

MINUTES OF THE MEETING  
EDUCATION AND CULTURAL RESOURCES COMMITTEE  
50TH LEGISLATIVE SESSION  
HOUSE OF REPRESENTATIVES

The twenty-second meeting of the Education and Cultural Resources Committee was called to order by Chairman Jack Sands, on March 11, 1987, at 1:00 p.m. in Room 312-D of the State Capitol.

ROLL CALL: All members were present except Rep. Kennerly who was excused.

CONSIDERATION OF SENATE BILL NO. 127:

SENATOR H. W. "SWEDE" HAMMOND, Senate District No. 9, sponsor of the bill stated it is a bill to require students who take part in the WICHE-WAME program and the Minnesota Rural dentistry program to repay 25% of that which the state has put into them. He said the bill has been amended several times and also gives them the opportunity to repay in kind (that is they can return to Montana and serve for three years instead of repaying the state 25%). He noted the repayment would not begin until three years after the student would graduate, and they would have ten years to repay the amount at 5% simple interest. He stated the program costs the state about \$8 million dollars for the biennium and that there has always been a threat to the WICHE-WAME program. Senator Hammond exclaimed he was a stanch supporter of the WICHE-WAME program but was afraid it would not be there for students down the line unless they accept some responsibility for it themselves.

PROPONENTS:

DAVID LACKMAN, Lobbyist for the Montana Public Health Association, stated he was representing himself as an educator. Mr. Lackman said he was concerned that with the present fiscal situation that both of the programs were going to be in trouble and that SB 127 was a very fair and equitable bill and urged the committee's serious consideration and enactment.

OPPONENTS:

CARROLL KRAUSE, Commissioner of Higher Education, rose in opposition to the bill. He reviewed his prepared statement, see EXHIBIT NO. 1. He then handed out a table which shows the amortization time required and how much the students would have to pay back on a monthly basis, see EXHIBIT NO. 2. He concluded by saying the board of regents feels very strongly that there is going to be a real problem with requiring a certain group of people that we are providing education for to pay it back when in fact there are other high cost programs

Education and Cultural  
Resources Committee  
March 11, 1987  
Page Two

in the system that we are not asking to be paid back. He stated he believed it was Montana's responsibility to contribute to the health care power of this country and as long as we are obtaining more health care professionals coming into the state than we are educating we are not paying an undue burden for access for those people.

ANNIE BARTOS, Attorney, representing the Montana Medical Association, stated she stood in opposition to SB #127. She said the association recognized the difficult task the legislature had in trying to solve the fiscal problems in the state but felt there are issues of fairness involved. She noted there are some students who chose to pursue degrees in accounting, engineering and education and they are not required to make a payback to the State of Montana. She urged the committee to oppose the bill.

KEN KELLY, representing the Montana Veterinary Medical Association, handed out a copy of his testimony, see EXHIBIT NO. 3, in opposition to SB No. 127.

TODD HUDAQ, representing the Associated Students of Montana State University spoke in opposition to the bill. A copy of his testimony is attached as EXHIBIT NO. 4.

DR. MICHAEL S. STREKALL, Helena, a graduate of the WAME program and a native Montanan, rose in opposition to SB NO. 127. A copy of his testimony is attached as EXHIBIT NO. 5.

DONNA FLANSAAS, a third year medical student in the WAME program, stated that fewer students are going into medical programs now and if they had to face the possibility of even higher debts plus a restriction where they could practice, there would be even fewer students to make the decision to go into medicine. She opposed SB # 127.

TISA STEVENSON, Polson, a native American student, stated she was finishing her premed program at Montana State University and planned to go to medical school soon. She stated in her opinion if the committee felt something must be done she would suggest a payback upfront.

MATT THIEL, representing the Associated Students of the University of Montana pointed out four things he felt had been overlooked by the supporters of the bill as it went through the Senate. 1) the original intent of the WICHE-WAME program was to provide access to a professional education for Montanans and to help fill the need in Montana for professionals. 2) The WICHE-WAME program is not a free ride as it has often

Education and Cultural  
Resources Committee  
March 11, 1987  
Page Three

been pointed out to people, the state supplies support for other high paid professionals such as law and engineering. 3) the bill assumes that income brackets in the program supported by WICHE-WAMI will be relatively high and they will be able to afford the payback with ease; he noted that occupations such as occupational therapy, public health, optometry, and veterinary medicine are not in high income brackets but are included in the programs. 4) SB # 127 is presented as a money saver but with the cost of administering and enforcing such a complex program, when the commissioner of higher education's office is already struggling with the budget they have, he contended it would not save money.

BETH SCHENCK, a student from the University of Montana, majoring in premed. She asked the committee to preserve Montana's natural resources which include her students, by preserving their further education. She opposed the bill.

TERRY MINNOW, representing the Montana Federation of Teachers, rose in opposition to the bill, she stated this is an issue of access to education and Montana's students need the committee's support.

REP. EARL LORY, House District No. 59, former professor of the University of Montana rose in strong opposition to the concept of the payback procedure. He said it is entirely philosophically wrong. He explained that back in 1956 the State of Montana decided to give its students an opportunity for various professional educations. The state had two choices, one, to establish schools in this state or two, to make arrangements with some adjacent university to pay for the cost of that requirement. He felt if the state now decided the WICHE-WAMI program was too expensive it should wipe out the entire program, which he is totally opposed to doing. He concluded by saying it is entirely discriminatory to require the WICHE-WAME students to payback because we think that they make a lot of money.

DR. STEVEN GUGGENHEIM, representing the WAMI program in Bozeman said this bill would put a greater burden on the students either in economic responsibility or freedom of choice in exchange for not really getting very much back as the state would not recover any money until 1996 or 1997, which would not help with the current budget problems.

DR. TED PHILLIPS, Acting Dean of the University of Washington School of Medicine described exactly how the WAMI program works between the states and expressed his concern about the debts that students would carry when they leave

Education and Cultural  
Resources Committee  
March 11, 1987  
Page Four

medical school. He spoke in opposition to the bill.

DR. JIM MC MILLAN, faculty member of the WAMI medical program at Montana State University rose in opposition to SB # 127. A copy of his testimony is enclosed as EXHIBIT NO. 6.

SANDY NORRIS, Executive Director of the Montana Family Practice Residency Sataellite Program rose in oppositon to SB # 127. A copy of her testimony is attached as EXHIBIT NO. 7.

HEIDI MILLER, representing the 21st year Montana Medical Students at Bozeman emphasized her concern about how this bill affects the future of health care in Montana. She opposed the passage of SB # 127.

QUESTIONS FROM THE COMMITTEE:

In response to a question from REP. PHILLIPS, Mr. Jack Noble, Deputy Commissioner for fiscal affairs explained that the legislature had asked during the special session in 1986 to submit legislation that would require a payback and a service requirement for students attending the WICHE-WAMI and Minnesota Dental program.

A question and answer period followed regarding the programs that other states have that are similar to the one proposed in SB # 127; the fact that the coal tax educational trust fund had supported the WICHE-WAMI program since 1984; the fact that it would cost the general fund \$7.5 million dollars if the educational trust fund were totally eliminated; and the possibility of assessing the medical professions a fee to support the program.

SENATOR HAMMOND responded to a question by REP. WILLIAMS that he had opposed the 10% upfront proposal by the senate committee because it had not included the loan situation.

SENATOR HAMMOND closed by reviewing the process that students have to go through in order to enter the WICHE-WAMI program and stated that one thing every professional person has, his education is the only thing they haven't learned to tax and haven't learned to foreclose on. He hoped the committee would pass the bill.

CONSIDERATION OF HOUSE BILL NO. 659:

REP. PAUL RAPP-SVRCEK, House District No. 51, sponsor of the bill noted that he had been educated in Montana from kindergarten through the university system and was proud of the

Education and Cultural  
Resources Committee  
March 11, 1987  
Page Five

education that he had received. He commented the committee was aware of the tight financial conditions in the state and they had yet to address one of the biggest obligations of the states budgets, the university system. He stated that HB # 659 is a creative tough decision made in the area of higher education.

REP. RAPP-SVRCEK explained the bill would direct the board of regents to form branch colleges out of the four small schools, attaching TECH and Northern to MSU, and Western and Eastern to the University of Montana. It calls for the closure of any schools that the board of regents fail to take such action upon. It will appropriate money for each option and it allows for any combination of the above options. He stated the bill pledges state support, should any of the local communities wish to form community colleges out of these smaller schools, and felt that was a very important part of the bill as community colleges have a very important and expanded role to play in an integrated university system.

He stated that the state needs to begin to look at the system as a whole and not as six separate units. He said the plan is not new, but has surfaced several times - the first being proposed by Ernest Melby, chancellor of the university system and president of the university of Montana in 1944. He then read a portion of a letter that Chancellor Melby had written to the state board of education in April 1944, "Montana has too small of a population to suprt six independent educational institutions. Montana should have a single university with various phases of its program located in different centers", see EXHIBIT NO. 8.

REP. RAPP-SVRCEK also referred to statements made by Mr. Melby in a letter to the commissioner of higher education dated January 1944, see EXHIBIT NO. 9 and a statement of policy by the board of education concerning the functions of the university of Montana dated January 15, 1945, see EXHIBIT # 10. He noted in the Blue Ribbon Commission Report dated 1974, see EXHIBIT # 11 that it had recommended that Western Montana be closed because of the programs being offered in other parts of the state. He stated he was not an advocate of that but merely was trying to point out that the idea had surfaced before and would probably surface again and again until the system of higher education is changed in the state.

He finalized his statement by referring to a report from the commissioner of higher education dated October 1986 which addressed the issues of duplication and merger at

Education and Cultural  
Resources Committee  
March 11, 1987  
Page Six

some length. He said with regards to duplication he had proposed an amendment, see EXHIBIT NO. 12, that would not technically alter the bill but adds to the findings of the report that says duplication should be eliminated wherever possible. He referred to the fiscal note and said there would be some savings to be found by the merger of the schools, and although it would not be significant in terms of the entire state budget, it would be a start.

REP. RAPP-SVRCEK concluded his statements by saying it has been forty-five years since Chancellor Melby suggested the consolidation of Montana's university system, and the regents took a very tentative, small step when they consolidated Western Montana College's administration into the University of Montana. He emphasized Montana cannot afford to wait another forty-five years for action, it needs to commit itself to a long term healthy integrated workable system of higher education.

PROPOSERS:

REP. HARRY FRITZ, House District No. 56, teacher at the University of Montana stated he was speaking as a proponent of the bill, more pro than op, because it offers a vehicle for decision and its solutions might well be suited to one or more units of the system. He submitted if the state were to sit down today and invent a system of higher education it would not be the one we have today but would probably be one major multi-purpose university in Lewistown, Montana, which was close to the wording on a statewide consolidation initiative in 1914. He reviewed the history of the units in the university system, and noted that the state has lost sight of the original purposes of many of the units with a tremendous duplication of services. He concluded with a quote taken from 1943, "While it is a prosperous state, Montana does not have the resources to maintain six independent institutions of higher learning and keep them all on high levels of quality and effectiveness".

SENATOR DICK PINSONEAULT rose as a proponent to HB # 659. He said he feels he has a vested interest in higher education and a deep and grave concern for our six unit system in Montana. He remarked that the state board of education is responsible for long range planning and for coordinating and evaluating policies and programs of the state's higher education system, and that it is absolutely ludicrous to think they can supply the necessary guidance for a very highly complex system only meeting three times a year. He recommended that if it were feasible under the constitution

Education and Cultural  
Resources Committee  
March 11, 1987  
Page Seven

and if necessary by amendment, that there be established a bipartisan standing committee in the Montana legislature composed of six members of the House and six from the Senate and the chairmanship rotating during each biennium with annual reports to the governor.

Sen. Pinsoneault then noted that he was a Democrat but believed the only way the state could broaden its tax base to meet the challenges that are rising in the 90's and into the turn of the century is through a sales tax, and if in doing that we will salvage our higher education system, then he was for it.

MICHAEL OBER, Kalispell, testified on behalf of HB # 659, a copy of his testimony is attached as EXHIBIT NO. 13.

GEORGE SHRYOCK, Counselor at Flathead Valley Community College submitted an editorial that he had written that strongly concurred with HB # 659, see EXHIBIT NO. 14.

MARTY ONISHUK, Missoula, stated from a student's point of view as the mother of a MSU student, the tuition is going up, the moral is going down, classes are getting larger, tenure tract does not exist so professors are getting paid by the quarter and many good teachers are leaving the state. She said something has to be done and this bill might be a good place to start, and hoped the committee would consider it.

JIM CAMPBELL, Helena, concerned parent, said he had testified before the board of regents several months ago and had talked about the elimination of duplicating services and establishing some admission standards, and his point then as well as now, was to please give us some quality.

DAVID LACKMAN, as a retired educator rose in support of the bill. A copy of his testimony is attached as EXHIBIT NO. 15.

OPPONENTS:

SENATOR GREG JURGESON, Senate District No. 8 stated he was appearing as an opponent of HB 659. He noted that he had served on the appropriation subcommittee on education and spent the first part of the session working on numbers for the university system. He said that HB # 659 implies that the smaller units of the university system are responsible for the fiscal problems, but that is simply not the case. He reviewed the various units budgets to substantiate his statement and said there is no pattern there to indicate that large versus small is somehow responsible for any fiscal

Education and Cultural  
Resources Committee  
March 11, 1987  
Page Eight

problems that we have in the university system. He said he believed that what we need is a commitment on the part of the people of the State of Montana reflected through their legislature to adequately fund a university system that is accessible to students throughout the state.

REP. KELLY ADDY, House District No. 94, rose in opposition to the bill. He named some of the distinguished people who had been produced from Montana's educational system. He exclaimed that what the committee was being asked was whether they are going to save dollars or whether they were just going to restrict access. In order to save money in higher education, as long as the budget is formula driven, what you have to do is to restrict access. And if by closing some of the campuses you can do that, you can save money, but this is not the time to decrease the education level of Montana's work force. It is a time to increase it and the people know that.

KEITH PARKER, President of the Western Montana College Faculty Association said that history and courage were matters that must be considered. With respect to historical record he added that Montana has had a high quality higher education system and we still do today and are going to in the future. But to support an action like HB # 659 would end that historical record of quality.

CARROLL KRAUSE, Commissioner of Higher Education said there had been reference made to the study that was conducted by the board of regents over the last year, and he just wanted to say that the study did include about every option that could be considered in reorganizing higher education. The board did consider closing institutions, merging, and making community colleges but the board decided to continue the system as it is with the exception of merging Western Montana College with the University of Montana.

DAVID TOPHAM, Vice-President for academic affairs, Montana Tech, Montana School of Mines rose in opposition to HB # 659. He handed out EXHIBIT NO. 16, a report that shows that Montana Tech is the only institution in the United States that is fully accredited in all energy and engineering areas. He also handed out EXHIBIT NO. 16-A which notes that one out of every 10 graduating petroleum engineers in the U. S. receives his degree from Montana Tech. He exclaimed that Montana Tech is truly a national resource, something which not only the state of Montana but the U.S. cannot do without. The only scenario which has any appeal whatsoever is merger with Montana State University.

Education and Cultural  
Resources Committee  
March 11, 1987  
Page Nine

BRUCE CARPENTER, President of Eastern Montana College rose in opposition to the bill. He quoted the commissioners report relative to merger "a possibility of merger should be considered only for those institutions which have a high administrative cost in relation to enrollment, and where there are problems with the viability of the institutions role and scope assignment". He stated that Eastern has now attained the size where it is cost effective which can be demonstrated by its present per student cost which is the lowest in the system. See attached article, EXHIBIT NO. 17.

BILL MERWIN, President of Northern Montana College also rose in opposition to HB # 659. He stated in the interest of brevity he would just like to say that Northern has been converted into a very efficient kind of operation during the last couple of years.

TERRY MINNOW, representing the Montana Federation of Teachers, said she opposed the bill because it proposed to limit Montanan's access to education and promises nothing in return as there is no increase for funding for MSU or for the U of M.

REP. SWYSGOOD, House District No. 73, Beaverhead County, the home of Western Montana College, stated he would like to go on record in opposition to the bill and also have it recorded that Rep. Bob Bachini is also in opposition of the legislation for stated reasons.

KELLY HOLMES, representing the Montana College Coalition, read her prepared statement, see EXHIBIT NO. 18 in opposition to HB # 659.

GARY BUTORI, Vice President of the Associated Students of Western Montana said he had heard from the proponents there is a lack of quality in education and from the opponents that diversity is the key. He agreed that diversity is the key, and to disagree that there is a lack in quality of education.

FRED THOCKMORTON, Businessman, Dillon, rose in opposition to HB # 659. He stated that closing units does not necessarily create cost effectiveness.

QUESTIONS FROM THE COMMITTEE: None.

REP. RAPP-SVRCEK closed by saying he did not want anybody to support HB # 659 if they are doing it because they thought it would save money, as it is not a money saving bill as evidenced by the fiscal note. What we are talking about here is changing the direction of higher education in the State of Montana; we are talking about emphasizing quality.

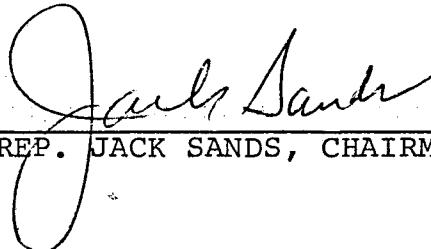
Education and Cultural  
Resources Committee  
March 11, 1987  
Page Ten

Rep. Rapp-Svrcek stated we have to address the issue and address it now, the people of Montana are screaming for imaginative and innovative solutions, we cannot conduct business as usual. He asked the committee to give a favorable consideration to HB # 659.

VICE CHAIRMAN NELSON closed the hearing on House Bill No. 659.

ADJOURNMENT:

There being no further business to come before the committee the meeting was adjourned at 3:40 p.m.

