

MINUTES OF THE MEETING
EDUCATION COMMITTEE
MONTANA STATE SENATE

February 12, 1977

The fifteenth meeting of the Senate Education Committee was called to order by Senator Chet Blaylock, Chairman, on the above date, in Room 402 of the State Capitol Building at 11:00 o'clock A. M.

ROLL CALL: All members were present with the exception of Senator Bill Mathers who was excused.

CONSIDERATION OF SENATE BILL No. 387: The Chairman called on Senator Everett R. Lensink, District 39, to present his testimony on Senate Bill 387.

Senator Lensink stated he had introduced the Bill on behalf of the Commissioner of Higher Education and called on Dr. Irving E. Dayton to explain the purpose of the Bill.

Dr. Dayton, Deputy Commissioner for Academic Affairs, office of the Commissioner of Higher Education, supporting the Bill, drew a diagram showing the relationship of the higher education system between in-state and out-of-state institutions, accredited and nonaccredited, showing that all nonaccredited institutions were under the Department of Business Regulations. He handed out a News Release from the Council on Postsecondary Accreditation regarding nonaccredited programs being offered to students and explained that these are not courses taken by correspondence but are those actually set up in the State, and read a Policy Statement On Off-Campus Degree Programs by the Council on Postsecondary Accreditation. He stated these are also common around the military bases and advertise certificates or degrees, making them appear attractive, when actually they are not acceptable nor recognized by a unit of the university system, and students pay money for shoddy materials or courses not up to the quality required for a degree. He went on to say that at the universities where continuing education is a part of their program, the director is on his own with no cross-checking system, so these fraudulent programs proliferate. Nothing was put in the Bill changing private schools, he stated.

Steve Veazie, staff attorney for the Higher Education Commissioner's office, supporting Dr. Dayton's testimony, cited Section 75-8502 of the Montana Codes. There is a serious loophole in the law allowing this to happen, he stated, adding it was brought to their attention by a case at Malmstrom Air Base, Great Falls, Montana, where Pepperdine was offering courses to students. Most other states have controlled this by some type of regulatory board; that the Department of Business Regulations is the primary controlling organization, but out-of-state institutions offering accredited programs are exempt.

Jim E. Burns, representing the Department of Business Regulations, in support of the Bill, testified there were three agencies to oversee education on a higher level, the Board of Education, Board of Regents and their agency's bureau handling vocational education centers; and was not intended a regulating agency would authorize another institution coming in and offering nonaccredited courses. His Department only licenses vocational education; they do not give the exemption directly, it is through the other Boards which they work with; so, there is no agency directly capable of regulating outside interests coming in with off-campus programs to offer people.

There being no further proponents, opponents were called for; there being none, in his closing statement which followed, Senator Lensink thanked the Committee for the opportunity to bring this to their attention.

The hearing on Senate Bill 387 was closed and questions by the Committee were called for.

Senator Warden asked if LaSalle extension courses on library science were considered objectionable, to which Dr. Dayton replied that LaSalle was not doing business on the campuses, so he didn't think they were involved. Mr. Burns added LaSalle was licensed by his bureau.

Senator Thomas questioned if the courses offered by the University of S. Calif. at Malmstrom Air Force Base would be suspect. Dr. Dayton answered that if it was opened to civilians, it possibly might be, but if it was limited to military personnel, they have nothing to do with it.

Senator McCallum asked if any of the Montana colleges offered courses in other states, to which Dr. Dayton stated he was not certain but perhaps Rocky Mountain might offer some in California.

Senator Fasbender asked if drawing up standards to preclude this would mean having to go through a legal suit and how much time it was contemplated would be spent finding out about these types of programs. Dr. Dayton replied they should be able to remedy the situation without suit, and they didn't plan to add staff or spend considerable time as most of these outside interests would probably decide to do business elsewhere when they knew they were being investigated.

