

[For the minutes of the Thursday board of directors meeting: Report of 4-year public institutions.](#)

Members were asked via the list-serve to suggest topics for discussion at the Round Table discussions. A good response focused issues related to teacher education, collaborative piano, proficiency and course waiver practices, and other topics. We look forward to lively conversations on these issues.

[Report of the Four-Year Public Institutions TAMS Round Table discussions.](#)

The two round table sessions of the 4-year Public Institutions provided an excellent opportunity to identify challenges we face in common and to share our various strategies to meet them. The discussions were very well attended and included several new executives joining for the first time. Four topics occupied the conversation.

A reminder of NASM new standards regarding identifying in all publications how courses are delivered (in person, online, or hybrid) opened the conversation in case anyone was unaware of the change.

Supervision of clinical teaching and ramifications of looming changes in the requirements for teacher certification on our programs dominated the discussions. Many programs seem to be experiencing difficulty assuring that music-qualified supervisors are evaluating our students' clinical placements as required by NASM standards. The proposal for year-long clinical teaching and an increase in the required number of hours of pre-clinical observation from 30 to 50 will force substantial changes in how music education curriculum is delivered. These issues and challenges were identified:

1. A tendency for Departments of Education to attempt to dictate and control music education programs in our departments and schools.
2. Ability of music programs to select the placements for their students and various options for providing K-6, middle, and senior high school placements.
3. Impact of 8-week blocks of clinical teaching on ensemble participation, among other things. Solutions included MWF for on-campus activities and TTh for the clinical teaching spread out over the full semester and moving the clinical experience into a de facto 5th year minimum for music education degrees. Similar challenges are created by requiring 20 additional observation hours, since those are generally tied to classes and require students to be away from campus for those additional hours. That does not factor in travel time in rural areas where distance to the observation is at issue. There is also a challenge of teachers being unwilling to receive the students.
4. A recognition that the motivation for these changes is the teacher shortage issue.
5. The likely re-appearance of some form of the EdTPA initiative where assessment becomes the primary focus, detracting from the quality and quantity of classroom experience.
6. Strategies for recapturing hours in music from departments of education.

Another perennial issue in our programs is staffing, load, and compensation for Collaborative Pianists.

There appear to be as many solutions as there are programs, ranging from free-lance personnel to faculty-level appointments. Compensation in public institutions is challenged since collaborative pianists in general do not generate credit hours. Given that collaborative piano is essential to music programs, it may be wise for TAMS to create a unified voice for music executives to use as leverage with their upper administrations.

The fourth item for consideration was proficiency exams in theory/aural skills and piano, as well as course waivers or advanced placement options. We are cognizant of the state law requiring that any proficiency exam given to transfer students must also be given to our native students and that a final exam in our course is not necessarily equivalent to the proficiency exam. Another concern raised the possible issue of piano faculty waiving a level of piano class in favor of a private lesson to pad their loads. A related issue that surfaced is the impact of dual credit and the danger to music majors of having too much dual credit, with implications negatively impacting financial aid.

We left the conversations energized and armed with ideas to take back to our campuses. The sessions ended with our best wishes and gratitude to Vicky Johnson as she begins her term as the Director for the 4-year Public Institutions.

Respectfully submitted,

Robert Hansen