

MINUTES

MONTANA HOUSE OF REPRESENTATIVES
51st LEGISLATURE - REGULAR SESSION

COMMITTEE ON EDUCATION AND CULTURAL RESOURCES

Call to Order: By Chairman Ted Schye, on March 1, 1989, at 3:00 p.m.

ROLL CALL

Members Present: All with the exception of:

Members Excused: Rep. Eudaily, Rep. Glaser and Rep. Thomas

Members Absent: None

Staff Present: Andrea Merrill, Legislative Council Researcher

Announcements/Discussion: None

HEARING ON SB 46

Presentation and Opening Statement by Sponsor:

Sen. Joe Mazurek, District 23, Helena stated SB 46 would require a discontinued school district, which has disposed of its cash, to pay any remaining outstanding tuition obligation by imposing a mill levy on the property of the district, except when the tuition obligation has been assumed by the consolidated or annexing district. He said John Campbell, School Finance Director for School District No. 1 in Helena, could speak to the need for SB 46 and accurately answer questions.

Testifying Proponents and Who They Represent:

John Campbell, School District No. 1, Helena
Claudette Morton, Board of Public Education

Proponent Testimony:

John Campbell, (EXHIBIT 1.).

Claudette Morton said she supports SB 46 for reasons already described in great detail by Mr. Campbell. She said from prior research the Board of Public Education recognizes the problem resulting when districts typically send their older students to town schools for the junior high years and later become annexed to the school district.

Testifying Opponents and Who They Represent:

None

Opponent Testimony:

None

Questions From Committee Members: Rep. Spring asked Mr. Campbell if when a school is annexed into the district a year is skipped on obligations to the new district so there would be no real financial burden to the taxpayers. Mr. Campbell answered that no, they participate in the property taxation of the district which they are attached to the first year after detachment. He said although an appreciated thought, there is no skip in financial obligation.

Rep. Zook asked Mr. Campbell where the actual loss of money occurs and Mr. Campbell replied there is no loss as long as all districts paying tuition stay in existence. He said when they don't stay in existence the first year after they are non-existing and don't have the capability to raise the money to pay that last year's tuition obligation is when the loss occurs. The loss is one year's tuition. He said in Helena, School District No. 1 lost approximately \$200,000 in just this way when a merger occurred.

Closing by Sponsor: Sen. Mazurek thanked the committee and urged favorable committee action on SB 46.

DISPOSITION OF SB 46

Motion: Rep. Johnson made the motion SB 46 BE CONCURRED IN.

Discussion: Rep. Nelson remarked that Sen. Mazurek had said in testimony the word "require" should be allowed in the first line of the title and asked if the committee needed to address this. Chairman Schye responded that Andrea Merrill said as long as it is taken care of in the body of the bill it is fine and needs no further action.

Amendments, Discussion, and Votes: None

Recommendation and Vote: Motion CARRIED upon unanimous voice vote. Rep. Spring will carry SB 46 in the House.

HEARING ON SB 281

Presentation and Opening Statement by Sponsor:

Sen. Joe Mazurek, District 23, Helena said SB 281 was introduced at the request of the Office of Public

Instruction (OPI). He said SB 281 is an act to require admittance of homeless children to public schools and essentially conforms Montana law to the recent Federal change by passage of the Stewart B. McKinney Act. The OPI has reviewed the Montana Tenants Law which is set forth in this bill and determined we are not in compliance with the Federal law. Sen. Mazurek said this bill does provide protection to the school district as it allows tuition of a non-resident child to be paid in accordance with the existing tuition provisions. Thus, the bill allows for quick admittance but continues to keep tuition in place which is very important particularly here in Helena, in Billings and other cities where youth are being sent for treatment.

Testifying Proponents and Who They Represent:

Gail Gray, Office of Public Instruction (OPI)

Proponent Testimony:

Gail Gray said Sen. Mazurek has given a thorough explanation of SB 281 and re-emphasized the purpose is to bring Montana into compliance with the Stewart B. McKinney Act.

Testifying Opponents and Who They Represent:

None

Opponent Testimony:

None

Questions From Committee Members: None

Closing by Sponsor: Sen. Mazurek thanked the committee and urged a favorable recommendation for the bill.

DISPOSITION OF SB 281

Motion: Rep. Stang made the motion that SB 281 BE CONCURRED IN.

Discussion: None

Amendments, Discussion, and Votes: None

Recommendation and Vote: Motion CARRIED upon unanimous voice vote.

HEARING ON SB 89

Presentation and Opening Statement by Sponsor:

Sen. Bob Brown, District 2, Whitefish said SB 89 is an act to revise fees for teacher certification and emergency

authorization of employment and involves the Certification Standards Practices Advisory Council which is a council advising the State Board of Education on policy related to teachers. The bill increases the fee for teacher certification from \$4.00 to \$5.00 with the \$1.00 increase necessary to fund the Advisory Council.

Testifying Proponents and Who They Represent:

Claudette Morton, Board of Public Education
Eric Feaver, Montana Education Association (MEA)
Gail Gray, Office of Public Instruction (OPI)
Beth O'Halloran, Montana Federation of Teachers (MFT)

Proponent Testimony:

Claudette Morton said SB 89 is a cleanup measure providing enough money to fund the Advisory Council of seven members that is involved in a great deal of research with other states. She said the Advisory Council has a very diverse membership extending from Antelope and Glendive to Deerlodge and Columbia Falls and bringing them together is not an inexpensive proposition.

Eric Feaver said the Certification Standard Practices Advisory Council is largely a product of MEA work and the MEA was delighted to get the council into operation but dismayed to see the Budget Office of the previous administration simply misread the fiscal note. Mr. Feaver pointed out that the money in this bill is coming from license fees paid by the professionals who are impacted by the council and there is no general fund obligation whatsoever. He also said this bill will also raise the license fee for those persons wishing to be emergency certified, which is fair and consistent with what others are paying.

Gail Gray spoke in support of SB 89 for Superintendent Keenan saying she certainly supports the concept behind the fee and feels the need for the Certification Standards Practice Advisory Council is fair. She said the council is doing a needed job but is definitely underfunded.

Beth O'Halloran urged a positive vote on SB 89 for reasons previously stated.

Testifying Opponents and Who They Represent:

None

Opponent Testimony:

None

Questions From Committee Members: None

Closing by Sponsor: Sen. Brown thanked the committee and suggested a positive recommendation for SB 89.

DISPOSITION OF SB 89

Motion: Rep. Stang made the motion that SB 89 BE CONCURRED IN.

Discussion: None

Amendments, Discussion, and Votes: None

Recommendation and Vote: Motion CARRIED upon unanimous voice vote. Rep. Nelson will carry SB 89 in the House.

HEARING ON SJR 6

Presentation and Opening Statement by Sponsor:

Sen. Paul Rapp-Svrcek, District 26, Thompson Falls said SJR 6 is a top priority for the Vocational Technical students in the State of Montana this year and that the resolution represents two issues, which are both economic. First, it asks that degrees in appropriate areas be granted to the Vocational Technical students in Montana who get good educations in their fields, score consistently well on tests, and hold their own with anyone in their chosen fields. He said they are competing for jobs, however against people from similar institutions in other states who have had the same training but have been awarded two year degrees for their work. Sen. Rapp-Svrcek said in today's competitive job market and all things being equal employers typically choose the people with degrees after their names.

Sen. Rapp-Svrcek said the second issue in the resolution is the transferability of credits and upon graduating from the vo-tech many want and do go on to college where presently there is no transferability of credits for common courses.