There being no further questions, the Chairman asked if there was any further discussion on the Bill.

Senator Boylan moved that Senate Bill 387 DO PASS; the motion was seconded and carried by unanimous vote of the members present; Senator Mathers being excused.

FURTHER CONSIDERATION OF SENATE BILL No. 188: Chairman Blaylock asked for discussion of this Bill.

Senator Thomas requested that the Bill be referred to the Finance and Claims Committee regarding the school transportation reimbursement so that portion can be kept down as the purpose was to save money as it is cheaper for parents to transport children to school than running a school bus.

There was discussion of the proper method of moving the bill, with Senator McCallum stating it would look better if you put your own bill into Finance and Claims on the floor than have that committee's chairman do it.

Senator McCallum moved that Senate Bill No. 188 DO PASS; motion was seconded and carried by unanimous vote of all members present.

FURTHER CONSIDERATION OF SENATE BILL No. 68: Chairman Blaylock called for discussion of Senate Bill 68.

Senator Blaylock stated he would agree to take out all of Section 18; and to Senator McCallum's question about deleting Section 19, he replied no.

Senator Dunkle commented as this indicated the state superintendent would continue to certify teachers until this new board takes over, he would concede on it if the proposed membership of the board on page 2, lines 13, 14 and 16 were changed.

Senator Blaylock, in rejective this, stated that the overwhelming majority are teachers that this effects and the way this is set up, it is a broader board than any we have in the state; the objection seems to be that the teachers voting in a block would be the majority, but this does not happen in most cases.

Senator Dunkle proposed taking the one lay person off and putting on one school board member from the East and one from the West district; and Senator Thomas suggested a representative of the Board of Education whose duties it is to interpret school policy and private colleges who also prepare teachers and would be subject to such standards should be represented. Senator Blaylock replied the heads of the education departments prepare the qualifications now.

Senator Warden commented that courses which are taught come under the Commissioner of Higher Education, but too many more people on the proposed board would make it unworkable.

Senator Smith said Senator Blaylock had mentioned several other licensing boards composed of people in those fields, but most of those are self-supporting and if this also is self-supporting by fees from the teachers which can be raised to \$10.00, why is there a fiscal note on the Bill; Senator Blaylock agreed on this question.

Senator McCallum moved that Senators Fasbender and Blaylock work out a compromise on the Bill.

Senator Fasbender suggested that the 6 teachers be split into 3 elementary and 3 high school teachers and split among the ANB and also the school board members; that this would not change the membership but would change the representation of the areas and sizes of schools represented.

Senator Blaylock replied he had hoped this would be done, but on the other boards, does the regulations state these tiny variations?

Discussion followed, with Senator Dunkle making a motion that the 6 classroom teachers be changed to read 3 elementary and 3 high school, delete the lay member and raise to 2 the school board membership, splitting those between a class AA and class C districts. Mr. Markell of the M.E.A. suggested basing the division on the class system rather than on athletic districts.

Senator Blaylock stated he would appoint Senators Warden, Murray and himself as a subcommittee to work out an acceptable compromise, upon which Senator Dunkle withdrew his previous motion and so moved in favor of a subcommittee. Senator McCallum also withdrew his previous motion. The latter motion was seconded and carried by unanimous vote.

FURTHER CONSIDERATION OF SENATE BILL No. 300: Discussion was called for.

The Chairman read the proposed amendments worked out by the Committee's attorney.

Senator McCallum commented this Bill takes the supervisory power away from the county commissioners as high school budget supervisors.

Senator Fasbender moved the amendments on page 7, line 9, be approved; motion was seconded and carried. He also moved in favor of the amendments to page 8, lines 20 and 21; it was seconded and carried.

Senator Warden moved the amendments to page 8, line 22 be adopted; this was seconded and carried.

Senator Dunkle moved the amendments to page 14, lines 21 and 22 be adopted; seconded and carried.

Senator Warden moved the amendments to page 21, line 8; it was seconded and carried.