  
\_\_\_\_\_  
REP. JACK SANDS, CHAIRMAN

## DAILY ROLL CALL

EDUCATION AND CULTURAL RESOURCES COMMITTEE

50th LEGISLATIVE SESSION -- 1987

Date MARCH 11, 1987



# THE MONTANA UNIVERSITY SYSTEM

33 SOUTH LAST CHANCE GULCH  
HELENA, MONTANA 59620-2602  
(406) 444-6570

EXHIBIT #1

DATE 3-11-87

SB #127

COMMISSIONER OF HIGHER EDUCATION

TO: Education and Cultural Resources Committee  
FROM: Carroll Krause CK  
Commissioner of Higher Education  
DATE: March 11, 1987  
SUBJECT: Testimony in Opposition to S.B. 127

The issue of service payback has been discussed in the legislature since the inception of the WICHE program in 1954. Montana has always rejected the concept as costly, inequitable, and contrary to the original purpose of the programs.

The Board of Regents has again reviewed the pros and cons of service payback this fall and unanimously reaffirmed its opposition to any form of service payback requirement in a resolution passed on December 12, 1986.

In stating our opposition to payback, I would like to briefly touch on the original purpose of the WICHE and WAMI programs. In the 1950's, it was evident that Montana could not begin to afford to offer educational programs in the health related fields. The cost of a medical school facility in those days was purported to be in excess of \$40 million. (Now over \$100 Million.) Dental and veterinary medicine facilities were not much cheaper. States that had invested those sums to provide educational opportunity in those fields jealously guarded access and the overwhelming political sentiment in the receiving state was to bar non-residents from admission. The concept of WICHE was borne out of the need to provide educational access to "have not" states like Montana.

The program has been a reasonable success. While Montana still ranks near the bottom (42nd) in medical admissions per 100,000 population, we have avoided the tremendous capital outlay and operating cost of maintaining the necessary health related programs in Montana. The support cost per student would appear to be high in medicine, dentistry and veterinary medicine. However, Montana is still getting a bargain compared to the cost borne by the receiving state. We must not lose sight of this fact.

Speaking directly to the payback requirement, I would offer the following objections.

1. It is inequitable. We have programs within the university system that are as costly as the support costs for some of the WICHE fields. We do not require these students to pay back their state supported share of the cost nor do we require our graduates to remain in Montana and practice. If the payback concept is valid, why should it only apply to some of our residents?

2. Some feel that the program recipients will make high incomes and thus can afford to pay it back. The spectrum of potential earning power of WICHE students varies considerably. Medical doctors' incomes in Montana are wide ranging depending on type of practice and location. Those in occupational therapy and public health do not have income potential any greater than many of our other professional fields. If doctors, dentists, and veterinarians must pay back their support--why not engineers, accountants, lawyers, school teachers, etc. The equity problems are nearly insurmountable if equal treatment is any criterion for educational policy.
3. The people with the higher incomes, all factors being equal, should pay a higher rate of income taxes under both federal and Montana tax laws. Thus, they contribute more to the state to provide an on-going public education system as well as pay for other social needs. Why should higher income people pay both a higher rate and be forced to pay back their public higher education costs?
4. While the state may be able to eventually reduce costs, the cost reduction will be a long time coming. For instance, a payback for beginning medical students starting medical school in the Fall of 1987 will not start payback until fiscal year 1997 under S.B. 127 assuming the student must complete his or her residency requirements before opening a practice.
5. The state must incur the loan servicing administration costs of maintaining contact with the student and obtaining all the legal documents required that will enforce the collection. Thus, the state will "lose" money for several years before the cost reduction will take effect. (See fiscal note.)
6. The proposal does not take into consideration the ability of the student to make the future payments. Average indebtedness of a medical school graduate is currently over \$30,000. While a doctor's gross income looks very attractive, start-up and overhead costs such as liability insurance are very high. Other WICHE covered occupations such as occupational therapy, public health, optometry, and even veterinary medicine will have graduates who will not make incomes any greater than many of our college graduates in other fields. Their ability to meet additional payback requirements is questionable when you consider their current debt obligations and income potential. These debts, at least in medicine, may have effects opposite to the goals of Montana in supporting medical education. The larger a student's debt upon completion of his studies, the more likely he is to choose a lucrative career in a medical subspecialty in a metropolitan area rather than a relatively low income career in primary medicine in a rural area. Unfortunately, it is the latter category of physicians that is needed by Montana.

We estimate the outstanding indebtedness of students graduating in these fields will increase as follows:

	<u>1985-86 Survey of Existing Debt</u>	<u>25% of Estimated Support Fee</u>	<u>Total Estimated Debt of Students Under S.B. 127</u>
WAMI	\$ 31,029	\$ 23,733	\$ 54,762
Medicine	\$ 31,029	\$ 22,800	\$ 53,829
Dental	\$ 45,000	\$ 11,500	\$ 56,500
Veterinary Medicine	\$ 27,958	\$ 17,500	\$ 45,458
Optometry	\$ 28,776	\$ 6,300	\$ 35,076
Occupational Therapy	\$ 11,800	\$ 3,075	\$ 14,875

The monthly payment required to amortize the stated levels of debt over a ten year period assuming the average interest rate of 7% is as follows:

\$55,000 Debt	\$638.60 Monthly
\$41,000 Debt	\$522.49 Monthly
\$35,000 Debt	\$406.38 Monthly
\$25,000 Debt	\$290.27 Monthly
\$15,000 Debt	\$174.16 Monthly

The 7% rate assumes the debt is one-half GSL @ 9% and one-half S.B. 127 at 5%. Those payments would be a significant burden and we will probably encounter substantial defaults or difficulty in collecting the repayment.

The approximate starting salary of a graduate in veterinary medicine was approximately \$17,000 a year according to a recent Montana survey. The starting salary of an occupational therapist is approximately \$19,760 at the Montana Development Center in Boulder. This is probably close to the going rate in Montana. How can these students possibly be expected to pay off the anticipated debt that would be imposed by S.B. 127 and have anything left to raise their families?

I hope this committee takes this into account when considering the fate of S.B. 127.

CK/JHN/llt

889T

EXHIBIT #2  
DATE 3-11-87  
SB #127

S.B. 127 WICHE/WAMI SERVICE PAYBACK

Cost to the Student Data

1. What is the current average debt upon graduation of the students in the WICHE/WAMI program prior to S.B. 127.

Answer - The most recent 1985-86 survey of debt of WAMI/WICHE students revealed the following:

1985-86  
Survey of Debt

WAMI	\$31,029
Medicine	\$31,029
Dental	\$45,000
Veterinary Medicine	\$27,958
Optometry	\$28,776
Occupational Therapy	\$11,800

2. How much would S.B. 127 increase the student debt?

Answer:

	<u>25% of Estimated Support Fee</u>	<u>Total Estimated Debt of Students At Graduation Under S.B. 127</u>
WAMI	\$23,733	\$54,762
Medicine	\$22,800	\$53,829
Dental	\$11,500	\$56,500
Veterinary Medicine	\$17,500	\$45,458
Optometry	\$ 6,300	\$35,076
Occupational Therapy	\$ 3,075	\$14,875

3. What is the monthly payment required to amortize the estimated outstanding debt?

Answer: The monthly payment required to amortize the stated levels of debt over a ten year period assuming the average interest rate of 7% is as follows:

\$55,000 Debt	\$638.60 Monthly
\$45,000 Debt	\$522.49 Monthly
\$35,000 Debt	\$406.38 Monthly
\$25,000 Debt	\$290.27 Monthly
\$15,000 Debt	\$174.16 Monthly

Cost to the Student Data (Continued)

Page 2

The 7% rate assumes the debt is one-half GSL @ 9% and one-half S.B. 127 at 5%. Those payments would be a significant burden and we will probably encounter substantial defaults or difficulty in collecting the repayment.

The approximate starting salary of a graduate in veterinary medicine was approximately \$17,000 a year according to a recent Montana survey. The starting salary of an occupational therapist is approximately \$19,760 at the Montana Development Center in Boulder. This is probably close to the going rate in Montana. How can these students possibly be expected to pay off the anticipated debt that would be imposed by S.B. 127 and have anything left to raise their families or pay for the cost of establishing a practice?

4. What costs do the WICHE/WAMI students pay while going to school?

Answer: The 1985-86 survey revealed the following costs.

	Tuition	Books	Educational Costs	Other Annual Cost
Medicine	\$ 4,095	\$ 719	\$ 365	\$ 5,179
Vet. Medicine	4,101	662	97	4,860
Optometry	8,975	1,152	253	10,380
Dentistry	9,883	1,650	37	11,570
Occu. Therapy	4,287	450	150	4,887
Public Health	2,500	250	200	2,950
Podiatry	10,000	400	0	10,400

In addition, the students must continue to pay the normal types of cost-of-living expenses while they attend school. A full-time medical student, for instance, would find it nearly impossible to work and attend medical school so he/she must also borrow all or a portion of their living expenses while they are in school.



THE MONTANA UNIVERSITY SYSTEM  
33 SOUTH LAST CHANCE GULCH  
HELENA, MONTANA 59620-2802  
(406) 444-6570

EXHIBIT # 2-A  
DATE 3-11-87  
HB # 127

COMMISSIONER OF HIGHER EDUCATION

TO: Those Concerned With WICHE/WAMI Service Payback  
*J.H.*  
FROM: Jack Noble  
Deputy Commissioner for  
Management and Fiscal Affairs  
DATE: February 6, 1987  
SUBJECT: Cost/Revenue Considerations - S.B. 127  
Service/Payback

If the primary purpose of payback is to save money, then S.B. 127 does not accomplish this objective in the most efficient manner. In fact, the bill will cost money for approximately seven years.

Table I compares the estimated revenue under a 25% payback provision with the revenue that would be generated with a 10% up-front payment approach for students in the WAMI program. The 10% up-front payment approach will generate more savings than a 25% payback approach until 2007--twenty years from now.

TABLE I  
Cummulative Total Collected\*

<u>Year</u>	<u>25% Payback Plan 1</u>	<u>10% Up-Front Plan 2</u>
1987	(-\$ 11,520)	\$ 46,000
1988		
1994}	(-\$33,000 - \$40,000)	\$ 828,000
1997	\$ 176,000	\$1,748,000
2002	\$1,516,000	\$2,668,000
2007	\$4,243,000	\$3,588,000

\*Figures are for 20 new WAMI students per year.

There is a much lower administrative cost to an up-front approach as compared with payback. If access is a concern, the up-front approach could be accomplished with an established loan revolving account. Those needy students would be provided

access to only the portion of funds that they would need. Payback, on the other hand, is a forced repayment on an amount of which the student has no control. Once enrolled as a freshman, the student may be a victim of rapidly rising educational costs of which he or she would be obligated to repay one-fourth of the cost.

The committee should also note that payback is not a "loan" in the true legal sense of the word. The money never goes through the students hands and there is no student control of the amount to be repaid. These may become important considerations when we attempt to enforce collections.

Service payback makes the bill even worse. It is discriminatory and inequitable. Another consideration that has not been mentioned is the fact that the IRS considers "forgiveness of debt conditioned upon the performance of services" as taxable income. The state may forgive the debt--but such forgiveness will be taxed at the federal and state income tax rates. Thus, our returning students will face additional financial problems even if the state forgives the obligation.

Our office currently pays approximately \$800,000 a year in loan servicing costs on \$135 million in loans. We speak from experience that S.B. 127, in addition to being discriminatory, is an extremely inefficient way of accomplishing an objective.

JHN/llt

EXHIBIT 1  
DATE 3-11-87  
SB # 127

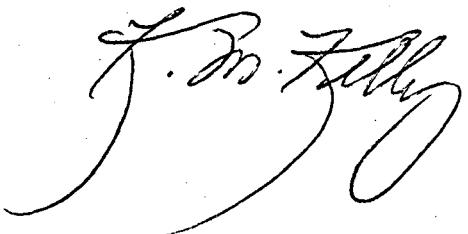
WITNESS STATEMENT

NAME K. M. Kelly BILL NO. SB127  
ADDRESS Helena, Mt. DATE 3/11/87  
WHOM DO YOU REPRESENT? Mont. Veterinary Medical Assn.  
SUPPORT \_\_\_\_\_ OPPOSE X AMEND \_\_\_\_\_

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

*See testimony attached*



DATE 3-11-87

*Montana Veterinary Medical Association* HB #127

#3

B.F. Newcomb, D.V.M.

Sec. - Tres.

4925 Hart Lane Helena, Montana 59601 (406) 227-5172

March 10, 1987

The Montana Veterinary Medical Association would like to go on record in opposition to SB-127 which would institute a partial pay-back requirement on students supported by the WICHE-WAMI programs.

While not being entirely opposed to the idea of a pay-back scheme for students subsidized through tax supported programs, we do oppose this bill on the grounds that it is grossly unfair and highly discriminatory, singling out professional school students for a partial pay-back of their state subsidy, while exempting from pay-back, such tax supported scholarships as athletic subsidies.

In 1986-87 fee waivers to athletes amount to nearly \$850,000, of which almost \$500,000 goes to out of state athletes and approximately \$350,000 to resident players. These waivers, while not cash outlays, certainly are a monetary benefit to those students and there is no prospective nor required repayment clause attached to them.

These waivers, most assuredly, cost the taxpayers of this state the same as do scholarship support through WICHE-WAMI grants.

Montana has a high placement percentage in these professional disciplines because of the assurances made through the WICHE-WAMI programs. Were we to drop that support Montana's placement of students in these schools would plummet through the schools' reluctance to accept students with tenuous ability to maintain tuition costs.

In the present economy of Montana, the average starting salary for veterinarians has dropped to \$14,853 according to an economic survey conducted for the Montana Veterinary Medical Association and completed in 1985. This beginning salary hardly justifies the expense and effort required to complete the professional education which typically entails eight years schooling.

Requiring repayment of this support almost assures that new graduates must look outside Montana for more lucrative employment, usually in metropolitan areas. It is little wonder that our young people are discouraged and a greater proportion leave the state to seek opportunity.

This Association respectfully asks that this Committee carefully consider all the ramifications of this bill.

TESTIMONY PRESENTED TO THE HOUSE EDUCATION COMMITTEE

MARCH 11, 1987

Mr. Chairman and Members of the Committee,

My name is Todd Hudak. I would like to put the Associated Students of Montana State University on record as being adamantly opposed to S.B. 127. S.B. 127 creates huge debts for students enrolled in the "ICHE/WAMI programs, it restricts student access to them, and finally, it increases the inequity in the University System as a whole.

A 1985-86 survey of debt of "ICHE/WAMI students ranged student indebtedness upon graduation from \$11,800 for an Occupational Therapy student to \$45,000 for a Dental student. This is prior to the debt that would be incurred by these students upon passage of S.B. 127.

S.B. 127 would increase student indebtedness to \$14,875 for an Occupational Therapy student and to \$56,500 for a Dental student upon graduation. The 25% payback would require Occupational Therapy students to pay back to the state \$3,875 while Dental students would be paying back \$11,500. Medical students in the program would be required to return \$23,733 to the state.

To amortize this debt, including the debt which students would realize under S.B. 127, over a 10 year period at 7% would require \$630 per month payments for Medical and Dental students and \$522 per month payments for Veterinary students.

The starting salary of a graduate in Veterinary Medicine, according to a recent Montana survey, was \$17,000 a year while it was \$19,700 for an Occupational Therapist. This would have a Veterinarian, upon graduation, paying \$522 a month out of a salary of just over \$1,400 a month just to pay off the debt which enabled him to get that job in the first place. Well over a third of his paycheck would go to paying off his educational debt while he would also be trying to start a practice, and maybe, raise a family. This would be almost impossible to do.

In the event of a service payback, students would have to pay taxes on the amount of loan which would be forgiven. Also, higher income doctors who come back to the state--and many do--would have to pay higher taxes back to the state anyway. Even without S.B. 127, the state should receive more money from doctors to contribute to the state's economy and to other student's educations. If doctors do not pay higher income taxes on their higher incomes now, the efforts of this legislature should be put into reforming the income tax structure of this state instead of trying to balance the state's budget through the backdoor approach of S.B. 127.

A service payback to the state under S.B. 127 would only bring doctors into the higher population areas of the state where we do not need them. They are not going out into the boonies where they will be all by themselves without another physician to consult with and share "On Call" duties.

There is already a glut of Veterinarians in this state and the whole region. That is why their average salary is so low. Do we really want to bring more back to the state through a service payback? A service payback will only exacerbate the doctor supply problems we already have in this state.

Finally, S.B. 127 would have Montana Medical students paying more for a public supported medical education than students from any other state in the country. Tuition and payback would cost Montana students up to \$12,000 a year. This is almost \$4,000 more than the highest public medical school tuition in the U.S. now.

If S.B. 127 raises the cost, it will automatically restrict access. The Associated Students of MSU feel that S.B. 127 does raise the cost, for the student, of receiving a publicly supported medical education, thereby excluding those less able to afford it.

Access to advanced education is one of the great equalizers in our society. It should be based on intelligence, ambition, and achievement, and not on the ability to pay. In the end, it is once again the student who suffer from this bill. It demands that he pay more than his fair share for a medical education from which society will benefit most in the long run.

This bill is not fair to the Medical student, in that the state subsidizes many other graduate level programs without requiring any payback. It puts a student in a position that resembles indentured

servitude, in that it requires a student to work to pay off a debt so high he will have trouble making progress in life. This bill is not cost effective, it has many technical defects, and finally, it does not save the state any money until 1994.

For all of these reasons we urge you to kill S.B. 127.

THE FAMILY PRACTICE CENTER OF HELENA  
HAWKINS-LINDSTROM CLINIC, P.C.DATE 3-11-87  
B #127405 Saddle Drive • Helena, Montana 59601  
(406) 442-0120

Reginald J.O. Goodwin, M.D.  
Thomas E. Norris, M.D.  
Paul S. Donaldson, M.D.  
Kurt E. Werner, M.D.  
Michael S. Strekall, M.D.

Founded 1943

John H. Gordon, M.B.A.  
Business Manager

March 10, 1987

Mr. Jack Sands, Chairman  
Education and Cultural Resources Committee  
Capitol Station  
Helena, MT 59620  
RE: SB 127

Dear Mr. Sands:

This letter is in opposition to SB 127 requiring payback from the Montana WAMI students.

I am a previous graduate of the Montana WAMI program from the E-1977 class. I was born and raised in Montana and always intended on returning here to private practice after completion of education and residency requirements. The way I read the current payback percentages, 33 percent of the support fees paid by the state on the students behalf would have to be repaid to the state. If one calculates the current educational costs, approximate indebtedness of a unmarried medical student would be in the neighborhood of \$50,000 to \$60,000. This payback figures out at \$600-\$700 per month starting a short period after completion of professional training. I am sure I would have been unable to afford that sort of payment schedule as a new physician practicing in the state of Montana.