Sen. Rapp-Svrcek passed out proposed amendments to SJR 6, (EXHIBIT 2.) and explained he believed Carrol Krause, Commissioner of Higher Education would find them palatable taking into account his concerns that they don't lock the Regents into providing degrees for the vo-techs but accurately express the sentiments of the vo-tech students.

Sen. Rapp-Svrcek said SJR asks the Board of Regents to recognize the changing nature of vo-techs and the needs of Montana students.

Testifying Proponents and Who They Represent:

Carrol Krause, Commissioner of Higher Education
Jack Nichols, Missoula
Barry Maxwell, Billings
Julie Mumm, Great Falls
Wilbur Johnson, Great Falls
Teresa Hallenbeck, Missoula
Mary Hurley, Billings
Joan Fisher, Missoula
Holly Snyder, Great Falls
Jodi Clasby, Missoula
Jack Templin Jr., Troy
Paulette Hall, Missoula
Victoria Day, Missoula
Carole McDonald, Missoula
Robert Eamon, Missoula
Joyce Benish, Missoula
Marilyn Gustephson, Missoula
Lorie George, Missoula
Leeann McLaughlin, Missoula
Lorna Frank, Montana Farm Bureau Federation

Proponent Testimony:

Carrol Krause said he did oppose the resolution in the Senate mainly because of wording but did not oppose the concept of trying to provide upward mobility for the students nor the ability to work together with the University System units in those areas where there needed to be transferability. He stated the University System sees the need for change but is concerned that we do not create free standing degree granting institutions out of the vo-techs. Mr. Krause indicated that the amendment placed on this resolution appropriately addresses that problem.

Jack Nichols, (EXHIBIT 4.).

Barry Maxwell, (EXHIBIT 5.).

Julie Mumm, (EXHIBIT 6.).

Wilbur Johnson, (EXHIBIT 7.).

Teresa Hallenbeck, (EXHIBIT 8.).

Mary Hurley, (EXHIBIT 9.).

Joan Fisher urged support for SJR 6 saying she attends the Missoula Vocational Technical Center in Computer Programming. She said she would like to continue her education but will most likely have to leave the state due to the transferability of credits.

Holly Snyder, (EXHIBIT 10.).

Jodi Clasby, (EXHIBIT 11.).

Jack Templin, Jr. said he is attending the Missoula Vocational Technical Center in the accounting and bookkeeping fields. He urged passage of SJR 6 saying it would help further the education of the people in Montana.

Paulette Hall, (EXHIBIT 12.).

Victoria Day, (EXHIBIT 13.).

Carole McDonald said she attends the Missoula Vocational Technical Center in the general secretarial program emphasizing law and information processing. She said she supports SJR 6 on behalf of all vo-tech students in Montana in support of the associate applied science degree and the transferability of credits.

Robert Eamon, (EXHIBIT 14.).

Joyce Benish said she is a student at the Missoula Vocational Technical Center and supports SJR 6.

Marilyn Gustepson said she is also a student at the Missoula Vocational Technical Center and the vo-techs employ very capable and knowledgeable teachers to assist students in attaining an excellent education.

Lorie George, (EXHIBIT 15.).

Leeann McLaughlin, (EXHIBIT 16.).

Lorna Frank, (EXHIBIT 17.).

Testifying Opponents and Who They Represent:

None

Opponent Testimony:

None

Questions From Committee Members: Rep. Cocchiarella asked if it was the intent of the language in the amendment that the units of the university provide two year vo-tech degrees. Mr. Krause responded that the intent is working together to provide cooperative programs to design a program to share resources.

Rep. Nelson asked Mr. Krause if through this cooperative effort we will be heading towards five more community colleges or three additional university units. Mr. Krause replied no, the intent is to provide an avenue for career mobility while maintaining the goals of the vo-techs.

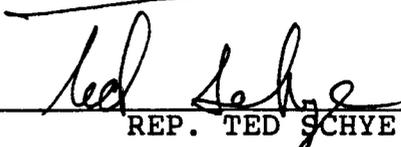
Rep. Johnson asked Mr. Krause if the vo-techs have the core curriculums that have been instituted in the University System. Mr. Krause answered that there is a committee working on this aspect at the present time to assure that those accreditation standards are met and that the level of courses would transfer and have proper course content. Rep. Johnson then followed by asking if it was the intent whereby students at the vo-techs could eventually transfer credits to any of the units of the University System and Mr. Krause said yes, it is hoped they could obtain the necessary competencies so they wouldn't need to retake any of those classes.

Rep. Gervais said that while listening to the testimony he became perplexed as to why out-of-state colleges are accepting the vo-tech degrees and Montana does not. Mr. Krause replied that the University System has given a block of fifteen hours elective credits because of compatibility for some time but needs to find more of a middle ground. In actuality he continued, the vo-techs were created to provide entry level employment and it is important not to lose sight of their purpose in getting people working and productive in this society.

Closing by Sponsor: Sen. Rapp-Svrcek thanked the committee and said that education is changing in this country and Montana needs to keep up with these changing times. He said SJR 6 is asking the Board of Regents to recognize the legitimacy of the Vocational-Technical System within the realm of higher education. He also said it really boils down to education and commitment, a commitment to education in Montana and to helping our students stay in the state and obtain meaningful employment. To conclude he stated that SJR 6 asks the State of Montana and the Legislature to give notice of our commitment to education.

ADJOURNMENT

Adjournment At: 6:00 p.m.



REP. TED SCHYE, Chairman

DAILY ROLL CALL

EDUCATION & CULTURAL RESOURCES COMMITTEE

DATE March 1, 1989

NAME	PRESENT	ABSENT	EXCUSED
Rep. Ted Schye, Chairman	✓		
Rep. Fritz Daily, Vice-Chairman	✓		
Rep. Vicki Cocchiarella	✓		
Rep. Paula Darko	✓		
Rep. Ervin Davis	✓		
Rep. Ralph Eudaily			✓
Rep. Floyd Gervais	✓		
Rep. Bill Glaser	✓		
Rep. Dan Harrington	✓		
Rep. John Johnson	✓		
Rep. Tom Kilpatrick	✓		
Rep. Richard Nelson	✓		
Rep. John Phillips	✓		
Rep. Richard Simpkins	✓		
Rep. Wilbur Spring, Jr.	✓		
Rep. Barry "Spook" Stang	✓		
Rep. Fred Thomas			✓
Rep. Norm Wallin	✓		
Rep. Diana Wyatt	✓		
Rep. Tom Zook	✓		

STANDING COMMITTEE REPORT

March 2, 1989

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that SENATE BILL 46 (first reading reference copy -- blue) be concurred in .

Signed: _____
Ted Schye, Chairman

[REP. _____ WILL CARRY THIS BILL ON THE HOUSE FLOOR]

STANDING COMMITTEE REPORT

March 2, 1989

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that Senate Bill 281 (first reading reference copy -- blue) be concurred in .

Signed: _____
Ted Schye, Chairman

[REP. STANG WILL CARRY THIS BILL ON THE HOUSE FLOOR]

STANDING COMMITTEE REPORT

March 2, 1989

Page 1 of 1

Mr. Speaker: We, the committee on Education and Cultural Resources report that SENATE BILL 89 (first reading reference copy -- blue) be concurred in .

Signed: _____
Ted Schye, Chairman

[REP. R. NELSON WILL CARRY THIS BILL ON THE HOUSE FLOOR]

EXHIBIT # 1
DATE 3-1-89
HB 5B46

S.B. 46 Discontinued School District Tuition

This bill is to require a discontinued school district to pay its last year's tuition obligation.