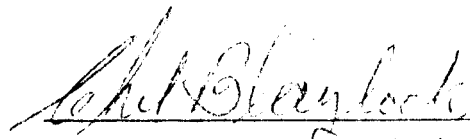
Senator Fasbender moved the amendments to page 21, line 9; this was seconded and carried.

The above amendments are all as set forth in full in attached copy.

Senator Warden then moved that Senate Bill 300 as amended DO PASS; this motion was seconded. Chairman Blaylock stated a roll call vote would be taken and the voting privilege extended to Senator Mathers who was excused from the meeting. On roll call vote, the motion was defeated.

ADJOURN:

There being no further business, the meeting was adjourned at 12:30 P.M.


Chet Blaylock, Chairman

ROLL CALL

COMMITTEE

45th LEGISLATIVE SESSION - - 1977

Date Feb. 12,
1977

NAME	PRESENT	ABSENT	EXCUSED
Senator Chet Blaylock, Chairman	✓		
Senator Ed Smith, Vice Chairman	✓		
Senator George McCallum	✓		
Senator Bill Mathers			✓
Senator William E. Murray	✓		
Senator Frank Dunkle	✓		✓
Senator Paul Boylan	✓		
Senator Larry Fasbender	✓		
Senator Bill Thomas	✓		
Senator Margaret Warden	✓		

Each day attach to minutes.

DATE February 12, 1977

COMMITTEE ON

EDUCATION

BILL NO. 387

VISITOR'S REGISTER

[illegible]

(Please leave prepared statement with Secretary)

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY

NAME: Steven Veazie DATE: 2-12-77

ADDRESS: 33 S. Last Chance Gulch Helena

PHONE: 449-3024

REPRESENTING WHOM? Commissioner Higher Ed.

APPEARING ON WHICH PROPOSAL: SB 387

DO YOU: SUPPORT? X AMEND? _____ OPPOSE? _____

COMMENTS: _____

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY

NAME :

DATE:

ADDRESS:

PHONE:

REPRESENTING WHOM?

APPEARING ON WHICH PROPOSAL: *SB 387*

DO YOU: SUPPORT?

AMEND?

OPPOSE?

COMMENTS:

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY

DATE: Feb 12, 1977

ADDRESS: 428 S. Cooke St Helena

PHONE: 449-3024

REPRESENTING WHOM? Commissioner of Higher Education

APPEARING ON WHICH PROPOSAL: 5B 38 1

DO YOU: SUPPORT? X AMEND? _____ OPPOSE? _____

COMMENTS: _____

STANDING COMMITTEE REPORT

..... February 12 1977

MR. President

We, your committee on EDUCATION

having had under consideration SENATE Bill No. 188

Respectfully report as follows: That SENATE Bill No. 188

Introduced Bill,

DO PASS

.....
Chet Blaylock


Chairman.

SENATE COMMITTEE EDUCATION

Date February 12, 1977 SENATE Bill No. 188 Time

NAME	YES	NO
Senator Chet Blaylock, Chairman	✓	
Senator Ed Smith, Vice Chairman	✓	
Senator George McCallum	✓	
Senator Bill Mathers	✓	
Senator William E. Murray	✓	
Senator Frank Dunkle	✓	
Senator Paul Boylan	✓	
Senator Larry Fasbender	✓	
Senator Bill Thomas	✓	
Senator Margaret Warden	✓	

Jennie Lind
Secretary

Chet Blaylock
Chairman

Motion: Senator George McCallum moved that Senate Bill No. 188

DO PASS; motion was seconded and carried by unanimous vote.

(include enough information on motion--put with yellow copy of committee report.)

STANDING COMMITTEE REPORT

.....February 12..... 19..77.....

MR.President.....

We, your committee onEDUCATION.....

having had under considerationSENATE Bill No. 387.....

