

AN ASSESSMENT OF MUSIC PROGRAMS IN THE  
ALABAMA COMMUNITY COLLEGE SYSTEM

by

HOLLY VANESSA POWE

A DOCUMENT

Submitted in partial fulfillment of the requirements  
for the degree of Doctor of Musical Arts  
in the School of Music  
in the Graduate School of  
The University of Alabama

TUSCALOOSA, ALABAMA

2010

Copyright Holly Vanessa Powe 2010  
ALL RIGHTS RESERVED

## ABSTRACT

The Alabama Community College System (ACCS) consists of 21 comprehensive community colleges, four technical colleges, and Athens State University, the state's only upper level, two- year college. The majority of those 21 colleges incorporate the five objectives of providing transfer, vocational/technical and remedial education, as well as opportunities for lifelong learning and community service in both their goal and mission statements.

The purpose of this study was to determine whether or not Alabama community college music programs contribute to the mission of their respective colleges as well as the overall mission of the ACCS by achieving these five objectives.

Information about transfer, vocational/technical and remedial education was obtained by comparing the music courses offered in the System's common course guide with those in the 2008 catalogs and 2008-2009 course schedules of each institution. Information about lifelong learning and community service opportunities was obtained by interviewing a full time member of the music faculty at 19 of the 21 institutions offering music courses.

This study explores what music courses are being offered by music departments at Alabama's comprehensive community colleges as they relate to the goals and objectives of each school as well as the goals of the Alabama Community College System.

## DEDICATION

This document is dedicated to my mother, Frances Powe, who has never missed a concert, always fought to make sure her children had the best that she could provide, made sure that they understood the importance of education, and that they practiced piano every day.

It is dedicated to my father, Leo Powe, for bringing me to freshman orientation at the University of Alabama and actually taking notes. His unwavering support of my professional and academic endeavors has been a constant encouragement to me.

This document is also dedicated to my sister, Cindy Powe, for always being a voice of reason as well as convincing and reminding me that I had to finish my doctorate.

A very special note of dedication goes to my best friend, Granville Oldham, who helped me recognize my unique abilities as an educator, encouraged me to pursue all of my professional and personal aspirations, and showed me the value of a whole, strong, powerful, prosperous, loving, harmonious and happy life!

## LIST OF ABBREVIATIONS

AA	Associate of Arts
AS	Associate of Science
AAS	Associate of Applied Science
ACCS	Alabama Community College System
ACDA	American Choral Directors Association
ACHE	Alabama Commission on Higher Education
DPE	Department of Postsecondary Education
MUL	Music Ensembles
MUL 101; 102; 201; 202	Class Piano I, II, III, IV
MUL 111; 112; 211; 212	Class Voice I, II, III, IV
MUL 170; 171; 270; 271	Music Workshop I, II, III, IV
MUL 172; 173; 272; 273	Musical Theatre Workshop I, II, III, IV
MUL 180; 181; 280; 281	Chorus I, II, III, IV
MUL 182; 183; 282; 283	Vocal Ensemble I, II, III, IV
MUL 184; 185; 284; 285	Jazz/Show Choir I, II, III, IV
MUL 190; 191; 290; 291	Concert Band I, II, III, IV
MUL 192; 193; 292; 293	Instrumental Ensemble I, II, III, IV
MUL 196; 197; 296; 297	Jazz/Show Band I, II, III, IV
MUL 198; 199; 298; 299	Marching Band I, II, III, IV
MUP	Music Performance Courses

MUP 101; 102; 201; 202	Private Piano I, II, III, IV
MUP 111; 112; 211; 212	Private Voice
MUP 133; 134; 233; 234	Private Guitar
MUP 135; 136; 235; 236	Private Fretted Instruments (other than Guitar)
MUP 181; 182; 281; 282	Private Percussion
MUS	Music Academic Courses
MUS 099	Introduction to Musicianship
MUS 100	Music Convocation
MUS 101	Music Appreciation
MUS 110	Basic Musicianship
MUS 111	Music Theory I
MUS 112	Music Theory II
MUS 113	Music Theory Lab I
MUS 114	Music Theory Lab II
MUS 115	Fundamentals of Music
MUS 211	Music Theory III
MUS 212	Music Theory IV
MUS 213	Music Theory Lab III
MUS 214	Music Theory Lab IV
MUS 251	Introduction to Conducting
MUS 270	Organization of the Church Music Program
MUS 271	Church Music Literature
MUS 290	Introduction to Commercial Music

MUS 291	Musical Acoustics
MUS 292	Song Writing
MUS 293	Recording Techniques
STARS	Statewide Transfer and Articulation Reporting System

## ACKNOWLEDGMENTS

I would like to express my most sincere appreciation to the members of my doctoral committee both past: Dr. Gerald Welker, Dr. Linda Cummins, and Dr. Gregory Gentry as well as present: Dr. John Ratledge, Dr. Susan Fleming, Dr. Joanna Biermann, Dr. Ken Ozzello, Dr. Craig First and Dr. Stephen Katsinas for your encouragement, support and patience throughout my long career as a student at the University. I would also like to sincerely thank Dr. Marvin Johnson, Dr. John Schmitt and Mr. Charles Snead for supporting my efforts in completing this degree.

I would like to thank the administrators, faculty and students at Calhoun Community College. Without your support and talent, this would not be possible. Not only were you willing to change course times and days to accommodate my schedule but you volunteered to sing in my recitals. I believe you wanted me to pass as much as I did; you all are the best cheerleaders ever!

I would also like to thank the music instructors at all the community colleges throughout the state who indulged me during the interview process as well as the registrars and records officers at their respective colleges who were more than happy to assist me in collecting whatever information I requested.

Lastly, I would like to thank my editor, Dr. Rebecca Ballard, who took my document during the eleventh hour and transformed it.

## CONTENTS

ABSTRACT .....	ii
DEDICATION .....	iii
LIST OF ABBREVIATIONS.....	iv
ACKNOWLEDGMENTS .....	vii
LIST OF TABLES.....	xi
CHAPTER I: INTRODUCTION.....	1
Statement of the Problem.....	3
Purpose of the Study .....	4
Hypotheses .....	4
Definitions of Terms .....	5
Limitations .....	7
Significance of the Study .....	7
Theoretical Framework of the Study .....	9
CHAPTER II: REVIEW OF RELATED LITERATURE.....	11
Introduction.....	11
Overview of the Community College Movement in the United States .....	11
Overview of Music Programs in Comprehensive Community Colleges.....	13
Overview of the Community College Movement in Alabama .....	18
CHAPTER III: METHODOLOGY .....	20
Transfer Education.....	20

Vocational/ Technical Education .....	21
Developmental Education .....	21
Lifelong Learning and Community Service .....	21
Telephone Interview Questions .....	22
<b>CHAPTER IV: RESULTS.....</b>	<b>25</b>
Individual College Results .....	26
Alabama Southern Community College .....	26
Bevill State Community College .....	28
Bishop State Community College.....	30
Calhoun Community College .....	36
Central Alabama Community College.....	34
Chattahoochee Valley Community College.....	36
Enterprise-Ozark Community College .....	37
Faulkner State Community College.....	39
Gadsden State Community College .....	41
Jefferson Davis Community College .....	43
Jefferson State Community College .....	44
Lawson State Community College .....	46
Lurleen B. Wallace Community College.....	48
Northeast Alabama State Community College .....	49
Northwest-Shoals Community College .....	51
Shelton State Community College.....	55
Snead State Community College .....	56

Southern Union State Community College.....	56
Wallace Community College Dothan .....	58
Wallace Community College Selma.....	60
Wallace State Community College.....	62
Overall of All Community Colleges .....	63
CHAPTER V: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .....	70
Findings.....	70
Conclusions.....	72
Recommendations.....	73
REFERENCES .....	81
APPENDICES .....	83

## LIST OF TABLES

Table 1. <i>AA and AS Degrees Offered by Community Colleges in Alabama Community Colleges, 2008-2009</i> .....	64
Table 2. <i>Specialized Music Courses (Music Ensembles) at Alabama Community Colleges, 2008-2009</i> .....	66
Table 3. <i>Specialized Music Courses (Private Lessons) at Alabama Community Colleges, 2008-2009 Academic Year</i> .....	67
Table 4. <i>Specialized Music Courses (Music Academics) at Alabama Community Colleges, 2008-2009</i> .....	68
Table 5. <i>Delivery Methods of Music Appreciation Classes in Alabama Community Colleges, 2008-2009</i> .....	69

CHAPTER I:  
INTRODUCTION

Governed by the State Board of Education, the Alabama Community College System (ACCS) consists of 21 comprehensive community colleges and four technical colleges, Athens State University, and extensive workforce development initiatives. The system stresses a commitment to access and opportunity for students regardless of their geographical location, socio-economic status, or academic preparedness and/or ability. According to its website, its stated mission is to provide a unified system of institutions dedicated to excellence in delivering academic education, adult education, and workforce development ([www.accs.cc](http://www.accs.cc)).

When navigating the ACCS website, the absence of music programs is immediately evident. It sorts degrees by area, followed by the colleges that offer programs in those areas. Not only are the music and music education programs absent from the list, but the option to major in fine arts of any kind has been omitted. The chart showing possible majors in schools throughout the state (located at [www.accs.cc/ProgramMatrix.aspx](http://www.accs.cc/ProgramMatrix.aspx)), gives two options for majoring in Music: Music Industry Communications and Music History and Literature. One college in the Alabama Community College System offers Music Industry Communications and no community college in the System offers courses in Music History and/ or Literature therefore no program can exist with that title. By contrast, there are 13 comprehensive community colleges throughout Alabama offering an Associate of Arts or Associate of Science in Music or Music Education but neither option appears as a part of any college's offerings on any part of the ACCS website.

The Department of Postsecondary Education (DPE) has direct responsibility to the State Board of Education for the direction and supervision of educational programs and services provided by the Alabama Community College System. According to the ACCS website, “The Department provides leadership, service, and regulatory functions for the member institutions of the Alabama Community College System to ensure educational accessibility, excellence, and equity for all citizens of Alabama” (para 1). With this list of duties would seem to come the responsibility of ensuring every student a clear understanding of the programs available to them via the ACCS website. With programs unmentioned and misidentified, it would seem that this duty is being overlooked or ignored.

One of the essential functions of the Alabama’s comprehensive community colleges is to offer freshman and sophomore level courses that can be transferred to four-year institutions. The preponderance of courses offered by music departments in the community colleges are fine arts survey classes developed for non-music majors. Since most students at four-year institutions have a fine arts core requirement, these classes are usually well-populated and profitable for the community colleges.

In contrast, the courses offered for music majors are quite small, simply because they are dealing with areas of specializations; preparing music majors at two-year colleges is still part of the mission of these institutions. Historically, professors at four-year institutions have complained about the unpreparedness of their community college transfer students (Belford, 1970). This is exacerbated by the fact that many music instructors at community colleges are routinely asked to focus their time and energy on the non-major courses at the expense of the courses for music majors. It is difficult to prepare students to major in music at a four- year

institution when the instructors are constantly preparing lectures for transfer courses with 40 students in them.

Very little emphasis is put on vocational/technical opportunities that exist in music in the ACCS. In fact, there is only one reference to any vocational or technical degree in music, which is presently offered at one institution in the system ([www.accs.cc/ProgramMatrix.aspx](http://www.accs.cc/ProgramMatrix.aspx)). Even less emphasis is given to remedial courses in music. The only designated remedial music course, MUS 099, appears tangentially as a prerequisite for Basic Musicianship but is not listed in the Common Course Guide, therefore cannot be offered by any institution in the System.

This study explored what music courses are being offered by music departments at Alabama's comprehensive community colleges as they relate to the goals and objectives of each school as well as the goals of the Alabama Community College System.

#### Statement of the Problem

Music programs in the state of Alabama strive for academic and fiscal relevance each year. Yet as budgets shrink and cultural exposure diminishes, fine arts programs, including music, often lack the support necessary to maintain and encourage participation. The music programs at community colleges can have the unique role of training and educating local community volunteers, professionals (performers), transfer students and future music educators.

By increasing the number of transfer classes, primarily MUS 101 in the music area, assigned to full-time instructors and limiting available funds for viable vocational programs such as Music Industry Communications and Church Music, it is likely that the effectiveness of programs for music majors at comprehensive community colleges is diminished. This results of this study demonstrate a clear indication of what our purpose is, how well we are performing it, and suggestions for improvement.

## Purpose of the Study

To date, no study has been done to assess issues, concerns, problems, options and impact of music programs across Alabama's community colleges. The purpose of this study, therefore, was to examine whether or not Alabama community college music programs impact the students and communities they serve in the manner that they proclaim and intend.

## Hypotheses

The Alabama Community College System website states that it is "committed to providing a unified system of institutions delivering excellence in academic education, adult education and workforce development" ([www.accs.cc](http://www.accs.cc)) but preliminary research revealed that this is not the case in Fine Arts departments throughout the state. Though music courses are offered at all 21 comprehensive colleges, most only offer one transfer course, Music Appreciation (MUS 101). According to the Statewide Transfer and Articulation Reporting System, this course is designated for transfer under Area II. Because it is recognized widely as a course for general education transfer, marketing or recruitment efforts are unnecessary to fill sections of this course.

There is not a significant commitment to music programs in community colleges by the Department of Secondary Education as evidenced by a lack of available information through web sources, support for current programs, and funding for new programs. Without a system-wide commitment to music as a viable option for self-expression and employment, these programs are not fulfilling the goals set forth by each individual college nor the System as a whole.

## Definitions of Terms

*ACCS- Alabama Community College System.* The ACCS consists of 21 comprehensive community colleges and four technical colleges; Athens State University; and extensive workforce development initiatives, including the Alabama Industrial Development Training Institute and the Alabama Technology Network ([www.accs.cc](http://www.accs.cc)).

*ACHE- Alabama Commission on Higher Education.* The statewide 12-member lay board appointed by the Governor, Lieutenant Governor, and Speaker of the House and confirmed by the Senate, is the state agency responsible for the overall statewide planning and coordination of higher education in Alabama, the administration of various student aid programs, and the performance of designated regulatory functions. The Commission seeks to provide reasonable access to quality collegiate and university education for the citizens of Alabama ([www.ache.state.al.us](http://www.ache.state.al.us)).

*DPE- Department of Postsecondary Education.* The DPE has direct responsibility to the State Board of Education for the direction and supervision of educational programs and services provided by the Alabama Community College System. The Department provides leadership, service, and regulatory functions for the member institutions of the Alabama Community College System to ensure educational accessibility, excellence, and equity for all citizens of Alabama ([www.accs.cc](http://www.accs.cc)).

*Comprehensive Community College.* An institution that offers a wider range of curricula than its predecessor, the junior college. The expanded scope of the comprehensive community college includes transfer education, vocational/technical education, adult education, remedial education and community service (Brophy, 1989).