Under present law, tuition obligations are paid the year after the students' attendance when the financial obligation is created (Sec. 20-5-307 MCA). This method is necessary since the whole school year must pass to know the number of students and their attendance that will generate the tuition obligation. This method works just fine until the sending school district ceases to exist through annexation, or abandonment. How is the nonexisting school district to pay its last year's tuition obligation? The present law provides that the cash on hand is to provide the financing for payment of all outstanding obligations. Since school districts operate on a current expenditure basis, the chances are great that they will not have an adequate cash balance at dissolution to pay its tuition obligation. The means provided under the present law is for the new enlarged district to pay the tuition obligation. Chances are great that the tuition is owed to the district that the discontinued district was attached to. What common-sense board of trustees will tax itself to pay the tuition owed their district?

The purpose of this bill is to provide a method for the discontinued district to raise the money to pay its last year's tuition obligation by property taxation. *on the geographic area of the discontinued district.* This method is the same as that utilized to pay off any existing bonded indebtedness the discontinued district may have at the time of dissolution.

Some people may say that the state bonus money received by the district assuming the discontinued district is compensation for the last year's tuition obligation. The purpose of the annexation incentive plan is explained in Section 20-6-402, MCA as a plan to provide additional financial assistance to the school district assuming the discontinued school district in setting up for the expanded educational program. It is not to pay an existing debt of the discontinued district!

Legislative members, state personnel, and others say "why do we have so many school districts in the state" (546 according to OPI 1988-89 directory). Attempts have been made to reorganize the school districting in the state in the past. These attempts have been shot down in favor of letting school district annexation, consolidation, and abandonment being decided by their own violation. This exemplifies the Montana spirit.

In order to consider annexation, both parties (the board of trustees of each district) must approve the elector consideration of the annexation proposal. I wonder how many boards of trustees will be willing to approve the annexation when it is known that approval will create a loss of revenue the first year of operation by the nonpayment of a legal obligation of the discontinued district.

Amendments to Senate Joint Resolution No. 6
Third Reading Copy

Requested by Senator Paul Rapp-Svrcek
For the House Committee on Education and Cultural Resources

Prepared by Andrea Merrill
March 1, 1989

1. Title, lines 12 and 13.
Strike: "PROVIDE" on line 12 through "APPROPRIATE" on line 13
Insert: "ALLOW THE VOCATIONAL-TECHNICAL CENTERS TO GRANT AN
APPROPRIATE DEGREE FOR 2-YEAR"
2. Page 3, line 1.
Following: "AND"
Insert: "that the centers be granted the authority to award
appropriate degrees for completion of 2-year programs and"
3. Page 3, lines 16 through 18.
Following: "SYSTEM,"
Strike: remainder of line 16 through line 18
Insert: "for the award of appropriate degrees to students who
have successfully completed 2-year vocational-technical
programs."

The three types of Associate Degrees differ by amount of liberal arts and science requirements. Associate of Applied Science at least 1/3 of credits in liberal arts, science and general education. Associate of Science--At least 1/2 of credits in liberal arts, science and general education. Associate of Arts--At least 2/3 of credits in liberal arts, science and general education.

Associate of Applied Science = Minimum of 90 Qtr. credits with at least 30 in liberal arts and science.

Objective of the AAS Degree--To change employment opportunities for the students. Also some four-year schools recognize this degree for transfer of credits. It would give the student more opportunities to complete in the job market.

Other states in the West that offer AAS Degrees at vocational schools are Washington, Oregon, Idaho, Alaska, Wisconsin, California, Colorado, and North Dakota.

Authority to Grant Degrees--14 C.J.S., Colleges and Universities, § 8 indicates that this authority is normally found in an express legislative grant, or in the institution's charter.

Also please read Mont. Code Ann. 20-16-101 (15)
Mont. Code Ann. 20-1-101 (24-25)

Pertinent information is highlighted to save you time.

Mr. Bennett said that he would like to know the amount of the CETA funds utilized in postsecondary vocational education training. He then accepted the report to place on file.

The second item of business was a report on the status of the review of the role and scope of vocational education. Dr. Nelson stated that the Office of the Superintendent of Public Instruction was in the process of conducting regional workshops to assist in determining the role and scope, as well as other matters relative to vocational education in the state. Dr. Wright mentioned that the role and scope for the six units of the university system was complete and that the community colleges were working on theirs. Mr. Joe Lutz, Chairman of the Advisory Council for Vocational Education, asked to address the Committee and stated that, as the two Boards struggle with the role and scope of vocational education, there is the mystery of just what vocational education embraces. He said that he felt the two Boards should start defining vocational education, as well as career education, and distinguish the differences between the two.

The third item of business was a report on the legality of vocational-technical centers offering associate degrees. Ms. Cathy Swift, Legal Council for the Commissioner of Higher Education, distributed a memorandum written by her to Dr. Wright regarding the authority of vocational-technical centers to award associate degrees.

She said the statutes are not clear with regard to what state agency, if any, has the power to authorize vocational-technical centers to grant associate degrees; however, it appears clear that the institutions themselves do not have such authority. Ms. Swift cited Section 75-8502 which provides that no person, corporation, association or institution shall issue any degree or such similar literary honors as are usually

granted by universities or colleges without the prior approval of the Regents of the
adequacy of the course of study. She stated that it would appear that this section
gives the Regents the power to prevent the centers from awarding associate degrees
unless one of two possibilities occurs: (1) the new constitution somehow affects the
statute; or (2) the accrediting agent for the vocational institutions is recognized by
the Regents as one which is generally acceptable for accrediting postsecondary units
in the United States. Mr. Morrison requested the Committee to state clearly
whether or not it is desirable to allow the vocational-technical centers to grant
associate degrees. Mrs. King said that she felt that the role and scope has to be
determined first. Mr. Morrison asked if the Committee was unanimous in believing
that the centers could not offer associate degrees without the agreement of the two
boards. The Committee agreed.

Mr. Vern Kailey, President of Miles Community College, stated that two
types of degrees exist: associate degree in applied science and associate degree in
arts. Mrs. King asked him if the accrediting agencies had standards for schools
that offer associate of arts degrees. Mr. Kailey replied that schools applying for
accreditation were compared with schools already accredited. Mrs. Meloy asked
about criteria for determining associate degrees. Mr. Don Lindahl, President of
the Flathead Valley Community College, replied that associate degrees were granted
for two years of collegiate level instruction. Dr. Wright stated that the associate
degree does carry with it academic rigor, that it is a middle ground between high
school and four year institutions. Mr. Gene Downey, Director of Missoula Technical
Center, mentioned that the Missoula Vocational-Technical Center was the first to
be accredited by the Northwest Accrediting Association. He felt strongly that

vo-tech students have been discriminated against in the past with regard to obtaining associate degrees and that this circumstance could be a two-way street. Mr. Barlow asked what prompted the discussion of associate degrees and whether some of the centers were planning on granting them. Mr. Morrison stated that there weren't any hard facts, only rumor that they wanted to go in this direction. Mr. Downey stated that the centers were interested in moving in this direction and added that they could receive special funding if they were accredited and able to offer associate degrees. Mr. Morrison asked if additional courses would be required to grant associate degrees, to which Mr. Downey replied that he thought it would not necessarily be required.

Mr. Bennett asked Dr. Nelson when he would have more information on the role and scope of vocational education, and Dr. Nelson said probably in April. It was determined that Dr. Wright would do some further work concerning the associate degree question. Mrs. Estenson, Liaison to the Board of Public Education, offered the suggestion that he incorporate in the study some definition of the terms degree, certificate and accreditation.

The Committee agreed to meet again in April when the two Boards have their statutory meetings with the Superintendent and the Commissioner to determine a suitable time and place. The meeting adjourned at 12:15 p. m.