Finally, I have to question the purpose behind the payback obligation. If it is to generate monies for higher education, this is clearly the inappropriate way to pursue that. It will have an adverse affect on physicians returning to this state for life-long careers. I believe if you will look at the current statistics, there is an excess of 40 percent of physicians in the WAMI program that are returning to this state to practice. I believe those figures speak well of the program and are in excess of the initial projections when the WAMI program was started.

If you have any questions I will be more than happy to answer them or to be available. Please contact me at my office.

Yours truly,



Michael S. Strekall, M.D.  
Family Physician  
Diplomat  
American Academy of  
Family Practice

EXHIBIT #6  
DATE 3-11-87  
HE #127

EDUCATION AND CULTURAL RESOURCES COMMITTEE  
SB 127 - "PROFESSIONAL SCHOOL REPAYMENT BILL"

March 11, 1987

TESTIMONY PRESENTED BY

James A. McMillan  
Associate Professor of Physiology  
WAMI Program  
Montana State University

Mr. Chairman and members of the committee. My name is James McMillan and I am an Associate Professor of Physiology in the WAMI Regional Medical Education Program at Montana State University. I have been teaching medical students in the WAMI Program for 13 years, and I am concerned that passage of this bill will have serious ramifications for our training of health professionals.

First, I fear that this bill will discourage some students from considering medicine as a profession. Some of our very best students over the past 14 years have come from very poor backgrounds and they were assuming very large debts just to get by. The specter of an additional \$25,000 indebtedness may well turn such students towards other careers.

Second, this bill will have a negative impact on the quality of the WAMI Program at MSU. Our brightest students will find it economically advantageous to accept positions in out-of-state medical school, especially in those states where they can establish residency after just one year of medical school. The students who are competitive for out-of-state schools are the very ones we want to have in the WAMI Program. The quality of our teaching is influenced by the attitudes of the students, and the best students typically set the standards for the entire class. It is incongruous to enact legislation which would have a negative impact on the only in-state medical teaching program.

Third, it is clear that the return rate of WAMI graduates is much higher than for Montanans who attend out-of-state schools. If we lose our best students to these schools, we are in fact decreasing our chances to have the better doctors return to the state. Again, it is incongruous to enact legislation which will work against the goals of the WAMI Program.

Fourth, support for this bill is based in large part on an assumption that physicians can expect very high incomes. A survey of our graduates who are now practicing in smaller communities in Montana gives lie to this assumption. The estimated average income after five years of practice was in the range of \$40,000. They also enter practice with an average indebtedness of over \$30,000. Such figures do not indicate exorbitant incomes.

Finally, I am concerned about the philosophical implications of this bill. One of the goals of state-supported higher education is to provide residents the opportunity to realize their professional objectives. Students in high-cost programs should not be treated any differently than those in other programs, either in terms of their costs or their mobility. The university system has several relatively high-cost programs from which very few graduates stay in or return to Montana. Passage of this bill would set a dangerous precedent for future encroachments on such programs as well as on the very foundation of our University system.

The fact that this bill deals with interstate compacts makes no difference. These compacts were designed to give Montanans access to the respective professions without the state having to incur the expenses of establishing full-scale programs to provide in-state training. If Montana benefits from training health professionals, the state then has the responsibility of providing such training at a level of support comparable to other states' support of their own students. If Montana does not have the resources for such support, or if the need for health professionals decreases, it would be fairer to decrease the numbers of students supported than to burden the students with the obligations described in this bill.

In summary, this bill is a short-sighted effort which could have serious consequences for Montana and Montanans. I thank you for the opportunity to testify in opposition of the bill and I encourage you to vote against its passage.

EXHIBIT #7  
DATE 3-11-87  
HB # 127

March 11, 1987

Honorable Jack Sands  
Chairman  
Education & Cultural Resources Committee  
House of Representatives  
State of Montana  
Capitol Station  
Helena, MT 59620

Dear Representative Sands:

I am concerned that Senate Bill 127 may be partially based on unrealistic expectations for meeting the needs for physicians in Montana. My concerns specifically are directed towards the inclusion of the payback by physician service in Montana.

During the past four years of operation of the Montana Family Practice Residency Satellite Program, we have had the opportunity to work with over 150 newly trained physicians who are participating in Family Practice residencies. These physicians are in the decisive stages of choosing a practice location. Our program has offered them the opportunity to come to Montana, spend a month on an educational rotation, and become familiar with Montana practice opportunities. The program has been very successful because we are reaching out to people for whom the need exists in this state and who are at an appropriate stage of their career to consider choosing a rural practice opportunity.

One of my concerns in having pre-medical students face a payback agreement is that, in most cases, they are seven or eight years away from making practice decisions. Many of the pre-med students do not know which medical specialty they will choose upon completion of medical school. I can envision a situation where a medical student might have chosen a specialty in which either we have an abundance of those physicians in Montana, or a subspecialty which Montana's population base could not support. Frankly, at this point in Montana, our needs are mainly in the area of Primary Care physicians and not in the areas of many of the other specialties available. I am uncertain how someone who might wish to provide service as a payback mechanism would be able to do so in some situations. It also seems unrealistic to expect that all medical students from Montana would wish to choose a primary care specialty.



FAMILY PRACTICE RESIDENCY  
SATELLITE PROGRAM

2021 Eleventh Avenue • Helena, Montana 59601 • 406-443-1611

Honorable Jack Sands  
March 11, 1987  
Page 2

Another concern is that our need for Primary Care physicians in the state is primarily in the rural areas. There are many factors which influence a physician's decision of whether or not to practice in a rural area. Again, no positive service to the State of Montana would be done by requiring physicians to go into areas which are already adequately served to do their obligatory payback time. In fact, this might indeed be a disservice to physicians who have made a commitment to community practices.

Another observation comes from my cooperative efforts with the National Health Service Corps in their experiences in placing physicians in rural, underserved areas. In the past, NHSC scholarships have been available to medical students. Upon completion of residency, the scholarship recipients have been obligated to payback two to four years of service in an NHSC designated site. This has certainly benefited Montana because the Corps could assign physicians to areas of greatest need. Historically these physicians have stayed only the required two to four years to complete their payback and have then moved on. I have heard estimates that as low as five percent of National Health Service Corps physicians actually choose to stay in the underserved areas to which they were assigned. This is one of the reasons that the National Health Service Corps is discontinuing this approach to meeting health manpower needs in underserved areas.

Instead, the NHSC administration is seeking other ways to assist physicians who are interested in these areas in setting up practices. Their lack of success is certainly important to Montana from several aspects. By 1989, Montana will be receiving no additional National Health Service Corps assignees. This means that we will have roughly thirty communities which need physician replacements if the current physicians do not choose to stay there. It also means we will not have "obligated" physicians to fill those spots. That is why it is increasingly important that we develop and support programs which encourage physicians who are in the primary care specialties to consider rural practice opportunities.

From past NHSC experiences, we can predict that our physician needs will not be met in underserved areas by requiring a service payback, especially if the requirement doesn't force them into the underserved areas.

Honorable Jack Sands  
March 11, 1987  
Page 3

I hope that you will consider carefully the ramifications of this payback requirement and caution you to be aware that the option might be of very low benefit to the state of Montana.

Yours truly,

Sandy Norris  
Executive Director

SN:pm

cc: Committee Members

THE UNIVERSITY OF MONTANA  
OFFICE OF THE CHANCELLOR

EXHIBIT # 8

DATE 3-11-87

HB # 659

MONTANA STATE NORMAL COLLEGE, DILLON  
EASTERN MONTANA STATE NORMAL SCHOOL, BILLINGS  
NORTHERN MONTANA COLLEGE, HAVRE

MONTANA STATE UNIVERSITY, MISSOULA  
MONTANA STATE COLLEGE, BOZEMAN  
MONTANA SCHOOL OF MINES, BUTTE

Helena, Montana  
April 24, 1944

3/13

To the State Board of Education:

SB 354

At the time the State Board voted to reestablish the chancellorship of the University of Montana, I made a statement to the Board in which I agreed to accept the position of chancellor for one year, during which time I would make a study of the problems of developing an administrative organization for the University and make recommendations with regard to the most desirable pattern of organization. In the year just past I have devoted a considerable portion of my time and effort to this problem. I have visited more than a dozen universities located in the East, Middle West and Far West, and have discussed the problem with leaders in American higher education. In addition, I have given some study to the history of higher education in Montana and the various problems that have arisen in its administration over a period of years. In June of 1943 the Board of Education wisely gave us the advice of Dr. Fred Engelhardt, then President of the University of New Hampshire and a nationally known authority. Dr. Engelhardt visited four of the six units of the University, met with the Executive Council and the State Board of Education. His advice helped us materially in clarifying our thinking in regard to our problem. More recently, the State Board appointed a Commission on Higher Education to assist in drafting a post-war educational program for Montana youth beyond high school. This Commission is now at work, and its advice will be of major importance in developing post-war plans for the University of Montana. I shall attempt in the pages that follow to summarize the results of the above-mentioned studies and to indicate what I believe is a wise course of action for the State Board of Education to follow in its efforts to place the Montana system of higher education on a sound basis as far as educational program, administration and support are concerned.

The Montana Problem

The problems related to the Montana system of higher education are of a very complex nature. In part, they stem from the basic mistake made by the Legislature in creating six institutions of higher education for a state of only half a million people. It was in an effort to offset the difficulties occasioned by this error that an attempt was made at unified administration through the chancellorship system. It was the purpose of this system to unify the educational program, prevent overlapping of effort, and coordinate the financial affairs of the various institutions. The system was in operation from 1915 to 1933. Whether

State Board of Education - 2  
April 24, 1944

the abandonment of the plan was justified in view of previous experience, I am not prepared to say. I am convinced, however, that the difficulties that have been encountered in the past and are being encountered at the present time are deeply rooted in the existing legislative straightjacket under which the State Board of Education operates and in the faulty educational structure which the State Board is seeking to administer. I believe, furthermore, that unless the status of the Board of Education is clarified and the system of higher education unified, no chancellor nor Board of Education can achieve the desired standard of educational administration.

The State Board of Education

Article XI, Section 11 of the Constitution of Montana reads as follows: "The general control and supervision of the State university and the various other State educational institutions shall be vested in a State board of education whose powers and duties shall be prescribed and regulated by law." The Board is thus dependent on the Legislature for a definition of its powers. It is completely dependent on the Legislature for the appropriation of funds. In the past, the Legislature has so restricted the expenditure of the funds it appropriates that it is at least questionable whether or not the State Board has the authority to act in a manner designed to make wise and sound administration possible.

The Board of Education is in a difficult position in another direction. The University of Montana as now organized is not a unified institution of higher learning. In reality it comprises six separate institutions, each constituting a separate corporate entity and each receiving specific appropriations from the Legislature. Each of the six institutions has a separate budget. Each has a president and a business manager or other financial officer. The Board of Education cannot transfer funds from one institution to another, regardless of the educational desirability of such a transfer, nor can it close an institution even temporarily without specific authorization by the Legislature. During the past year it would have been desirable to close at least one of the six units of the University for the period of the war. A check of the legal difficulties involved showed, however, that the Board was powerless to close any of the institutions regardless of the financial and educational advantages that might have resulted from such a move.

A public board has no real authority without fiscal independence. As it is, the State Board has responsibility for the control of higher education in Montana, but the authority for the control rests with the Legislature. This is true in the first place because the Legislature has not given the State Board the powers it needs for efficient administration. It is true in the second place because the establishment of the various

Violate  
a prett  
well  
recogni  
princip  
of  
public

State Board of Education - 3  
April 24, 1944

units of the University as fiscally independent units makes any attempt at unified administration a ~~re~~ mockery.

The Chancellorship

We should turn now to the chancellor system. The weakness of the chancellor's position is inherent in the weakness of the Board of Education. The chancellor has been assumed to be the chief executive officer of the Board, yet any recommendations which he makes to the Board may be of no consequence since the Board lacks the power to carry them out. Suppose, for example, that the chancellor should recommend to the State Board that an individual unit of the University of Montana for the time being be limited to a two-year program. The State Board of Education might approve such a recommendation, yet at the first opportunity the individual institution concerned may go to the Legislature and secure the establishment of a three or a four-year program if it can secure the necessary legislative support. The development of programs and the maintenance of institutions as well as budgetary provisions thus rest on political rather than educational considerations.

But the chancellor plan has other weaknesses. It is expensive, resulting in the employment of seven administrators with relatively high salaries, that is, if competent ones are to be secured. It makes of the chancellor an overhead administrative officer whose concerns are political and financial rather than educational. As originally set up, the plan located the chancellor's office in the Capitol in Helena. This office is an utterly impractical place to work. Educational administration today is not a one-man enterprise. Decisions are arrived at by group thinking. Consultation with deans and faculty is essential if sound educational policies are to be determined. If the chancellor is to do any real educational work, he must leave Helena and go to one of the units of the University. This means that he must be away from home almost constantly. In fact, one day per week would be enough time for the duties that can be performed in Helena, and many of these could better be done on one of the campuses of the University.

We should consider also the effect of this plan on the chancellor himself, and what is more important, on his work and position. If his leadership is to be sound he must stay in close touch with students and faculty. If he does not keep this contact, he will soon be a pure theorist and his judgment faulty. I think it is very questionable whether any chancellor can pursue a vigorous program of educational leadership and retain his position in the face of political, institutional, and personal jealousies and the opposition which would be certain to follow upon a vigorous program. If he does not exercise such leadership, the wisdom of maintaining the position is doubtful. Few, if any, outstanding educators I know would accept such a position.

State Board of Education - 4  
April 24, 1944

A Desirable Organization for Montana

\* Montana has too small a population to support six independent educational institutions. Moreover, I do not believe that six independent educational institutions can be effectively coordinated by any known plan of educational organization and administration. Montana should have a single university with various phases of its program located in different centers. I can illustrate my point by describing what we would probably do if we were entirely without a university and were organizing one to serve the needs of the state. In this case I should recommend that we choose the most acceptable location in the state and organize a single comprehensive university, serving the people of the state in as many ways as may seem desirable. If, after such an institution had been in operation for some time, there appeared to be a need for university work at other points in the state, the single existing university would establish branches, much as the University of Wisconsin maintains a branch in Milwaukee and as Northwestern University maintains a campus in the city of Chicago. Such branches would not be independent institutions, but agencies through which the central institution could function in service to a remote portion of the state. The budgets for such branches would not be independently arrived at with the Legislature, but would be integral parts of the university budget as a whole.

Let us turn again to the Montana system. It is perfectly practicable to conceive of the existing units of the University of Montana as comprising parts of a single institution. The mere fact that the Law School is in Missoula and the College of Agriculture in Bozeman does not necessarily make of these units separate institutions. At the University of Minnesota the College of Agriculture is at St. Paul, and the School of Law is at Minneapolis. If the State of Montana wishes to do so, it can operate its system in a manner similar to that followed by the State of Minnesota, the only difference being somewhat greater distances between the various units.

If the University of Montana were constituted as a unified, single institution, with phases of its program operating at different points in the state, it would be practicable for the president of one of these units to function as the chancellor or chief executive officer for the Board of Education. In California, this plan is followed. There are seven (and an eighth is being added) units in the University of California. In this university system the president of the University of California at Berkeley is president of the other units as well. The various units of the University of California institutions are not separate, but integral portions of the total university program. A similar system is in effect in the state of North Carolina. Such a plan would have a number of advantages over the existing plan of administration. It would save at least \$10,000 annually in administrative costs. It would make possible a unified and effective educational and financial administration. Under it the chancellor would

EXHIBIT

DATE

HB

State Board of Education - 5  
April 24, 1944

be less vulnerable to attack as occupying a position removed from the educational system and viewed by many as being a sort of fifth wheel to the educational system. The position would be wholly under the supervision of the State Board of Education and could accordingly have stability and tenure. It would be a position that would command the services of men of ability.

Specifically, I would recommend that the State Board of Education seek the passage of legislation providing for a unified system of higher education in Montana, with a unified budget. Such legislation should provide for the fiscal independence of the Board of Education and a definition of its powers in such terms that the Board is free to carry forward on the discharge of its responsibilities, as was obviously the intent of the constitution in giving to the Board the supervision and control of the University of Montana. This legislation should provide that the president of one of the units of the University of Montana shall be designated as chancellor or chief executive officer of the University. Appropriations should be made by the Legislature to the University of Montana rather than to the individual units. The State Board would then have the power to transfer funds from one unit to another as may be desirable in terms of educational and financial considerations. The State Board should have the authority to carry over a balance from one biennium to the other, to accumulate a reserve if deemed desirable, and to expend its funds in such ways as may be educationally desirable. As long as the State has provided a three and one-half mill tax, this tax should be levied and the returns from it should automatically go to the State Board of Education. This plan is followed in the case of the State of New Hampshire, and makes it unnecessary for the administration of the University to carry on a legislative program for support in every biennium.

Until the position of the State Board is clarified, the educational program of the University is unified, and provision is made for a unified budget, the position of the chancellor is untenable, and in my judgment the expenditure for the office is unjustified. For this reason I am hereby tendering my resignation as chancellor, to take effect July 1, 1944. It is my hope that the State Board of Education will come to grips with the problems raised in this letter, and that it will take the necessary steps to secure the recommended legislation in order that it may develop the needed program of higher education for Montana. I shall be glad to assist in this undertaking in such ways as the State Board believes are in the interests of education in Montana. I want to thank all the members of the Board for their devotion to the cause of higher education and for the many kindnesses they have extended to me personally.

Very sincerely,

Ernest O. Melby

VF-Education, Higher - Montana

EXHIBIT #9

DATE 3-11-81

HB # 659

THE UNIVERSITY OF MONTANA  
OFFICE OF THE CHANCELLOR

MONTANA STATE UNIVERSITY, MISSOULA  
MONTANA STATE COLLEGE, BOZEMAN  
MONTANA SCHOOL OF MINES, BUTTE

Missoula, Montana  
January 15, 1944

MONTANA STATE NORMAL COLLEGE, DILLON  
EASTERN MONTANA STATE NORMAL SCHOOL, BILLINGS  
NORTHERN MONTANA COLLEGE, HAVRE

To the Commission on Higher Education:

Intelligent planning for the post-war period is now a major concern of the American People. Its importance has been stressed by business groups of many kinds. The U. S. Chamber of Commerce under the leadership of its president, Eric Johnston, is active in such planning. So is the Committee on Economic Development (Hoffman Committee). The latter is urging local and state governments to plan now for post-war needs in order to promote full employment and economic prosperity.