Respectfully report as follows: That.....SENATE Bill No. 387,.....

Introduced Bill,

DO PASS



SENATE COMMITTEE EDUCATION

Date February 12, 1977 SENATE Bill No. 387 Time

NAME	YES	NO
Senator Chet Blaylock, Chairman	✓	
Senator Ed Smith, Vice Chairman	✓	
Senator George McCallum	✓	
Senator Bill Mathers	✓	
Senator William E. Murray	✓	
Senator Frank Dunkle	✓	
Senator Paul Boylan	✓	
Senator Larry Fasbender	✓	
Senator Bill Thomas	✓	
Senator Margaret Warden	✓	

Jennie Lind
Secretary

Chet Blaylock
Chairman

Motion: Senator Paul Boylan moved that Senate Bill No. 387

DO PASS; motion was seconded and carried by unanimous vote.

(include enough information on motion--put with yellow copy of committee report.)

STANDING COMMITTEE REPORT

February 8¹² 19 77
Journal

MR. President

We, your committee on EDUCATION

having had under consideration SENATE Bill No. 300

Respectfully report as follows: That SENATE Bill No. 300,

Introduced Bill, be amended as follows:

1. Amend page 7, line 9.

Insert: "(1) the county superintendent for a joint district when all of the schools of a joint district are located in one county. When the schools of a joint district are located in more than one county, the board of trustees of the joint district shall designate which county's superintendent will supervise the schools;"

Renumber: All subsequent subsections

2. Amend page 8, line 20.

Following: "the"

Insert: "county superintendent of the county in which the school is located"

3. Amend page 8, line 21.

Strike: "boards of trustees performing the budgeting functions for"

~~EXPASS~~

February 8, 1977

4. Amend page 8, line 22.
Strike: "the joint district, as defined in section 75-6720"
5. Amend page 14, line 21.
Following: "all"
Strike: "the"
Insert: "each"
6. Amend page 14, line 22.
Following: "a"
Strike: "the"
Insert: "a"
7. Amend page 21, line 8.
Following: "county,"
Strike: "the superintendent of public instruction"
Insert: "board of trustees of the joint district"
8. Amend page 21, line 9.
Following: "disignate"
Strike: "the county"
Insert: "which county's"
Following: "county"
Strike: "to"
Insert: "shall"

AND AS SO AMENDED, DO PASS

Chet Blaylock, Chairman

①

SENATE COMMITTEE EDUCATION

Date February 12, 1977 SENATE Bill No. 300 Time

NAME	YES	NO
Senator Chet Blaylock, Chairman	✓	
Senator Ed Smith, Vice Chairman		✓
Senator George McCallum		✓
Senator Bill Mathers		✓
Senator William E. Murray	✓	
Senator Frank Dunkle		✓
Senator Paul Boylan		✓
Senator Larry Fasbender	✓	
Senator Bill Thomas		✓
Senator Margaret Warden	✓	

Jennie Lind
Secretary

Chet Blaylock
Chairman

Motion: Senator Margaret Warden moved that Senate Bill No. 300
DO PASS AS AMENDED; motion was seconded and on roll call
vote was defeated.

(include enough information on motion--put with yellow copy of committee report.)

NEWS RELEASE

Washington, D.C., October 18, 1976 -- The Council on Post-secondary Accreditation (COPA) has launched a major attack on "questionable off-campus degree programs" sponsored by accredited colleges and universities.

At its Fall Board meeting, held last week, COPA -- the national umbrella organization for nongovernmental accreditation -- unanimously passed a resolution which sharply criticized "a handful of colleges and universities" that "apparently have established off-campus degree programs that are not equivalent academically to similar programs on campus" and that "have allowed these off-campus programs to operate without adequate supervision from the sponsoring institutions."

While stressing that there are many more good than bad off-campus degree programs, COPA expressed strong concern about the disservice that "may be done to students and to society by less than adequate off-campus degree programs."