Respectfully submitted,

Dolores Colburg

DOLORES COLBURG

Superintendent of Public Instruction

ASSOCIATE DEGREE RATIONALE

Successful completion of a two year course of study beyond high school is increasingly being recognized by use of the associate's degree, usually the Associate in Arts, but also the Associate in Science, and the Associate in Applied Science. The first use of this degree, in the United States, was in 1900 at the University of Chicago. Approximately 48,000 associate degrees were given in 1955. What that figure is today is a guess, as it may well have tripled.

Montana has given the responsibility of training individuals in the semi-professional areas to the five area vocational-technical centers. This training prepared individuals for a cluster of closely related occupations; with each semi-professional program having a curriculum two years in length. These semi-professional programs teach the participant understanding and application of scientific principles more than manual skills. Programs of this nature are terminal in nature and not designed to lead to a baccalaureate degree. It is because of the preceding statements, and those listed below:

1. Give the student recognition for an accomplishment in a credential ordered society
2. Prestige to students whose forerunners were all too often downgraded
3. Equitability of post secondary vocational-technical programs with other occupational education programs
4. Program recognition only attained from professional societies/organizations if an associate degree is offered
5. Industrial/business employment is enhanced by an associate degree program
6. Reward for completing a program of higher level difficulty

It is justly felt, that centers should give students completing a six quarter program in an established functioning curriculum area an Associate in Applied Science Degree.

**RECOMMENDATIONS
ON
CREDENTIALING
EDUCATIONAL
ACCOMPLISHMENT**

**BY THE
TASK FORCE
ON EDUCATIONAL
CREDIT AND CREDENTIALS**

**AMERICAN COUNCIL ON EDUCATION
WASHINGTON, D.C.**

The Recommendations

The recommendations that follow have been formulated with the overriding purpose of improving the quality of information conveyed by educational credit and credentials. Other aims are:

- To encourage lifelong learning and the maximum use of all educational resources
- To recognize educational accomplishment, regardless of how or where that accomplishment is attained
- To improve the appreciation and understanding of the proper basis for awarding credit and credentials
- To encourage appropriate uses by all segments of society of the credentials conferred by institutions of postsecondary education
- To develop improved and expanded procedures for assessing educational accomplishment in order to increase flexibility for learners to meet educational requirements, particularly at the undergraduate level
- To reduce unnecessary barriers that restrict student mobility and access to educational programs
- To improve articulation among postsecondary institutions and programs and the extrainstitutional learning experiences available in society, including the improved placement of students in educational programs
- To improve educational credentials as alternatives to governmental and voluntary certification for identifying the qualified

The recommendations are intended to apply broadly across postsecondary education—to vocational, technical, professional, general liberal education, and the disciplines; to pub-

A Note on Terminology

Changes that have come about in postsecondary education relatively recently have introduced new concepts and some new terms to describe them. To assure that readers have a common understanding of some basic terms used in the pages that follow, a few are here defined.

Credit unit: Official certification of a course completed satisfactorily, statements of competence, and other increment of verified educational accomplishment (theses, oral and written examinations, internships, etc.) accepted toward completion of requirements for certificates and degrees. Credit units are most often assigned semester or quarter hour values.

Degree: An honor bestowed by an educational institution for meeting its requirements through the satisfactory completion of a program of study or other verified educational accomplishment.

Educational credential: A certificate, diploma, or degree document (associate, baccalaureate, or graduate) certifying that the requirements therefor have been met through satisfactory completion of a program of study or other verified educational accomplishment.

External degree: An academic award earned through one or more of the following means: extracurricular learning, credit by examination, specially devised experiential learning programs, self-directed study, and satisfactory completion of campus or noncampus courses. In some programs, the learning is attained in circumstances outside the sponsorship or supervision of the awarding agency.

Extracurricular learning: Learning that is attained outside the sponsorship of legally authorized and accredited postsecondary institutions. The term applies to learning acquired from work and life experiences, independent reading and study, the mass media, and participation in formal courses sponsored by associations, business, government, industry, the military, unions, and other social institutions such as hospitals.

Higher education: The part of postsecondary education that leads to the award of a degree.

Postsecondary education: The array of educational opportunities available to post-high-school age adults, including educational programs of postsecondary education institutions and extracurricular learning experiences defined above.

The important educational role played by institutions which lack the characteristics necessary for the award of degrees is increasingly being recognized, particularly in the areas of preparation for employment and upgrading of employment skills. Appropriate recognition for educational accomplishment attained in these settings is in the interests of both society and the individual. However, inasmuch as the primary purpose of educational awards is to communicate the meaning and type of educational accomplishment, designations for credentials awarded for these programs should remain distinct from degrees.

For reasons discussed in Recommendation Three, awards by any institution for undergraduate-level programs that lack a general liberal education component should not be designated as degrees.

RECOMMENDATION THREE

Associate degrees and bachelor's degrees should attest to at least the following three types of accomplishment:

1. *Accomplishment specified by the awarding institution as necessary for the development of a broadly educated person, including familiarity with general areas of knowledge;*
2. *Competence in analytical, communication, quantitative, and synthesizing skills;*
3. *Accomplishment in a specialized area of study covering a set of integrated learnings requiring analysis, understanding of principles that have judgmental application, and a theoretical knowledge base.²*

Requirements for credentials designated as degrees have broad social implications: The refinement of academic skills and the extension of opportunities for general liberal education beyond the secondary school undergirds a democratic

2. Associate degrees designed primarily as the general liberal education component of the baccalaureate degree may be appropriately excepted from this requirement. In such cases, specialization is required for the baccalaureate.

level, the learning should involve a body of theory and principles that have broad judgmental application.

The component of the degree covering accomplishment in a specialized area of study should generally conform to the characteristics of higher learning listed above, both for the academic disciplines and for learning related more directly to entry-level employment. The hallmark for occupational programs which use the degree as a credential should be a general liberal education component that enhances competent judgment and application of knowledge in the work setting.

Stressing general liberal education and in-depth, rigorous study in specialized areas does not denigrate or diminish, to either the individual or society, the importance of educational programs or institutions that focus solely on preparation for employment. But if recognizing and rewarding educational accomplishment are to be kept socially useful, the distinctions between awards for the completion of such programs and awards for the broader educational objectives associated with a degree should remain clear.

RECOMMENDATION FOUR

Each credential-granting institution should clearly define, to the extent possible, the meaning of the certificates and degrees it awards.

So diverse are the curricula and objectives of postsecondary education and so pluralistic are the forms of control that the meaning of students' educational accomplishments cannot be standardized with precision. Moreover, even if the art and science of assessing and describing educational accomplishment were to become such that a precise interinstitutional credit and credentialing system were possible, it probably would run counter to ingrained educational philosophy. Diverse, pluralistic postsecondary education, encompassing the concept of institutional autonomy, is a credo commanding wide allegiance.

That allegiance, however, should be tempered by careful assessment of how society uses educational credentials and

how that use affects people, both those who hold such status and those who do not. Society's use of educational credentials, particularly for employment purposes, tends to assume standardization of meaning: in exception are the certificates and degrees of a limited number of colleges and universities which have attained and successfully perpetuated reputations for high quality.

Given the educational and social uses of educational credentials, institutions should seek to improve the quality of information conveyed by the credentials they confer. Degree designations and a transcript listing of course titles and grades fall short in meeting today's needs for accurate and adequate information on the qualifications of credential holders.