*Developmental Education.* Also known as remedial, compensatory and preparatory education; courses offered by institutions to help students who are not prepared to do college-level work.

*Lifelong Learning.* Opportunities to continue studying and learning skills throughout life

*Hybrid Course.* A course delivered using between 50 and 99% on-line instruction; there is at least one on-campus meeting.

*On-line Course.* A course delivered using 100% electronic means; there are no on-campus meetings.

*Junior College.* Educational institution offering instruction in the arts and sciences on the level of difficulty of the first two years after high school (Cohen & Brawer, 2008).

*STARS Guide.* STARS stands for Statewide Transfer & Articulation Reporting System. STARS is a web-accessible database system which provides guidance and direction for prospective transfer students in the State of Alabama. The [STARS System](#) allows public two-year students in Alabama to obtain a Transfer Guide/Agreement for the major of their choice. This guide/agreement, if used correctly, guides the student through their first two years of coursework and prevents loss of credit hours upon transfer to the appropriate public four-year university in Alabama. Although transfer guides/agreements can only be printed for two-year to four-year transfers, the STARS system can still provide guidance and direction to transfer students who have a different transfer situation ([www.stars.troy.edu](http://www.stars.troy.edu)).

*TBA Course.* A course delivered with class meetings and delivery method determined by the instructor.

*Technical College.* Educational institution offering instruction in marketable trades, occupations and vocational skills (Hardin, 1997).

*Transfer Education.* Lower-level general education courses offered at the community college for the purpose of transfer to a four-year institution.

*Vocational/ Technical Education.* Also known as vocational, technical, semiprofessional, occupational and career education; pertains to all studies not applicable to the baccalaureate but that lead to immediate employment (Cohen & Brawer, 2008).

### Limitations

This study is limited to the music areas of fine arts departments in Alabama community colleges for the 2008-2009 academic year. A review of 2008 course catalogs, mission statements and institutional goals for each of Alabama's comprehensive community colleges offering music was completed and discussed. Courses from the ACCS Common Course Guide, the institutional catalogs and the schedules of classes from Fall 2008 and Spring 2009 have also been compared and discussed. In addition, information from interviews with music faculty from 19 comprehensive community college fine arts programs for the 2008-2009 academic year have been compiled and interpreted for the study.

Further studies might include information about student, instructor and administrative perceptions of music programs in community colleges. Changes in the number of full-time faculty, course offerings and class size of different decades will also provide additional information about effectiveness.

### Significance of the Study

Debate about how to best educate is often based on passion rather than facts derived from data. This is certainly often the case in departments of music. Available data are relatively scarce, especially for Alabama. There has been no study about the music programs of institutions in the ACCS since 1) the decision by many of the original music faculty hired

between 1963 and 1979 to retire; 2) the change from the quarter system to the semester system and; 3) the completion of the most recent mergers in the ACCS. Many music educators believe that, when possible, the jobs of those retiring are combined and three or four jobs might become one. In music, this has an adverse effect because of the limited number of tasks that one person is able to accomplish as opposed to the four they have replaced. The change from the quarter to semester system makes transfer much less tedious for students and makes attending community college a more acceptable option. Mergers have an effect on music programs because the additional campus locations could potentially provide opportunities for community outreach. These three issues are very recent considerations for new data in this area. This document delves into the statewide effects and gives some solutions for its problems.

In addition, very little recent information is available with regard to curricular responsibilities from national governing/professional organizations such as the American Choral Directors Association (ACDA). According to its website, “the American Choral Directors Association is a nonprofit music-education organization whose central purpose is to promote excellence in choral music through performance, composition, publication, research, and teaching. In addition, ACDA strives through arts advocacy to elevate choral music's position in American society” (para. 1). Members of ACDA determined that community colleges, then known as junior colleges, played a significant role in the promotion and preservation of choral music because by 1968, there were 800 community colleges and it was projected that there would be at least 1000 more by 1985 (Hardister, 1968). A committee was formed and an extensive paper on curricular responsibilities and expectations was presented at the National ACDA convention in March of 1968. By contrast, though community colleges are larger and more influential in the lives of students and communities than ever before, there is little attention

paid to them at the National and Regional levels of this influential organization. There were no performing ensembles from a community college at the 2007 National ACDA convention and only one roundtable discussion was scheduled directly relating to the unique issues associated with administering or teaching the community college setting. The ACDA website lists only 10 pieces of standard repertoire, 10 multi-movement works for choir and orchestra and 10 chamber works for a cappella choir for two-year colleges (<http://acda.org>).

### Theoretical Framework of the Study

The groundwork for the theoretical framework of this study was provided in general terms by the numerous studies investigating curricular content at the community college level. One of the most disturbing studies was the *Annotated Bibliography of Journal Articles Related to Music in the Community –Junior College* by Gregory Benson (1991). The author did not suggest that the articles in the bibliography were the only ones that exist but they are significant because they appear in most research about music in community colleges. The fact that there are only 54 articles in 53 years is alarming. It would seem that a sector of public education that has grown so rapidly during those 50 years would have garnered more interest than generating an average of less than one article per year (Benson, 1991).

Several studies of the curricular and cultural contributions of community colleges were conducted during the 1990s. Three that were of particular interest are the dissertations of Gregory Benson, Larry Hardin, and Lewis Nance. Gregory Benson (1991) compared the curricular priorities of the faculty and administrators at one community college from each of the following states: Arkansas, Kansas, Missouri, Oklahoma and Texas. The study supported the historical view of the curricular obligations of the community college as collegiate education (transfer), general education (lifelong learning), community education (community), career

education (vocational/technical) and compensatory education (developmental). Information from catalogs as well as perceptions by faculty and administrators were taken into account.

Lewis Nance's (1992) research was related to choral programs in two-year colleges. He created a list of active choral programs throughout the United States, compiled a list of standard repertoire for two-year institutions and identified program trends. He indicated that the purpose of the community college ensemble was to "provide the greatest possible aesthetic experience for the participant" because, with low budgets and low scholarship allocations, preparing music majors for transfer is not of primary concern.

Though completed in 1997, Larry Hardin's *Descriptive Analysis of Alabama Public Community and Junior College Music Programs Accredited by the Southern Association of Colleges and Schools* is most closely related to this study. He reviewed enrollment data, catalog information, and National Association of Schools of Music standards.

He found that Alabama's community colleges were meeting the standards of general education transfer but needed improvements with regard to music major transfer. He also found that there were several disparities between program and course offerings in the catalog and schedule of classes.

## CHAPTER II: REVIEW OF RELATED LITERATURE

### Introduction

The chapter reviews the literature related to the history of the two-year college system in the United States, the history of music education in the two-year college system, and the community college movement in Alabama.

#### Overview of the Community College Movement in the United States

The first two-year college in the United States, Joliet Junior College, was founded in 1901. There were 170 by 1919. Four hundred and forty existed by 1930 in 43 states and the majority of junior colleges were private, nonprofit institutions until the 1940s. There was rapid expansion until the end of the 1960s, and today, there are community colleges in every state.

During the early twentieth century, enrollment in secondary schools increased tremendously and the demand for post-secondary education increased with it. The percentage of those graduating from high schools grew from 30 percent in 1924 to 75 percent in 1960 with 60 percent of those graduates entering college the following year (Cohen & Brawer, 2008). Legislators and college administrators were faced with the decision to either expand existing four-year institutions or create new lower-level institutions in an effort to accommodate the growth that would occur. Because the general sentiment among the decision makers was that the majority of college-bound students did not need a four-year degree, but rather, two-year terminal education, the latter was proposed. In addition, they saw two-year schools as a means to encourage students to pursue careers in industry as opposed to academia

(Brint & Karabel, 1989). Several prominent nineteenth and twentieth-century educators wanted four-year institutions to relegate freshman and sophomore level courses to lower-level institutions so that the elite four-year institutions, like Stanford, could focus on upper-level education and research (Cohen & Brawer, 2008).

During the twentieth century, the two-year school evolved and so did its name. Terms such as junior college, city college, county college, branch campus, and others have been used to describe community colleges of some type. According to Cohen and Brawer (2008), *The American Community College*, the accepted definition of a community college is one regionally accredited to award an associate in arts or the associate in science as its highest degree.

The curricular functions of the community college have changed very little since its inception, though emphasis on certain aspects of the mission of community colleges may have changed from era to era. The five recognized functions are academic transfer, continuing education, vocational/technical education, developmental education, and community service (Cohen & Brawer, 2008).

Academic transfer studies are meant to fulfill those lower-division requirements of the four-year institution. The initial idea was to relieve the universities of having to deal with freshmen and sophomores, thought to be immature and unfocused (Brint & Karabel, 1989). Though universities have never ceased to offer lower-level classes, community colleges have allowed them to be selective with regard to the incoming freshmen they will accept.

Vocational-technical education was always a part of the two-year college vision. “Originally conceived as an essential component of terminal study, education for students who would not go on to further studies, vocational education in the two-year colleges was designed to teach skills more complicated than those taught in high schools” (Cohen & Brawer, 2008).

Though students initially enrolled in junior colleges with the express desire to transfer credits to a university (Brint & Karabel, 1989), by the 1970s the percentage of students in vocational education had reached parity with that of the collegiate programs (Cohen & Brawer, 2008).

Continuing education became a more prominent focus as more adults enrolled in classes during the 1940s. Community colleges encourage life-long learning as a means to retain public support and to do community outreach (Cohen & Brawer, 2008).

Developmental education, or remedial studies, grew as it became clear that many students leaving high school were unprepared for college-level work. There were far fewer students needing remedial courses in the 1920s than there are today. “The apparent breakdown of basic academic education in secondary schools in the 1960s, coupled with the expanded percentage of people entering college, brought developmental education to the fore” (Cohen & Brawer, 2008, p. 34).

“The community service function was pioneered by private junior colleges and by rural colleges, which often served as the cultural center for their communities” (Cohen & Brawer, 2008). These activities include short courses, workshops, community musical ensembles, noncredit courses and community events.

#### Overview of Music Programs in Comprehensive Community Colleges

The earliest statistical study of musical offerings in the two-year colleges was done by L. V. Koos (1921). According to his study, music was more frequently offered than art classes, the other fine art represented in his study. Courses in music history and harmony were the most prevalent, appearing in 14 and 15 junior colleges respectively. Music Appreciation, Music Analysis, Voice, Piano, Orchestral Practice, and Chorus were offered much less frequently. The

study suggested that during the early twentieth century, music departments offered classes primarily for the purpose of transfer.

The primary mission of early junior college music programs was to prepare students to transfer to a senior institution. Certain musical skills were necessary for a student to adequately meet the admission standards of those institutions. They include a knowledge of standard literature, mastery of theoretical skills such as sight reading, melodic dictation, harmonizing at the keyboard, writing two-part counterpoint and four-part chorales, period identification, and music history (Brophy, 1997).

The purpose of the junior college music program, according to Lounsberry (1940), was to prepare students for careers in music, which included performing in instrumental or vocal ensembles for radio, screen and concert, teaching privately, accompanying, and arranging. He also suggested that junior colleges should set up bureaus to help students find work in the field of music.

This sentiment is reflected in Neil Daniel's 1946 article, *The Junior College Music Curriculum*, in which he stated that the objectives of the two-year school at that time were 1) to provide at least two years of university accredited work in music; 2) to provide some vocational training in music; 3) to provide cultural and recreational opportunities for the general student; and 4) to provide a "trial major" in music to make up high school deficiencies for those intent on a vocational or pre-professional training in music. The courses he listed reflect the opinion that junior colleges in the 1940s could produce musicians who were equipped to both continue their studies at the collegiate level and/or leave the junior college with enough experience and knowledge to pursue a vocation in the field of music.

An article with a different perspective by Goetz (1940) stated that the purpose of junior colleges as preparatory schools for senior institutions was being eclipsed due to the low number of transfers. “Because the junior college was a community institution obligated to meet local needs and marked the end of formal education for growing numbers of young people, curricula were needed to develop economic, social, civic, and personal competence” (p. 741). Goetz (1940) reviewed junior college music offerings and determined that most schools were favoring students specializing in music over the general education students.

By the 1950s attention shifted from the music major to the general student. In her 1950 article, *The Place of the Junior College in Training Musicians*, Muriel Reiss wrote, “The purposes of the junior college are three-fold. One is to serve local community needs, vocational and otherwise; the second is to supply further liberal education on the collegiate level, the third is to prepare students for entrance to the third year of senior college” (p. 20). Many schools, including the University of Michigan, the University of Texas and the University of Alabama, proposed that students do a five-year course of study in order to provide liberal arts education to all students while still providing whatever specialized training deemed necessary by the program administrators.

Bakkegard’s research (1952) revealed that a majority of junior college music programs gave most of their attention to transfer students. It was proposed that giving greater attention to terminal students and the general public might be more favorable. Hoeglund (1953) stated,

In most community colleges the terminal students are in the majority. They are the students who will remain in the community to take an active part in community affairs. A music program for this group means a program in which they may continue as long as they live in the community. This results in an unexcelled public relations advantage and the beginning of a never-ending continuation of the community band, chorus and orchestra. (p. 38)

By the end of the decade, the community college was firmly established as a pre-professional training institution, transfer institution and a community service institution (Brophy, 1997).

During the 1960s, the number of junior colleges in the United States increased by almost forty percent from the previous decade (Cohen & Brawer, 2008). In *Designing Music Programs for Junior College*, Retha Jane Mason (1968) stated that changes in music curricula needed to be made in order to meet the needs of the many students that would be majoring in and experiencing music at the junior college of that era. She stressed the need at that time for junior colleges that incorporated programs in preparatory studies, adult education, and commercial and church music.

Marvin Belford (1970) commented on the status of music instruction in community colleges during the sixties in his article, *An Investigation and Analysis of the Public Junior College Music Curriculum with Emphasis on the Problems of the Transfer Music Major*. Some of his findings were that community college course content objectives were not meeting the standards and requirements of those of the senior colleges accepting the transfer students, transfer students were not proficient on their major instruments and that many instructors taught classes with music and non-music majors, making it difficult for the instructor to decide whether simplifying or intensifying the course was more appropriate. The faculty in music programs tended to be too small for the demands of the department and the number of different classes offered in any given semester and the facilities were typically adequate, at best.

Music appreciation was not as significant a part of transfer education as it is today. It was not a requirement for terminal programs offered at the colleges, nor was it an entrance requirement for transfer. It was therefore overlooked as a for-credit elective by most students. By 1976, nearly half of the all credit enrollments in two-year colleges were in occupational

programs in which the relevance of music was difficult to understand. It was suggested that music be included in other subjects related to the occupational course of study such as *Uses of Music in Occupational Therapy* (Friedlander, 1979). The Friedlander Study corroborated the findings of previous studies with its conclusions that most two-year colleges offered a course in either music appreciation or music history, relatively few two-year college students enrolled in music appreciation courses and nearly all of the music appreciation courses offered in two-year colleges are designed for transfer program students.

