

Texas Association of Music Schools  
Report of the Two-Year Colleges Round Table Discussion  
Friday, January 27, 2017  
Goldenrod Room  
1:45PM

Eighteen executives were present: Cynthia Bridges, Todd Quinlan, Kevin Moody, David Griffith, Michael Matchael, Camille Day Nies, Joe Waldrop, Randy Snyder, Eric Late, Gerald Ringe, Eric Baker, Gail Wade, Lise Uhl, David Tercero, Phillip Lowe, Marc-Andre Bougie, Todd Miller, Marylynn Fletcher.

The list-serve was discussed and all verified that they were receiving emails.

Dual Credit (DC) was discussed with regards to how to help students who enter college with 15 or more hours gained through dual credit. For music majors this causes problems with attending full-time which in turn impacts financial aid eligibility and scholarship eligibility.

- On campus, Dual Credit academies were discussed as these remove the student from participating in band/choir/orchestra and make it difficult for students to maintain musical talent/ability should they want to continue musical pursuits in college and/or major in music.
  - Possible solutions could include: cross linking college ensembles with continuing education so that HS dual credit students could participate if they have the ability to gain membership in a college ensemble.
  - Networking with other FoS programs within the college to see how they are handling these students (may not be of help since other programs may not need to start major curriculum in Freshman year).
  - Educate the HS counselors about music major curriculum and how it works over the course of the students time in college.
  
- How are colleges addressing the necessary waivers and legal issues posed by traveling with DC students in ensembles? Are they treated as college students or as high school students? What permissions do we need to protect ourselves and the college?
  - Most schools are treating these students as college students and having them provide what is required of the college-aged students when traveling.

State Legislator Over-reach in proposing law for taxation (trying to force into college taxing district) of a satellite/branch campus that is larger than the main campus and located in another county. Area is seeking additional college to assist in training workforce.

ACGM Learning Outcomes Workgroup – On Thursday, January 26, 2017 the ACGM Committee passed the recommended cuts to the ACGM made by the ACGM Learning Outcomes Workgroup for Music. There are some additions to the curriculum:

- MUAPs for Theory and Composition
- MUEN for Musical Theater.

State law dictates that 6 hours of government and 6 hours of history must be included in all college credentials.

A question posed regarding how many colleges have separate: instrumental and vocal degrees within the same major.

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9AM

Affordable Care Act as it affects adjunct loads especially in the applied area – some schools seem to be doubling the contact hour, some are doubling the lecture equated hour, and HR/Payroll at yet other schools seem to be dictating how much adjuncts can teach and limiting their teaching to 3 semester before they must take a break.

8 week block scheduling was discussed. Those colleges experiencing this are allowing non-core music classes, especially applied lessons and ensembles to continue in the current 16 week format.

- One advantage of block scheduling of core classes was the opportunity for students who fail due to unfortunate/excusable circumstances is alternative completion. Instead of receiving a failing grade the student receives an incomplete and given a certain amount of time to complete the course. This is all done with necessary approvals so that it doesn't become a pathway through for those students who make a habit of failing classes.

The sequencing of Theory Classes was discussed. Many schools do not offer Fundamentals and therefore may have many students who don't pass Theory 1. If Theory 1 is only offered in the Fall those students easily become a year or more behind in completing the Theory sequence. It was noted that many schools offer Theory 1 in the Spring as well and Fundamentals in the Fall to capture all needs of students. These colleges also offer Theory 2 in the summer to potentially allow all students to get back on track before beginning their second year.

We are noticing that participation in elective level lessons and in ensembles (non-majors) is diminishing. This is likely due to the push for students to remain on a degree plan and that many forms of financial aid do not cover classes that are not on the degree plan or are repeated for credit. Also, the Pathways initiative that has been adopted at most community colleges in the state discourages choice for students in the courses they take and encourages sticking with the degree plan only. The Music Field of Study is in

essence, a “pathway,” so music should expect few ill effects from this initiative beyond this lack of participation in music elective offerings.

Early College HS – those campuses with early college high schools are finding that music appreciation is a course that young students (freshmen and sophomores) are enrolled in early (some counselors may assume that it is easy). Those students are at times difficult to engage as they are very young and are sometimes not well fitted to the course. One executive gave an example of teaching 14-year old welding majors in his class. They were rather uninterested until he began talking about castrati.

We discussed a cool way to help students get to their first private lesson – Assign a time to the private lesson in the schedule, rather late in the week the first week and have the students all meet at that time. During that meeting communicate the day and time of their lesson so that it is done face to face. There is then no excuse for missing the first lesson.

Recital attendance was discussed and whether it transfers. If a college has the requirement, is it tracked by the Registrar? If so, is it a seminar class or a performance hour class? Certainly, it’s zero hour. What are the ramifications of not having an attendance policy? Most colleges are comfortable with how they are handling this issue. It seems to be a faculty and leadership decision. All options seemingly are correct.