Narrative definitions would more adequately meet the needs of employers and other users and, over the long run, would be worth the effort and resources required to formulate the statements. If the certificate or the degree is directly related to qualification for employment, the definition should set forth, to the extent possible, the competences certified by the credential. All degree definitions should directly address the levels of the analytical, communication, quantitative, and synthesizing skills attained.

The specificity of definitions will, and should, vary by program. In some cases, an appropriate response may be a narrative description which defines a program of study that the holder successfully completed; in other cases, very specific statements regarding the student's competences may be possible and desirable.

RECOMMENDATION FIVE

Institutions should give careful attention to the use of degree designations, to include consistent use of the terms "arts" and "science."

Even with the availability of narrative definitions of degrees, degree designations—the most succinct communicators of educational accomplishment—will continue to be the only

In assessing the validity of residence requirements, institutions should consider the following questions:

1. Is residence study essential to the unique meaning of the institution's degree?
2. Will residence study result in identifiable and measurable educational accomplishment that cannot otherwise be attained or assessed?
3. Are the residence requirements justified by differences in curricula or in the demographic attributes of students?
 - a) If the requirement is for maturation or socialization purposes, are students who will complete college without intervening or concomitant work experiences treated differently from the more broadly experienced student?
 - b) Do the requirements differ among curricula? For example, do curricula requiring development of clinical or laboratory skills require more extensive residence instruction than curricula in general studies?
4. Are the residence requirements justifiable as a means for assuring that transfer students meet the institution's standards for educational accomplishment; that is, is a period of residence required to validate previous educational accomplishment?

RECOMMENDATION THIRTEEN

National and regional organizations, including academic disciplinary and professional associations, and state agencies should give vigorous attention to transfer policies and should encourage interinstitutional efforts to develop articulation agreements and to eliminate arbitrary transfer barriers.

Transfer is an educational issue that is becoming political. There is no guarantee that it will remain primarily an educational issue unless institutions meet their responsibilities to eliminate arbitrary barriers that have little or no educational significance. Public institutions, consistent with their roles as part of state systems of postsecondary education, bear a special responsibility for developing articulation agreements and

number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary, specialized accrediting agencies that set qualitative and quantitative degree standards for their programs. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree-granting institutions have developed upper-division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Associate Degree Titles

In recent years there has been a proliferation of titles of associate degrees. This has been true especially in occupational areas where some institutions offer many different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended that:

- The titles "associate in arts" and "associate in science" degrees be used without further designation.
- The associate in applied science degree may have additional designations to denote special fields of study such as nursing, computer technology, or law enforcement.
- For all associate degrees the transcript of a student should reveal the exact nature of the program completed and whether courses are recommended for transfer to baccalaureate degree programs.
- The names or designations used for associate degrees be limited to the above three titles.

Guidelines for the Evaluation of Programs

Many factors may enter into the evaluation of associate degree programs. The most basic and important elements relate to the objectives the institution itself has set for the degree program. Does the program, for example, provide the foundation in general education the institution has set as a goal? Does the program provide students with the competencies required to compete successfully in a career role? The evaluation of degree programs should create a continuing dialogue within the institution concerning associate degree quality and the relative success of the college's graduates. Creative faculties will

find many effective ways of assessing their degree programs. The systematic followup of the college's graduates must not be overlooked as a necessary evaluation tool.

Ideally, the evaluation of associate degree programs in community, technical, and junior colleges should be accomplished by the institutions themselves and not by state or federal agencies. Regional accrediting associations serve as self-regulatory bodies to help institutions monitor and evaluate the quality of their associate degree programs. In order that accountability for such evaluations may be clearly understood, institutions should designate institutionwide oversight bodies to evaluate the continuing balance and quality of associate degree programs.

Looking Ahead

This policy statement is limited to the associate degree, thus leaving unexamined a host of other important elements of the community, technical, and junior college mission. These institutions are attended by many individuals for valid reasons other than obtaining a degree. Continuing education and noncredit courses are also reaffirmed as important to the mission of community, technical, and junior

BATTERY TECHNICIANS: Large oil firm needs five technicians with previous experience in fuel cells or high-energy batteries. **Associate degree preferred.** Shift work, O.T. available, dressing rooms and private locker, discount on all corporate products. Education and managerial training available. Salary \$15,000 to \$20,000. E.O.E.

ELECTRONIC TECHNICIAN: Small electronics company needs dependable and broadly educated technician. **Associate degree preferred.** Must be knowledgeable of fluid power systems, mechanical systems, as well as electrical systems. Flex time available. Company stock plan available. Salary \$18,000 to \$28,000 negotiable. E.O.E.

GENETIC ENGINEERING TECHNICIAN: Positions available for both process technicians and engineering technicians. Relocation and training. **Associate degree preferred with broad science background.** Additional education paid by company. Moving expenses paid by firm. Company will buy your present home. Salary \$20,000 to \$30,000. E.O.E.

GERIATRIC SOCIAL WORKER: Inner-city private nursing home, immediate opening for capable, reliable person. Must be L.P.N. or have equivalent education. **Associate degree preferred with broad educational background.** Salary \$16,000 to \$22,000 depending on experience. References required. Equal Opportunity Employer.

LASER PROCESS TECHNICIAN: High-technology firm needs dependable, experienced laser technician. Should have two years related laser-cutting machine experience or will train. **Associate degree preferred with solid math and science background.** Flex time and day care available. Job sharing and shared dividends. Salary \$16,000 to \$25,000 negotiable. E.O.E.

POLICE OFFICER: City of Serenity needs police officer who has completed a law enforcement training program or is a graduate of a police academy. **Associate degree preferred.** Excellent communication skills required. Preference in the point system will be given to those candidates able to communicate easily in Spanish. Salary \$29,000 to \$30,000 with excellent fringe package. E.O.E.

STAFF ASSISTANT: County tax assessor needs dependable executive secretary skilled in use of word processor and minicomputer. Must have good interpersonal skills with ability to remain calm in conflict situation. **Associate degree preferred with broad educational background.** Salary \$16,000 to \$24,000. E.O.E.

colleges. Nothing in this policy statement should be interpreted as discouraging colleges from admitting students who do not have degree objectives to all courses for which they are qualified and from which they will benefit.

While this policy statement is limited to a definition of the associate degree, it is recognized that further work should be pursued to define other community college outcome measures. Such study is important to the future of community, technical, and junior colleges, particularly as they attempt to influence funding agencies and legislators, and to meet a great diversity of individual human need.

References

- American Council on Education. *Recommendations on Credentialing Educational Accomplishment.* Washington, D.C.: Task Force on Educational Credits and Credentialing, American Council on Education, 1978.
- Koltai, Leslie. *Redefining the Associate Degree.* Washington, D.C.: American Association of Community and Junior Colleges, 1984.

Adopted by the AACJC Board of Directors July 7, 1984.

Dale Parnell is president and chief executive officer of the American Association of Community and Junior Colleges.

Institutions are encouraged to use this statement as a basis for discussions in developing or reviewing institutional policies with regard to transfer. If the statement reflects an institution's policies, that institution might want to use this publication to inform faculty, staff, and students.

15. General Education/Related Instruction Requirements

Policy: The Commission on Colleges will maintain a policy statement as to required general education and related instruction components of certificate and degree programs.

Background and Guidelines:

The Commission endorses the concept of general education and, as described below, requires of all undergraduate programs a substantial and coherent program of general education or a program of related instruction. By design, the policy is stated qualitatively rather than quantitatively. No formula for specific application or particular pattern of general education is endorsed. However, every institution is expected to publish in its general catalog a clear and complete statement of its requirements for general education and/or related instruction, as appropriate.