"We have received questions and complaints from state officials, federal officials, other institutions, and students," Dr. Dana B. Hamel, Chairman of COPA, said, "and there appears to be a very real problem that must be resolved."

In addressing the issue, COPA has taken three major steps:

- *Supporting the efforts of accrediting bodies to deal with this problem and to hold accredited institutions responsible for all educational programs offered under their auspices.*

FILE _____
REMIT _____
ACA. DEP _____
COCK _____
DUNHAM _____
FORBES _____
MILLEN _____
NEAR _____
NORIE _____
SWIFT _____
TIPON _____
VENZIE _____
BURKE _____
MCNAY _____
MCMILLON _____
WAITE _____

- *Urging accrediting bodies to include in their accrediting practices policies that cover the problem,*
- *Establishing a COPA clearinghouse to receive and process information concerning off-campus degree programs.*

In addition, COPA announced that it has pending before a major foundation a proposal "To Develop Evaluative Criteria for the Accreditation of Nontraditional Education." This project is prepared to get underway just as soon as funding is made available.

Joining with the Council of Graduate Schools in the United States, COPA also is sponsoring a Joint Task Force on the Accreditation of Graduate Education. Among other things, this task force is concerning itself with programs offered off-campus for graduate credit.

COPA's major purpose is to support, coordinate, and improve all nongovernmental accrediting activities conducted in the United States at the postsecondary educational level. In this role, the Council works with more than 50 regional and national accrediting bodies.

"If nongovernmental accreditation is to continue to have credibility and value as an indicator of educational quality," Dr. Hamel said, "then COPA and the accrediting community must act quickly and effectively to insure that courses offered by accredited institutions are indeed of satisfactory educational quality, wherever they may be located."

(See attached statement for more details)

RECEIVED
OCT 26 1976

THE MONTANA UNIVERSITY SYSTEM



The Council On Postsecondary Accreditation

POLICY STATEMENT ON OFF-CAMPUS DEGREE PROGRAMS

American higher education has had a long and honorable history of providing learning opportunities through off-campus programs leading to a degree. In recent years, however, the number, size, and variety of such educational activities have grown rapidly. This phenomenon has been spurred by federal and state policies encouraging institutions to experiment with "nontraditional" delivery systems and to reach out and serve new student clienteles. It also has fed on the greatly increased demands of the military for on-base educational programs; plus the availability of dollars, for students and institutions, through the Veterans Administration's GI Bill Program. Finally, students seeking education for professional and career purposes have demanded that institutions bring learning opportunities to them, wherever they happened to be located in sufficient numbers; but some student clienteles have seemed to be more interested in credits and credentials than in education itself.

As a result of the workings of these forces, there is increasing evidence that at least a handful of colleges and universities apparently have established off-campus degree programs that are not equivalent academically to similar programs

COPA's Policy Statement
Off-Campus Degree Programs

Page Two

on campus, and further that they have allowed these off-campus programs to operate without adequate supervision from the sponsoring institution. Among the problems that have been identified are the following:

- Institutions with little or no experience in running off-campus degree programs have plunged into such operations.
- In response to demands, institutions have sponsored programs off campus for which they have no counterparts on campus.
- Institutions in some instances have formalized a differential standard of quality by labeling credits earned off-campus as being not acceptable on campus.
- Institutions have offered off-campus programs that require little or no involvement or oversight by on-campus faculty. In some instances, responsibility for the operationally separate units has been contracted out.
- Institutions have established satellite operations far removed from the parent campus, often crossing state and even regional boundaries.
- Off-campus offerings have ranged from large, relatively permanent educational units to short-term ventures consisting of one course, one faculty member hired locally, and a handful of students.