In no area is post-war planning more essential than in education. On every educational level the war has brought difficult problems. This is especially true for our universities and colleges. Student enrollments for the war period have been greatly reduced. In Montana the classroom places of the students who have left us have been taken by men in uniform preparing for military and naval leadership. A considerable number of our faculty members are on leave for military or naval service or war work.

Already disabled veterans have registered in the University for their education as part of a national program of rehabilitation. They are a small vanguard of a much larger group to come. If we are to serve them adequately we shall need special personnel and facilities.

The Congress is already considering legislation to assist returned soldiers with their college education. Such action on the part of the Congress will stimulate hundreds of Montana returned soldiers to enroll in the various units of the University of Montana. Returned soldiers are not boys. Regardless of youth they are men. Special programs must be devised for them. They will need to be carefully studied as individuals and given specially planned programs of study.

When the Selective Service law ceases to function and the peak of war employment passes the usual student body will return. On a country-wide basis it is estimated that post-war enrollments in universities and colleges will be from 25 to 50 per cent above pre-war levels. The University of Wisconsin, which enrolled 12,000 students before the war, expects 17,000 after the war. Should similar figures prevail in Montana we could expect about 7,000 students in post-war years. Such a registration would tax our facilities to the limit and create needs for additional housing, classroom space, and personnel.

But probable increased registration is but one of the problems facing the University. For years preceding the war American higher education was undergoing rapid changes. Better guidance to students, more work experience, educational programs designed to give better preparation for home and community living, and improved character education were receiving attention in the better institutions the country over. Many of these changes are only begun in Montana and need accelerated development.

-2-

The war is revealing weaknesses in past educational efforts. New needs for vocational education and for professional preparation are being realized. All these will place new responsibilities on the various professional schools of the University.

Some of the problems faced by the University of Montana have their origin in the peculiar needs of Montana as a state. Montana is one of the few undeveloped areas in the United States. Development of irrigation and water power will further not only agriculture but small industries. Montana should manufacture more of the goods it consumes. Now it is primarily a producer of raw materials. We ship the raw materials out-- bring back the finished products. Greater economic opportunities could be provided with a more balanced economy. Montana's peculiar developmental problems are in need of thorough research. Our people must have the facts if they are to plan wisely. Both college students and adult population should give careful attention to these problems. The University needs trained personnel for their study.

But even with wisest development the population in Montana will probably be relatively sparse. Towns will be small-- neighbors miles away in the rural areas. A great deal of Montana's area has uncertain semi-arid climate. These conditions present problems which our people must learn to solve. The special conditions of the Northern Plains have already received considerable study, especially in the State College. The Rockefeller Foundation has interested itself in these studies, by aiding in bringing leaders together for discussion and in publication of materials.

Our people must learn how to adapt agriculture, business, forestry, community and home life to the peculiar conditions in the state. This means adult education on a wide-spread basis. The Agricultural Extension Service, which already has rendered outstanding service to the state, faces new problems in not only helping the farmer to be a better producer but in helping him to live a richer life.

Similarly, laboring groups need better trained leaders and a more wide-spread understanding of the problems of labor and relationships to employers.

When the economy of a state is as diverse as that of Montana, the development of the state can be fully achieved only as there is complete cooperation among the several industrial and professional groups. One of the major reasons for a publicly supported university in a state like Montana is the preparation of trained leadership for the state's political, economic and professional life. These aspects of the state's life must become vital elements in the education of our youth. Moreover, they must receive attention in the education of adults. It has been an accepted principle of university programs that aid should be given to the farmer in the solution of his problems. Are not business men, teachers, and others in equal need of help?

Large corporations can develop their own research programs. The small business man cannot. Should not a university research program serve all groups in the state as agriculture is now served by the Experiment Station and the Extension Division?

EXHIBIT

DATE

HB

-3-

Montana has vast resources. But they will serve humanity only as they are developed. And their development must come about through the intelligence, the creative powers, and the enterprise of her people. Of all Montana's resources her human resources are most important. The major responsibility of Montana's system of higher education is to equip the people of the state for the solution of their problems and for the highest level of creative living.

In view of this major responsibility what kind of a University should Montana maintain? What should be the major emphases in its program? For what fields of professional activity should it prepare students? What institutions should it maintain or establish? What types of research and public service should it undertake? How should the University be organized and administered? How should it be financed?

We shall appreciate it if you will give some thought to these questions before the commission meeting on January 28 and 29. No doubt other important problems will occur to you.

From time to time I shall send you materials that I believe will be of interest to you.

Cordially yours,

*Bernard O'Neil*  
Ernest O. Melby

EXHIBIT #10V-P- Education, Higher - Montana

Pres UVM Pres 43-44 DATE 3-1-81 January 15, 1945  
Chancellor 43-44 HB #659 Approved by Board (but revised in April)

*Melby Plan*

STATEMENT OF POLICY BY THE STATE BOARD OF EDUCATION  
CONCERNING  
THE FUNCTIONS OF THE UNITS OF THE UNIVERSITY OF MONTANA

Rev. Red  
Plg. to States  
Quo in  
April.

Montana's system of higher education has faced serious problems for many years. Recently, falling registration in some of the units, duplication of functions in others, and difficult problems of administration and control have made some solution of the various problems all the more urgent. In view of the heavy responsibilities which our system of higher education faces in the postwar period, the State Board of Education recently appointed a Commission on Higher Education made up of nineteen representative Montana citizens to make recommendations to the Board of Education. The Commission has made its report, which calls for a unification of the institutional structure, a clear definition of the powers of the Board of Education, and recommends elimination of as much overlapping of effort as possible. The Board of Education is in accord with these recommendations.

The Board of Education has studied the programs of the several units of the University with a view to the development of the most effective educational services, the most economical organization, and the soundest solutions for the problems confronting the University units.

The program adopted by the Board of Education is based on two principles: First, since the last two units of the University (Havre and Billings) were established primarily to serve their respective areas it is desirable to maintain them as regional institutions enabling the young people of these regions to secure two years of liberal arts or pre-professional education in their own community or within reasonable distance. Second, that the professional and specialized phases of the University's program be organized on a functional basis, that is, with only one institution offering advanced specialized work in a field or subject. For example, there will be one law school, one school of engineering and one institution for preparation of teachers for rural and elementary schools.

The program adopted by the Board is as follows:

1. The two units at Billings and Havre shall offer two year liberal arts, pre-professional and vocational programs.
2. The Havre and Billings units shall discontinue teacher education.
3. The Havre unit shall increase its emphasis on vocational education with special provisions for the education of returned soldiers.
4. The total program of the University of Montana shall be organized as follows:

## Montana State University

Schools of  
Arts and Sciences  
Business  
Music  
Education  
Forestry  
Pharmacy  
Law  
Journalism

(Montana State University shall discontinue work in vocational Home Economics, including teacher education in this field. The two-year secretarial course shall be offered at Havre and Billings. Education of high school teachers shall be concentrated here except preparation of teachers of Agriculture, Home Economics and Industrial Art, which shall be provided at the State College.)

## Montana State College

Division of Agriculture  
Division of Engineering  
Division of Home Economics  
Division of Science  
Extension Division  
Experiment Station  
Education of teachers in Agriculture, Home Economics, and Industrial Arts. (Montana State College shall discontinue education of high school teachers except in Agriculture, Home Economics, and Industrial Arts, and shall discontinue its secretarial course which will be offered at Havre and Billings.)

## Montana School of Mines

Specialization in Mineral Industries

## Montana State Normal College

Shall be devoted entirely to the Education of Teachers for Rural and Elementary Schools on a two-year and four-year basis.

## Eastern Montana Normal School

This school shall be reorganized to provide a broad program of liberal arts and pre-professional courses on a two-year basis. Teacher education shall be discontinued here.

## Northern Montana College

This school shall continue largely on its present pattern with an increased emphasis on vocational education. Teacher education shall be discontinued here.

Legislation should be enacted changing the function of the Billings unit from that of a normal school to that of a college with liberal arts and pre-professional courses. The name of this institution should be changed to Eastern Montana College.

Rejected by Legislature -- 1945

P Commission recommendations and  
55 their development--draft  
MT report.  
srl2

EXHIBIT #11  
DATE 3-11-87  
HB # 1659



# MONTANA COMMISSION ON

COMMISSION RECOMMENDATIONS AND THEIR  
DEVELOPMENT -- DRAFT REPORT

## POST-SECONDARY EDUCATION

201 East 6th Avenue

Suite 5

Helena, Montana 59601

P  
55  
MT  
srl2

3  
MONTANA LEGISLATIVE COUNCIL  
LIBRARY

## STAFF REPORT NO. 12

### COMMISSION RECOMMENDATIONS AND THEIR DEVELOPMENT -- DRAFT REPORT

Prepared for

COMMISSION ON POST-SECONDARY EDUCATION  
201 East 6th Avenue  
Helena, Montana 59601

#### MEMBERS

Ted James, Chairman  
Linda Skaar, Vice-Chairman  
Magnus Aasheim  
V. Edward Bates  
Tom Behan  
Richard Champoux  
William A. Cordingley  
Mary Craig  
William F. Crowley  
Ian Davidson

Carl M. Davis  
William Diehl  
Patricia Dixon  
Raymon Dore  
Mary Fenton  
Russell B. Hart  
Joan Kennerly  
Marjorie King  
Sharon LaBuda  
William Mackay

Russell McDonough  
John L. McKeon  
Dale Moore  
John L. Peterson  
Lawrence K. Pettit  
George Schotte  
Garry South  
Mickey Sogard  
Jessica Stickney  
William Warfield

#### STAFF

Patrick M. Callan, Director  
JoEllen Estenson, Deputy Director  
Richard F. Bechtel, Research Analyst

October, 1974

## TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION .....	i
I. PLANNING .....	1
II. INSTITUTIONS/INSTITUTIONAL MISSIONS .....	12
III. GOVERNANCE .....	21
IV. EDUCATIONAL POLICIES .....	26
V. FINANCING .....	40
VI. SPECIAL SUBJECTS .....	46
VII. GOALS AND ACCOUNTABILITY .....	62

## INTRODUCTION

This report summarizes the process the Commission on Post-Secondary Education utilized in arriving at the recommendations which appear in the Draft Report. This process consisted of four steps:

- The Commission staff presented its recommendations (June 6th)
- The Commission reviewed the staff recommendations in committees. The amendments and modifications to the staff recommendations were compiled by the committee chairpersons (June 6, 7)
- The full Commission debated and adopted recommendations for the Draft Report
- The staff made minor editorial changes to improve style and consistency prior to publication of the Draft Report.

The results of each phase of this process are set forth in a format which will allow the reader to trace the development of each recommendation.

**#1**  
**ORIGINAL STAFF RECOMMENDATIONS**

**#2**  
**CHANGES MADE BY COMMISSION**

June 6-7, 1976

**#3**  
**RECOMMENDATIONS ADOPTED  
BY COMMISSION**

June 26-27-28, 1976

**PLANNING**

1. Long-range planning should be conducted at eight-year intervals by an ad hoc commission of public representatives appointed by the Governor. The commission should consist of 10 to 15 persons. It should complete its task within one year.
2. Continuous planning should be the responsibility of the State Board of Education. The Board should be responsible for approving state plans for postsecondary education.

- a. The state Board should appoint a permanent advisory committee for comprehensive statewide post-secondary education planning. This committee should be broadly and equitably representative of the general public and public and private nonprofit institutions of post-secondary education, including community colleges, post-secondary vocational schools, four-year colleges and universities, the State Advisory Council for Vocational Education, and the Commission on Federal Higher Education Programs. The advisory committee should be designated the state agency to receive federal funds under Section 1202 and Title X of the Education Amendments of 1972.

a. The Board of Regents should have a permanent advisory committee for comprehensive statewide post-secondary education planning. This committee should be broadly and equitably representative of the general public and public and private nonprofit institutions of post-secondary education, including community colleges, post-secondary vocational schools, four-year colleges and universities, the State Advisory Council for Vocational Education, and the Commission on Federal Higher Education Programs. The advisory committee should be designated the state agency to receive federal funds under Section 1202 and Title X of the Education Amendments of 1972.

NOTE: CHANGES, ADDITIONS AND DELETIONS INDICATED BY UNDERLINING

-1-

**#4**  
**HOW THE RECOMMENDATIONS  
APPEAR IN THE COMMISSION'S  
PRELIMINARY REPORT\***

Long-range planning should be conducted at eight-year intervals by an ad hoc commission of public lay representatives appointed by the Governor. The commission should consist of an odd number (but no more than 11) persons, and should include ex-officio membership from the State Board of Education. The commission should complete its task within one year.

(32) Long-range planning should be conducted at eight-year intervals by an ad hoc commission of public lay representatives appointed by the Governor. The commission should consist of an odd number (but no more than 11) persons, and should include ex-officio membership from the State Board of Education. The commission should complete its task within one year.

1. NO CHANGE  
2. ALL OF 2. DELETED

For purposes of complying with federal regulations, the State Board of Education (the combined board) should be the single board, with the Board of Regents and its executive officer having primary responsibility for post-secondary vocational-technical education and the board of Public Education and its executive officer having primary responsibility for secondary vocational-technical education.

a. The Board of Regents should have a permanent advisory committee for comprehensive statewide post-secondary education planning. This committee should be broadly and equitably representative of the general public and public and private nonprofit institutions of post-secondary education, including community colleges, post-secondary vocational schools, four-year colleges and universities, the State Advisory Council for Vocational Education, and the Commission on Federal Higher Education Programs. The advisory committee should be designated the state agency to receive federal funds under Section 1202 and Title X of the Education Amendments of 1972.

\*The number preceding the recommendation indicates the order in which the item appears in the report.

- | #1  | #2  | #3  | #4   |
|---|---|---|--|
| 2. (CONT'D)   | 2. (CONT'D)   | 2. (CONT'D)   | 2. (CONT'D)  |
| b. The Commissioner of Higher Education should be designated administrative officer of the committee, and should be provided with adequate staff to fulfill this responsibility.  | b. The Commissioner of Higher Education should be designated administrative officer of the committee, and should be provided with adequate staff to fulfill this responsibility.  | (ALL OF 2. DELETED)   | (ALL OF 2. DELETED)  |
| c. In order to avoid duplicative information gathering, the administrative office should contract with the Superintendent of Public Instruction for the collection of data related to vocational-technical centers.   | c. DELETED  |   |  |
| 3. At the state level, program review for the vocational-technical centers is, and should remain, the responsibility of the Board of Public Education.  | 3. DELETED  | 3. NO CHANGE (DELETED)  | 3. NO CHANGE (DELETED)   |
| 4. Program review for the University System is, and should remain, the responsibility of the Board of Regents.  | 4. DELETED  | 4. NO CHANGE (DELETED)  | 4. NO CHANGE (DELETED)   |
| 5. At the state level, program (as defined by current Regent policy) review for the community colleges should be the responsibility of the Board of Regents except with respect to federally funded vocational-technical programs which must also be reviewed by the Board of Public Education in its function as the State Board for Vocational Education.   | 5. At the state level, program (as defined by current Regent policy) review for the community colleges should be the responsibility of the Board of Regents except with respect to federally funded vocational-technical programs which must also be reviewed by the Board of Public Education.   | 5. NO CHANGE  | 5. NO CHANGE   |
| 6. The Board of Public Education and the Board of Regents should establish schedules whereby all programs under its jurisdiction are systematically reviewed and an explicit determination regarding continuance, modification or termination is reached at least once every five years for university and four-year college programs and once every three years for vocational-technical and community college programs. | 6. The Board of Regents should establish schedules whereby all programs under its jurisdiction are systematically reviewed and an explicit determination regarding continuance, modification or termination is reached at least once every five years for university and four-year college programs and once every three years for vocational-technical and community college programs. | 6. The Board of Regents and the Board of Public Education should establish schedules whereby all programs under their respective jurisdictions are systematically reviewed and an explicit determination regarding continuance, modification or termination should be reached at least once every five years for university and four-year college programs, and once every three years for vocational-technical and community college programs. | 6. The Board of Regents and the Board of Public Education should establish schedules whereby all programs under their respective jurisdictions are systematically reviewed. An explicit determination regarding continuance, modification or termination should be reached at least once every five years for university and four-year college programs, and once every three years for vocational-technical and community college programs.   |
|   |   | (33) At the state level, program review for the community colleges should be the responsibility of the Board of Regents, except with respect to federally funded vocational-technical programs, which must be reviewed by the Board of Public Education also.   | (34) At the state level, program review for the community colleges should be the responsibility of the Board of Regents, except with respect to federally funded vocational-technical programs, which must be reviewed by the Board of Public Education also.  |
|   |   | (33) The Board of Regents and the Board of Public Education should establish schedules whereby all programs under their respective jurisdictions are systematically reviewed. An explicit determination regarding continuance, modification or termination should be reached at least once every five years for university and four-year college programs, and once every three years for vocational-technical and community college programs.  | (34) The Board of Regents and the Board of Public Education should establish schedules whereby all programs under their respective jurisdictions are systematically reviewed. An explicit determination regarding continuance, modification or termination should be reached at least once every five years for university and four-year college programs, and once every three years for vocational-technical and community college programs. |

#1

7. Each program should be reviewed on an individual basis. A universal formula to determine whether programs should be continued or discontinued is neither feasible nor desirable. However, as part of the process for reviewing existing programs, certain minimal criteria should be applied and documentation with respect to those criteria should be reviewed by the boards. These include:

7. NO CHANGE

7. NO CHANGE

(35) Each program should be reviewed on an individual basis. A universal formula to determine whether programs should be continued or discontinued is neither feasible nor desirable. However, as part of the process for reviewing existing programs, certain minimal criteria should be established by the boards and applied in the staff review. Fully documented findings should be presented then to the boards for action.