In a 1988 study of community college fine arts programs, Cohen and Brawer (1989) noted that eighty percent of the community colleges in their 109-institution sample were offering courses in music. The role of the fine arts program was thought to be preparing students for transfer, broadening the college experience, preparing students for careers in the arts and providing a setting for avocation interests. Whereas many administrators in previous decades determined that their primary focus was music majors, the majority of administrators during this decade viewed the primary purpose of the department as transfer-oriented. There was also a recognizable increase in the number of adult students enrolling in classes for personal enrichment.

The expansion in the purpose of community college music programs seems to coincide with the concurrent expansion in the overall mission of the two-year college. Early community colleges had as their primary mission the preparation of students for upper division baccalaureate studies in music. Their secondary purpose was to terminate the student's music education so that they could obtain employment in the field of music upon completion of a two-year degree. Current issues for music programs have merely expanded on those of the early junior colleges. In addition to concerns about preparation for transfer and terminal music degrees, current social

demands have placed pressures on these programs to remediate underprepared music students, include computer-instruction methods, and to ensure that faculty and students reflect the ethnic diversity of the host community (Brophy, 1997).

#### Overview of the Community College Movement in Alabama

Several private two-year institutions began in the late 1800's but the first two-year college in Alabama opened in 1925. In its 1958 *Report of the Committee on Higher Education*, the Alabama Education Commission strongly urged the creation of a system of community colleges to provide access to adults and "baby boomers" who were just leaving high school. These institutions would also be responsible for providing Alabama industries with technically skilled workers (Katsinas, 1994). By January of 1963, subsequent acts of the Alabama Legislature had created a total of ten segregated postsecondary trade schools. Ten private junior colleges and one public locally controlled and locally financed junior college were also in operation.

Though national trends in education would indicate that community colleges would become a part of the educational system of Alabama, the influence of George C. Wallace, known as the *Father of Alabama's Two-Year Colleges*, cannot be ignored. Through his very aggressive and strategic legislation, beginning in 1963, he helped create a network of community colleges that would serve the entire state far beyond his years in office (Katsinas, 1994).

Albert B. Brewer, former Speaker of the House would recount a meeting he had with Speaker Pro-Tem, Rankin Fite and then Governor Wallace:

So, Rankin Fite and I went downstairs to the Governor's office, and we went in and I'll never forget this: We went through the usual amenities and then Rankin said, "Governor, I've got something here that will make you famous." And Wallace immediately perked up and he said, "What's that?" And Rankin said, "I've got a bill to create five trade schools and five junior colleges." Now Wallace had sponsored legislation 15 years earlier to create four or five trade schools. And Wallace said, "How are you going to

finance it?” And Rankin said, “With a two-cent beer tax.” And Wallace turned to me and he said, “What do you think about it?” And I said, “Well, I guess it sounds alright.” And he said, “Well, that’s alright with me!” And so casually, and in less than ten minutes was the Trade School and Junior College Program born in Alabama. We went back upstairs. Rankin introduced the legislation that day, and it became a law! (Katsinas, 1994, p. 450)

The three-bill package introduced by Fite would transfer authority from the legislature to the governor, giving him the power to create not only the original five community colleges and five technical colleges stated in the original legislation but 28 new institutions. Over the years, a dual system of African–American trade schools and primarily Caucasian junior and technical colleges were merged into a single system. The Department of Postsecondary Education was created in 1982.

By 1987, there were 41 community colleges, trade schools and junior colleges in Alabama. Due to a series of mergers, there are now 22 community colleges and 4 technical colleges in operation in Alabama. The Alabama Community College System mission is to provide a unified system of institutions dedicated to excellence in delivering academic education, adult education and workforce development. Though community service and developmental education are not mentioned in the ACCS community college mission, most schools include these functions as part of their own mission statements.

The Alabama Community College System serves approximately 300,000 students, 125,000 of those are enrolled in classes for credit.

CHAPTER III:  
METHODOLOGY

Introduction

This chapter deals with the methodology utilized in this study. The data were derived from the interviews conducted using the author's original survey instrument and the 2008-2009 catalogs and class schedules for each of the institutions in the Alabama Community College System.

Research Methodology

Music courses are offered at the 21 public comprehensive community colleges in Alabama. An analysis of the function and effectiveness of the music programs in these colleges was obtained by the following means: obtaining general information from 1) the Alabama Community College System website, including the ACCS mission statement; 2) obtaining specific mission statements, institutional goals, and course offerings from the 2008 catalogs of individual community colleges; and 3) phone interviews with full-time music faculty members, preferably ensemble instructors, from each of the institutions offering music courses at their colleges.

Transfer Education

The transfer function of each college was analyzed using the types of courses offered in each 2008 (or equivalent) catalog as well as the schedules of classes for Fall 2008 and Spring 2009. The three types of courses offered in the music area are MUS (music academic courses), MUL (music ensembles) and MUP (private instruction and performance classes). The

availability of these courses has a direct effect on whether or not the institution can offer an Associate of Arts and /or an Associate of Science in Music or Music Education. Whether or not the college offers either of these degrees was determined by referring to the 2008 catalog for each institution.

#### Vocational /Technical Education

The availability of vocational/technical education courses and programs was assessed by identifying specific MUS courses and the availability of MUP courses in the course catalog as well as the schedules of classes for Fall 2008 and Spring 2009 for each institution. Terminal Associate of Applied Sciences and Certificate programs were also identified and recorded from the 2008 catalog of each institution.

#### Developmental Education

MUS 099 is listed on the ACCS website as a developmental music course that serves as a prerequisite to MUS 110. However, it does not appear in the common course guide and cannot be offered at any of the community colleges in the System. Since many schools use MUS 110 as the introductory course for those with no or little experience and/or knowledge of musical terminology and notation, and since it is not a transferable course, it is the course used in this study to determine whether or not an institution offers remedial education in the music area.

#### Lifelong Learning and Community Service

The lifelong learning component is a reflection of the open-admission policy of the community college and its commitment to serving the needs of the members in the immediate vicinity of the institution. These opportunities for community participation and enrichment have been evaluated by acknowledging the presence of college-based performing ensembles, community-based music groups and lessons, as well as public concerts and programs.

For the purposes of this study, the community service component included public performances and ensembles involving both community and/or student participants. The availability, size and number of scholarships for each campus has also been documented as a part of the community service commitment of each college.

Information about this part the community college mission was collected by use of a phone interview with full- time faculty members at each campus offering at least one music course.

### Telephone Interview Questions

#### Section I: General Program Information

1. Does the college offer music courses?
2. What types of music courses are offered, according to the catalog?
  - a. Academic (MUS)
  - b. Applied (MUP)
  - c. Ensemble (MUL)
3. Does the college offer Music as a major?
4. What types of music degrees can be earned?

#### Section II: Facilities

1. Does your campus have designated fine arts/ music facilities?
  - a. Rehearsal space?
  - b. Practice rooms?
  - c. Lecture hall?
  - d. Music computer lab?
  - e. Performance venue?

2. If there is no designated fine arts/ music facility on campus, where are musical performances and classes held?

### Section III: Faculty

1. How many full time faculty members are employed by the college?
2. What is your (the interviewee) job title and description?
3. What courses does your department offer each year?
4. How many music majors are in your program?
5. How many graduate each year?

### Section IV: Ensembles

1. Do you have performing ensembles?
2. Are you an ensemble instructor?
3. If so, which ensemble(s)?
4. What is the average number of individuals in your ensembles?
5. How many members are on scholarship?
6. How are the scholarships allocated? (Please select from the following)
  - a. A set number of scholarships of a designated amount
  - b. A designated sum of money to be divided according to the musical director's discretion that can change from year to year
  - c. A designated sum of money to be divided according to the musical director's discretion that is the same each year
  - d. A certain number of full scholarships contingent upon participation in the ensemble

Ninety percent of the colleges in the ACCS had one faculty member who participated in the telephone interview. Of the ten percent that did not, one school offers a few music appreciation sections each year and the other offers one music appreciation section per semester and employed no full- time faculty member in music.

## CHAPTER IV:

### RESULTS

The analysis that is presented in this chapter includes two components: First, telephone interviews were conducted with 18 full-time music instructors at 18 of the 21 community colleges in the ACCS to assess what courses and majors their college offered, what types and how many ensembles they had, what kind of facility their institution had and what types of scholarships existed for fine arts students. Second, a quantitative inventory of MUS (music academic), MUL (music ensemble) and MUP (private instrument lessons) at Alabama community colleges was conducted through an analysis of course offerings using the posted college catalogs and posted Fall 2008 and Spring 2009 course schedules of each of the 21 comprehensive community colleges in the State of Alabama. In the analysis section that follows, the qualitative interviews obtained via telephone interviews were presented first, followed by the quantitative analysis.

Qualitative Analysis: Telephone Interviews

Quantitative Analysis: Analysis of College Catalogs and Schedules

#### THREE TYPES of DATA

1. Information from Common Course Guide
2. Information from 2008-2009 College Catalogs
3. Information from the College Fall 2008 and Spring 2009 Course/Program Schedules

#### THREE TYPES of MUSIC COURSES

1. MUS- Music Academic courses for music and non-music majors

2. MUL- Music Ensemble courses (group classes for majors and non-majors as well as ensembles primarily populated with fine arts scholarship recipients)
3. MUP- Music Private Lessons (mostly music majors)

### Individual College Results

#### *Alabama Southern Community College*

“Alabama Southern Community College is the result of the Alabama State Board of Education consolidation of Patrick Henry State Junior College and Hobson State Technical College, both founded in 1965, in 1991. The comprehensive college that emerged is a rural, six-campus institution serving southwest Alabama” ([www.ascc.edu](http://www.ascc.edu)).

Its two main campuses are located in Monroeville and Thomasville, with three day/evening centers located in Demopolis, Gilbertown and Jackson as well as the Life Tech Institute, which serves parolees in Thomasville. Of the six campuses, only the Monroeville and Gilbertown campuses offer music courses, the majority of which are offered at the Monroeville site ([www.ascc.edu](http://www.ascc.edu)). Its enrollment for Fall 2008 was 1316 students ([www.ache.state.al.ua](http://www.ache.state.al.ua)).

According to its mission statement, “Alabama Southern Community College is a learning-centered, open admissions, comprehensive community college dedicated to meeting the continuing and changing educational needs of the citizens of southwest Alabama. Alabama Southern serves as a catalyst for comprehensive community and economic development by providing university transfer programs, business and industry training, developmental studies, learning resources, technical/occupational programs, student development services, and community services” (Alabama Southern Catalog, 2008).

Of the 82 courses in the ACCS Common Course Guide, only 23% are listed in the Alabama Southern catalog. Of that 23%, only 39% of those courses are actually offered in the

class schedule for Fall 2008 and Spring 2009. Eleven percent of the courses in the common course guide can be taken at Alabama Southern Community College.

#### Transfer Education

According to its catalog, Alabama Southern Community College offers an Associate in Arts degree in Music. Musical ensembles offered include MUL 172, MUL 196, MUL184 and MUL 180. Music academic courses described include MUS 101 and a two-year music theory sequence. Private lessons are also included in the areas of voice, piano, guitar, and percussion.

The schedule reveals that only Music Appreciation, first-year Theory, Jazz Band and Jazz Choir are offered at the college. Because no private lessons are offered at the college, it is not possible to complete the AA in Music degree.

#### Vocational/Technical Education

According to the institutional goals, “the College will provide comprehensive academic and technical programs in which clearly specified learning outcomes and assessments engage students as responsible partners in their learning to create the best conditions for learners and provide skills training and adult basic education to create a learning workforce in knowledge based economy.”

There are no vocational or technical programs offered at Alabama Southern Community College in the music area. MUS 115 is the closest course offered because it is geared toward the classroom teacher. Music Industry, Music Education and Church Music are not mentioned on their website or catalog.

#### Developmental Education

There are no developmental music courses offered at the College. According to the Alabama Southern Institutional Goals, “the College will strengthen and improve services to

students to address identified student needs and establish a solid foundation for success in future learning and provide developmental/traditional education that successfully supports and assists students in acquiring basic learning skills and overcoming identified academic deficiencies.”

Basic Musicianship, MUS 110, often offered as a prerequisite to the music theory sequence, is not mentioned in the catalog or the schedule of courses.

#### Lifelong Learning and Community Service

The Jazz Band and Jazz Choir are auditioned ensembles that are open to those in the community who wish to participate. They rehearse and perform together at local events throughout the service area. Though there is no designated music outreach program for the purpose of community service, each ensemble has an average of 30 members, for whom full-tuition scholarships were available in 2008.

#### *Bevill State Community College*

Bevill State Community College was created in 1992 by the consolidation of two premier two-year colleges, Walker State Technical College, a vocational/technical college which opened in 1966, and Brewer State Junior College, a two-year academic transfer institution, which opened in 1969. In 1993, the Hamilton Campus of Northeast Alabama Community College, formed in 1966 as a vocational/technical center, merged with Bevill State. Lastly, Walker College, established in 1938 as an academic transfer institution, merged with Bevill State in 1998 ([www.bscc.edu](http://www.bscc.edu)).

The four main campuses and the instructional site at the Pickens County Educational Center in Carrollton serve seven counties from the city limits of Birmingham to the Mississippi state line. Of its Fayette, Hamilton, Jasper, Sumiton and Pickens County locations, music ensembles, private lessons and academic courses are offered at the Hamilton and Jasper

locations. Music ensembles and music academic courses are offered at the Fayette campus and one academic music course is offered at the Sumiton campus. Its enrollment in Fall 2008 was 4134 ([www.ache.state.al.edu](http://www.ache.state.al.edu)).

According to its catalog “Bevill State Community College is an accredited, comprehensive learning-centered institution dedicated to providing quality educational opportunities and services that enrich lives intellectually, culturally, and economically”(2008).

Bevill State lists 43% of the music classes in the ACCS Common Course Guide in its catalog. The institution offered 31% of what is in the catalog in the class schedule for Fall 2008 and 43% of the courses in the catalog in the class schedule for Spring 2009.

#### Transfer Education

The Bevill State catalog states that an Associate in Science in Music is offered. In addition to the general education courses required, the two-year theory sequence and MUS 251 are required for the degree. According to the theory and ensemble instructor, they usually have a freshman class of 14 music majors and graduate between three and six students with the AS in Music each year.

According to Goal D of its institutional goal statement, “the College will provide skills training and adult basic education to create a learning workforce in knowledge based economy” however, no vocational or technical programs in music are offered at the college. MUS 170, MUS 251, and a two-year theory sequence are in the catalog but not in the schedule of classes.