A substantial core of general education instruction is regarded as an essential component of all baccalaureate degree programs and of all academic or transfer associate degree programs. Similarly, a core of related instruction is regarded as a necessary integral part of all applied non-specialized baccalaureate degree programs and of all certificate programs of an academic year or more in length. General education in degree programs shall be of collegiate level.

The contents of general education and of related instruction in applied specialized degree and certificate programs should be comparable though not necessarily identical to those of the offerings and should be taught by faculty who are clearly appropriately qualified. In some cases, institutions may provide for general education through admission or graduation requirements. Institutions are encouraged to include broad general education instruction as part of non-degree specialized programs in addition to directly utilitarian-related instruction.

General Education. General education introduces students to the content and methodology of the major areas of knowledge--the humanities, the fine arts, the natural sciences, and the social sciences--and helps them to develop the mental skills that will make them more effective learners. General education may, of course, be taught in different ways, and an institution must judge whether its students are better served by curricula or requirements that approach the disciplines through content and methodology, or that approach the disciplines by concentrating on outcomes. The rationale and plan for the general education requirements should be cooperatively developed by the faculty, administrative staff, and trustees, and the expected outcomes should be stated in relation to the institution's mission and objectives.

Related Instruction. Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics which should be covered appropriate include safety, industrial safety, and environmental awareness. Instruction in the related instruction areas may be either embedded within the program curriculum or taught in blocks of specialized instruction. Each approach, however, must have clearly-identified content that is pertinent to the general program of study.

16. Study Abroad Programs

Policy: The Commission on Colleges will maintain guidelines on study abroad programs.

Background and Guidelines:

Study abroad can be an important phase of undergraduate and graduate programs in American colleges and universities. Carefully planned and administered, foreign study may add significant dimensions to a student's educational experience. As guidelines for institutions which conduct programs of foreign study or whose students participate in such programs, the Commission on Colleges urges that a study abroad program should:

Mr. Chairman, members of the committee, my name is Jack Nichols,

President of the student population of Missoula Vocational Technical Center, and I represent 490 students. I am married and we have 10 children with 5 still at home. We also have 2 grandchildren. I am 52 years old. I presently attend school as a result of a logging accident in 1986.

Our hopes for passage of this resolution are two-fold. An Associate of Applied Science Degree would give us parity with graduates from other institutions in our field of endeavor in the job market. Other institutions offer associate degrees to their graduates and in light of this, a certificate of completion which is now offered at Missoula Vo-Tech, puts us at a distinct disadvantage at most entry-level positions. Our coursework is in every way as rigorous and difficult as any other similar coursework and in many cases even more so; and we feel that in all fairness we deserve to be awarded this degree upon completion of our two year programs.

Our second hope for this resolution is to be able to continue our education at some later date without having to either go out of state to transfer appropriate credits or repeat courses already

successfully completed, if we continue in a Montana university or college. For reasons unknown, most Montana colleges and universities appear to feel threatened with the concept of transferring credits that are the same or similar to their own. We believe that on the contrary, this concept would strengthen not only their position as servants of the people, but also their enrollment. We support this belief with documentation that we have compiled and present to you today. There has been some attempt on the part of some Montana colleges to transfer credits but without any uniform plans or guidelines; and we feel that SJR6 will act as a catalyst to encourage the Board of Regents to implement such plans or guidelines.

An argument that was raised by the Commissioner of Higher Education was the idea that it would be costly to allow the Vo-Techs' to offer the associate degree rather than the certificate that is now in place. ~~That argument is unfounded.~~ There is no difference in cost because our two year programs meet the criteria for the Associate of Applied Science degree right now. Another matter for you to consider would be the possibility of losing money by not enacting a program whereby the Vo-Tech Centers may grant the associate degree.

A member of Congress, the Honorable William D. Ford of Michigan recently introduced legislation; I.E. H.R. 5290 entitled, The Tech-Prep Education Art. This legislation will be considered as part of the reauthorization of the Carl D. Perkins Vocational Education Act.

H.R. 5290 states that a "Great" skilled worker shortage will overtake the nation by the year 2000 and that Tech-Prep Education is a program which, (1) leads to an associate degree, (2) provides technical preparation in at least one mechanical, industrial, or practical field, (3) provides a high level of competence in math, science and communications, and (4) leads to better job placement. If in the future, we in Montana, wish to receive Perkins funds, we must comply with the provision.

Let us compare the Associate of Applied Science degree with the Associate of Arts degree. A minimum of 90 quarter hours for the two degrees. The major difference is that the Associate of Applied Science degree only requires 30 quarter hours in liberal arts and science whereas the Associate of Arts degree requires 60 quarter hours in liberal arts and science. Our two year programs will meet the requirements for the Associate of Applied Science degree without additional cost, now. This information comes from the Regional Accreditation Association.

Another argument raised by the commissioner at the senate hearing was that he didn't want to be shackled with the Associate of Applied Science degree because in the future he may want to award different degrees as well. This resolution does not preclude anything the commissioner or the Board of Regents may do in the future. This resolution is only concerned with what we, the consumers of education want for our investment. ~~We feel that his destruction of our theme~~
~~state (page 2, lines 19 through 21) shows a total disregard for our~~
~~position and we want the wording restored in this area to the original~~
~~wording. In view of the commissioner's amendments, we feel that the~~
~~V. Techs are being set up to merge the~~
~~colleges and universities~~
~~around the state.~~

I recently interviewed the Chairman of the Board of Regents, Mr. Dennis Lind, and his position was very favorable to the resolution in its original form. However, he stated that the commissioner had voiced concern for some of the wording and the commissioner told Mr. Lind that he was going to sit down with the sponsor and try to work on the wording. ~~This is what he did not do. Instead, he amended it on~~
~~his own. We would like to know which paper calls the tune.~~ The Board

of Regents has publicly stated that the Vo-Techs will remain independent of the colleges and universitites. Otherwise, why go for a statewide levy for vocational education.

Mention the cost to the students

Our resolution is in your hands, and we want to work with you, the commissioner, and the Regents to make these ideas work for all of us, now and in the future. If you have questions, I'll be happy to try to answer.

Thank you for the opportunity to present our position to you today.

JACK NICHOLS

March 1, 1989

Chairman
Respected Committee members

EXHIBIT _____
DATE 3-1-89
HE SJR 6

I thank you for this opportunity to address you
on my concern of ~~House Bill~~ SJR 6 - SRJG

~~I am sorry at this time regarding the many lack of
participate as I would have said I would but
but I am not at this time in a position to~~

My name is Larry Maxwell and I am a 34 year old
drafting student enrolled at the Billings Vocational -
Technical Center. I am attending the BVTC to be retrained
~~and~~ because of injuries received as the result of an
automobile accident that has left me unable to work
in the construction industry as a carpenter. I am a father
~~of three~~

While attending the BVTC I have made the honor
roll for 5 quarters and am now starting my 6th and
final 1/4. I am also the ~~the~~ Student Body President of the
BVTC as well as the Chairperson of the United Student
Government of all the Vo-Techs in the State of Montana.

I am in full support of SJR 6 - SRJG as it will
obviously enhance my ability to receive employment in the
beautiful State of Montana. I also have a desire to
continue my Education at one of the Universities within
our state. I would like to continue my Education to
become ~~a~~ a structural engineer.

Having attended ~~a~~ school at Eastern Montana University
studying Business, Philosophy, History, ~~and other~~ Norwegian
and other courses, having maintained a 3.0 grade point
average while in attendance at Eastern, I feel I that I
honestly state that the course of study @ the Billings
Vo-Tech is as ~~difficult if not more so~~ hard
if not harder than the courses studied while at E.M.U.