(36) Appropriate criteria will be developed over a period of time and will be subject to change as conditions alter. Therefore we hesitate to specify them, but believe they should take account of the following factors:

- a. number of graduates from the program in each of the last five years.
- b. number of students enrolled in the program for each of the last five years; the rate of completion; the rate of attrition; ratio of enrollment to degree productivity.
- c. the number of students not enrolled in the program but who are served by it - also for each of the last five years
- d. The size of classes identified as integral elements in the program
- e. For colleges, universities and community colleges, cost per credit hour - upper division, lower division and graduate - of the courses identified as integral elements in the program

#2

7. NO CHANGE

7. NO CHANGE

7. NO CHANGE

#3

7. NO CHANGE

7. NO CHANGE

(35) Each program should be reviewed on an individual basis. A universal formula to determine whether programs should be continued or discontinued is neither feasible nor desirable. However, as part of the process for reviewing existing programs, certain minimal criteria should be established by the boards and applied in the staff review. Fully documented findings should be presented then to the boards for action.

(36) Appropriate criteria will be developed over a period of time and will be subject to change as conditions alter. Therefore we hesitate to specify them, but believe they should take account of the following factors:

- a. number of graduates from the program in each of the last five years.
- b. number of students enrolled in the program for each of the last five years; the rate of completion; the rate of attrition; ratio of enrollment to degree productivity.
- c. the number of students not enrolled in the program but who are served by it - also for each of the last five years
- d. The size of classes identified as integral elements in the program
- e. For colleges, universities and community colleges, cost per credit hour - upper division, lower division and graduate - of the courses identified as integral elements in the program

#4

(35) Each program should be reviewed on an individual basis. A universal formula to determine whether programs should be continued or discontinued is neither feasible nor desirable. However, as part of the process for reviewing existing programs, certain minimal criteria should be established by the boards and applied in the staff review. Fully documented findings should be presented then to the boards for action.

(36) Appropriate criteria will be developed over a period of time and will be subject to change as conditions alter. Therefore we hesitate to specify them, but believe they should take account of the following factors:

- a. number of graduates from the program in each of the last five years.
- b. number of students enrolled in the program for each of the last five years; the rate of completion; the rate of attrition; ratio of enrollment to degree productivity.
- c. the number of students not enrolled in the program but who are served by it - also for each of the last five years
- d. The size of classes identified as integral elements in the program
- e. For colleges, universities and community colleges, cost per credit hour - upper division, lower division and graduate - of the courses identified as integral elements in the program

"Program" refers to a series or sequence of courses leading to a certificate or degree, or designed to prepare students for immediate employment or occupational upgrading.

- (CONT'D) 7. (CONT'D) 7. (CONT'D)

f. For vocational-technical centers, cost per contact hour for courses identified as integral elements in the program

g. Cost per program graduate

h. Faculty/instructor workload

i. Faculty/instructor qualifications

j. Reputation of the program

k. Positions achieved by graduates of the program

l. Positions achieved by persons enrolled in the program who may have achieved their educational objectives without completing requirements for the degree or certificate

m. Total production of graduates in the program area from all institutions in the state (and when appropriate, in the region and/or nation)

n. Economic and/or qualitative improvements which might be achieved by consolidation and/or elimination of the program

o. General student interest and demand for the program; morale of students in the program

f. NO CHANGE

g. NO CHANGE

h. NO CHANGE

i. NO CHANGE

j. Reputation and intrinsic value of the program.

k. NO CHANGE

l. NO CHANGE

m. NO CHANGE

n. NO CHANGE

o. NO CHANGE

f. NO CHANGE

g. NO CHANGE

h. NO CHANGE

i. NO CHANGE

j. NO CHANGE

k. NO CHANGE

l. NO CHANGE

m. NO CHANGE

n. NO CHANGE

o. NO CHANGE

f. NO CHANGE

g. NO CHANGE

h. NO CHANGE

i. NO CHANGE

j. NO CHANGE

k. NO CHANGE

l. NO CHANGE

m. NO CHANGE

n. NO CHANGE

o. NO CHANGE

f. for vocational-technical centers, cost per contact hours for courses identified as integral elements in the program.

g. cost per program graduate.

h. faculty/instructor workload.

i. faculty/instructor qualifications.

j. reputation and intrinsic value of the program.

k. positions achieved by graduates of the program.

l. positions attained by persons enrolled in the program who may have achieved their educational objectives without completing requirements for the degree or certificate.

m. total production of graduates in the program area from all institutions in the state (and when appropriate, in the region and/or nation).

n. economic and/or qualitative improvements which might be achieved by consolidation and/or elimination of the program.

o. general student interest, evaluation and demand for the program; morale of students in the program.

12

- (CONT'D)

7. (CONT'D)

f. For vocational-technical centers, cost per contact hour for courses identified as integral elements in the program

g. Cost per program graduate

h. Faculty/instructor workload

i. Faculty/instructor qualifications

j. Reputation of the program

k. Positions achieved by graduates of the program

l. Positions achieved by persons enrolled in the program who may have achieved their educational objectives without completing requirements for the degree or certificate

m. Total production of graduates in the program area from all institutions in the state (and when appropriate, in the region and/or nation)

n. Economic and/or qualitative improvements which might be achieved by consolidation and/or elimination of the program

o. General student interest and demand for the program, morale of students in the program

7. (CONT'D)

f. NO CHANGE

g. NO CHANGE

h. NO CHANGE

i. NO CHANGE

j. Reputation and intrinsic value of the program.

k. NO CHANGE

l. NO CHANGE

m. NO CHANGE

n. NO CHANGE

o. NO CHANGE

7. (CONT'D)

f. NO CHANGE

g. NO CHANGE

h. NO CHANGE

i. NO CHANGE

j. NO CHANGE

k. NO CHANGE

l. NO CHANGE

m. NO CHANGE

n. NO CHANGE

o. NO CHANGE

(CONT'D)

f. for vocational-technical centers, cost per contact hours for courses identified as integral elements in the program.

g. cost per program graduate.

h. faculty/instructor workload.

i. faculty/instructor qualifications.

j. reputation and intrinsic value of the program.

k. positions achieved by graduates of the program.

l. positions attained by persons enrolled in the program who may have achieved their educational objectives without completing requirements for the degree or certificate.

m. total production of graduates in the program area from all institutions in the state (and when appropriate, in the region and/or nation).

n. economic and/or qualitative improvements which might be achieved by consolidation and/or elimination of the program.

o. general student interest, evaluation and demand for the program, morale of students in the program.

- |  |  |  |   |
|--|--|--|---|
| <p>#1</p> <p>7. (CONT'D)</p> <p>p. Indicators of present and future demand for graduates of the program</p> <p>q. Appropriateness of the program to the mission of the institution</p> <p>r. Any needs for other programs of higher priority which might be funded fully or partially from savings realized by discontinuance of the program under review</p> <p>s. Adequacy of support services, particularly library, laboratory and educational facilities</p> <p>t. Compatibility with state plans</p> <p>u. ADDED BY COMMISSION 6/27/74</p> | <p>#2</p> <p>7. (CONT'D)</p> <p>p. NO CHANGE</p> <p>q. NO CHANGE</p> <p>r. NO CHANGE</p> <p>s. NO CHANGE</p> <p>t. NO CHANGE</p> <p>u. ADDED BY COMMISSION 6/27/74</p> | <p>#3</p> <p>7. (CONT'D)</p> <p>p. NO CHANGE</p> <p>q. NO CHANGE</p> <p>r. NO CHANGE</p> <p>s. NO CHANGE</p> <p>t. NO CHANGE</p> <p>u. <u>similarity to programs offered at any of the other units</u></p> | <p>#4</p> <p>(36) (CONT'D)</p> <p>p. indicators of present and future demand for graduates of the program.</p> <p>q. appropriateness of the program to the mission of the institution.</p> <p>r. any needs for other programs of higher priority which might be funded fully or partially from savings realized by discontinuance of the program under review.</p> <p>s. adequacy of support services, particularly library, laboratory and educational facilities.</p> <p>t: compatibility with state plans.</p> <p>u. similarity to programs offered at any of the other units.</p> |
|--|--|--|---|

#1

#2

#3

#4

8. In addition to the above the following criteria should be applied to the review of graduate programs by the Regents:

- a. Average time of completion of those to whom the degree has been awarded
- b. Benefits accruing to the institution and the state independent of enrollment or degree production
- c. Proportion of departmental resources devoted to the program
- d. Sources of funding - state, federal, etc.
- e. Qualifications of faculty
- f. Qualifications and backgrounds of students attracted to the program
- g. Relationship to and impact upon undergraduate program
9. Procedures for existing program review:
  - a. Governing board should identify programs to be reviewed and establish schedule

8. NO CHANGE ALL OF 8.

- (37) In addition, the following criterias should be applied to the review of graduate programs by the Regents:
- a. average time of completion of those to whom the degree has been awarded.
  - b. benefits accruing to the institution and the state independent of enrollment or degree production.
  - c. proportion of departmental resources devoted to the program.
  - d. sources of funding - state, federal, etc.
  - e. qualifications of faculty.
  - f. qualifications and backgrounds of students attracted to the program.
  - g. relationship to and impact upon undergraduate program.
- (38) The following procedures should be used in review of existing programs.
- a. Governing boards should identify programs to be reviewed and establish a review schedule.

9. NO CHANGE

#1	#2	#3	#4
9. (CONT'D)	9. (CONT'D)	9. (CONT'D)	(38) (CONT'D)
b. Review should begin at the institutional level where the program is assessed according to criteria of 7 and/or 8 above. When review is completed at the institutional level, results are forwarded to the governing board's executive officer with the institution's recommendations for continuance, discontinuance, modification, or provisional status. The latter should be recommended and granted only when a program is relatively new or when the additional time will develop information which does not exist or is not available. Provisional status should be granted for a specified time period.	b. NO CHANGE (Except to change section numbers to correspond with previous changes)	b. Review should begin at the institutional level where the program should be assessed according to criteria established by the boards. Institutional review should include administrators, faculty and students. When review is completed at the institutional level, results should be forwarded to the Governing board's executive officer with the institution's recommendations for continuance, discontinuance, modification, or provisional status. The latter should be recommended and granted only when a program is relatively new or when the additional time will develop information which does not exist or is not available. Provisional status should be requested for a specified time period.	b. Review should begin at the institutional level where the program should be assessed according to criteria of 4 and/or 5 above. Institutional review should include input from administrators, faculty and students. When review is completed at the institutional level, results should be forwarded to the Governing board's executive officer with the institution's recommendations for continuance, discontinuance, modification, or provisional status. The latter should be recommended and granted only when a program is relatively new or when the additional time will develop information which does not exist or is not available. Provisional status should be requested for a specified time period.

#1	#2	#3	#4
9. (CONT'D)	9. (CONT'D)	9. (CONT'D)	(38) CONT'D
d. The governing board reviews all materials and recommendations, requests whatever additional information may be needed, and votes to continue, discontinue, modify or place the program on provisional status.	d. NO CHANGE	d. The governing board should review all materials and recommendations, request whatever additional information may be needed and vote to continue, discontinue, modify or place the program on provisional status for a specified period of time.	d. The Governing board should review all materials and recommendations, request whatever additional information may be needed, and vote to continue, discontinue, modify or place the program on provisional status for a specified period of time.
10. The Board of Public Education and the Board of Regents should begin systematic review of existing programs in the 1974-75 academic year.	10. The Board of Regents should begin systematic review of existing programs in the 1974-75 academic year.	10. The Board of Regents and the Board of Public Education should begin systematic review of existing programs <u>as soon as it is feasible to do so.</u>	(39) The Board of Regents and the Board of Public Education should begin systematic review of existing programs as soon as is feasible.
11. Existing program review in the University System should begin with review of all Ph.D. programs, beginning with those which are offered in the same disciplines at both doctoral-granting institutions and all graduate and undergraduate programs in education. All of these programs should be reviewed according to the procedures and criteria set forth in 5, 6 and 7 above, by July 1, 1976.	11. Existing program review in the University System should begin with review of all Ph.D. programs, beginning with those which are offered in the same disciplines at both doctoral-granting institutions, and all Graduate and undergraduate programs in education. All of these programs should be reviewed according to the procedures and criteria set forth in 5, 6 and 7 above, by July 1, 1976.	11. NO CHANGE (except for section numbers)	(40) Existing program review in the University System should begin with review of all Ph.D. programs, considering first those which are offered in the same disciplines at both doctoral-granting institutions and all Graduate and undergraduate programs in education. All these programs should be reviewed by July 1, 1976.
12. Special review of programs outside the established schedule may be initiated at any time at the request of the Governing board, the executive officer or the institution offering a program. Such reviews may be necessitated by new information on enrolments, graduates, costs or quality of a program.	12. NO CHANGE	12. NO CHANGE	(41) Special review of programs outside the established schedule should be initiated at any time at the request of the Governing board, the executive officer or the institution offering a program.
13. Criteria for Board approval of new academic programs:	13. Criteria for Board approval of new programs:	13. NO CHANGE	(42) Responsible boards should carefully review proposed new programs prior to their initiation. Clear criteria for review should be established by the boards and regularly criticized in the review process. In setting review criteria, we urge the boards to consider the following factors:
a. Objectives of the new program	a. NO CHANGE	a. NO CHANGE	a. Objectives of the new program

#1	#2	#3	#4
13. (CONT'D)	13. (CONT'D)	13. (CONT'D)	14. (CONT'D)
b. Need for the program	b. NO CHANGE ALL OF b.	b. NO CHANGE ALL OF b.	b. Need for the program
(1) Evidence of student demand (students currently enrolled at the institution requesting the program; students in other institutions who have indicated they would participate in the program; community or regional demand; other sources)	(1) Evidence of student demand (students currently enrolled at the institution requesting the program; students in other institutions who have indicated they would participate in the program; community or regional demand; other sources).	(1) Evidence of student demand (students currently enrolled at the institution requesting the program; students in other institutions who have indicated they would participate in the program; community or regional demand; other sources).	(1) Evidence of student demand (students currently enrolled at the institution requesting the program; students in other institutions who have indicated they would participate in the program; community or regional demand; other sources).
(2) When applicable, indicate potential employers of persons trained in the program area who have requested establishment of the program, and their specific employment needs. Include any other documentation of need for graduates of such a program - manpower projections, etc.	(2) When applicable, indicate potential employers of persons trained in the program area who have requested establishment of the program, and their specific employment needs. Include any other documentation of need for graduates of such a program - manpower projections, etc.	(2) When applicable, indicate potential employers of persons trained in the program area who have requested establishment of the program, and their specific employment needs. Include any other documentation of need for graduates of such a program - manpower projections, etc.	(2) When applicable, indicate potential employers of persons trained in the program area who have requested establishment of the program, and their specific employment needs. Include any other documentation of need for graduates of such a program - manpower projections, etc.
c. Detailed survey of similar programs offered within the state (and for graduate programs, the region).	c. NO CHANGE ALL OF c.	c. NO CHANGE ALL OF c.	c. NO CHANGE ALL OF c.
(1) The potential impact the program may have on other programs at the institution, especially in terms of funding, facilities, faculty and students	(1) The potential impact the program may have on other programs at the institution, especially in terms of funding, facilities, faculty and students	(1) The potential impact the program may have on other programs at the institution, especially in terms of funding, facilities, faculty and students	(1) The potential impact the program may have on other programs at the institution, especially in terms of funding, facilities, faculty and students
(2) The potential effect on similar programs offered by other institutions. (Supporting documents from other institutions should be included.)	(2) The potential effect on similar programs offered by other institutions. (Supporting documents from other institutions should be included.)	(2) The potential effect on similar programs offered by other institutions. (Supporting documents from other institutions should be included.)	(2) The potential effect on similar programs offered by other institutions. (Supporting documents from other institutions should be included.)
d. Description of the relationship of the program to the mission (or role and scope) of the institution.	d. NO CHANGE	d. NO CHANGE	d. NO CHANGE
			d. NO CHANGE
			d. NO CHANGE

#1	#2	#3	#4
13. (CONT'D)	13. (CONT'D)	13. (CONT'D)	13. (CONT'D)
e. Students to be served:	e. NO CHANGE ALL OF e.	e. NO CHANGE ALL OF e.	e. Students to be served
(1) Anticipated enrollment for a five-year period by level			(1) Anticipated enrollment for a five-year period by level.
(2) Ultimate enrollment goal for the program			(2) Ultimate enrollment goal for the program.
(3) Rationale for these projections			(3) Rationale for these projections.
f. Provisions for institutional review, the quality of the program, student achievement and faculty performance.	f. NO CHANGE	f. NO CHANGE	f. Provisions for institutional review, the quality of the program, which would include student achievement and faculty performance.
g. Costs of the new program.	g. NO CHANGE ALL OF g.	g. NO CHANGE ALL OF g.	g. Costs of the new program.
(1) Estimate of start-up (first year) costs. How much of the costs would be absorbed in current budgets and how much additional funding would be required. Identify the sources of additional funding.			(1) Estimate of start-up (first year) costs. How much of the costs would be absorbed in current budgets, and how much additional funding would be required? Identify the sources of additional funding.
(2) Estimates of anticipated cost and anticipated income of the program for the four years following its first year. Explanation of the rationale for these estimates.			(2) Estimates of anticipated cost and anticipated income of the program for the four years following its first year. Explanation of the rationale for these estimates.
h. Faculty staffing needs for the program including additional staff requirements and costs of additional staff.	h. NO CHANGE	h. NO CHANGE	h. NO CHANGE
i. Additional facilities, including library equipment, classrooms and office space required for the program and their costs.	i. NO CHANGE	i. NO CHANGE	i. NO CHANGE
j. Present faculty, facilities, equipment and library which will support the program and compare them to known or anticipated standards for accreditation.	j. NO CHANGE	j. NO CHANGE	j. NO CHANGE

#4

13. (CONT'D)
- k. New courses and the frequency they will be offered through the first five years.
- l. Requirements for the degree or certificate
- m. Supporting courses in other departments.
- n. Existing programs to which the new program would offer some competition.
- o. Procedure used to develop the proposal, including any participation by students, faculty, community, advisory committees, etc.
- p. Prior to approval of new programs, particularly in vocational-technical and some professional areas, it should be ascertained whether a comparable accredited program is offered in a private or proprietary institution in the state. If such a program exists and if it is of high quality, the feasibility and possible cost savings of contracting for the program should be thoroughly investigated. Even if the cost per student is similar or higher, savings may be achieved by avoiding public expenditure on buildings and equipment.
14. Procedure for initiating new programs.
- a. Normally, proposals for new programs will be initiated by the institutions. However, the governing board or its executive officer may, from time to time, identify a state need for a program and request one or more of the institutions to prepare proposals.
- #1
- #2
- #3
- #4
13. (CONT'D)
- k. NO CHANGE
- l. NO CHANGE
- m. NO CHANGE
- n. NO CHANGE
- o. NO CHANGE
- p. NO CHANGE
14. NO CHANGE
13. (CONT'D)
- k. NO CHANGE
- l. NO CHANGE
- m. NO CHANGE
- n. NO CHANGE
- o. NO CHANGE
- p. NO CHANGE
14. NO CHANGE
- (42) (CONT'D)
- k. New courses and the frequency with which they will be offered throughout the first five years.
- l. Requirements for the degree or certificate.
- m. Supporting courses in other departments.
- n. Existing programs for which the new program would offer supporting courses.
- o. Procedure used to develop the proposal, including participation of students, faculty, community, advisory committees, etc.
- p. Prior to approval of new programs, particularly in vocational-technical and some professional areas, it should be ascertained whether a comparable accredited program is offered in a private or proprietary institution in the state. If such a program exists and if it is of high quality, the feasibility and possible cost savings of contracting for the program should be thoroughly investigated. Even if the cost per student is similar or higher, savings may be achieved by avoiding public expenditure on buildings and equipment.
14. The following procedures should be used to initiate proposals for new programs:
- a. Normally, proposals for new programs should be initiated by the institutions. However, the governing board or its executive officer, might, from time to time, identify a state need for a program and request one or more of the institutions to prepare proposals.