#### Developmental Education

Institutional Goal C states that the college will foster an atmosphere of empowerment in its developmental education programs however, no developmental courses in music are offered.

#### Lifelong Learning and Community Service

“The College will serve and be recognized as an essential component in the development of community and civic engagement, while strengthening its unique role in community leadership and local partnership structure” ([www.bscc.edu](http://www.bscc.edu)).

Choir and Jazz Band are offered at the college and are open to members of the community. Partial scholarships are available to ensemble participants. In addition, private lessons in guitar, voice, saxophone, trombone, percussion and piano are presently offered at the Jasper Campus but upper level private lessons are restricted to music majors.

MUS 101 is offered at all four Bevill State campuses, ensembles and courses for music majors are offered at the Jasper campus.

### *Bishop State Community College*

Founded in the summer of 1927, Bishop State Community College was originally the Mobile Branch of Alabama State College offering extension courses to African-American elementary and secondary teachers in Mobile. In 1963, the name “Mobile Branch of Alabama State College” was changed to Alabama State College- Mobile Center. Alabama State College-Mobile Center severed its relationship with Alabama State College in Montgomery and became Mobile State Junior College in 1965. Dr. Sanford D. Bishop was appointed president of the new junior college and in 1971, the Alabama State Legislature renamed the college S.D. Bishop State Junior College ([www.bishop.edu](http://www.bishop.edu)).

The Southwest Campus of Bishop State Community College began as Southwest State Technical College and provided vocational training. The Carver Campus was a technical college formally known as Carver State Technical Trade School, Carver State Technical Institute and Carver State Technical College that was established in 1962 by the Alabama State Legislature.

The fourth campus, the Baker- Gaines campus was added in 1995 ([www.bishop.edu](http://www.bishop.edu)). Its enrollment in Fall 2008 was 3215 students ([www.ache.state.edu](http://www.ache.state.edu)).

According to its catalog, “The mission of Bishop State Community College is to provide high-quality educational opportunities and services that are responsive to individual and community needs for the citizenry of Mobile and Washington counties at an affordable cost. The College utilizes traditional and distance learning to accomplish its mission” (2007).

Nine percent, or seven, music courses in the ACCS common course guide appear in the 2008 catalog of Bishop State. Of those seven courses, four are offered at Bishop State each semester.

#### Transfer Education

One of the goals listed by Bishop State is to provide transfer education designed to prepare students at the freshman and sophomore levels for transfer to other colleges and universities and general education courses in the liberal arts and sciences to support all college degree programs. However, there is no transfer degree program at Bishop State Community College. MUS 101 is available each semester.

#### Vocational/Technical Education

Another goal of the College is to provide technical, vocational, occupational, and career education courses that prepare students for immediate employment, retrain existing employees, and promote local and state economic stability and competitiveness. There are no vocational or technical programs in music available but MUS 290 is offered each semester.

#### Developmental Education

The College also has the goal of offering developmental education to assist individuals in order to improve learning skills and overcome educational deficiencies to bring their basic skills

to a level appropriate for college-level work. However, there are no developmental courses in music offered at the College.

#### Lifelong Learning and Community Service

Offering continuing education and personal enrichment opportunities that support lifelong learning and the civic, social, and cultural quality of life is listed as a priority and is met with MUL 192 and MUL 180 which are offered at the College each semester.

#### *Calhoun Community College*

The Tennessee Valley State Technical School and the John C. Calhoun State Technical Junior College merged into a comprehensive institution to become John C. Calhoun State Technical Junior College and Technical School in 1965. Its present designation as John C. Calhoun Community College was formalized by the State Board of Education in 1973 ([www.calhoun.edu](http://www.calhoun.edu)). It operates from two campuses, one in Huntsville and one in Decatur. Its enrollment in the Fall of 2008 was 9694 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

“The Mission of Calhoun Community College is to ensure student success and promote community development and cultural enrichment”, according to its 2008 catalog.

Of the 82 courses in the ACCS Common Course Guide, 48% of them are listed in the Calhoun catalog. Of those 39 courses, 64% are offered each fall and 67% are offered each spring.

MUS 101 is offered at both its Decatur and Huntsville campuses but all courses for Music Industry Communications and Music Education majors are being offered at the Decatur campus exclusively.

#### Transfer Education

Calhoun's goal of providing quality, innovative instruction is supported by the music area offering between 15 and 25 sections of Music Appreciation in traditional, hybrid and on-line lecture formats each semester on both campuses.

Its catalog states that an Associate in Arts in Music as well as an Associate in Science in Music Education is offered. As transferrable programs, courses in both majors are offered each semester.

#### Vocational/ Technical Education

A short certificate in Church Music and an Associate in Applied Science in Music Industry Communications are offered at the College. Several inquiries are made about the Church Music certificate each year but because of unpredictable and traditionally small enrollment in the courses, paired with the administrative goal of having 15 or more people signed up for each course offered per semester, feasibility of graduation is limited.

The Music Industry Communications program, by contrast, has at least 20 freshmen enter per year and graduates enough students to remain viable. Because this is the only Music Industry Communications degree available in the state, the courses carrying the MIC prefix have been omitted from this study.

#### Developmental Education

Basic Musicianship, MUS 110, a prerequisite for the theory sequence and part of the Music Industry Communications program, is offered each semester and is a beginning course in music theory.

#### Lifelong Learning and Community Service

The music area supports the institutional goal of providing opportunities for lifelong learning by offering MUL 196, MUL 192, and MUL 180 to members of the Calhoun student

body and the community, pending audition. They perform at civic, political, religious and community events throughout Morgan, Madison, Limestone and Lawrence counties each semester. Scholarships are awarded each year to members of each ensemble.

MUP courses (private lessons) for several instruments including voice, piano, guitar, saxophone, trombone, flute and percussion are offered each semester and are not restricted to music majors.

### *Central Alabama Community College*

The Alabama State Board of Education consolidated Alexander City State Junior College and Nunnally State Technical College, creating Central Alabama Community College in 1989.

Coosa Valley School of Nursing, formerly Sylacauga School of Nursing operated as a hospital diploma granting institution from 1921- 1994. By 1996, its merger with Central Alabama Community College was complete and the Coosa Valley School of Nursing moved onto the Childersburg, formerly known as Nunnally State, campus.

“Central Alabama Community College seeks to provide accessible, affordable, quality education; promote economic growth; and enhance the quality of life in its service area and beyond”, according to its 2008 catalog.

Four music courses in the ACCS Common Course Guide are listed in the Central Alabama catalog. All four appear in the Fall Schedule of 2008 and the Spring Schedule of 2009. Its enrollment in Fall 2008 was 2247 ([www.ache.state.al.us](http://www.ache.state.al.us)). Music classes are offered at the Alexander City campus only.

### Transfer Education

Central Alabama Community College offers Music Appreciation courses but no major in music. Though one of their goals is to provide general education at the freshman and sophomore

levels leading to the Associate in Arts and Associate in Science degrees, there is no music degree designated to facilitate transfer to a senior college or university music program.

#### Vocational/Technical Education

One goal of the College is to provide technical, vocational, and career education programs that (1) prepare students for immediate employment in an occupational field and (2) lead to certificates, diplomas, and/or Associate in Applied Science or Associate in Occupational Technology degrees. In addition, cultivating educational partnerships that meet the specific educational, training, and economic development needs of businesses, industries, community organizations, and governmental agencies is also a goal.

There are no vocational or technical education courses or programs offered at Central Alabama Community College, however.

#### Developmental Education

There are no developmental courses in music offered at the College.

#### Lifelong Learning and Community Service

There are several sections of music workshop and music ensembles available per semester. These performance ensembles are indicative of the college's commitment to providing the community with services that support personal growth, cultural enrichment, and recreation, providing access to college facilities for community activities and promoting the educational, social, and economic well-being of the community.

#### *Chattahoochee Valley Community College*

Chattahoochee Valley Community College was established in 1973 by an Act of the Alabama State Legislature. It was created to serve the citizens of Russell County and parts of

Bullock, Lee, Macon and Barbour counties as well as Phenix City and Fort Benning- Columbus Georgia ([www.cv.edu](http://www.cv.edu)). Its enrollment in 2008 was 2,003 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

According to its catalog, “the purpose of Chattahoochee Valley Community College, a member of the Alabama College System, is to meet the higher education needs of the citizens of the Chattahoochee Valley and others who can benefit from the courses, programs, and services of the College” (2008).

Of the courses listed in the ACCS Common Course Guide, 22% are available at Chattahoochee Valley. Of that 22%, only 50% are offered each semester.

#### Transfer Education

One of the goals of the college is to provide general education and collegiate programs at the freshman and sophomore levels that prepare students for transfer to other colleges and universities. Though the catalog states that the College offers an Associate of Science in Music Education, the music instructor states that several music courses were discontinued in an effort to save the ensembles.

Transferable courses in the Chattahoochee Valley catalog include Music Appreciation, a one-year Theory sequence, and ensembles. These courses are offered in the schedule but do not constitute a degree.

#### Vocational/ Technical Education

Offering occupational and technological programs and other training that prepare students for immediate employment or job advancement is a goal of the College, however, there are no vocational or technical programs in music offered at Chattahoochee Valley Community College.

## Developmental Education

MUS 110 is listed in the catalog but not offered in the schedule at Chattahoochee Valley Community College.

## Lifelong Learning and Community Service

MUL 180, MUL 184 and MUL 196 are offered each semester. Full- tuition scholarships are available for members of each ensemble.

Elective courses such as MUS 102, MUS 103, and MUS 104 are in the catalog but not in the schedule.

### *Enterprise-Ozark Community College*

Enterprise was selected as one of the original twelve junior college sites in Alabama and in September of 1965, the first freshman class of 256 students was registered at Enterprise State Junior College. In February 2003, the Alabama State Board of Education approved the reorganization of Enterprise State Junior College with the Aviation Campus at Ozark, which originated in 1960 and the Aviation Center at Mobile of George C. Wallace Community College-Dothan . The new institution was named Enterprise- Ozark Community College ([www.eocc.edu](http://www.eocc.edu)).

Its campuses include the main campus at Enterprise and the aviation centers at Mobile, Andalusia, and Albertville. The Enterprise campus houses the majority of musical activities for the institution and the Aviation Center at Ozark offers a section of Music Appreciation. Its Fall 2008 enrollment was 2387 ([www.ache.state.al.us](http://www.ache.state.al.us)).

“EOCC’s mission is to offer educational opportunities for personal growth and fulfillment, enhance the quality of life in the region and promote economic growth”, according to its 2008 catalog.

The catalog includes 44% of the courses offered in the ACCS Common Course Guide. Forty-four percent of the classes in the catalog appear in the Fall 2008 schedule and 39% appear in the Spring 2009 schedule.

#### Transfer Education

One of the goals of the College is to provide programs for transfer but none are offered in music. Transferrable courses that are offered include Music Appreciation, a two-year theory sequence, MUL 180, MUL 190, MUL 184, and MUL 182.

Additional courses in the catalog but not offered in the schedule include MUS 215 and MUS 216.

#### Vocational/ Technical Education

There are no vocational or technical courses or programs offered in the music area.

#### Developmental Education

There are no developmental courses in the catalog or the schedule in the music area, though one of the goals outlined by the College is to help persons improve learning skills and overcome educational deficiencies.

#### Lifelong Learning and Community Service

The performing ensembles provide cultural enrichment and contribute to the improvement of the social and recreational lives of the citizens in the surrounding areas by giving concerts continuously throughout the school year. Participation in ensembles is open to the student body pending audition and full-tuition scholarships are available. One hundred percent of the members of the show choir and 50% the members of the jazz band were on scholarship at the time of our interview.

### *Faulkner State Community College*

Faulkner State Community College, a public, two-year institution is located in Baldwin County and has three campuses located in Bay Minette, Gulf Shores and Fairhope.

It began as Bay Minette Junior College but in 1966, the State Board of Education renamed it William Lowndes Yancey State Junior College. In 1970, the name was changed to James H. Faulkner State Junior College and began offering courses at the Fairhope site. In 1992, the name was changed again to Faulkner State Community College. The Foley site, which began offering classes in 1985 was moved to Gulf Shores in 1993 ([www.faulknerstate.edu](http://www.faulknerstate.edu)).

The enrollment in the fall of 2008 was 3727 students among the three campuses ([www.ache.state.al.us](http://www.ache.state.al.us)). All three campuses offer at least one music course with the majority being offered at the Bay Minette site.

As stated in its catalog, “Faulkner State Community College has an open-door admissions policy and is committed to the professional and cultural growth of each student without regard to race, color, gender, disability, religion, creed, national origin, or age. The College strives to provide an educational environment that promotes development and learning through a wide variety of educational programs and instructional strategies, adequate and comfortable facilities, a caring and well-qualified staff, flexible scheduling, and convenient locations. This effort is based upon the economic and social needs of the College service area (2008).

Faulkner State Community College utilizes a participative management structure which insures broad-based involvement in the planning and evaluation process.”

The catalog includes 30% of the courses offered in the ACCS Common Course Guide. Sixty percent of the classes in the catalog appear in the Fall 2008 schedule and 39% appear in the Spring 2009 schedule.

#### Transfer Education

One of the institutional goals of the College is to provide university parallel programs that transfer to senior institutions. Faulkner State Community College offers an Associate of Arts in Music degree to achieve this goal in the music area. Private lessons, music ensembles and music academic courses are offered at the Bay Minette campus each semester.

In addition, Music Appreciation is offered at all three Faulkner State campuses.

#### Vocational/ Technical Education

Another goal of Faulkner State is to provide occupational-technical programs designed to develop marketable skills and support economic development. However, there are no vocational or technical programs in music offered at the College.

#### Developmental Education

Providing developmental education is also a goal of the College. No developmental courses in music are available.

#### Lifelong Learning and Community Service

Other goals of the College include providing student activities designed to help students reach their maximum potential and encourage social development, provide community programs for cultural growth and continuing education.

Scholarships are available for participants in the ensembles and the number of scholarships is divided among the members of the band and choir each year.

### *Gadsden State Community College*

Gadsden State Community College, though it has been known by this name since 1985, was merged into its present six-campus state in 2003 when Harry M. Ayers State Technical College and Gadsden State Community College were consolidated.

Harry M. Ayers State Technical College began as Harry M. Ayers State Trade School and became a technical college in 1973. It is now identified as the Harry M. Ayers Campus of Gadsden State Community College.

Alabama Technical College, founded in 1925 as the Alabama School of Trades was the first state-operated school in the southern United States. It is now the East Broad Street Campus of Gadsden State.

Gadsden Vocational Trade School began operations in 1960. The State of Alabama assumed ownership of the school in 1962 and renamed it Gadsden State Technical Institute in 1972. Designated a historically black college or university in 1997, this campus, now known as the Valley Street Campus of Gadsden State Community College, is the second oldest component of the College ([www.gadsdenstate.edu](http://www.gadsdenstate.edu)).