My course of study while at the BTC has included Algebra, Geometry, Trigonometry, Mechanical and Machine drafting, Architectural Drafting, Civil Drafting, Structural Drafting, Advanced Architectural Drafting, Computer Assisted Drafting, Computer programming, Human Relations, and Communications. ~~The time~~

The hours ~~spent~~ ^{spent} in the drafting area (particularly in the lab area) ~~are~~ are greater than the time I would have to spend to become an Architect or Engineer.

The time I have spent on the Computer in programming and the writing of custom menus are greater than that of ~~most~~ ^{many} College Graduates.

Because of these qualifications I feel that it is more than fair that the Va Techs have the right to issue ~~the~~ Associate degrees of Applied Science.

It would also be ~~obvious~~ apparent that there should be some sort of transferability of credits from the Va Techs to the Universities.

If not then I would have to ask two questions
1 why should the Va Techs accept credits from the Universities?

2 Why do other universities from surrounding States accept our courses as valid and give us transferability of credit where appropriate?

At this time, when most people are asking for more money I would like to remind you that "time is money"

I am sure you are aware that the state supplies a great deal of money per student per $\frac{1}{4}$ or semester for each student that enrolls at the Universities as well as the Vo Techs. Also the Students use a portion of these own money to fund their ~~own~~ Education.

It therefore appears to me that it would be a wise and logical move by our leaders to take this opportunity to save their state and the fine taxpayers of our state a great deal of money by ~~assuring~~ ~~transferability of credits~~ ~~rather~~ assuring transferability of credit for Vo Tech Students where appropriate.

~~Thank you for your time~~

I thank you for your support of SJR 6

EXHIBIT # 6
DATE 2-1-89
HB. JB 6

My name is Julie Murrain. I am 34 years old, mother of three children. I am a full time student at the Great Falls Vocational Technical Center.

Going back to school was a tough decision. I thought about it for almost five years before even considering the Vo-Tech. My idea had always been to attend MSU in Bozeman. With three children and a ranch in the Great Falls area, how do I give all that up for four years and then start over. Kids are fairly easy to find housing for, but a small herd of cows is a different story. I decided that I would keep

What I had and work 3 jobs to support the family until the ranch was large enough to support us. There was only one flaw, I seldom saw my family.

A little over a year ago I decided that odd jobs and bartending were not going to make it, I needed a good job. A friend suggested the Vo-Tech, that way I could go to school and not uproot my family and have to look for a new job.

I have found that at the Vo-Tech I can learn the basics and to my surprise hold a 3.5 grade average. I decided that I wanted to go

on and eventually get an Ag-Business Degree. While in Boyeman sometime ago I stopped at the college and inquired into classes and found that my certificate and all the Business classes I have taken were worth no more than a second Highschool Diploma. That was when I became discouraged.

If the Vocational Technical Centers in the state are supposed to be Post-secondary schools then lets treat them that way. It is getting pretty bad when schools out of state will accept our credits and the ones here in Montana will not.

We lose to many of our young people to out of state schools and jobs as it is w hy force them out.

Even though there are several students at Northern Montana College at present time on a trial basis from Great Falls I feel that without legislation it will be a long time before completion.

Mr. Chairman and committee members I encourage you to pass the bill 556 in its original form.

Thank You.

March 1, 1989

Good afternoon Mr. Chairman and members of the Committee. My name is Wilbur Johnson, I am ^{am 52 years old} a full time student at Vo-tee in Great Falls. I am also a low-income advocate and lobbyist.

After being out of school it is a very traumatic experience, thinking of going back to school as if I had been out of school for almost 30 yrs. ~~I do~~

I debated for almost two years before deciding on Vo-tee in Great Falls

I'm getting 556 passed in its original form, would help keep people in Montana without having to transfer out of state to finish their education

Therefore Mr. Chairman I recommend that the committee pass this bill in its original form. ^{Let off a young lady who can't come.}

Mr. Chairman. I thank you and the committee for allowing me to testify at this time.

My name is Mary Huiley. I am a drafting student at DATE ~~Montana State~~ HB: ~~SJR 6~~
I chose Billings Vo-Tech for several reasons. Not only for its drafting program, but because it is in Montana, and I thought it would be a stepping stone to college. It has been a few years since I've been in school, and I wasn't sure I could jump right into college. So I started at the Vo-Tech with intentions of someday going on to get a degree in engineering. But I heard a different story when I started school. I found out that the work I'm doing now would be useless if I wanted to further my education at any of MT's universities or colleges. I also found out that university systems in neighboring states would be willing to offer block credits for my current education.

On top of all this, I learned that Vo-Techs and community colleges in ~~the neighboring~~ other states give Associates of Applied Science for the same curriculums as are offered here. I feel this sends 2 messages to businesses: prospective students. First - that Vo-Tech & Comm. college students don't have to work as hard for their certification as other ~~community~~ ^{as other} students do for an Associate. After talking to other Vo-Tech students, and after sweating thru this last quarter, ~~I~~ I can honestly say that is not true. The second message it sends is that MT doesn't care enough about its students to give them the recognition they deserve.

I feel this ~~be~~ resolution could change some of these things. As a student, I am working as hard as I can to keep my A average. I want to know that when I graduate, I can get an Associates of Applied Science to show for my hard work. And I want to know that when I do go on to college I won't have to leave Montana to do so.

EXHIBIT ~~3~~ #10
DATE 3-1-89
HB SRT 9

Mr. Chairman and Members of the Committee:

My name is Holly Snyder. I am a student at Great Falls Vo-Tech.

My situation is not unique. I am handicapped. The only way I can gain employment that is compatible is to be able to get a colleg. degree.

It would be extremely beneficial to me and hundreds of others to have SSB passed in its original form. The time that could be saved getting an education and getting into the working world would also benefit the State of Montana.

This bill will also help to keep Montana dollars in Montana. We can transfer to Canada and other states. Does that help Montana?

Thank you,
Holly Snyder

EXHIBIT ~~#~~ 11
DATE 3-1-89
HB SJR

Hello, my name is Gadi Clasky.
I am originally from the Great
falls - Conrad area, and finished school
in Missoula. I am currently a full
time student at the MSUA Co-tek.
I am here today to express to you
the importance of the Bill SJR 6.
This bill has two parts; First is
the hope for an Association of Applied
Science Degree to be awarded upon
the completion of certain two-year
programs. This degree is of much
importance to those students.

2

who wish to pursue their careers
and are looking to find a stable position

in the job market. Our second hope

for this bill is for the ability to

transfer credits into the University

Systems. Being born and raised in

Montana, I would prefer to stay here.

however, if I were to ~~finish~~^{pursue} my

studies at a later date, I would

have to do one of two things. 1) go

out of state in order to have my

credits count toward a degree or

2) go to a Montana University and

(3

start all over with no acknowledgment of my current work.

I feel that the courses given in the
CC Techs ~~are~~ ^{thoroughly} ~~covering~~ the
Coursework ~~course~~ necessary in each field of study
and should be given the full amount
of credit that is deserved. Please

consider the importance of this Bill, not
only for the currently enrolled students
like myself, but also for the benefit of
future students, which may involve your
children and/or grandchildren. Thank you
for your time and consideration of
SJR 6 and we will greatly
appreciate your support.

Thank You, Jodi Clasky

My name is Paulette Hall. I am the mother of 2 children one of which is attending the University of Montana.

I am enrolled in a one year licensed practical nursing program at Missoula Vo-tech. I have had 600 classroom instructional hours and am currently in a 2 quarter clinical experience. I am being held back from advancing in my field because my credits cannot be transferred to any Montana college or university.