It must be stressed that there are many more good than bad off-campus degree programs. The fact that a program is located off campus does not in any way imply that it is not of high quality. Most institutions go to great lengths to assure that all of their course offerings are of high quality. The problem situations are limited to a small number of the approximately 4,000 accredited institutions of postsecondary education in this

COPA's Policy Statement
Off-Campus Degree Programs

Page Three

country; however, the resulting problems are serious enough to warrant direct and immediate action. A great disservice may be done to students and to society by less than adequate off-campus degree programs -- especially when these are sponsored by accredited institutions, and the public therefore is led to believe that there is adequate assurance as to educational quality.

In order to address this issue as quickly and effectively as possible, the Council on Postsecondary Accreditation:

- Commends the efforts of accrediting bodies to deal with this problem and lends its full support to them in holding accredited institutions responsible for all educational programs offered under their auspices. Accrediting bodies are urged to require that institutions keep them informed as to the existence and nature of all off-campus operations and to advise schools that they could lose their institutional accreditation if they fail to do so or if such operations prove to be academically sub-standard.
- Urges accrediting bodies, particularly the institutional accrediting organizations to include in their accrediting practices policies that cover the problem of off-campus programs. The regional commissions in particular are urged to complete work quickly on the memorandum of agreement, now under development, that will provide machinery for dealing with institutions located in one region but sponsoring satellite educational units in other regions. (It is hoped that final agreement on procedures could be achieved by the time of COPA's Winter Invitational Conference, February 4-6, 1977).
- Directs COPA staff to establish a National Clearinghouse, effective immediately, to receive and process information concerning off-campus-degree programs. The clearinghouse should be prepared to receive signed statements raising questions about the legitimacy

COPA's Policy Statement
Off-Campus Degree Programs

Page Four

and/or quality of any such operations. These statements should be forwarded to the appropriate accrediting bodies and to interested state and federal officials. COPA will expect to be notified by the accrediting bodies as to any action taken.

COPA offers its full cooperation to state offices dealing with this matter and to concerned federal agencies, particularly the Veterans Administration and the Department of Defense. Base commanders have a direct concern and responsibility for assuring educational quality in their contracted operations. In turn, these governmental bodies are urged to work with COPA in the resolution of this problem.

It is believed that if nongovernmental accreditation is to continue to have credibility and value as an indicator of educational quality, then COPA and the accrediting community must act quickly and effectively to insure that courses offered by accredited institutions are indeed of satisfactory educational quality, wherever they may be located.

* * * * *

RECEIVED
OCT 26 1976
THE MONTANA UNIVERSITY SYSTEM

The Disgrace of Military Base Programs

by Kenneth H. Ashworth and William C. Lindley

Many college and university programs offered on military bases are so poor that they would be classified as diploma mills were they subject to close educational scrutiny. One reason for this deplorable situation is that many institutions that care about quality have stayed away from all continuing adult education and particularly from education on military bases. Consequently, degree programs by the hundreds are currently taught far from parent campuses by schools less concerned with quality than with income.

Since no central monitoring exists of off-campus programs on bases, the number of participating institutions has never been calculated. But of the hundreds involved, the following are a few examples of schools, without any judgment of quality implied, that offer courses and degrees—undergraduate through PhD—at great distance, sometimes hundreds or even thousands of miles from their home campuses: the University of California, Webster College, the University of Oklahoma, Utah University, Golden Gate University, the University of Maryland, the University of Omaha, Columbia College, Southern Illinois University, William Carey College, Troy State University, Pepperdine College, George Washington University, Saint Leo College, the University of Albuquerque, Central Texas Junior College, the University of Northern Colorado, the University of Southern California.

For the escalating numbers of colleges offering such programs, the motivation is financial. Universities with established faculties, declining enrollments, and insufficient resources need students wherever they can find them. And the military bases offer new territories with large concentrations of prospective students. Since the federal government

pays most of the costs, such programs are a convenient source of quick income. With federal money as bait, some schools then add extra fees. At least one accepts government funds, then charges the students "evaluation fees" of from \$50 to \$200 for one to twelve hours of work accepted for transfer from military schools or work experience. Moreover, many public institutions claim on-base teaching for resident credit, which allows them additional state funds.