- |  |   |   |  |
|--|---|---|--|
| <p>#1</p> <p>14. (CONT'D)</p> <p>b. Proposals should be forwarded from the institution to the governing board's executive officer who should conduct an independent analysis, using independent consultants when appropriate. If the executive officer's recommendation is contrary to that of the institution, the institution should be notified and given sufficient time to prepare a rebuttal or to withdraw the proposal.</p> <p>c. The board should review all materials submitted by the institution and the executive officer prior to reaching a decision.</p> <p><small>ADDED BY COMMISSION AT 6/6-7/74 MEETING</small></p> | <p>#2</p> <p>14. (CONT'D)</p> <p>b. NO CHANGE</p> | <p>#3</p> <p>16. (CONT'D)</p> <p>b. NO CHANGE</p> | <p>#4</p> <p>(43) (CONT'D)</p> <p>b. Proposals should be sent from the institution to the governing board's executive officer, who should conduct an independent analysis, using independent consultants when appropriate. If the executive officer's recommendation is contrary to that of the institution, the institution should be notified and given sufficient time to prepare a rebuttal or to withdraw its proposal.</p> <p>c. NO CHANGE (DELETED)</p> |
|--|---|---|--|
15. All materials should be open and accessible to the public.
- INSTITUTIONS / INSTITUTIONAL MISSIONS
- (SECTION HEADING CHANGED TO "INSTITUTIONS AND THEIR MISSIONS")
- (44) All materials used in program review should be open and accessible to the public.
- (67) The primary mission of each institution of public higher education should be the education of undergraduate students.
- (68) Since a clear need for each exists, there should continue to be three types of public institutions of higher education:
- (SEE NEXT PAGE)

- |   |  |  |   |
|---|--|--|---|
| <p>#1</p> <p>2. (CONT'D)</p> <p>a. Community Colleges. These institutions provide the opportunity for many students to receive two years of academic and/or vocational education in their home communities at a reduced cost to the state. Because they are limited to two-year programs, the community colleges can operate at a relatively low level of enrollment without excessive costs or undue constraints on student choice. They enhance the overall diversity of higher education by providing a small college environment where students may be exposed to both academic and vocational programs.</p> <p>b. Public Four-Year Colleges. The state colleges provide collegiate and some vocational-technical and para-professional programs in relatively small institutions. They have a regional focus and attempt to concentrate their services on specific areas of the state. This sector will continue to serve a significant proportion of Montana's undergraduate students. However, this is also the sector with the most severe underutilization and the greatest excess capacity.</p> <p>c. Public Universities. The two public universities will continue to serve most of the undergraduate students in Montana higher education. They should remain the only two institutions with heavy research emphasis and authorized to offer advanced graduate and professional degrees. High cost professional programs should be concentrated in these institutions. The size of the universities enables them to provide a broad range of curricular options in a cost-effective way.</p> | <p>#2</p> <p>2. (CONT'D)</p> <p>a. NO CHANGE</p> <p>b. NO CHANGE</p> <p>c. NO CHANGE</p> | <p>#3</p> <p>2. (CONT'D)</p> <p>a. NO CHANGE</p> <p>b. NO CHANGE</p> <p>c. NO CHANGE</p> | <p>#4</p> <p>(68) (CONT'D)</p> <p>b. Community Colleges. These institutions provide the opportunity for many students to receive two years of academic and/or vocational education in an area close to their home communities at a reduced cost to the state. Because they are limited to two-year programs, the community colleges can operate at a relatively low level of enrollment without excessive costs or undue constraints on student choice. They enhance the overall diversity of higher education by providing a small college environment where students may be exposed to both academic and vocational programs.</p> <p>b. Public Four-Year Colleges. The state colleges provide collegiate and some vocational-technical and para-professional programs in relatively small institutions. They have a regional focus and attempt to concentrate their services on specific areas of the state. This sector will continue to serve a significant proportion of Montana's undergraduate students. However, this is also the sector with the most severe lack of use and the greatest excess capacity.</p> <p>c. Public Universities. The two public universities will continue to serve most of the undergraduate students in Montana higher education. They should remain the only two institutions with heavy research emphasis and authority to offer advanced graduate and professional degrees. Generally, high cost professional programs should be concentrated in these institutions. The size of the universities enables them to provide a broad range of curricular options in a cost-effective way.</p> |
|---|--|--|---|

- #1  
The following criteria should be utilized in determining the need for an institution of higher education
- Role of the institution in maintaining and improving access to postsecondary education
  - Present and potential size of the institution
    - NO CHANGE
    - NO CHANGE
    - NO CHANGE
    - NO CHANGE
- (1) Must be large enough to assure students of an adequate range of programs and courses
- (2) Must be large enough to utilize resources effectively
- a. Needs of individuals and society for programs and services offered
- b. Capacities of other institutions to absorb students and programs if necessary.
- On the basis of these criteria, the Montana University System should make the following structural changes:
- Western Montana College should be closed. There is no likelihood that this college can attract sufficient students to offer a diversified curriculum or operate at an efficient cost per student level. As birth rates diminish, the demand for primary and secondary teachers will continue to decline.
  - Western Montana College should be closed. There is no likelihood that this college can attract sufficient students to offer a diversified curriculum of adequate quality or operate at an efficient cost per student level. As birth rates diminish, the demand for primary and secondary teachers will continue to decline.
  - Western Montana College should be closed. There is no likelihood that this college can attract sufficient students to offer a diversified curriculum of adequate quality and with a diversified curriculum.
  - Western Montana College should be closed. There is no likelihood that this college can attract sufficient students to offer a diversified curriculum of adequate quality and with a diversified curriculum.
- #2  
3. NO CHANGE
- #3  
3. NO CHANGE
- #4  
(74) These considerations should be utilized in determining the need for an institution of higher education:
- role of the institution in maintaining and improving access to postsecondary education.
  - present and potential size of the institution.
    - must be large enough to assure students of a range of programs and courses of an adequate quality and with a diversified curriculum
    - must be large enough to utilize resources effectively.
    - needs of individuals and society for programs and services offered.
    - whether other institutions have the capacity to absorb students and programs if necessary.
- (75) On the basis of the above considerations, the Montana University System should make the following structural changes.
- Western Montana College should be closed. (BALANCE OF PARAGRAPH DELETED BY COMMISSION 6/27/74)
  - Western Montana College should be closed.

- |                    |                       |                       |                         |               |
|--------------------|-----------------------|-----------------------|-------------------------|---------------|
| #1<br><br>(CONT'D) | #2<br><br>4. (CONT'D) | #3<br><br>4. (CONT'D) | #4<br><br>(75) (CONT'D) | (75) (CONT'D) |
|--------------------|-----------------------|-----------------------|-------------------------|---------------|
- b. Montana College of Mineral Science and Technology. Upper division and graduate programs should be transferred to Montana State University. The college should be merged with the Butte Vocational-Technical Center to form a community college.
- Montana College of Mineral Science and Technology is primarily a lower division institution as enrollment reports demonstrate. The upper division and graduate programs could operate more efficiently at Montana State University and the students would have the advantage of a more diversified curriculum. In a high cost area, such as engineering, there should be only one program in the state.
- Montana College of Mineral Science and Technology. Upper division and graduate programs should be transferred to Montana State University. The college should be merged with the Butte Vocational-Technical Center to form a community college.
- Such an institution, inherently more innovative and adaptive than a traditional four-year college, would be more responsive to the needs and desires of the people of southwestern Montana.
- Montana College of Mineral Science and Technology is primarily a lower division institution as enrollment reports demonstrate. The upper division and graduate programs could operate more efficiently at Montana State University and the students would have the advantage of a more diversified curriculum. In a high cost area, such as engineering, there should be only one program in the state.
- b. These alternatives should be considered for Montana College of Mineral Sciences and Technology:
- (1) That it become a highly specialized, high quality technical institute related to the mineral industries and supporting disciplines. Concentration would be on present areas of quality. Low-quality areas would be pared away.
  - (2) Similar to (1) but with the addition of programs to train vocational teachers (although not to compete with similar programs at Northern Montana College).
  - (3) That it be converted into a branch of Northern Montana College.
  - (4) That it be converted to a completely state supported two-year institution for the lower division.

#1	#2	#3	#4
(CONT'D)	(CONT'D)	(CONT'D)	(CONT'D)
2. The Montana Bureau of Mines and Geology should remain in Butte, but be administratively attached to Montana State University.	c. NO CHANGE	c. If the mission of the Montana College of Mineral Science and Technology is substantially changed, the Montana Bureau of Mines and Geology should remain in Butte, but be administratively attached to Montana State University.	c. If the mission of the Montana College of Mineral Science and Technology is substantially changed, the Montana Bureau of Mines and Geology should remain in Butte, but be administratively attached to the Montana State University.
d. Northern Montana College may be very close to its minimum viable enrollment. This unit has experienced enrollment decreases of about 33 percent over the last five years and has had to cut back significantly on staff. If enrollment should fall substantially below the current level, the Regents should reevaluate the feasibility of continuing to operate the college as presently constituted.	d. (FIRST TWO SENTENCES DELETED BY COMMISSION 6/27/74) If enrollment at Northern Montana College should fall substantially below the current level, the Regents should reevaluate the feasibility of continuing to operate the college as presently constituted.	d. (FIRST TWO SENTENCES DELETED BY COMMISSION 6/27/74) If enrollment at Northern Montana College should fall substantially below the current level, the Regents should reevaluate the feasibility of continuing to operate the college as presently constituted.	d. If enrollment at Northern Montana College should fall substantially below the current level, the Regents should reevaluate the feasibility of continuing to operate the college as presently constituted.
d. Northern Montana College may be very close to its minimum viable enrollment. This unit has experienced enrollment decreases of about 33 percent over the last five years and has had to cut back significantly on staff. If enrollment should fall substantially below the current level, the Regents should reevaluate the feasibility of continuing to operate the college as presently constituted.	4. NO CHANGE	4. NO CHANGE	(75) (CONT'D)
a. Eastern Montana College	a. NO CHANGE	a. NO CHANGE	a. Eastern Montana College
(1) Offer undergraduate instruction in the liberal arts and sciences and in primary and secondary education; offer the associate degree to students completing two years of undergraduate instruction.	(1) Offer undergraduate instruction in the liberal arts and sciences and in teacher training; offer the associate degree.	(1) NO CHANGE	(1) Should offer undergraduate instruction in the liberal arts and sciences and in teacher training; should offer the associate degree.
(2) May develop additional majors in the arts and sciences but only as demonstrated needs develop; the emphasis should be to provide services to practicing teachers.	(2) May develop additional majors in the arts and sciences but only as demonstrated needs develop; the emphasis should be to provide services to practicing teachers.	(2) May develop additional majors in the arts and sciences but only as demonstrated needs develop. (SECOND PHRASE MOVED TO (3) BY COMMISSION 6/27/74)	(2) May develop additional majors in the arts and sciences but only as demonstrated needs develop. (SECOND PHRASE MOVED TO (3) BY COMMISSION 6/27/74)
(3) Master's degree programs should be carefully controlled and should relate to the special needs and clientele of Billings and eastern Montana.	(3) Master's degree programs should be carefully controlled.	(3) Should carefully control Master's degree programs; the emphasis should be to provide services to practicing teachers.	(76) The role and scope of the remaining institutions of Public Higher Education should be as follows:

#1	5. (CONT'D)	#2	5. (CONT'D)	#3	5. (CONT'D)	#4	(76) (CONT'D)
b. Northern Montana College	(4) Should not offer the doctorate but may, through participation in consortia with the University of Montana and/or Montana State University, offer some courses and programs leading to the doctorate.	(4) Should not offer the doctorate but may, through participation in consortia with the University of Montana and/or Montana State University, offer some courses and programs leading to the doctorate. This option should be utilized only in areas of special strength (such as special education) when the need for a program can be demonstrated and when Eastern Montana College's participation will enable the state to avoid duplication of faculty and facilities. <small>(Language from original recommendations re-inserted by Commission 6-27-74)</small>	(4) Should not offer the doctorate but may, through participation in consortia with the University of Montana and/or Montana State University, offer some courses and programs leading to the doctorate. This option should be utilized only in areas of special strength (such as special education) when the need for a program can be demonstrated and when Eastern Montana College's participation will enable the state to avoid duplication of faculty and facilities.	b. NO CHANGE	b. NO CHANGE All of b.	b. Northern Montana College	(1) Should offer baccalaureate programs in teacher training and vocational education, and one and two-year programs in selective vocational and pre-professional fields; offer the associate degree.
	(1) Offer undergraduate programs in elementary, secondary and vocational education, and one and two-year programs in selective vocational and pre-professional fields; offer the associate degree to students completing two years of undergraduate courses.		(1) Offer baccalaureate programs in teacher training and vocational education, and one and two-year programs in selective vocational and pre-professional fields;		(1) Should offer baccalaureate programs in teacher training and vocational education, and one and two-year programs in selective vocational and pre-professional fields; should offer the associate degree.		(2) Master's degree programs should be limited to the special needs and clientele of the college's service area with emphasis upon providing services to practicing teachers.
	(2) Master's degree programs should be carefully controlled and should relate to the special needs and clientele of the college's service area with emphasis upon providing services to practicing teachers.		(2) Master's degree programs should be limited to the special needs and clientele of the college's service area with emphasis upon providing services to practicing teachers.				

		#1		#2		#3		#4
	(CONT'D)			5. (CONT'D)		5. (CONT'D)		(76) (CONT'D)
c.	Montana College of Mineral Science and Technology should be merged with the Butte Vocational-Technical Center to form a community college with a mission similar to 'g' below.	c.	Montana College of Mineral Science and Technology should be merged with the Butte Vocational-Technical Center to form an areawide community college with a mission similar to 'g' below.	c.	The role and scope of Montana College of Mineral Science and Technology will depend upon which of the alternatives described in 4b is adopted.	c.	The role and scope of Montana College of Mineral Science and Technology will depend upon which of the alternatives described in 4b is adopted.	
d.	Western Montana College should be closed.	d.	DELETED	d.	DELETED	d.	Montana State University	
e.	Montana State University	e.	NO CHANGE	e.	NO CHANGE ALL OF e.	e.	Should offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training, agriculture, engineering and selective professional areas, as well as the associate degree.	
	(1) Offer a broad range of undergraduate programs in the liberal arts and sciences, primary and secondary education, agriculture, engineering and selective professional areas; offer the associate degree to students completing two years of undergraduate courses.		(1) Offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training, agriculture, engineering and selective professional areas. Offer the associate degree.		(1) Offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training, agriculture, engineering and selective professional areas. Offer the associate degree.		(1) Should share with the University of Montana exclusive authority in public higher education to award the doctorate. However, doctoral programs should be offered in a limited number of carefully selected disciplines except for such specialized programs which may be retained at Montana College of Mineral Science and Technology.	
	(2) Provide graduate instruction, research and public service.		(2) NO CHANGE		(2) NO CHANGE		(2) Should have exclusive jurisdiction over four-year and graduate programs in engineering, including the Ph.D.	
	(3) Share with University of Montana exclusive authority in public higher education to award the doctorate. However, doctoral programs should be offered in a limited number of carefully selected disciplines.		(3) NO CHANGE		(3) NO CHANGE		(4) Have exclusive jurisdiction over four-year and graduate programs in engineering, including the Ph.D.	
	(4) Have exclusive jurisdiction over four-year and graduate programs in engineering Ph.D.						(5) Ph.D. and Master's programs should emphasize the special character of the land grant university and the needs of the state and region.	
	(5) Ph.D. and Master's programs should relate to the special character of the land grant university and the needs of the state and region.							

