that scheduled courses are subject to change.

Use the Course Worksheet in order to keep track of the courses that you have taken and still need to take.

Special Education Course: New York State requires the completion of at least one special education course prior to receiving professional certification. If you took a special education course during your undergraduate program you do not have to take one during your masters program.

Please check your individual state’s requirements in regards to professional certification and required courses. Also, you must enroll in at least one Special Education Course, if you did not take one in your undergraduate program. This can count as an elective.

You can view the Course Schedule & Academic Catalog online at http://www.tc.columbia.edu/academics/index.htm?Id=Course+Schedule&Info=Course+Schedule
Summer III Cohort (began course work Summer 2014)

Students beginning the INSTEP program in the summer of 2012 should follow the plan below. This plan of study is recommended, but not required. Please note that scheduled courses are subject to change. It is important to maintain contact with your advisor throughout the program to assure timely completion of your degree.

The INSTEP program schedules one out of department class for students during their first and second summers. The final out of department course is the responsibility of the student. Several out of department courses are offered online each semester. If you are unable or unwilling to take an online course you may find an out of department course offered during Summer B. Please note that the rest of the college operates a six-week Summer B session, meaning you should plan to be in New York an extra two weeks. One option for New York State teachers who have not already taken a special education course as an undergraduate is HBSE 4000, which is offered online every semester.

In addition to online out of department courses, INSTEP students are required to enroll in an online Fieldwork course (A&HM 4201). In this course students will be expected to design, implement, and assess a project that relates to their school/class curriculum and understanding of students. The course is completed entirely online and should be taken twice.

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<td>10:00-12:05</td>
<td>A&amp;HM: 5025 Creativity &amp; Problem Solving &lt;br&gt;(Allsup)</td>
<td>A&amp;HM 5022 Children’s Musical Development &lt;br&gt;(Custodero)</td>
<td>Music Performance Elective</td>
</tr>
<tr>
<td>1:00-3:05</td>
<td>A&amp;HM 5032: Comprehensive Musicianship I &lt;br&gt;(Pogonowski)</td>
<td>A&amp;HM 5025 Creativity and Problem Solving &lt;br&gt;(Allsup)</td>
<td>Music Pedagogy Elective</td>
</tr>
</tbody>
</table>
Summer I: July 2014 (TC)

A&HM 5032    Comprehensive Musicianship   I – Pogonowski    (3)
A&HM 5025    Creativity and Problem Solving in Music Education - Allsup    (3)
C&T 4052:    Designing Curriculum & Instruction -Ado    (3)

Fall 2013 or Spring 2015 (Online)

A&HM 4201    Online Fieldwork: Music Education- Weiss
Level I: Instructional Strategies
Level II:  Student Assessments    (2-4)

Summer II: July 2015 (TC)

A&H 5002    Assessment in the Arts- Abeles    (3)
A&HM 5027    Philosophical Perspective in Music Education – Allsup    (3)
A&HF 4092    Education & the Aesthetic Experience –Stokas    (3)

Fall 2014 or Spring 2015 (Online)

A&HM 4201    Online Fieldwork: Music Education- Weiss
Level I: Instructional Strategies
Level II:  Student Assessments    (2-4)

Summer III: July 2016 (TC)

Music Pedagogy Elective    (3)
Music Performance Elective    (2-3)
Elective course outside Music Program    (2-3)

Graduation Dates (2015-2016 Dates)

August 1, 2015    Last day to file or to renew an application, in the Registrar's Office, for Master's degrees and certificates to be awarded in October. (After this date, application may be filed only until August 15 upon payment of a $25 late fee.)

October 17, 2015    Award of October Degrees and certificates.  No ceremony
February 13, 2016    Award of February Degrees and certificates.  No ceremony
May 21, 2016    Award of Degrees and certificates.  Ceremony.