Gadsden State Junior College was established in 1965 and is now identified at the Wallace Drive Campus of Gadsden State Community College.

In addition to these campuses, Gadsden State Community College operates in Anniston/McClellan and Cherokee County and has several other instructional sites.

Music courses are offered at the Wallace Drive, Ayers and McClellan campuses. Enrollment for Fall 2008 was 5803 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

“The mission of Gadsden State Community College is to meet the needs of its diverse communities by offering quality educational and cultural experiences that are accessible and affordable and that empower students to become lifelong learners”, according to its 2008 catalog.

Thirty percent of the courses in the ACCS Common Course Guide are in the Gadsden State 2008 catalog. Of the courses listed in the catalog, 58% of them appear in the Fall 2008 Schedule and 46% are in the Spring 2009 Schedule.

#### Transfer Education

Gadsden State offers an Associate of Arts in Music degree, fulfilling its second institutional goal of preparing students to perform successfully at senior institutions. Music Appreciation is offered at three of its six campuses and courses for music majors are offered at the Wallace Drive campus.

#### Vocational/ Technical Education

Though the third institutional goal of the College is to provide career and technical education in an effort to prepare students for employment, there are no vocational or technical programs available in the music area.

#### Developmental Education

The seventh goal of the institution is to provide students of varied backgrounds and abilities with the educational support services necessary for them to achieve their goals, there are no remedial music courses listed in the catalog or in the schedule of classes.

#### Lifelong Learning and Community Service

No mention of cultural enrichment or social community activities is made in the list of institutional goals for the College but there are several opportunities for creative expression

through participation in the concert choir, concert band, show choir and show band at Gadsden State. Ten full-time scholarships are available each year to members of the ensembles.

### *Jefferson Davis Community College*

Jefferson Davis Community College was formed through the consolidation of Jefferson Davis State Junior College, also known as the Brewton campus, and Atmore State Technical College. Jefferson Davis State Junior College was founded in 1963 and Atmore State Technical Institute was founded in 1972([www.jdcc.edu](http://www.jdcc.edu)).

Its enrollment for the fall of 2008 was 1234 students ([www.ache.state.al.us](http://www.ache.state.al.us)). The college offers one music course at its Brewton campus.

According to its catalog, “Jefferson Davis Community College, one of the public two-year colleges of the Alabama College System, provides accessible quality educational opportunities, promotes economic growth, and enhances the quality of life for the college service area” (2008).

Six percent, or five, music courses from the ACCS Common Course Guide are in the Jefferson Davis 2008 catalog. Of those five, only one is offered each semester.

#### Transfer Education

The first of its ten institutional goals is to provide first and second year collegiate education and to prepare students for transfer to other colleges and universities but there are no degrees offered in the music area. Courses in the catalog are MUS 203 and MUS 204 but the only academic music course offered is one section of MUS 101 offered at one campus in the traditional lecture format.

#### Vocational/ Technical Education

The second goal is to provide technical and vocational education to prepare students for employment but there are no certificate programs offered at the college.

#### Developmental Education

The fourth goal is to provide developmental education to assist individuals in improving learning skills and overcoming educational deficiencies. MUS 110 is in the catalog but is not offered in the schedule.

#### Lifelong Learning and Community Service

The sixth goal is to provide cultural enrichment opportunities to support lifelong learning and the civic, social, and cultural quality of life for area citizens but there are no concerts to attend or ensembles in which to participate. No available scholarships for participation in on-campus musical activities because there are no ensembles.

### *Jefferson State Community College*

Jefferson State Junior College was established as one of twelve junior colleges in 1963 and enrolled its first students in September 1965. In 1989, the Alabama State Board of Education gave recognition to the scope of programs and services provided by the college by officially changing the name from Jefferson State Junior College to Jefferson State Community College ([www.jsc.edu](http://www.jsc.edu)).

Jefferson State includes the Shelby/Hoover, St. Clair Center, Pell City Center, Chilton-Clanton Center, and the main Jefferson campus. Music Appreciation is offered at several sites but the ensembles and theory courses are only offered at the main campus. Enrollment for Fall 2008 was 8298 ([www.ache.state.al.us](http://www.ache.state.al.us)).

As stated in its catalog, “the vision of Jefferson State Community College is to be recognized as the most effective community college in the state of Alabama by providing

individuals with knowledge and skills needed to function in a technologically demanding society. In a period of significant and rapid change, we intend to put the learner's needs first by being responsive and innovative, as well as being a catalyst for lifelong learning through the use of a variety of delivery methods (2008).

Jefferson State Community College, as a comprehensive, public, two-year, community college, exists to provide an educational environment in which the needs of the individual student, the community, and other target audiences can be met. Within this educational environment, Jefferson State endeavors to make collegiate education accessible to all who seek it and in a manner consistent with the vision, mission, goals and objectives of the Alabama College System.”

Though Jefferson State only offers nine percent of the courses in the ACCS Common Course Guide, they offer 71% of those courses in the fall semester and 86% in the Spring of each year.

#### Transfer Education

Though one of the goals of the College is to offer parallel degree programs that prepare students to transfer to a college or university as a junior, there are no transferrable programs offered in music at Jefferson State. MUS 101 is offered as a transfer course, however.

#### Vocational/ Technical Education

Career and professional degree programs that integrate general and career-specific education and prepare students for immediate employment are priorities of the College but not in the music area. In addition, credit and non-credit certificate programs that enable students to acquire training to prepare for employment or advancement in jobs requiring skilled employees

is also a goal but there are no vocational or technical programs in music offered at Jefferson State.

#### Developmental Education

MUS 110 is offered each fall, aiding the College in fulfilling the goal of assisting all students in achieving their academic and musical goals.

#### Lifelong Learning and Community Service

Jefferson State is committed to providing opportunities that expand cultural experiences and promote community, social and civic well-being. Through participation in and attending the concerts of MUL 180, MUL 181, MUL 182, and MUL 183, students and members of the community can be enriched.

Students can also enroll in MUL 198 and march with the University of Alabama at Birmingham marching band as an extension of the music program of Jefferson State. This opportunity not only creates a unique outlet for students but helps fulfill the goal of the college to establish partnerships with other schools and universities.

Thirty-two full-tuition waivers are available to students who participate in the choral ensembles at the College.

#### *Lawson State Community College*

Lawson State Community College, originally known as Wenonah State Technical College, was established in 1963. In 1973, it merged with Wenonah State Technical Institute which was established in 1949. In 2005, Lawson State Community College merged with Bessemer State Technical College but maintained its name. There are two campuses, Birmingham and Bessemer ([www.lawsonstate.edu](http://www.lawsonstate.edu)). Enrollment for Fall 2008 was 3609 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

“Lawson State Community College is a comprehensive, public, two-year, multi-campus college, which seeks to provide accessible quality educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible lifelong learning opportunities in order to prepare students for employment or career advancement, enable students to transfer to senior colleges and universities, and provide customized training needs for business and industry” according to its 2007-2009 catalog.

Of the 82 courses in the ACCS Common Course Guide, 11, or 13% are in the Lawson State catalog. Two of those classes are in the Fall 2008 Schedule and 6 are in the Spring 2009 Schedule. Two additional courses, which are in the Common Course Guide but not in the Lawson State catalog, are in both the Fall 2008 and Spring 2009 schedules. Music courses are offered at the Birmingham campus only.

#### Transfer Education

One goal of the College is to provide quality opportunities for lifelong academic, professional and personal learning for students. According to its catalog, Lawson State offers an Associate of Arts in Music (General Studies) and an Associate of Arts in Music Education (Middle/ High School) helping to achieve this goal.

Courses in the major as well as several sections of Music Appreciation are offered each semester.

#### Vocational/ Technical Education

There are no vocational or technical music programs offered at the College.

#### Developmental Education

There are no developmental music courses offered at Lawson State.

## Lifelong Learning and Community Service

Lawson State strives to provide a dynamic student life experience enhanced by social activities and organizations. This goal is met in part by offering Music Ensemble (MUL 101) each semester.

### *Lurleen B. Wallace Community College*

Lurleen B. Wallace Junior College and Douglas MacArthur State Technical College were merged in 2003 to become Lurleen B. Wallace Community College. The College serves students from five counties at the Andalusia, Greenville and MacArthur campuses and the Luverne Center ([www.lbwcc.edu](http://www.lbwcc.edu)). Enrollment for Fall 2008 was 1697 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

“Lurleen B. Wallace Community College is a public, two-year institution in the Alabama Community College System under the governance of the Alabama State Board of Education. The College offers career-oriented certificates and associate degrees, as well as university transfer courses and associate degrees. In addition, the College provides specialized training for existing business and industry, workforce development, non-credit and continuing education, adult education and community services to the residents of its service area. With fundamental principles affirming the value of education, the freedom of teaching and learning, and the worth, dignity and personal development of each individual, the College provides an environment that emphasizes student success and achievement”, according to its 2007- 2009 catalog.

Of the 82 courses in the ACCS Common Course Guide, 13 appear in the Lurleen B Wallace catalog. Sixteen percent of the courses in the catalog are in the schedule of classes each semester. Music Appreciation is offered at all four sites but MUS 111 and 112 are offered at the Andalusia campus.

## Transfer Education

Though one of the institutional priorities of the College is to provide program offerings that prepare students for entry to colleges and universities, no programs with that description exist in the music area at Lurleen B. Wallace Community College.

Music Appreciation, a one-year Theory sequence, Jazz/Show Choir and Band, private lessons are available each semester.

## Vocational/ Technical Education

Another institutional goal is to provide specialized training for new and existing business and industry but no vocational or technical programs are offered in the music area.

## Developmental Education

No developmental courses in music are available at the College.

## Lifelong Learning and Community Service

The Jazz/Show Choir and Jazz/Show Band are open to members of the student body and community. Applied lessons in voice and piano are also offered. These courses help achieve the institutional goal of providing credit classes and services in cooperation with the community to promote personal development, cultural enrichment and recreation.

### *Northeast Alabama Community College*

Northeast is one of the twelve junior colleges created by the State Legislature during the administration of Governor George Wallace. The first classes began in 1965. In 1992, the name was changed to Northeast Alabama State Community College and in 1996, it became Alabama Community College ([www.nacc.edu](http://www.nacc.edu)). In Fall 2008, the enrollment was 2797 students.

According to its 2008 catalog, “the mission of Northeast Alabama Community College is to provide accessible quality educational opportunities, promote economic growth, and enhance

the quality of life for the people of Alabama.” Thirty-four percent of the courses listed in the ACCS common course guide are in the Northeast Alabama 2008 catalog. Of those courses, 67% are in both the Fall 2008 and Spring 2009 schedules.

#### Transfer Education

One of the goals of Northeast Alabama Community College is to provide general education at the freshman and sophomore levels that prepares students to continue their education through transfer. To this end, the College offers both an Associate of Arts in Music and an Associate of Science in Music Education.

Music Appreciation, ensembles, private lessons, and a one-year theory sequence are available each year.

#### Vocational/ Technical Education

Technical, vocational, and career education programs that prepare students for employment in occupational fields and which lead to certificates, associate degrees, or institutional awards are offered in many areas of the college but not in music. There are no vocational or technical programs in music at Northeast Alabama Community College.

#### Developmental Education

Offering developmental education which assists individuals who need to improve their basic learning skills and supports individuals lacking college preparatory backgrounds is a goal of the college. In the music area, MUS 110 is listed in the catalog and is offered in the course schedule.

#### Lifelong Learning and Community Service

The College is committed to providing community services which support personal growth, cultural enrichment, and societal activities. MUL 181, MUL 182, MUL 192 and

Jazz/Show Choir MUL 184 are offered each semester and are open to the student body and members of the community.

Two-year, full-tuition scholarships are available to members of the ensembles but typically are given to members of the concert and show choirs.

### *Northwest- Shoals Community College*

Northwest- Shoals Community College is a comprehensive two-year public institution providing vocational, technical, academic and lifelong educational opportunities for the Northwest Alabama region. The College operates two campuses, the Shoals Campus in Muscle Shoals and the Phil Campbell Campus in Phil Campbell. Enrollment for Fall 2008 was 4041 ([www.ache.state.al.us](http://www.ache.state.al.us)).

The Phil Campbell Campus was founded in 1963 as Northwest Alabama State Junior College in 1963 and was the first junior college in the Alabama College System. The Shoals Campus, founded in 1966 as Joe Wheeler State Trade School, provided occupational and technical training.

In 1989, the Alabama State Board of Education created Northeast Alabama Community College through the consolidation of Northwest Alabama State Technical College in Phil Campbell and Northwest Alabama State Technical College in Hamilton. Shoals State Community College was created through consolidating Muscle Shoals State Technical College and the Tuscumbia Campus of Northwest Alabama State Junior College.

Northwest- Shoals Community College was formed in 1993 through a merger of Northwest Alabama Community College's Phil Campbell Campus and Shoals Community College. The two campuses of the College serve Colbert and Lauderdale counties ([www.nwscc.edu](http://www.nwscc.edu)).

According to its catalog, “Northwest-Shoals Community College provides vocational, technical, academic, and lifelong educational opportunities; promotes economic growth; and enhances the quality of life for the people of Northwest Alabama.”

Seventy-one percent of the courses in the ACCS Common Course Guide are in the Northwest-Shoals catalog. Forty percent of the classes in the catalog are in the Fall 2008 Schedule and 31% are in the Spring 2009 Schedule. Music classes are offered at both the Phil Campbell and Shoals campuses of the College.

#### Transfer Education

Northwest-Shoals offers an Associate of Arts in Music, according to its catalog and courses are offered each semester in the schedule for majors in various instrument concentrations.

Music Appreciation, a two-year theory sequence, and private lessons are available to music majors.

#### Vocational/ Technical Education

Though there are enough courses listed in the catalog to make up a short certificate in Church Music, these classes are not offered at the College.

#### Developmental Education

MUS 110 appears in the course catalog but is not offered in the schedule.

#### Lifelong Learning and Community Service

There are three performing ensembles providing opportunities for artistic expression and cultural enrichment. These ensembles divide 40 full-tuition scholarships each year.

Though private lessons could also serve to involve the community and encourage lifelong learning, they are only available to music majors and minors.

### *Shelton State Community College*

Shelton State Community College was established by resolution of the Alabama State Board of Education in 1979. That resolution combined two existing institutions: Shelton State Technical College, established in 1952, and the Tuscaloosa branch campus of Brewer State Junior College, an institution whose main campus was located in Fayette, Alabama. The Tuscaloosa branch campus of Brewer State had been in operation since 1972.