#1	#2	#3	#4
(CONT'D)	(CONT'D)	(CONT'D)	(CONT'D)
f. University of Montana			
(1) Offer a broad range of undergraduate programs in the liberal arts and sciences, primary and secondary education and selective professional areas; offer the associate degree to students completing <u>two years of undergraduate courses.</u>	f. NO CHANGE (1) Offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training and selective professional areas; offer the associate degree.	f. NO CHANGE (1) NO CHANGE	e. University of Montana (1) Should offer a broad range of undergraduate programs in the liberal arts and sciences, teacher training and selective professional areas, as well as the associate degree.
(2) Provide graduate instruction, research and public service.	(2) NO CHANGE	(2) NO CHANGE	(2) Should provide graduate instruction, research and public service.
(3) Share with Montana State University exclusive authority in public higher education to award the doctorate. However, doctoral programs should be offered only in a limited number of carefully selected disciplines.	(3) NO CHANGE	(3) NO CHANGE	(3) Should share with Montana State University exclusive authority in public higher education to award the doctorate. However, doctoral programs should be offered only in a limited number of carefully selected disciplines.
(4) Ph.D. and Master's programs should relate to the special needs of the state and region.	(4) NO CHANGE	(4) NO CHANGE	(4) Ph.D. and Master's programs should relate to the special needs of the state and region.
(5) This should be the state's most comprehensive institution of higher education.	(5) NO CHANGE	(5) NO CHANGE	(5) Should remain the state's most comprehensive institution of higher education.
g. Dawson College, Flathead Valley Community College and Miles Community College	g. NO CHANGE	g. NO CHANGE	g. NO CHANGE ALL OF g.
(1) Offer instruction through the second year of college.	(1) NO CHANGE	(1) NO CHANGE	f. Dawson College, Flathead Valley Community College and Miles Community College (1) Should offer instruction through the second year of college.
(2) Programs may <u>offer</u> collegiate courses for transfer to four-year institutions; instruction in vocational and technical courses leading to employment; general or liberal arts courses, and community services.	(2) Programs may include collegiate courses for transfer to four-year institutions; instruction in vocational and technical courses leading to employment; general or liberal arts courses, and a particular concern for community and area services.	(2) Programs may include collegiate courses for transfer to four-year institutions; instruction in vocational and technical courses leading to employment; general or liberal arts courses, and a particular concern for community and area services.	(2) Programs may include collegiate courses for transfer to four-year institutions; instruction in vocational and technical courses leading to employment; general or liberal arts courses, and a particular concern for community and area services.

#1	5,8. (CONT'D)	#2	5,8 (CONT'D)	#3	5,8 (CONT'D)	#4	(76) (CONT'D)
	(3) Grant the Associate Degree in Arts and Sciences and certificates in technical and vocational fields.		(3) NO CHANGE		(NO CHANGE ALL OF 8)		f. (CONT'D)
							(3) Should grant the Associate Degree in Arts and Science and certificates in technical and vocational fields.
6. Role and Scope of Vocational-Technical Centers	6. NO CHANGE		6. NO CHANGE				(69) The vocational-technical centers cannot be meaningfully defined in terms of levels of degrees or certificates. It is essential that their roles remain flexible to adjust to changing educational, labor and employment needs of the state and its communities.
a. The missions of the centers cannot be meaningfully defined in terms of levels of degrees or certificates. It is essential that their roles remain flexible to adjust to changing educational, labor and employment needs of the state and its communities. However, the centers should continue to develop specific areas of emphasis (e.g., <u>program related areas</u> ).	a. The missions of the centers cannot be meaningfully defined in terms of levels of degrees or certificates. It is essential that their roles remain flexible to adjust to changing educational, labor and employment needs of the state and its communities.	b. The centers should be viewed as components of a system with each unit specializing in certain fields and with no unnecessary program duplication among the centers.	b. NO CHANGE	c. NO CHANGE	b. NO CHANGE		(70) The centers should be viewed as components of a system with each unit specializing in certain fields and with no unnecessary program duplication among the centers.
b. The centers should be viewed as components of a system with each unit specializing in certain fields and with minimum program duplication among the centers.	c. NO CHANGE	c. NO CHANGE		c. NO CHANGE	c. NO CHANGE		(71) No changes in the missions of the vocational centers are recommended at the present time. (Last Phrase DELETED by Commission 6-27-74)
c. No changes in the missions of the vocational centers are recommended at the present time, except that the Butte Center should be merged with <u>Montana College of Mineral Science and Technology to form a community college.</u>	d. MOVED TO END OF SECTION BY COMMISSION AT JUNE 6/7 MEETING	d. MOVED TO END OF SECTION BY COMMISSION AT JUNE 6/7 MEETING	d. NO CHANGE (MOVED)	d. NO CHANGE (MOVED)	d. NO CHANGE (MOVED)		(72) The units of public postsecondary education should maintain their present admissions policies except as recommended in other sections of this report.*
d. There is no need in the present, or in the foreseeable future, for additional public units of public post-secondary education to maintain their present admissions policies except as recommended in other sections of this report.*	e. NO CHANGE (except for numbers in footnote reference)	e. NO CHANGE*	e. NO CHANGE*	e. NO CHANGE*	e. NO CHANGE*		*See Recommendation #1, Chapter III, Educational Policies.
							*See Recommendation #1, Discussion Session #4, page IV-12, Educational Policies

- | #1  | #2   | #3  | #4   |
|---|--|---|--|
| 8. When a unit of post-secondary education is closed, the state should find an alternative use for the physical plant.  | 8. When a unit of post-secondary education is closed, the state should attempt to find an alternative use for the physical plant.  | 8. NO CHANCE  | (77) When a unit of postsecondary education is closed, the state should attempt to find an alternative use for the physical plant.   |
| 9. When a unit of post-secondary education is closed or when a program is terminated or transferred to another unit, students who are dislocated as a result of such actions, should receive full credit for previous work. They should be able to complete their degrees in the same amount of time that would have been required had they completed their work at the institution in which they were previously enrolled. | 9. When a unit of post-secondary education is closed or when a program is terminated or transferred to another unit, students who are dislocated as a result of such actions, should receive full credit by the accepting institution for previous work. They should be able to complete their degrees in the same amount of time that would have been required had they completed their work at the institution in which they were previously enrolled. | 9. NO CHANCE  | (78) When a unit of postsecondary education is closed or when a program is terminated or transferred to another unit, students who are dislocated as a result of such actions, should receive full credit by the accepting institution for previous work. They should be able to complete their degrees in the same amount of time that would have been required had they completed their work at the institution in which they had previously enrolled. |
| 10. When a program is transferred from one institution to another, faculty should normally be given the opportunity to transfer to a like institution, if possible.   | 10. When a program is transferred from one institution to another, faculty should normally be given the opportunity to transfer to a like institution, if possible.  | 10. When a program is transferred from one institution to another, faculty should normally be given the opportunity to transfer. (ALL LANGUAGE AFTER THE WORD "transfer" DELETED BY COMMISSION 6/27/74) | (79) When a program is transferred from one institution to another, faculty should normally be given the opportunity to transfer.  |
| 11. (MOVED FROM 6.d BY COMMISSION AT JUNE 6/7 MEETING)  | 11. There is no need in the present, or in the foreseeable future, for additional public vocational-technical centers, community colleges or units of the university system. (MOVED FROM 6,d)  | 11. There should be no need in the present, or in the foreseeable future, for additional public post-secondary institutions in Montana.   | (73) There should be no need in the present, or in the foreseeable future, for additional public postsecondary institutions in Montana.  |
- G O V E R N A N C E**
- The vocational-technical centers should become a state system, similar in structure to the University System, under the Board of Public Education.
  - There are four positions on recommendation #1:  
(SEE NEXT PAGE)
- The vocational-technical centers should continue as a cooperative local-state system under the supervision of the State Board of Education with administrative control by the Board of Public Education.
  - The vocational-technical centers should continue as a cooperative local-state system under the supervision of the State Board of Education with administrative control by the Board of Public Education.

#1	1. (CONT'D)		
	a. All employees of the centers should become employees of the State of Montana.		
	b. Local tax support should be eliminated and replaced by state funds.		
	c. The local school boards should be eliminated from the governance structure.		
	d. The state should assume responsibility for all indebtedness of the centers.		
	e. The Board of Public Education in consultation with the Superintendent of Public Instruction and the center directors should develop a policy manual for the vocational-technical centers. The policy manual should specify standard procedures for administration of the centers, including:		
	(1) program development, approval and review		
	(2) responsibilities of the Superintendent of Public Instruction as executive officer		
	(3) responsibilities of center directors		
	(4) personnel policies		
	(5) policies regarding purchase or lease of land or facilities, including capital improvement projects		
#2	1. (CONT'D)		
	1. Leave staff recommendation as it is.	a. DELETED BY COMMISSION 6/28/74	
	2. One group wants the centers to retain their present system of governance - state and local. Opposed all of #1 except 1 (e).	b. Present local tax support should continue in addition to state and federal funding.	
	3. Centers should become a state system under the control of the Board of Regents; Section 1 (c), create a local advisory board to each center much like the executive boards of the university units. The group would also amend Section 1 (e2) and recommendation #5 to read Board of Regents or the Commissioner of Higher Education.	c. An equitable method of financing construction of facilities for the centers should be developed.	
	4. Centers should be combined to form a state system under the administration of a committee composed of members of the Board of Regents and the Board of Public Education with coordinator of the centers appointed by the committee or the Commissioner of Higher Education.	e. NO CHANGE FROM COLUMN #1 ALL OF e.	
#3	1. (CONT'D)		
	1. Leave staff recommendation as it is.	a. PRESENT LOCAL TAX SUPPORT SHOULD CONTINUE IN ADDITION TO STATE AND FEDERAL FUNDING.	
	2. One group wants the centers to retain their present system of governance - state and local. Opposed all of #1 except 1 (e).	b. ADMINISTRATIVE CONTROL BY THE LOCAL BOARD OF TRUSTEES SHOULD CONTINUE WITH STATE CONTROL OF PROGRAMMING IN ORDER TO BE MORE RESPONSIVE TO THE NEEDS OF MONTANANS.	
	3. Centers should become a state system under the control of the Board of Regents; Section 1 (c), create a local advisory board to each center much like the executive boards of the university units. The group would also amend Section 1 (e2) and recommendation #5 to read Board of Regents or the Commissioner of Higher Education.	c. AN EQUITABLE METHOD OF FINANCING CONSTRUCTION OF FACILITIES FOR THE CENTERS SHOULD BE DEVELOPED.	
#4	1. (CONT'D)		
	1. Leave staff recommendation as it is.	a. PRESENT LOCAL TAX SUPPORT SHOULD CONTINUE IN ADDITION TO STATE AND FEDERAL FUNDING.	
	2. One group wants the centers to retain their present system of governance - state and local. Opposed all of #1 except 1 (e).	b. ADMINISTRATIVE CONTROL BY THE LOCAL BOARD OF TRUSTEES SHOULD CONTINUE WITH STATE CONTROL OF PROGRAMMING IN ORDER TO BE MORE RESPONSIVE TO THE NEEDS OF MONTANANS.	
	3. Centers should become a state system under the control of the Board of Regents; Section 1 (c), create a local advisory board to each center much like the executive boards of the university units. The group would also amend Section 1 (e2) and recommendation #5 to read Board of Regents or the Commissioner of Higher Education.	c. AN EQUITABLE METHOD OF FINANCING CONSTRUCTION OF FACILITIES FOR THE CENTERS SHOULD BE DEVELOPED.	
	4. Centers should be combined to form a state system under the administration of a committee composed of members of the Board of Regents and the Board of Public Education with coordinator of the centers appointed by the committee or the Commissioner of Higher Education.	e. NO CHANGE FROM COLUMN #1 ALL OF e.	
	5. Policies regarding purchase or lease of land or facilities, including capital improvement projects	f. (1) program development, approval and review. (2) responsibilities of the Superintendent of Public Instruction as executive officer (3) responsibilities of center directors (4) personnel policies (5) policies regarding purchase or lease of land or facilities, including capital improvement projects.	

#1	#2	#3	#4
1.e (CONT'D)	1.e (CONT'D)	1.e (CONT'D)	(NO CHANGE FROM COLUMN #1 ALL OF e)
(6) Policies regarding the appointment of advisory committees to the centers	(6) Policies regarding the appointment of advisory committees to the centers.	(6) Policies regarding the appointment of advisory committees to the centers.	d. (CONT'D)
(7) admissions	(7) admissions.	(7) admissions.	(7) admissions.
(8) accreditation	(8) accreditation.	(8) accreditation.	(8) accreditation.
(9) budgeting procedures	(9) budgeting procedures.	(9) budgeting procedures.	(9) budgeting procedures.
(10) student services, including placement	(10) student services, including placement.	(10) student services, including placement.	(10) student services, including placement.
(11) student charges	(11) student charges.	(11) student charges.	(11) student charges.
(12) policies to be left to the discretion of the center administrators	(12) policies to be left to the discretion of the center administrators.	(12) policies to be left to the discretion of the center administrators.	(12) policies to be left to the discretion of the center administrators.
(13) other matters which the Board may deem necessary to assure standard and equitable procedures in the governance and administration of the centers.	(13) other matters which the Board may deem necessary to assure standard and equitable procedures in the governance and administration of the centers.	(13) other matters which the Board may deem necessary to assure standard and equitable procedures in the governance and administration of the centers.	(13) other matters which the Board may deem necessary to assure standard and equitable procedures in the governance and administration of the centers.
(14) periodic review of all of the above	(14) periodic review of all of the above.	(14) periodic review of all of the above.	(14) periodic review of all of the above.
2. Until such time as a definitive legal definition of the powers of the Regents is established by the courts, the Regents should assume exclusive authority over all matters of internal governance including internal allocations of funds and establishment and termination of programs and units.	2. Two groups wanted to delete the opening phrase. Their recommendation would read:  The Regents should assume exclusive authority over all matters of internal governance including internal allocations of funds and establishing internal allocations of funds and establishment and termination of programs and units.	2. The Regents should assume exclusive authority over all matters of internal governance of the University System including internal allocations of funds and establishment and termination of programs and units.	(25) (CONT'D)

#1	3. Funds for the University System should be appropriated directly to the Board of Regents.	3. Funds for the University System should be appropriated directly to the Board of Regents.	#3	3. State funds for the University System should be appropriated directly to the Board of Regents.	(23)	State funds for the University System should be appropriated directly to the Board of Regents.
4.	The Board of Regents should adopt a policy of (a) full public disclosure of information relevant to the conduct of university affairs except where the rights of individuals to privacy may be involved; (b) cooperation with appropriate state agencies in post-audits, personnel actions, purchases and examination of effective use of resources.	4. The Board of Regents should adopt a policy of (a) full public disclosure of information relevant to the conduct of university affairs except where the rights of individuals to privacy may be involved; (b) cooperation with appropriate state agencies in post-audits, personnel actions, purchases and examination of effective use of resources. (PHRASE ADDED 6/7/74. AT FNU OF (a) BELIEVED BY COMMISSION 6/26/74)	4.	The Board of Regents should adopt a policy of (a) full public disclosure of information relevant to the conduct of university affairs except where the rights of individuals to privacy may be involved; (b) cooperation with appropriate state agencies in post-audits, personnel actions, purchases and examination of effective use of resources. (PHRASE ADDED 6/7/74. AT FNU OF (a) BELIEVED BY COMMISSION 6/26/74)	(24)	The Board of Regents should adopt a policy of (a) full public disclosure of information relevant to the conduct of university affairs except where the rights of individuals to privacy may be involved; (b) cooperation with appropriate state agencies in post-audits, personnel actions, purchases and examination of effective use of resources.
5.	In groups wanted the committee composed of members of the Board of Regents and the Board of Higher Education to appoint the Executive Coordinator.	5. In groups wanted the committee composed of members of the Board of Regents and the Board of Higher Education to appoint the Executive Coordinator.	5.	The Superintendent of Public Instruction, subject to the approval of the Board of Public Education, should appoint a full-time Executive Coordinator of Vocational-Technical programs, who would report directly to the Superintendent and the State Board for Vocational-Education. The Executive Coordinator should be responsible primarily for day-to-day administration and policy development for post-secondary vocational-technical education at the state level.	(25)	The Superintendent of Public Instruction, subject to the approval of the Board of Public Education, should appoint a full-time Executive Coordinator of Vocational-Technical programs, who would report directly to the Superintendent and the State Board for Vocational-Education. The Executive Coordinator should be responsible primarily for day-to-day administration and policy development for post-secondary vocational-technical education at the state level.
6.	If "fringe benefits" means a house and car, some of the groups oppose this recommendation.	6. NO CHANGE FROM COLUMN #1	6.	In order to attract the most qualified persons to the position of Commissioner of Higher Education, compensation and fringe benefits should be at least equal to that of the best compensated unit president.	(26)	In order to attract the most qualified persons to the position of Commissioner of Higher Education, compensation and fringe benefits should be, at least, equal to that of the best compensated unit president.
7.	The Commissioner of Higher Education and the Superintendent of Public Instruction should be provided with the staff necessary to fulfill their responsibilities in post-secondary education.	7. NO CHANGE	7.	The Commissioner of Higher Education and the Superintendent of Public Instruction should be provided with the staff necessary to fulfill their responsibilities in postsecondary education.	(27)	The Commissioner of Higher Education and the Superintendent of Public Instruction should be provided with the staff necessary to fulfill their responsibilities in postsecondary education.

- #1
8. The Commissioner of Higher Education, unit presidents of the University System, and directors of vocational-technical centers, should be appointed for four year terms. Their respective boards should conduct a thorough evaluation of those chief executive officers which includes consultation with faculty, students, staff and community persons, prior to deciding whether to make an offer of reappointment. Evaluations should occur at least every four years but may take place at any time the board deems necessary. Four years should be a normal period of appointment and should not preclude dismissal of a system or unit chief executive after a shorter term of service.
8. NO CHANGE
- #2
8. The Commissioner of Higher Education, unit presidents of the University System, and directors of vocational-technical centers, should be appointed for five year terms. Their respective boards should conduct a thorough evaluation of those chief executive officers which would include consultation with faculty, students, staff and community persons, prior to deciding whether to make an offer to reappoint. Evaluation should occur at least every five years but may take place at any time the board deems necessary. Five years should be a normal period of appointment and should not preclude dismissal of a system or unit chief executive after a shorter term of service.
8. NO CHANGE
- #3
- (29) The Commissioner of Higher Education, unit presidents of the University System, and directors of vocational-technical centers, should be appointed for five year terms. Their respective boards should conduct a thorough evaluation of those chief executive officers which would include consultation with faculty, students, staff and community persons, prior to deciding whether to make an offer of reappointment. Evaluations should occur at least every five years but may take place at any time the board deems necessary. Five years should be a normal period of appointment and should not preclude dismissal of a system or unit chief executive after a shorter term of service.
8. NO CHANGE
- #4
- (30) System and campus chief executives should develop criteria and procedures for periodic evaluation of their professional administrative staffs.
10. NO CHANGE
- (31) The Board of Regents and the Board of Public Education should conduct a comprehensive review of the arrangements for governance of the post-secondary institutions under their jurisdiction at least once every five years. Students, faculty and administrators should participate in the review. The boards should also utilize consultants from outside the systems.
11. NO CHANGE
11. DELETED BY COMMISSION 6/26/74
11. The Governor should appoint a non-partisan committee of distinguished citizens, including some members of the State Board of Education to provide him with a list of qualified citizens for his consideration in appointing members of the Boards of Regents and Public Education.