Though again there are no overall figures, the number of students enrolled on bases around the country probably runs into six figures. Institutions are reluctant to say just how much money they bring in. However, one university outside Texas has estimated that it will take in \$1.75 million on five military installations within Texas next year. One small private college operating on over a dozen bases in eight states is taking in over \$700,000 a year. The school was facing financial collapse and sharp enrollment declines until it embarked on these programs three years ago. They involve no faculty from the campus.

The manner in which GI benefits are paid encourages schools to keep the cost of their programs high. Since military students are on the government payroll, they do not receive a fixed monthly stipend. Instead, the GI benefits pay the full cost of tuition and fees up to \$80 per credit hour. This works against the student's best interests, since the higher the cost of the courses, the more likely he is to use his GI benefits. If he were given the chance to enter a low-cost public university program instead, he could perhaps afford to pay his own way and save his GI Bill.

On the military side, the motive spawning such programs is career advancement. Higher education enhances an officer's chances for promotion; and an officer soon learns that when military promotion boards meet to review thousands of forms, they are not discriminating about types or quality of degrees. Those who hold master's degrees in

many cases go ahead of those who do not, regardless of where or how the degrees were obtained. Thus strong pressure is often exerted to allow a program to operate, regardless of its substance.

Base officers know that they are rated by their commanders purely on the basis of numbers: how many new courses are offered, how many students are enrolled. The commanders in turn are evaluated by superiors who are also impressed by numbers. In such a system, content and academic rigor are ignored. Many of the "programs" are that in name only. In some cases, for example:

- Thesis and dissertation requirements can be met by on-the-job projects and work assignments alone.
- Between one third and one half of the credit hours can be transferred from military school courses, military experiences, or work projects.
- Courses meet one night a week for eight weeks only, or even less frequently.
- No residence requirements are imposed; all work can be done on base.
- Research is not required; library assignments are not made; textbooks constitute the most rigorous reading assignments.
- No minimum grade point averages or Graduate Record Examination scores are required.

• Local faculty, often military personnel, are recruited to teach the courses. Their qualifications are not reviewed by the home campus, and, except in unusual circumstances, they do not match the requirements for teaching on a college faculty.

It's the low cost of the programs that keeps students enrolled in spite of the academic shortcomings and the extra fees. Most charges are paid for them under military education assistance programs or by the Veterans Administration. The real cost to the student in choosing inferior programs over good ones becomes obvious only later, when

(Continued on page 61)

KENNETH H. ASHWORTH is Texas Commissioner of Higher Education. WILLIAM C. LINDLEY is dean of continuing education at the University of Texas at San Antonio. He previously served as chief of the education division of the U.S. Air Force.

Viewpoint 1

(Continued from page 8)

the ex-serviceman applies for a job in the increasingly competitive civilian market only to find that the degree is nothing but a worthless paper certificate for which he has used up all or part of his GI benefits.

The old, rueful remark, "With this purple heart and a dime I can get a cup of coffee anywhere," must not be permitted to extend to educational credentials earned while in the service. When the military want quality education, they know how to find it. If they have a need for a specially trained individual, they send him to an institution that they judge will do the job best. In the case of on-base education though, they have decentralized decision making to the separate bases. And, since bases are federal property, they are off bounds to the state agencies that might otherwise monitor the caliber of out-of-state programs. Nonetheless, there are steps that could be taken by the military, the colleges, and external organizations that might begin to reverse the trend.

One move that could have great impact would be to discontinue questionable programs offered by distant schools and attempt instead to develop programs with nearby institutions. State agencies of higher education could certainly encourage cooperation within their states. This would give students access to facilities, such as libraries and laboratories, that they do not now have and would open the option of requiring some course work to be done on campus. In developing suitable programs, it would be necessary to evaluate each student's level when he enters and to bear in mind that many programs need to accommodate an older-than-average student body. Career counseling should accompany instruction and guidance.