In 1994, Shelton State Community College consolidated with C. A. Fredd State Technical College and retained the name of Shelton State ([www.sheltonstate.edu](http://www.sheltonstate.edu)). Music courses are offered at the Martin Campus, considered the main campus. Enrollment for the fall of 2008 was 5511 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

According to its 2007-2009 catalog, “Shelton State Community College is a public open-admission comprehensive community college whose primary purpose is to provide accessible postsecondary education, training and community educational opportunities.”

Shelton State’s catalog includes 62% of the courses in the ACCS Common Course Guide. Of the 58 classes in its catalog, 25% were offered in the fall and 29% were offered in the spring of 2009.

#### Transfer Education

The first component of the Shelton State Community college purpose is to provide general education programs at a level of the first two years of college. An Associate of Science that has a concentration in music but is not identified as such on the degree is offered at the College.

The third component is to provide educational programs to prepare students for transfer

to upper-division college programs. Courses for the Associate of Science in Music are offered each semester and students graduate with the understanding that their two-year degree is equivalent to a minor in music.

Music Appreciation, a theory sequence, ensembles, and private lessons in voice, piano and percussion are offered each semester.

#### Vocational/ Technical Education

Though the fourth component of the institutional goals of the College is to provide career-technical and specialized workforce education and training, there are no vocational or technical programs in music offered at the College.

#### Developmental Education

The College provides developmental education to help student acquire competencies necessary for success including the area of music. MUS 110 is in the catalog and is offered in the schedule.

#### Lifelong Learning and Community Service

There are enough courses listed in the catalog to offer a short certificate in Church Music but the courses are not in the schedule.

Shelton State has three performing ensembles, a concert choir, jazz band and Bach to Rock ensemble. All ensembles promote music and the institution by performing throughout the community and state at civic, college and social events. Full, three-quarter and half- time scholarships are available for members of each ensemble, depending on the number of hours in which they are enrolled and in how many ensembles they participate.

### *Snead State Community College*

In operation since 1898 and operating as the Boaz Seminary, Snead State Community College is the oldest college in the Alabama Community College System to award degrees. In 1906, the name was changed to John H. Snead Seminary. In 1935, Snead State College was chartered by the State of Alabama and began operations as a junior college and was accredited in 1941. The name of the College was changed to Snead State Junior College in 1967. In 1992, the State Board of Education authorized Snead State Junior College to become Snead State Community College ([www.snead.edu](http://www.snead.edu)). Fall 2008 enrollment was 2249 students ([www.ache.edu](http://www.ache.edu)).

According to its 2008 catalog, “Snead State Community College, one of the public two-year colleges of the Alabama College System, strives to provide accessible educational opportunities, to promote economic growth and development, and to enhance the quality of life for the College service area.”

Snead State lists 34% of the music courses in the ACCS Common Course Guide in its catalog. Of those 28 courses, 64% are in both the Fall 2008 and Spring 2009 class schedules.

#### Transfer Education

Snead State offers an Associate of Arts in Music. According to Dr. Melinda Brookes, there are two to three graduates per year.

Several sections of Music Appreciation, a two-year theory sequence, ensembles and private lessons are offered each semester.

#### Vocational/ Technical Education

There are no vocational or technical programs in music offered at the College.

#### Developmental Education

No developmental courses in music are offered at the college.

#### Lifelong Learning and Community Service

Performing ensembles at Snead State include a show choir, traditional choir, jazz band and the only community wind band in lower level colleges in the ACCS. Though Athens State University has a community wind band, it is not included in this study because it is an upper-level two-year institution.

These ensembles perform throughout the community and members are eligible for tuition waivers. Private lessons are also available each semester.

#### *Southern Union Community College*

Southern Union Community College was formed in 1993 when the Alabama State Board of Education merged Southern Union State Junior College, located in Wadley, Valley and Opelika with Opelika State Technical College in Opelika.

The older of the two colleges, Southern Union, was chartered as a religious school called Bethlehem College in 1922. After being acquired by the State of Alabama in 1964, it became known as Southern Union State Junior College. Opelika State Technical College was created in 1963 and opened in 1966 as Opelika State Vocational Technical Institute. It was designated as Opelika State Technical College in 1973 ([www.suscc.edu](http://www.suscc.edu)).

Southern Union State Community College serves eight counties in East Central Alabama as well as part of Georgia from its Wadley, Valley and Opelika campuses. Music courses are offered at all three locations. Enrollment for Fall 2008 was 4971 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

According to its 2008 catalog, “Southern Union State Community College, located in east central Alabama, is an open-door, public, two-year college operating as a part of The Alabama

College System. The mission of the College is to provide quality academic, technical, and health science programs which are affordable, accessible, and responsive to the needs of the community, business, industry, and government. As an open-door institution, the College provides an educational program that compliments the various ability levels of a diverse student population. In support of these efforts, the College employs a highly qualified staff which is active in the planning and evaluation of all programs. The education offered allows for successful transfer entry into upper-level study at a senior college or university, trains for immediate employment upon completion of a technically-oriented program, and provides educational opportunities for those students interested in careers in the health care field.

Southern Union State Community College seeks to offer courses that address the diverse needs of the students and the community. “It is the belief of the College that education is a lifelong process; thus, the College seeks to provide effective and relevant programs which assist students in recognizing and more fully utilizing their capabilities. The College seeks to provide students a wide range of opportunities to attain personal fulfillment and to prepare for their responsibilities as citizens. It is the intent of Southern Union to develop and maintain partnerships with business and industry, labor, government, professional organizations, and other academic institutions in order to ensure high quality educational programs and better serve students, employers, and the community as a whole. Through such partnerships, the College is attempting to meet the needs of the existing and future workforce. The College also strives to contribute to the intellectual and cultural activities of the community” ([www.suscc.edu](http://www.suscc.edu)).

Of the 82 courses in the ACCS Common Course Guide, 13, or 16%, are listed in the Southern Union 2008 catalog. Six courses are offered in the Fall schedule but only five of those

appear in the institution's catalog. In the Spring semester, the six courses offered are in the catalog. Enrollment for Fall 2008 was 4971 students.

#### Transfer Education

There are no transfer programs offered in the Southern Union course catalog but several sections of Music Appreciation are offered each semester. Concert Choir and Jazz Choir are also offered and are transferrable courses.

#### Vocational/ Technical Education

There are no vocational or technical courses or programs in music offered at the College.

#### Developmental Education

There are no developmental courses in music offered at the College.

#### Lifelong Learning and Community Service

There are two performing ensembles at Southern Union. Ninety-seven percent of the students in the ensembles are on full-tuition scholarships.

Private lessons are offered in piano and voice and are not restricted to music majors and minors.

#### *Wallace Community College- Dothan*

In 1949, George C. Wallace State Technical Trade School was established by the Alabama Regional Trade School Act of 1947. In 1955, the name of the institution was changed to George C. Wallace State Vocational Trade School, and on May 3, 1963, by decree of the Alabama State Legislature, the institution became George C. Wallace State Technical Junior College. In response to a recommendation by the Southern Association of Colleges and Schools (SACS), the technical school and junior college were united in 1969 to form south Alabama's first comprehensive community college ([www.wallace.edu](http://www.wallace.edu)).

The 1997 merger between Wallace Community College (WCC) and Alabama Aviation and Technical College in Ozark and Mobile was followed in 1999 by the merger of WCC and Sparks State Technical College in Eufaula. In 2003, the Aviation Campus in Ozark and Aviation Center in Mobile merged with Enterprise State Junior College in order for it to become a community college. WCC now includes the Wallace Campus in Dothan, the Sparks Campus in Eufaula, the Fort Rucker Center, and the Center for Economic and Workforce Development located on Hwy 231North in Dothan. WCC also provides correctional education programs at Easterling Correctional Facility in Clio, Alabama, and Ventress Correctional Facility in Clayton, Alabama ([www.wallace.edu](http://www.wallace.edu)).

Enrollment for Fall 2008 was 3956 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

“George C. Wallace Community College, a comprehensive community college, seeks to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life of its constituents”, according to its 2008 catalog.

The college offers 28% of the music classes in the ACCS Common Course Guide to its students according to its 2008 catalog. The Fall Schedule includes only 39% of the classes in the catalog and the Spring Schedule includes 43% of the courses in the catalog.

#### Transfer Education

As part of its commitment to offering credit courses that lead to associate degrees and certificates in transfer majors, Wallace Community College Dothan offers an Associate of Arts in Music degree and courses in this major are offered each semester. There are between three and four graduates of the program each year.

MUS 101, MUP courses, a one-year theory sequence and music ensembles are also available each semester.

### Vocational/ Technical Education

Though one of the goals of the College is to offer certificate programs in career/ technical fields, there are no vocational or technical programs available at Wallace Community College Dothan.

### Developmental Education

MUS 110 is listed in the catalog and offered in the schedule.

### Lifelong Learning and Community Service

Because of the administration's commitment to providing entertainment at college functions and community events, scholarships for the vocal ensemble have been preserved. Though the jazz band has been disbanded, there is still a small instrumental ensemble at the school. Seventy-five percent of the choir members are on full-tuition scholarships as long as they maintain full-time status.

### *Wallace Community College Selma*

Wallace Community College Selma began in 1963 as William Rufus King State Vocational Technical School. In 1970, the Alabama Trade School and Junior College Authority approved a resolution to establish a junior college in Selma on the same or adjacent site of the William Rufus King State Technical Institute. Prior to the groundbreaking, the name of the college was changed to George C. Wallace State Junior College and Technical Institute. The name of the institution was changed to George Corley Wallace State Community College in 1973 ([www.wccs.edu](http://www.wccs.edu)).

The College offers Music Appreciation on both the main campus and the Clanton extension as well as online. Enrollment for Fall 2008 was 1896 students ([www.ache.state.al.us](http://www.ache.state.al.us)).

According to its 2007-2010 catalog, “the mission of Wallace Community College Selma is to provide high-quality educational opportunities and services that are responsive to individual, community and State needs.”

#### Transfer Education

The first goal of Wallace Community College Selma is to provide general education and collegiate programs at the freshman and sophomore levels that prepare students for transfer to other colleges and universities. To that end, the college offers one course in music in its catalog, MUS 101 and offers it each semester.

#### Vocational/ Technical Education

The second goal of the College is to provide technical, vocational, and career education that prepares students for immediate employment, re-trains existing employees, and promotes local and state economic stability and competitiveness. The third is a commitment to providing business and industry development training that meets employer needs. Neither of these are a priority in music as since there are no courses or degrees offered in vocational or technical music programs.

#### Developmental Education

The fifth institutional goal is to offer developmental education that assists individuals in improving learning skills and overcoming educational deficiencies except in music. No developmental courses are offered as part of the music program.

#### Lifelong Learning and Community Service

Because there are no ensembles at the College and no opportunities for enrollment in any class but Music Appreciation, the sixth goal of continuing education and personal enrichment opportunities that support life-long learning and the civic, social, and cultural quality of life is

met in an extremely limited way. Since one can only take Music Appreciation once, and there are no other opportunities for musical expression or enrichment at the College, Wallace Community College Selma does not meet this goal in the music area.

*Wallace State Community College*

“Wallace State Community College, a degree granting public community college, is committed to enabling meaningful learning that transforms lives and communities. In support of the mission, Wallace State Community College is committed to: promoting student success in learning environments that are student centered, innovative, engaging, and supportive, providing teaching excellence that inspires a quest for lifelong learning, respecting uniqueness and valuing diversity, forging strategic partnerships that advance community, workforce and economic development, culturally enriching our communities, accountability and integrity”, according to its 2008-2009 catalog.

“Wallace State was originally named George C. Wallace State Trade School of Cullman County and began classes in 1966. In 1971, the Southern Association of Colleges and Schools announced that the school was accredited and the Commission on Colleges granted full accreditation in 1978” ([www.wallacestate.edu](http://www.wallacestate.edu)).

Wallace State is the only community college in the ACCS which lists all of the courses in the Common Course Guide in its catalog. Of the courses listed, 37% are offered in both the Fall and Spring semesters. Enrollment for Fall 2008 was 5547 students ([www.wallacestate.edu](http://www.wallacestate.edu)).

Transfer Education

Wallace State Community College catalog states that the College offers an Associate of Science in Music Education. Courses required for completion of this degree are offered each semester.

Music Appreciation, private lessons, a two-year theory sequence, and several ensembles are also offered each semester.

#### Vocational/ Technical Education

There are no vocational or technical programs in music offered at Wallace State but MUS 297 and MUS 292 are offered and can help a student transition from the classroom to the workforce more easily.

#### Developmental Education

No developmental courses are offered in the music department of Wallace State.

#### Lifelong Learning and Community Service

In line with its commitment to culturally enrich the community, Wallace State offers Concert Choir, Show Choir, Concert Band, Jazz Band, and Pep Band. These ensembles perform at on-campus events and throughout the local community providing cultural enrichment and performance opportunities for members of the community.

In addition, Wallace State offers members of its ensembles full-tuition scholarships for participation.

#### *Overview of All Community Colleges*

The degree programs at Alabama comprehensive community colleges are minimal. All 21 institutions offer music courses for transfer but only Calhoun confers a degree with the word “music” on it ([www.calhoun.edu](http://www.calhoun.edu)). Table One shows that there are more Associate of Arts/Associate of Science degree programs than Associate of Applied Sciences and Certificate programs but there are still only half the colleges in the system offering enough music courses to meet the requirements for the transfer degree.

Of the courses offered, MUS 101, the first year theory sequence and music ensembles like MUL 180, MUL 184 and MUL 196 are the most popular as seen in Tables Two, Three and Four.

Table Five is an overview of the various delivery methods employed when offering MUS 101. Incorporating technology into the delivery of other music courses might lead to increased interest in both music classes and music degree programs due to convenience and accessibility.

Table 1

*AA and AS Degrees Offered by Community Colleges in Alabama Community Colleges, 2008-2009*

	Associate's Degree for Baccalaureate Transfer				Associate Degrees and Certificates for Employment (Vocational/Technical Education)			
	Colleges Offering an Associate's Degree in Music		College Schedules Music Major Courses Leading to		Colleges listing Vocational Degrees/ Certificates in Music		College Schedules listing Vocational offerings in Music leading to Vocational Degrees/ Certificates in Music	
	AA	AS	AA	AS	AAS	Certificate	AAS	Certificate
Alabama Southern	•							
Bevill State		•		•				
Bishop State								
Calhoun	•	•	•	•	•	•	•	•
Central Alabama								
Chattahoochee Valley		•						
Enterprise-Ozark								
Faulkner State	•		•					
Gadsden State	•		•					
Jefferson Davis								
Jefferson State								
Lawson State	•		•					
Lurleen B. Wallace								
Northeast Alabama	•	•	•	•				
Northwest-Shoals	•		•					
Shelton State		•		•		•		
Snead State	•		•					
Southern Union								
Wallace-Dothan	•		•					
Wallace-Selma								
Wallace-Hanceville		•		•				
<b>TOTAL: (n= 21)</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>

Notes:

1. Information derived from the catalogs and class schedules of the 21 comprehensive community colleges in the ACCS.
2. Some institutions list the following terms simultaneously, others, interchangeably: Associate of Arts or Science in Music or Music Education
3. There are institutions that have enough courses in their catalogs to create short and long certificate programs but do not identify them as programs of study.
4. Data from the 4 technical colleges in ACCS were excluded from analysis.
5. Data from Athens State University, the sole upper division institution (junior and senior only) in the ACCS were excluded from analysis.