*In order to file your pink sheet for graduation, you must have your portfolio turned in and evaluated.  Please allow at least seven days for the faculty to evaluate your portfolio.
For individual questions about out of state professional certification and/or New York State Sponsorship, please visit TC’s Office of Teacher Education (OTE) online or by phone: 212-678-4057

**Alternative Summer Cohort Program Plan: Completion in Summer I & Summer II**

It is possible for some students to complete the requirements for the M.A. with Professional Certification in two summers with additional coursework during the academic year. This plan takes advantage of the flexibility offered by online coursework at Teachers College, and is most useful to students who may be able to take one course in person during the academic year. Students will be expected to enroll in Summer Cohort courses during two consecutive summers. In addition to summer coursework, students may take the following classes online or in person to fulfill the remaining course requirements:

**Applied Lessons (2 points)** – To take lessons in your local area you must contact a teacher of your choice and have them approved by the Music and Music Education Program at Teachers College. This process, as well as all paperwork and instructions, may be started by sending an email to musiced@tc.edu and identifying yourself as a Summer Cohort student who would like to take lessons with a teacher not on staff at Teachers College. Forms are in the music education office. Contact Amy Morrison or Amy Wolf for more information.

Out of Department Course (2-3 points) – Each semester many departments and programs at Teachers College offer courses online that may fulfill the out of department coursework requirements for the M.A. with Professional Certification. Students should check the course schedule each semester for courses that may be offered online.

Music Elective (3 points) – Students are expected to take 6 points of music electives to ensure breadth. Music elective should be selected from the list below and taken for 3 points:

- A&HM 4008 “Creative Arts Lab”
- A&HM 4029 “Intro to new technologies in music education”
- A&HM 4050 “Ensemble rehearsal and performance”
- A&HM 4056 “Chamber music”
- A&HM 5026 “Music skills and the creative strategy”
- A&HM 5021 “Instrumental instruction for children”
- A&HM 5042 “Choral literature survey”
- A&HM 5047 “Creative strategies for teaching music literature”
- A&HM 5050 “Advanced conducting and interpretation”
- A&HM 5052 “Vocal literature and interpretation”
- A&HM 4059 “Jazz improvisation”

*Students should consult with their advisor if they wish to complete the Alternative Plan*
Things to Remember as a
Music Education Intensive Summer MA Cohort Student:

1. Stay in contact with your advisor and coordinators. The Summer Cohort program is a non-traditional, intensive program that accommodates many different students. Please ask any and all questions you may have in a timely manner. Your advisor and the administrative staff of the Music Program should be able to answer most of your questions. Also please remember that deviation from the course plans listed above should be discussed and approved by your advisor. Failure to do so may result in a delay in the completion of your degree requirements.

2. Register early. INSTEP courses are initially available only to INSTEP students. Please be sure to register as early as possible. Several weeks after registration opens the courses will be made available to non-InStep students, meaning they will fill up quickly and may close. You will also need to pay the TC College Fee prior to registering for classes. You can do this through your TC Portal. Check the Teachers College Web site for information on registration dates.

3. Take advantage of the time you have during your summer coursework. Each summer you should meet with your advisor to discuss your academic plans for the coming year and the following summer. This time is also useful for you to ask your fellow students questions about the program, learn about their experiences, and gain some insight into taking full advantage of your degree experiences at TC.

4. Be sure you have completed a DVD of teaching demonstrations before your final summer in the program. This DVD is part of the graduation portfolio. If you have not made this DVD prior to attending your final summer it may be problematic for you to complete your portfolio in the time frame you are given. Please plan ahead.

5. Plan when and with whom you would like to take applied lessons with. At least one semester of Applied lessons (2-3 credits) is a requirement of this degree program. You may select a teacher outside of Teachers College or outside of New York City. Please ask Lindsay with more specific questions in regards to working with a non-TC Instructor or faculty member. Please plan at least 3 months ahead of when you would like to begin taking lessons. If you are going to take lessons from a TC Instructor, you can register for lessons online through your TC Portal and answer the brief Applied Lesson Questionnaire located on the TC Music Education Website.

6. Explore New York City and all of its cultural and artistic offerings! Your TC ID grants you free admission to most of the major museums in the city. www.nycgo.com has a weekly listing of concerts, plays, and events in and around the city.