There are 5 excellent nursing instructors in the program 3 of which hold Master degrees in nursing. I have worked side by side with 4 year nursing students and feel that my instruction has been very comparable to theirs.

If colleges and universities would accept Vo-tech credits they would not only encourage students to further their education, but also increase their own enrollment.

I ask you to please support Bill SJ-26.
Thank you

EXHIBIT # 13
DATE 3-1-89
HB SR 6

Ms. Chairperson, members of the committee
Hello, my name is Victoria Day, ^{im from Libby}
~~and~~ I am a ^{current} full time student
at the Missoula Vocational Technical
Center. I represent the Fashion
Merchandising ^{along the Retail} ~~and the Retail~~ program today.
Retailing is listed in the top 5
industries in the state of Montana
and also Missoula county.
To gain more credibility in the
fashion ^{retail} industry we need to
be able to work towards a
2 year associates of applied
science degree. Our instructor,
Lesla Christensen, informed us
that a 2 year program has
been recommended by the
professionals in Business and
Industry.

The certificate of completion
we now receive upon graduation
enables us to gain an entry
level position. However most of
the students would like to see
a 2 year program with an
associate degree being offered.

With it we can immediately enter a management position.

Some people will want to enroll in a college or University to complete their education. To avoid having to repeat classes already taken at a Vo-Tech we need to be able to transfer our credits.

During Christmas break I had the opportunity to work at a mexis store. This experience has shown me how important an educated and trained staff is in the highly competitive retail industry.

With the passage of SJR-6 we will be able to fulfill our potential in our chosen career.

EXHIBIT #14
DATE 3-1-89
HB STR b

My name is Robert Eamon. I am originally from Anaconda, and now reside in Missoula while attending the Vocational-Technical center. At age 43 I am a non-traditional student, as are a lot of the students attending Missoula Vo-Tech. The average student age is 27 years. The twenty-two plus years I spent working, and raising a family, were for two employers. I also worked several part-time jobs along the way and I noticed at almost every job that when a job seeker approached management, they fared a great deal better if they had a special skill or any type formal training pertinent to the employment they were seeking. I think this speaks for itself. That is why I am here asking that you give us the recognition we deserve because we have earned it. We have earned it through thousands of hours of classroom and homework. I ask that you recognize this diligence by allowing Vo-Tech centers in Montana the privilege of awarding Associate of Applied Science degrees in the fields of study that qualify. The courses offered by Missoula Vo-Tech are not easy. There are many students enrolled there who also attended college or a university for a time, my self included, and they will tell you-the classes are just as hard at Vo-Tech as in the college or university.

Let's give Montana students the advantage they have earned and so rightly deserve to compete in the world today-give them an Associate of Applied Science degree. Maybe more of them will stay in Montana because they were able to find a good job because they possessed a degree.

Robert R. Eamon

My name is Sprie George. I am a Native American student enrolled in the Legal Assistant Program at Missoula Vocational Technical Center. I want to express to you the importance of the Associate of Applied Science Degree and transferability of credit.

This degree would give me the opportunity to get a better paying job so that I can be more self-sufficient, to support myself and four young children.

As a single parent on welfare, a degree is very important to me, it would mean greater independence for myself and a more secure future for my children.

Also, transferability of credit would enable me to study law further at another institution without repeating some of the same classes.

For these and many other reasons, I hope you will vote for this joint resolution.

Thank-you.

Lorie George
1520 1/2 S. 11th W.
Missoula, MT
59801

Mr. Chairman, Ladies and Gentlemen;

My name is Leeann McLaughlin and I am ^{I am Secretary of Missoula Vo-Tech student body govt.} a single-parent on Welfare, I am also a Paralegal

student at the Missoula Vo-Tech. One of my biggest concerns right now is the resolution to award Associate of Applied Sciences Degrees and the transferability of credits to students taking adequate course studies at the various Vo-Tech's of our state.

In my statement I hope to show you that this resolution could make some very positive and needed changes toward financial independence in my life and the lives of others

like me. to show you that there are many people like me I have a statistic ^{one of the problems concerning financial independence for me was lack of education.}

Without an education I wasn't earning enough money to survive on. But, because I had 'too high' of an income which was based on minimum wage, I couldn't get any public assistance. I soon realized that I had to get a post-secondary education unless I wanted my life to be limited to Welfare. (It is estimated that 40% of the girls in Montana will have been pregnant at least once before age 20. And many of these will be on Welfare too. Another problem for me

was the fact that I had little self-esteem. I had been in a very abusive relationship and a future didn't even seem like a possibility, much less a positive one. (It is estimated that 1 out of 4 women in the U.S. will be abused in their lifetimes.) From these statistics you can see that there are many people in my position.

I believe that people in my position need to see that they can become self-sufficient, and I think schooling is a good beginning. Since I started at the Vo-tech I've learned a lot about myself. I've learned that I can rely on myself. I'm learning how to look to myself for the answers to my problems. And I've also learned more about self-esteem, from other students, teachers, and scholastically. I've learned I can succeed. For the first time in my life I can actually picture myself making it.

I also think that people in my position need more directive courses of study, like the ones at the Vo-Tech, to get a handle on their futures. Results of the proposed degrees and the transferability of credit may mean stepping stones or

building blocks to more stable, positive
financial and mental futures for people
like me.

Beyond all this, if I don't succeed
what are the chances that my child will?

For these reasons and more I ask
you to vote 'yes' to the resolution on the
transferability of credits and the awarding
of Associate of Applied Sciences Degrees to
students of the Montana Vo-Techs.

Thank you!

Leeann McLaughlin
3020 Garfield #2
Mslw, MT 59801



MONTANA FARM BUREAU FEDERATION

502 South 19th • Bozeman, Montana 59715
Phone: (406) 587-3153

EXHIBIT # 11
DATE 3-1-89
HB SJR 6

BILL # SJR 6 ; TESTIMONY BY: Lorna Frank

DATE March 1, 1989 ; SUPPORT Yes ; OPPOSE _____

Mr. Chairman, members of the committee, for the record my name is Lorna Frank, representing 3600 Montana Farm Bureau members.

We support SJR 6 and would like to see the credits transfer between units of the vocational-technical centers and the university system at full value in the accredited courses. When vo-tech students decide to continue in their chosen field, they should not have to repeat the basic training courses.

We urge this committee to "concur" on SJR 6.

SIGNED: Lorna Frank

VISITORS' REGISTER

House Education COMMITTEE

BILL NO. SRJ 6DATE 3/1/89SPONSOR Rapp-Surcek

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Joan M Fisher		✓	
BARRY MAXWELL	Billings	✓	
Maury Hurley	BILLINGS	✓	
Julie Munn	Great Falls	✓	
Wilbur Johnson	Great Falls	✓	
Stuart Pittman	Missoula	✓	
ROBERT EAMON	MISSOULA	✓	
Jack Templin Jr	Troy	✓	
Shawn McLaughlin	Msia	✓	
Lorie George	Missoula	✓	
Josh Nelson	"	✓	
Joyce Benish	Hamilton, MT	✓	
Carole McDonald	Missoula, MT	✓	
Marilyn Hueston	Missoula MT	✓	
Shonda Kay Osborne	Miss. MT.	✓	
Victoria Day	Miss. MT	✓	
Paulette Hull	Miss. MT	✓	
Teresa Lokenbean	Miss. MT	X	
Godi Clasky	Miss. MT	X	
Dola M. Lasso	Miss. MT	✓	

IF YOU CARE TO WRITE COMMENTS, ASK SECRETARY FOR WITNESS STATEMENT FORM.

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.