Table 2

*Specialized Music Courses (Music Ensemble) at Alabama Community Colleges,  
2008-2009*

	<b>College Catalogs Listing Course</b>	<b>Fall 2008 College Schedules Listing</b>	<b>Spring 2009 College Schedules Listing</b>
<b>Class Piano I, II, III, IV</b>	14	11	11
<b>Class Voice I, II, III, IV</b>	13	8	8
<b>Class Strings I, II, III, IV</b>	2	0	0
<b>Class Woodwinds I, II, III, IV</b>	3	0	0
<b>Class Brass I, II, III, IV</b>	4	0	0
<b>Class Percussion I, II, III, IV</b>	3	0	0
<b>Class Fretted Instruments I, II, III, IV</b>	6	2	1
<b>Music Workshop I, II, III, IV</b>	10	2	4
<b>Musical Theatre Workshop I, II, III, IV</b>	8	2	3
<b>Opera Workshop I, II, III, IV</b>	1	0	0
<b>Chorus I, II, III, IV</b>	15	15	15
<b>Vocal Ensemble I, II, III, IV</b>	11	3	3
<b>Jazz/Show Choir I, II, III, IV</b>	15	12	11
<b>Concert Band I, II, III, IV</b>	7	4	3
<b>Instrumental Ensemble I, II, III, IV</b>	10	7	7
<b>Orchestra I, II, III, IV</b>	2	0	0
<b>Jazz. Show Band I, II, III, IV</b>	14	12	12
<b>Marching Band I, II, III, IV</b>	2	1	0

Notes:

1. Each course above is intended for group instruction. Sophomores and freshmen participate in activities together, thus the need for level indicators I, II, III, and IV.
2. Data from the 4 technical colleges in ACCS were excluded from analysis.
3. Data from Athens State University, the sole upper division institution (junior and senior only) in the ACCS were excluded from analysis.
4. The source of these data is the Alabama Community College System Common Course Guide for 2008-2009, which was retrieved at [www.accs.edu](http://www.accs.edu) on October 2, 2008.
5. The ACCS Common Course Guide lists the course abbreviation "MUL", which means music ensembles.

Table 3

*Specialized Music Courses (Private Lessons) at Alabama Community Colleges, 2008-2009**Academic Year*

<b>Course Name and Levels (I and II are First and Second Semester Freshman Level; III and IV are First and Second Semester Sophomore Level)</b>	<b>College Catalogs Listing Course</b>	<b>Fall 2008 College Schedules Listing</b>	<b>Spring 2009 College Schedules Listing</b>
<b>Private Piano I, II, III, IV</b>	15	12	11
<b>Private Organ I, II, III, IV</b>	5	2	1
<b>Private Harpsichord I, II, III, IV</b>	1	0	0
<b>Private Voice I, II, III, IV</b>	15	14	13
<b>Private Violin I, II, III, IV</b>	1	0	0
<b>Private Viola I, II, III, IV</b>	1	0	0
<b>Private Cello I, II, III, IV</b>	1	0	0
<b>Private Double Bass</b>	2	1	1
<b>Private Harp I, II, III, IV</b>	1	0	0
<b>Private Guitar I, II, III, IV</b>	12	5	7
<b>Private Fretted Instruments I, II, III, IV</b>	4	2	2
<b>Private Flute I, II, III, IV</b>	10	3	4
<b>Private Clarinet I, II, III, IV</b>	10	3	5
<b>Private Saxophone I, II, III, IV</b>	11	6	6
<b>Private Oboe I, II, III, IV</b>	6	3	2
<b>Private Bassoon I, II, III, IV</b>	5	1	1
<b>Private Trumpet I, II, III, IV</b>	11	6	4
<b>Private French Horn I, II, III, IV</b>	8	3	4
<b>Private Mellophone I, II, III, IV</b>	4	0	0
<b>Private Trombone I, II, III, IV</b>	11	6	6
<b>Private Euphonium I, II, III, IV</b>	5	2	1
<b>Private Tuba I, II, III, IV</b>	7	2	1
<b>Private Percussion I, II, III, IV</b>	12	7	7

## Notes:

1. Each course above is intended for private instruction. Sophomores and freshmen enroll using the registration number that corresponds with the level of private study they are doing with the college. For example, a first year student would sign up for Level I, etc.
2. Data from the 4 technical colleges in the ACCS were excluded from analysis.
3. Data from Athens State University, the sole upper division institution (junior and senior only) in the ACCS were excluded from analysis.
4. The source of these data is the Alabama Community College System Common Course Guide for 2008-2009, which was retrieved at [www.accs.edu](http://www.accs.edu) on October 2, 2008.
5. The ACCS Common Course Guide lists the course abbreviation "MUP", indicating private music lessons.

Table 4

*Specialized Music Courses (Music Academics) at Alabama Community Colleges, 2008-2009*

<b>Freshman- Level Courses</b>	<b>College Catalogs Listing Course</b>	<b>Fall 2008 College Schedules Listing</b>	<b>Spring 2009 College Schedules Listing</b>	<b>Sophomore-Level Courses</b>	<b>College Catalogs Listing Course</b>	<b>Fall 2008 College Schedules Listing</b>	<b>Spring 2009 College Schedules Listing</b>
Music Convocation	8	6	6	Survey of Music Literature I	2	0	0
Music Appreciation	21	21	21	Survey of Music Literature II	2	0	0
Afro- American Music	2	1	1	Music History I	3	0	0
Survey of Popular Music	5	0	0	Music History II	3	0	0
Jazz: An Introduction and History	3	0	0	Music Theory III	13	5	1
Basic Musicianship	10	5	5	Music Theory IV	11	0	5
Music Theory I	17	12	5	Music Theory Lab III	10	4	1
Music Theory II	17	3	13	Music Theory Lab IV	9	0	4
Music Theory Lab I	13	11	1	Composition I	4	1	0
Music Theory Lab II	12	1	11	Composition II	2	0	0
Fundamentals of Music	9	3	2	Jazz Improvisation	3	0	0
Computer Applications in Music	4	0	0	Introduction to Music Education	1	0	0
Diction for Singers	4	0	0	Introduction to Conducting	5	0	1
Introduction to Church Music	5	0	1	Organization of the Church Music Program	4	1	0
Service Playing	2	0	0	Church Music Literature	4	0	1
Piano Pedagogy Seminar	2	0	0	The Children's Choir	4	0	0
				Literature for the Church Soloist	1	0	0
				Church Music Practicum	3	0	0
				Individual Piano Pedagogy	1	0	0
				Group Piano Pedagogy	1	0	0
				Piano Pedagogy Practicum	1	0	0
				Introduction to Commercial Music	4	1	1
				Musical Acoustics	2	0	1
				Song Writing	2	2	1
				Recording Techniques	1	1	0

## Notes:

1. Each course above is intended for academic transfer and vocational/technical education.
2. Data from the 4 technical colleges in ACCS were excluded from analysis.
3. Data from Athens State University, the sole upper division institution (junior and senior only) in the ACCS were excluded from analysis.
4. The source of these data is the Alabama Community College System Common Course Guide for 2008-2009, which was retrieved at [www.accs.edu](http://www.accs.edu) on October 2, 2008.
5. The ACCS Common Course Guide lists the course abbreviation "MUS", indicating music academic courses.

Table 5

*Delivery Methods of Music Appreciation Classes in Alabama Community Colleges, 2008-2009*

	<b>Lecture</b>	<b>Hybrid</b>	<b>On-Line</b>	<b>TBA</b>
Alabama Southern CC	•			
Bevill State CC	•	•	•	
Bishop State CC	•		•	•
Calhoun CC	•	•	•	•
Central Alabama State CC	•			•
Chattahoochee Valley CC	•		•	•
Enterprise - Ozark CC	•		•	
Faulkner CC	•		•	
Gadsden State CC	•		•	•
Jefferson Davis CC	•			
Jefferson State CC	•			
Lawson State CC	•			
Lurleen B. Wallace CC	•		•	
Northeast Alabama State CC	•		•	
Northwest- Shoals CC	•	•		
Shelton State	•			
Snead State	•	•		•
Southern Union State	•		•	
Wallace - Dothan	•			
Wallace - Selma	•			•
Wallace State	•	•	•	
<b>TOTAL (n= 21)</b>	<b>21</b>	<b>5</b>	<b>11</b>	<b>7</b>

## Notes:

1. Music Appreciation, MUS 101 is the only course offered using various delivery methods statewide.
2. Hybrid courses incorporate between 50 and 99 percent of on-line instruction and assessment.
3. TBA, or To Be Announced, courses incorporate delivery and meeting times that are determined by the instructor.
4. Lecture format is the traditional method of teaching a college course. The instructor meets with students at a specific time during the designated day(s), for a specific number of times per week, and a certain number of weeks per semester.
5. Information was collected from the class schedules of the 21 comprehensive community colleges in the Alabama Community College System.

## CHAPTER V

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This chapter lists findings of the study, conclusions that can be drawn from the information collected and recommendations for improvement.

#### Findings

Finding 1: Music programs in the Alabama Community College System are meeting the needs of the general population of community college students by offering several sections of Music Appreciation in various delivery formats for the purpose of transfer but are not meeting the needs of those transferring to four-year institutions as music majors. However, course offerings in other academic courses are limited or non-existent. The availability of ensembles and private lessons are examples. These types of classes are being eliminated because of their expense to the colleges. In an effort to preserve ensembles, Chattahoochee Valley eliminated course offerings and consequently, any possibility of graduating with an associate degree in Music.

The Associate of Arts in Music, Associate of Arts in Music Education and Associate of Science in Music Education are offered at 67% of the community colleges in the Alabama System, according to their catalogs. Only 43% offer enough courses in their schedules of classes to support the major, however. This number may greatly decrease even further as programs struggle to graduate seven and one half students per year, the DPE requirement. Based on information collected in interviews, the average number of graduates in these degree programs is

three. In fact, music is not listed as a viable program on the ACHE website. Typically, programs fail to thrive because of a lack of interest from the student body or lack of need in that student body. In addition, these programs become very difficult to fund given the expense of private lessons and instrument up-keep.

Finding 2: Music academic courses are not offered as frequently as they should be, especially at the sophomore level, and are largely restricted to general education survey courses. Music Appreciation (MUS 101), Class Voice (MUP 111) and Concert Choir (MUL 180) are the most frequently offered transfer courses by community colleges in the System. Others are much more limited and the number of colleges offering each is typically in the single digits. As seen in Table 4, the only course offered at each college each semester is Music Appreciation. According to class schedules from the 2008-2009 academic year, it is also the only academic course offered multiple times per semester.

At the sophomore level, there are 25 courses that could be offered at each institution. If each college offered one section of each course per year, there would be 525 sections of sophomore-level music courses offered at the 21 comprehensive community colleges in the System. Presently, there are a total of 31 sections of sophomore-level music courses offered at the 21 colleges in the System, including Fall 2008 and Spring 2009 (Table 4).

Finding 3: Music degrees are not offered at most Alabama community colleges. An Associate in Arts (AA) and/or Associate in Science (AS) in Music or Music Education appear in the catalogs of 13 institutions in the ACCS but most of them do not offer the classes required to complete these degrees. Ten colleges offer enough courses to confer the AA or AS with a concentration in Music but, according to information collected in interviews, only Calhoun Community College confers a degree with the word “Music” or “Music Education” on it.

Finding 4: The vocational/technical component is almost non-existent in music programs throughout the state. The only Associate of Applied Sciences (AAS) degree in Music Industry Communications in Alabama is offered at Calhoun Community College but there are other institutions that could offer the AAS. Northwest-Shoals Community College is located in Muscle Shoals, AL, one of the most active areas for music production in the south, but offers no degree or courses in Music Industry.

Finding 5: There are opportunities for lifelong learning in music through participation in ensembles and private lessons at some institutions. Though there are few sections of MUL courses available during the early evening and at night, there still seems to be an open invitation for community members to participate. Private lessons have become far more restricted, however. Some colleges only offer private lessons to music majors, while others have removed them from the catalog and/or schedule of classes.

Finding 6: It appears that many community colleges have eliminated private lessons in music from their class schedules due to the perception that they are cost-prohibitive. Without private lessons, however, it is not possible to obtain an Associate's in Arts or Science in Music or Music Education and in many cases, a Church Music Certificate, without taking private lessons at the college. Unlike other majors, specialized courses in Music, including ensemble and private lessons, must be offered throughout a four-year curriculum.

Finding 7: Developmental music education is almost non-existent. Community colleges pride themselves on taking those who are not quite ready for the four-year institution and preparing them but insist on a certain level of proficiency in the music area. By limiting developmental courses in music, community colleges ignore valuable members of the

community who could support local endeavors in religious and community settings if they were taught musical skills.

Finding 8: There is only one course offered on-line system wide, Music Appreciation. Increasing the number of courses available in web-based formats might increase the probability that music departments at community colleges can attract music majors and graduate enough students to become and remain viable.

### Conclusions

Conclusion 1: Music, as a degree option, at the community college level is in peril. Though music programs still appear in the catalogs of 13 community colleges throughout the State, there are limited course offerings that would allow completion of those degrees. Large numbers of students would have to express interest in majoring in music in order for classes to be added. However, even with increased student demand, there are not enough full-time faculty members to meet the needs of large numbers of music majors.

Conclusion 2: Music programs at Alabama's community colleges are not functioning as catalysts for community music activities as was expected at their inception. There are few planned musical activities involving the community, outside of opportunities to attend concerts presented by college ensembles. Ensembles and private lessons can provide opportunities for community involvement. Since many institutions are eliminating private lessons, or limiting them to music majors, beyond attending concerts featuring those taking private lessons, the impact on the community is limited. In addition, the majority of performing ensembles are geared toward college-aged day students and participation is not feasible for many community members who have full-time day jobs.

Conclusion 3: Music programs are in need of additional faculty, monetary resources and the support of the administration, both local and state, in order to survive and grow.

Conversations with music faculty reveal that there is little time to write grants, recruit community participants and sponsors, meet to discuss policy, curriculum and program efficacy and market the existing programs due to the amount of time spent lecturing and grading assignments for Music Appreciation students.

### Recommendations

As a result of this study, several recommendations for understanding the plight of music education in Alabama community colleges as well as suggestions for making them more effective and influential have been given. Because research on this topic is limited, recommendations to expand the research have been made.