The military organizations themselves can ensure that quality prevails over quantity by screening potential programs at a central source. Such screening is now usually perfunctory. The resources of other educational units in the services could be employed for this purpose. For example, the Air Force might use the U.S. Institute of Technology at Wright Patterson. To

improve existing programs, outside educators from each service might offer their suggestions. In addition, military supervisors and civilians who employ graduates should evaluate them. Such evaluations could be done separately by the different groups or together in advisory panels reporting to base education officers. And base education officers themselves should be empowered to say "no" to poor programs and make it stick.

Some plans are already under way to help. In 1975 the Veterans Administration initiated a policy requiring a more stringent approval procedure. No longer will approval of the parent institution automatically be extended to distant branch operations. Instead, these distant programs will have to be approved by the appropriate agency in the state where they are offered if they want VA funding. To date the new procedure focuses more on record keeping than quality control. However, it sets up the mechanism for the VA to address questions of course content, faculty qualifications, adequacy of facilities, and other support services. Some base education officers interpret the new policy as an encouraging sign of the VA's interest in quality. One hopes this will prove true.

Those state agencies that have authority over courses eligible for VA support should reserve their approval for deserving programs. Other state agencies, as a condition for authorizing state funds for on-base credit hours, can and should demand high quality; otherwise they should withhold the funds or the authorization to teach the courses. The regional accrediting agencies in turn can impose regulations: prior approval by the agency, subsequent periodic visits, and other means of evaluation. They should not assume, as some now do, that the parent institutions are monitoring the offerings. Unfortunately, the greatest abuse occurs among schools operating on bases outside the region in which they are accredited; such cases appear to be beyond the jurisdiction of any accrediting agency.

The bulwark for protection of quality can be built from effective cooperation among the military services at the top, the Veterans Administration, the base education officers, the state agencies responsible for coordination of higher education, the accrediting agencies, and the colleges and universities. Any one of these or all together can start to reverse the declining quality of what passes for higher education on military bases.

J-Schools Boom

(Continued from page 43)

journalism curriculum. As things now stand, most departments are organized in sequences, with students concentrating in broadcast news, newspaper journalism, magazine writing, advertising and public relations, and so on. While editors like Einstoss are concerned about basics, others expect new graduates to be familiar with the new hardware they are likely to find in the newsroom, such as IBM Selectric IIs, optical scanners, minicams, and half-inch video cameras. As affluent departments add this hardware to their instructional arsenals, basics can be pushed aside. Since the AEJ recommends (and indeed requires of its 70 accredited journalism programs) that no more than 25 percent of an undergraduate's time be spent in journalism courses, students can stitch together programs long on hardware, or in their specialty, or in lecture courses about the press, and short on basics. As basics are increased, other courses will have to go.

In many departments, for example, it is possible for a student to graduate with only one rigorous writing course completed, and with little or no training in interviewing techniques, copy editing, layout and design, broadcast news-writing, press law, or journalism ethics. Understandably, students often want to sample as much as possible to position themselves for every kind of job that might become available in a tight job market, creating more holes in their training. An ad hoc committee on an ideal journalism curriculum should probably be the next order of business for the AEJ.

Despite the seriousness of the writing and curriculum problems, the mood in journalism education today is optimistic, even a bit heady, because of the large enrollments and stable budgets. As Krieghbaum notes, "Watergate did give journalism and journalism education a place a lot closer to the center stage than anything else in journalism history, and this has produced increased status and respect." Any leveling off in the years ahead will be at a much higher plateau. Says Stein, "We're cock-of-the-walk now. The legitimacy and respectability of journalism education have been established. There's no going back."

"We're here to stay," says David Grey, "whether the other departments like it or not."

FEB 4 1977

THE MONTANA UNIVERSITY SYSTEM