Recommendation 1: The Alabama Community College System should conduct a comprehensive study of Fine Arts programs, including music, comparing courses offered now, 10 and 20 years ago. A thorough analysis of trends in the area of Fine Arts will be imperative in the development of the most impactful and successful courses of study in the area of Music.

Recommendation 2: The ACCS must determine what the unmet demands in the Fine Arts programs are across the state. For example, the Associate of Applied Science in Music Industry Communications is only offered at Calhoun Community College. No other AAS degrees in music are offered in the two-year system. Given the fact that markets can be oversaturated with professionals in an area of study, it may not be wise to add this particular program to each institution in the system. However, if there is a market for the program, it should be considered. Northwest-Shoals community college is near one of the busiest and most historic centers for recording in the south, yet offers no courses or programs for preparing

musicians to work in this field. This is a missed opportunity. It is true that we should not fight to keep programs in the catalog and schedule that do not meet the needs of the student body or community but it is important to know that this is true by trying all means of creating and sustaining viability before eliminating programs.

Since Alabama is arguably one of the most religious states in the Union, it is also conceivable that there could be a large number of lay persons interested in informed participation and volunteering in congregational activities at their church. These activities could include choir directing, music administration, sound, lighting and film. The courses in the ACCS common course guide leave much to interpretation. This gives the instructor the opportunity to ensure that the content of a course meets the needs of the students in it. This is especially important when the information is presented, discussed and studied is not theoretical but will have practical applications. More churches are incorporating contemporary worship styles and delivery methods in their services. In addition, there are audio and video recordings, broadcasts and community programs being presented by more churches each year. By cooperating with other areas on campus such as the photography and film area or the music industry area, new and useful certificates can be created for the continual use of members of the community.

Recommendation 3: The System should encourage the recruitment of students for participation in short certificate programs in Music. Presently, there is a lack of opportunity to pursue these potentially useful certificates in the system. Calhoun, Wallace State-Hanceville, and Shelton State have enough courses in their catalogs to create a short certificate in Church Music but none of them offer the courses in the schedule. Calhoun lists the Church Music Certificate as one of its programs of study but without ten people enrolled in the classes each

semester, the administration of that institution apparently chooses not to employ an adjunct instructor to teach them so they have recently been removed.

Adding at least one relevant vocational program of study to the curriculum of one college in each region of the state might be a viable option because there may be enough interest to justify the cost of setting up the studio space, computer labs and additional equipment. There are many professionals working as private contractors and studio musicians who could benefit from this AAS degree and it might be a way to involve community groups, encourage lifelong learning experiences and endear the college to the community. Two possible locations are Chattahoochee Valley because of its proximity to Atlanta, GA a major center for Contemporary Rhythm and Blues (R &B), Gospel, and Jazz recording, and Northwest-Shoals because of its proximity to historically significant Country and Blues studios as well as the Alabama Music Hall of Fame.

Recommendation 4: The ACCS should provide accurate and pertinent information about music programs on its website. On the webpage showing programs of study, Music Education should be listed with Music Industry Communications. Also, on the webpage that routes students from their areas of interest to colleges offering degrees and courses in those areas, music should be on the list of options.

Recommendation 5: The ACCS should investigate how beneficial adding developmental course offerings in music would be to the curriculum. Forty- eight percent of the community colleges in the Alabama system offer Basic Musicianship in their catalogs, while only 25% offer the course each year in the schedule. It is important to remember that with an “open-door” policy, someone with no knowledge of musical notation and terminology but with extreme talent may need to take this course to catch up before entering theory. This class offers students an

opportunity to become more acquainted with musical concepts, even if they have limited knowledge and talent in music. In addition, those hoping to transfer at some point may find it helpful to take this class before starting the theory sequence. Since the class does not transfer, it is understandable that it is not a priority at this time but when considering the number of upper-level administrators who are of the opinion that community college students in music are unprepared, it makes sense to reinforce what students need to know from the most basic level.

Recommendation 6: The ACCS should invest resources specifically designated for music programs including facility improvement and upkeep, additional full-time faculty, and increased operating budgets to include scholarships, tours, workshops, productions professional development and marketing.

Recommendation 7: Community colleges in Alabama should increase the types and number of sections of music classes offered in hybrid and web-based formats. Many community members have outside career, family and community obligations, making it difficult to commit to pursuing a degree. Most of the music classes on the schedules of Alabama community colleges are offered on one campus, during the day and in a traditional lecture format. In an effort to attract and retain students from all demographics, providing instruction in evening, hybrid and on-line formats would be helpful. Though a musical presence is welcome on any campus, many schools are not taking advantage of the opportunity to employ varied delivery formats in an effort to attract more of the student body.

Courses in on-line and hybrid formats are the more popular and convenient for adult and computer-literate students. Music courses are no exception. However, 100% of the lower-level two-year institutions offer Music Appreciation in the traditional lecture format, while only 54% offer the class in a web-based format and only 24% offer it in a hybrid format. If there were

more on-line and hybrid Music Appreciation courses, funding private lessons, expensive musical productions and ensemble tours might be more palatable to the administration of a given institution. Providing other courses in hybrid and web-based formats might increase the number of students who could complete coursework in music.

Recommendation 8: Colleges should investigate the impact of changing the strategy for encouraging the study of music in a community college setting. Students know that there are no jobs available in Music Education with an Associate degree, making it difficult to encourage them to complete the degree. Shelton State Community College offers an Associate of Science degree but market it as a pre- music major and music minor option. This may be more successful than calling two-year students “music majors” because they still have to be accepted to a four-year institution to receive a marketable credential in the field of music.

Recommendation 9: Institutions should create sustainable short certificates in music by devising and implementing a marketing plan. This involves investigating the needs of the community and creating a plan to meet them, marketing the program to the community and recruiting students in the area to study in the program. Educators and administrators have to make it known that certain programs exist in the local community college.

Recommendation 10: Music instructors should include evening sections of ensembles to accommodate the schedules of community members interested in musical activities.

Opportunities for lifelong learning and community service are provided in large part by various performing ensembles on most campuses within the Alabama Community College System. Eighty-six percent of the comprehensive community colleges in the ACCS have at least one performing ensemble each semester. Adding these courses can be effective tools to broaden the base of community interest in music curricula, for more general and specialized course offerings.

Recommendation 11: Music instructors should try and incorporate a community –based ensemble onto the campus. Presently, Enterprise- Ozark offers a community chorus and Snead State offers a community band. These ensembles are marketed specifically to members of the community who enjoy playing their instrument or singing. The community ensemble concept is one that has existed since the inception of the community college as part of its mission to have a cultural presence in and social impact on the surrounding area.

These ensembles, which usually meet in the evening, are easy to add to the schedule but due to what could be unpredictable participation, support from the community is essential for their success. Marketing and recruiting are most important when starting ensembles like this. Because there are many people in the community who learned to play instruments and/or enjoy singing, this type of community group could function successfully as a part of the community college. One challenging aspect is finding a conductor and the most optimal time to have rehearsal. Full-time instructors would probably be interested but not available and part-time instructors would not have much incentive to stay in the position. Schedules for the non-traditional student vary from day to day as well as semester to semester so rehearsals may have to vary as well in order to accommodate them.

Recommendation 12: Each of Alabama’s 21 community colleges should offer a community music program which would offer private and group musical instruction as an extension of the college, but apart from it. With an average of one full-time music instructor per college, there is probably not enough time to organize, execute and administer a program of this magnitude without addition staff. A music professional with strong administrative skill as well as experience teaching private lessons and ensembles would be an ideal addition to the fine arts faculty if an institution is interested in incorporating a community music program. Not only

would the college reinforce its position as a major contributor to cultural and musical life in the community, but it would also become the center of cultural activity, which was an early goal of community colleges.

Recommendation 13: There should be a greater commitment from each college to provide scholarships to students participating in ensembles and productions at each college. Scholarships were included as part of the community service component of community colleges for this study. All colleges offering opportunities for participation in ensembles also offer opportunities to receive scholarship for that participation. The monies available range from variable awards to full- tuition waivers for participants. Though being able to offer students scholarships to perform is good, being able to offer more students scholarships is better. Because the administration of each institution found the ensembles to be significant enough to offer them when other classes with similar enrollment have been systematically dropped from the schedule, there should be a commitment to give incentive to the students who accept scholarships instead of taking part-time jobs, take time to learn music when their major is not music and perform at community events in the name of the college.

Recommendation 14: Further investigations about the impact of budget constraints, limited faculty resources, administrative support, and the perception of the significance of graduation rates on program viability should be done to provide information about a strategy for improving effectiveness and maximum community impact.

## REFERENCES

- American Choral Directors Association. (1968). *Suggested guidelines for the junior college choral program as prepared by the ACDA committee on junior college choral problems, Jane Hardister, Chair*. Arlington, VA: ERIC Documents Reproduction Service, ED 020 723.
- Benson, G. (1991). *An annotated bibliography of journal articles related to music in the community-junior college*. Unpublished manuscript, Michigan State University.
- Benson, G. (1994). *Curricular priorities of community college music programs; Case study analyses of five institutions in the southcentral United States*. Ph.D. dissertation, Michigan State University, Michigan, United States. Retrieved October 2, 2008, from ProQuest Dissertations & Theses database. (Publication No. AAT 9524898).
- Bakkegard, B.K. (1952). Music in the junior college. *Junior College Journal*, 23, 87-90.
- Belford, M. L. (1970). An investigation and analysis of the public junior college music curriculum with Emphasis on the Problems of the Transfer Music Major. *Journal of Research in Music Education*, 18(4), 407-413.
- Benson, G.V. (1991). *An annotated bibliography of journal articles related to musician the Community-Junior College*. Unpublished manuscript, Michigan State University.
- Brint, S., & Karabel, J. (1989). *The diverted dream*. New York: Oxford University Press.
- Brophy, T. S. (1997). Music in american community colleges: An historical overview. *Community College Journal of Research and Practice*, 21(8), 741-752.
- Cohen, A.M. & Brawer, F.B. (1991). *The American community college*, Fifth Edition. San Francisco, CA: Jossey- Bass.
- Cohen, A.M., & Brawer, F.B. (1989). Trends in the fine arts and performing arts. *Community, Technical and Junior College Journal*, 59, 35-40.
- Friedlander, J. (1979). Music history and appreciation in the two-year college curriculum. *Journal of Research in Music Education*, 27 (1), 29-34.

- Goetz, E. (1930-1940). Music in the junior college today. *Yearbook of the Music Educators National Conference*, 392- 394.
- Goetz, E. (1939). Junior colleges must expand. *School Musician*, 37, 54-55.
- Hardin, L. E. (1997). *A descriptive analysis of Alabama public community and junior college music programs accredited by the Southern Association of Colleges and Schools*. Ed.D. dissertation, University of Alabama, Alabama, United States. Retrieved October 2, 2008, from ProQuest Dissertations & Theses database. (Publication No. AAT 9821537).
- Hoeglund, H. A. (1953). An administrator's view of the junior college music program. *Music Educators Journal*, 40(1), 38-39.
- Katsinas, S. G. (1994). George Wallace and the founding of Alabama's public two-year colleges. *The Journal of Higher Education*, 65 (4), 447-472.
- Koos, L.V. (1921). The junior college and the first two years of college work. *School Review*, 29, 586-592, 668-678.
- Lounsberry, J.L. (1940). Terminal Courses: Occupational and semiprofessional curricula in the junior college. *Yearbook of the Music Educators National Conference, 1939-1940* (pp. 395- 400). Reston, VA: Music Educators National Conference.
- Mason, R. J. (1968). Designing music programs for junior college. *Music Educators Journal*, 54 (8), 89, 92, 94.
- Nance, L. R. (1992). *Characteristics of choral music programs at the two-year college*. D.M.A. dissertation, Arizona State University, Arizona, United States. Retrieved October 2, 2008 from ProQuest Dissertations & Theses database. (Publication No. AAT 9237275).
- Reiss, M. The place of the junior college in training musicians. *Music Educators Journal*, 36 (3), 20-21.

APPENDIX A  
CATALOGS AND WEBSITES

*Alabama Southern Community College 2008-2010 Catalog.*

*Bevill State Community College 2008- 2009 Catalog.*

*Bishop State Community College 2007-2009 Catalog.*

*Calhoun Community College 2008-2009 Catalog.*

*Central Alabama Community College 2008-2009 Catalog.*

*Chattahoochee Valley Community College 2008-2009 Catalog.*

*Enterprise- Ozark Community College 2008-2009 Catalog.*

*Faulkner State Community College 2008-2009 Catalog.*

*Gadsden State Community College 2008-2009 Catalog.*

*Jefferson Davis Community College 2008-2009 Catalog .*

*Jefferson State Community College Catalog 2008-2009 Catalog.*

*Lawson State Community College 2007-2009 Catalog.*

*Lurleen B. Wallace State Community College 2007-2009 Catalog .*

*Northeast Alabama State Community College Catalog 2008-2009 Catalog.*

*Northwest- Shoals Community College Catalog 2008-2009 Catalog.*

*Shelton State Community College Catalog 2007-2009 Catalog.*

*Snead State Community College Catalog 2008-2009 Catalog.*

*Southern Union Community College Catalog 2008-2009 Catalog.*

*Wallace Community College Dothan 2008-2009 Catalog.*

*Wallace Community College- Selma Catalog 2007-2010 Catalog.*

*Wallace State Community College Catalog 2008-2010 Catalog.*

[www.acda.org](http://www.acda.org)

[www.accs.cc](http://www.accs.cc)

[www.ache.state.al.us](http://www.ache.state.al.us)

[www.ascc.edu](http://www.ascc.edu)

[www.bishop.edu](http://www.bishop.edu)

[www.bscc.edu](http://www.bscc.edu)

[www.cacc.edu](http://www.cacc.edu)

[www.calhoun.edu](http://www.calhoun.edu)

[www.cv.edu](http://www.cv.edu)

[www.escc.edu](http://www.escc.edu)

[www.faulknerstate.edu](http://www.faulknerstate.edu)

[www.gadsdenstate.edu](http://www.gadsdenstate.edu)

[www.jdcc.edu](http://www.jdcc.edu)

[www.jeffstateonline.edu](http://www.jeffstateonline.edu)

[www.lawsonstate.edu](http://www.lawsonstate.edu)

[www.lbwcc.edu](http://www.lbwcc.edu)

[www.nacc.edu](http://www.nacc.edu)

[www.nwscc.edu](http://www.nwscc.edu)

[www.sheltonstate.edu](http://www.sheltonstate.edu)

[www.snead.edu](http://www.snead.edu)

[www.suscc.edu](http://www.suscc.edu)

[www.wallace.edu](http://www.wallace.edu)

[www.wallacestate.edu](http://www.wallacestate.edu)

[www.wccs.edu](http://www.wccs.edu)