- | #1  | #2  | #3  | #4 |
|---|---|---|----|
| <p>) (CONT'D)</p> <p>(1) <u>Advanced placement.</u> This is a program administered by the Educational Testing Service designed to prepare high school students for advanced courses when they enter college. Students who qualify should be given credits, as well as being excused from required freshman courses.</p> <p>(2) <u>College courses.</u> High school juniors and seniors who are qualified should be allowed to enroll concurrently in high schools and colleges and to complete and receive college credit for courses prior to high school graduation.</p> <p>(3) <u>Testing.</u> Students in high school and college should be encouraged to earn college credit through the College Level Examination Program (CLEP) and through challenge examinations. Once admitted to college, students should be allowed to challenge any course by examination and as many courses as they choose. The level of achievement required and subsequent grade should be identical to that required of or awarded to students who actually take the course.</p> <p>(4) <u>Early admissions.</u> Some students who are academically advanced should be admitted to college after the junior year of high school.</p> <p>(5) <u>College courses at the high school.</u> Some high school teachers are qualified, and others could be provided training, to offer freshman level courses to students in the senior year of high school. This would require cooperative efforts of high schools, colleges and universities and accrediting associations.</p> | <p>1.a) (CONT'D)</p> <p>(1) NO CHANGE<br/>(NO CHANGE ALL OF a))</p> <p>(2) NO CHANGE</p> <p>(3) Testing. Where appropriate, students in high school and college should be encouraged to earn college credit through the College Level Examination Program (CLEP) and through challenge examinations. Once admitted to college, students should be allowed to challenge any course by examination and as many courses as they choose. The level of achievement required and subsequent grade should be identical to that required of or awarded to students who actually take the course.</p> <p>(4) Early admissions. Some students who are academically advanced should be admitted to college before completing high school.</p> <p>(5) NO CHANGE</p> | <p>1. a) (CONT'D)</p> <p>(1) Advanced placement. This is a program administered by the Educational Testing Service designed to prepare high school students for advanced courses when they enter college. Students who qualify should be given credits and be excused from required freshman courses.</p> <p>(2) College courses. Qualified high school juniors and seniors should be allowed to enroll concurrently in high schools and colleges and to complete and receive college credit for courses prior to high school graduation.</p> <p>(3) Testing. Where appropriate, students in high school and college should be encouraged to earn college credit through the College Level Examination Program (CLEP) and through challenge examinations. Once admitted to college, students should be allowed to challenge any course by examination as many courses as they choose. The level of achievement required and the grading criteria should be the same as that for students who actually take the course.</p> <p>(4) Early admissions. Some students who are academically advanced should be admitted to college before completing high school.</p> <p>(5) College courses at the high school. Some high school teachers are qualified, and others should be provided training, to offer freshman level courses to students in the senior year of high school. This would require cooperative efforts of high schools, colleges and universities and accrediting associations.</p> |    |

#1	#2	#3	#4
(CONT'D)			
b) The Regents and the Commissioner of Higher Education should encourage and seek to provide incentives for experimentation with restructuring of baccalaureate programs from four to three years without requiring course overloads and/or summer session attendance.	<p>b) The Regents and the Commissioner of Higher Education should encourage and seek to provide incentives for experimentation with restructuring of baccalaureate programs from four to three years without requiring course overloads and/or summer session attendance.</p> <p>(1) If three-year baccalaureates are developed, they should be available as options to students.</p> <p>(2) Time-shortened degrees should not be achieved at the cost of limiting student opportunities for learning outside the major field.</p> <p>(3) The results of experimentation with the three year bachelor degree, should be rigorously evaluated to insure that standards of quality and student performance are maintained at a level equal to the traditional program.</p>	<p>b) NO CHANGE ALL OF b)</p> <p>1. (CONT'D)</p> <p>(2) (CONT'D)</p> <p>b. The Regents and the Commissioner of Higher Education should encourage and seek to provide incentives for experimentation with restructuring of baccalaureate programs from four to fewer years without requiring course overloads and/or summer session attendance.</p> <p>(1) If time-shortened baccalaureates are developed, they should be available as options to students.</p> <p>(2) DELETED</p>	<p>b. The Regents and the Commissioner of Higher Education should encourage and seek to provide incentives for experimentation with restructuring of baccalaureate programs from four to fewer years without requiring course overloads and/or summer session attendance.</p> <p>(1) If time-shortened baccalaureates are developed, they should be available as options to students.</p> <p>(2) DELETED</p> <p>(ORIGINAL (2) DELETED)</p> <p>(2) The results of experimentation with the time-shortened bachelor degree should be rigorously evaluated to insure that standards of quality and student performance are maintained at a level equal to the traditional program.</p> <p>(3) The results of experimentation with the time-shortened bachelor degree should be rigorously evaluated to insure that standards of quality and student performance are maintained at a level equal to the traditional program.</p> <p>The State Board of Education should immediately establish a permanent committee on relations between secondary and post-secondary education. The committee should include members of the Board of Public Education and the Board of Regents. Its functions should be to promote program articulation between secondary and post-secondary education and to provide a forum for discussion of other issues, problems and ideas that overlap the secondary-post-secondary levels.</p> <p>2. NO CHANGE</p> <p>2. NO CHANGE</p> <p>(5) The State Board of Education should immediately establish a permanent committee on relations between secondary and postsecondary education. The committee should include members of the Board of Public Education and the Board of Regents. It should promote program articulation between secondary and postsecondary education and provide a forum for discussion of other overlapping issues, problems and ideas.</p>

- #1
3. There should be continuous, informal and voluntary liaison between the staffs of the Superintendent of Public Instruction and the Commissioner of Higher Education. From time to time there should be joint studies of issues of mutual concern.
  4. The approval of the Board of Regents should be required for:
    - a) Any increase in the number of credit hours or courses required for graduation by a unit of the University System.
    - b) Any increase in the number of credits or courses in specific subject areas required for graduation by any college, department or other subdivision of a unit of the University System.
    - c) A degree or certificate should be available to students at least every two years in their educational careers. All units of the University System should offer the Associate Degree to any student who completes two years of undergraduate work.
    - d) The following steps should be taken to improve coordination and articulation within the university system and post-secondary education.
      - a) Credit received for collegiate level work from any state university, college or community college will be fully acceptable at the other state institutions. When subject matter is similar to that offered in the institution and department receiving the student's application for achievement has been equal to that demanded of students in the same department and institution, the credits shall be applicable to the requirements for the major.
- #2
3. There should be continuous liaison between the staffs of the Superintendent of Public Instruction and the Commissioner of Higher Education. From time to time there should be joint studies of issues of mutual concern.
  4. NO CHANGE
- #3
3. NO CHANGE
  4. NO CHANGE ALL OF 4.
- #4
3. There should be continuous liaison between the staffs of the Superintendent of Public Instruction and the Commissioner of Higher Education. From time to time there should be joint studies of issues of mutual concern.
  4. NO CHANGE
- (FOR ASSOCIATE DEGREE, SEE R.O.I. AND SCOPE FOR EACH UNIT.)
- #5
3. Any change in the number of credit hours or courses required for graduation by a unit of the University System.
  4. Any change in the number of credit hours or courses in specific subject areas required for graduation by any college, department or other subdivision of a unit of the University System.
  5. All units of the University System should offer the Associate Degree.
  6. NO CHANGE
- #6
3. There should be continuous liaison between the staffs of the Superintendent of Public Instruction and the Commissioner of Higher Education. From time to time there should be joint studies of issues of mutual concern.
  4. The approval of the Board of Regents should be required for:
    - a) Any change in the number of credit hours, credits or courses required for graduation by a unit of the University System;
    - b. any change in the number of credit hours, credits or courses in specific subject areas required for graduation by any college, department or other subdivision of a unit of the University System.
  5. The Board of Regents and the Commissioner of Higher Education should do all possible to assure the maximum transferability of credits between the units of the university system and the community colleges.
  6. NO CHANGE
- (FOR ASSOCIATE DEGREE, SEE R.O.I. AND SCOPE FOR EACH UNIT.)
- #7
3. There should be continuous liaison between the staffs of the Superintendent of Public Instruction and the Commissioner of Higher Education. From time to time there should be joint studies of issues of mutual concern.
  4. The Board of Regents and the Commissioner of Higher Education should do all possible to assure the maximum transferability of credits between the units of the university system and the community colleges.
  5. The following steps should be taken to improve coordination and articulation within the university system and post-secondary education.
    - a) NO CHANGE ALL OF a)
    - b) The Board of Regents and the Commissioner of Higher Education should do all possible to assure the maximum transferability of credits between the units of the university system and the community colleges.
  6. NO CHANGE

#1

## 6. (CONT'D)

a) (cont'd)

- (1) Each institution should establish an appeal process for students whose credits are not accepted or are not applied to their major.

(2) After the institution's appeal process has been exhausted, there should be a procedure for appeal to the Board of Regents on issues involving acceptance of credits.

- b) In determining transferability of credits and courses, postsecondary educational programs should be evaluated on their own merits, regardless of the type of institution offering them.

- c) Opportunities for concurrent enrollment in the University System of the Commonwealth should be made easily available.

- d) Insofar as space and facilities allow, the full range of resources available to all students of all campuses of the University System should be made available to all students at all campuses. Concurrent registration at two units without financial penalty should be permitted. Additionally, students should be permitted to attend another unit for periods of one quarter at a time without officially transferring.

b) NO CHANGE

c) NO CHANGE

d) NO CHANGE

#2

## 6. (CONT'D)

a) (cont'd)

- (1) NO CHANGE

(NO CHANGE AL. OF a))

- (1) Each institution should establish an appeal process for students whose credits are not accepted or are not applied to their major.
- (2) After the institutional appeal process has been exhausted, there should be a procedure for appeal to the Board of Regents on issues involving acceptance of credits.

b) NO CHANGE

c) NO CHANGE

d) NO CHANGE

#3

## 6. (CONT'D)

a) (CONT'D)

- (1) Each institution should establish an appeal process for students whose credits are not accepted or are not applied to their major.
- (2) After the institutional appeal process has been exhausted, there should be a procedure for appeal to the Board of Regents on issues involving acceptance of credits.

- In determining transferability of credits and courses, postsecondary educational programs should be evaluated on their own merits, regardless of the type of institution or its form of governance, in which the credits were earned.

- Opportunities for concurrent enrollment in the University System of the Commonwealth should be made easily available and encouraged.
- Insofar as space and other considerations allow, the full instructional resources of the University System should be made available to all students at all campuses. Concurrent registration at two units without financial penalty should be permitted. Additionally, students should be permitted to attend another unit for a period of one quarter or more without officially transferring.

#1	#2	#3	#4	#5	#6	#7
(CONT'D)					(CONT'D)	
e) The Commissioner of Higher Education should sponsor an annual conference on articulation in which faculty from the departments of the university system units and the community colleges meet with their counterparts to discuss issues of student and program articulation and interinstitutional cooperation.	e) NO CHANGE	e) NO CHANGE	e) NO CHANGE	e) NO CHANGE	e) NO CHANGE	e) NO CHANGE
f) A common system of course numbering should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify those courses which actually are similar, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the registrars of the units.)	f) So far as practicable, a common system of course numbering and credit allocations should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify similar those courses which actually are similar, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the registrars of the units.)	f) So far as practicable, a common system of course numbering and credit allocations should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify similar those courses which actually are similar, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the registrars and the directors of admissions of the units.) Private colleges should be encouraged to participate.	f) So far as practicable, a common system of course numbering and credit allocations should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify similar those courses which actually are similar, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the registrars and the directors of admissions of the units.) Private colleges should be encouraged to participate.	f) So far as practicable, a common system of course numbering and credit allocations should be developed within the University System and community colleges. The purpose of this system is not to enforce uniformity in courses and content, but to identify similar those courses which actually are similar, thereby facilitating transferability from one campus to another. Developing and updating this system should be a function of the conference on articulation recommended above (with the assistance of the registrars and the directors of admissions of the units.) Private colleges should be encouraged to participate.	f) The Commissioner of Higher Education should sponsor an annual conference on articulation in which faculty from the departments of the University System units and the community colleges meet with their counterparts to discuss issues of student and program articulation and interinstitutional cooperation.	f) All units of the University System and the community colleges should operate on a uniform academic calendar except when valid educational considerations merit an exception or when an exception is granted for purposes of experimentation. The Regents should approve all exceptions.
g) NO CHANGE	g) NO CHANGE	g) NO CHANGE	g) NO CHANGE	g) NO CHANGE	g) NO CHANGE	g) NO CHANGE

#2

**The state planning agency for post-secondary education should publish an annual comprehensive inventory of post-secondary education opportunities beyond the high school. It should include all programs offered in public, private, and proprietary post-secondary education, procedures for admission to all programs and institutions, information on all forms of financial assistance available to students and procedures for applying for financial assistance. The inventory should be distributed to all persons responsible for counseling and advising potential students regarding post-secondary education. A condensed inventory should be made available to all interested persons.**

#3

**7. NO CHANGE**

**7. The state planning agency for post-secondary education should publish an annual comprehensive inventory of post-secondary education opportunities beyond the high school. It should include all programs offered in public, private and proprietary post-secondary education, procedures for admission to all programs and institutions, information on all forms of financial assistance available to students and procedures for applying for financial assistance. The inventory should be distributed to all persons responsible for counseling and advising potential students regarding post-secondary education. A condensed inventory should be made available to all interested persons.**

#4

**(8) The state planning agency for post-secondary education should publish an annual comprehensive inventory of postsecondary education opportunities beyond the high school. It should include all programs offered in public, private and proprietary postsecondary education, procedures for admission to all programs and institutions, information on all forms of financial assistance available to students and procedures for applying for financial assistance. The inventory should be distributed to all persons responsible for counseling and advising potential students regarding postsecondary education.**

**The state postsecondary education agency shall collect and/or conduct studies of projected manpower supply and demand in cooperation with appropriate state agencies, and disseminate the results of such studies annually to institutions of secondary and post-secondary education in order to improve the information base upon which student choices are made.**

8. NO CHANGE

**(9) The state postsecondary education planning agency should collect and/or conduct studies of projected manpower supply and demand in cooperation with appropriate state agencies, and disseminate the results of such studies annually to institutions of secondary and postsecondary education in order to improve the information base upon which student choices are made. In particular, the agency should project annually the need for teachers at all levels, including county by county short and long-range projections by level and subject area.**

- a) The agency should produce an annual projection of the need for teachers at the primary and secondary levels, including county by county short and long-range projections by level and subject area.

a) NO CHANGE

a. (INCORPORATED WITH ABOVE PARAGRAPH)

#1

The Superintendent of Public Instruction and the Commissioner of Higher Education should sponsor an annual workshop of high school counsellors throughout the state. The purpose of the workshop is to provide the counsellors with current information on post-secondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying.

strongly recommend that the Superintendent of Public Instruction and the Commissioner of Higher Education conduct a study into post-secondary and secondary counselling in the State of Montana.

#2

We strongly recommend that the Superintendent of Public Instruction and the Commissioner of Higher Education sponsor an annual workshop for secondary and post-secondary counsellors throughout the state. The purpose of the workshop is to provide the counsellors with current information on post-secondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying.

#3

9. We strongly recommend that the Superintendent of Public Instruction and the Commissioner of Higher Education sponsor an annual workshop for secondary and post-secondary counsellors throughout the state. The purpose of the workshop is to provide the counsellors with current information on post-secondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying. We strongly recommend that the Superintendent of Public Instruction and the Commissioner of Higher Education conduct a study into post-secondary and secondary counselling in the State of Montana.

#4

(10) The Superintendent of Public Instruction and the Commissioner of Higher Education should sponsor an annual workshop for secondary and post-secondary counsellors throughout the state. The purpose of the workshop would be to provide the counsellors with current information on post-secondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying.

(10) The Superintendent of Public Instruction and the Commissioner of Higher Education should sponsor an annual workshop for secondary and post-secondary counsellors throughout the state. The purpose of the workshop would be to provide the counsellors with current information on post-secondary education programs, procedures for admission, student costs, financial assistance available from federal, state, private and institutional sources and procedures for applying.

(11) (FORMERLY a.) A report on the actions of the state post-secondary planning agency (mentioned above) should be presented at this workshop. The Superintendent of Public Instruction and the Commissioner of Higher Education should conduct a study into secondary and postsecondary counseling in the state.

(11) NO CHANGE ALL OF 10.

10. Each public university and college should be encouraged to establish a committee of faculty, students and administrators to consider methods of strengthening undergraduate education including (but not limited to):

a) Organization of a regular campus program on teaching.

(4) Each public university and college should be encouraged to establish a committee of faculty, students and administrators to consider methods of strengthening undergraduate education including (but not be limited to):

a. organization of a regular campus

Each public university and college should establish a committee of faculty, students and administrators to consider methods of strengthening undergraduate education, including (but not limited to):  
a) Organization of a regular campus program on teaching, coordinated by an institute, supported out of the general budget and sustained by the faculty themselves. The purpose of such institutes would be to systematically focus attention and energies on pedagogical issues, primarily through directly observing and discussing examples and models of teaching, rather than through theoretical lectures or second-hand accounts of teaching.

- |   |  |   |  |
|---|--|---|--|
| <p>#1</p> <p>10. (CONT'D)</p> <p>b) Improvement of methods of evaluating teaching, particularly upon development of non-punitive evaluation designed to assist faculty members to improve teaching.</p> <p>c) Application of the new knowledge developed about the learning process as it relates to higher education.</p> <p>d) Development of interdisciplinary, theme and problem-oriented programs and courses.</p> <p>e) Development of systems for recognizing and rewarding excellence in undergraduate teaching.</p> <p>f) Experimentation with new methods of evaluating student performance, including non-punitive grading and separation of teaching from evaluation.</p> <p>g) Reevaluation of the lecture method as the dominant educational mode in higher education.</p> <p>h) Student and peer evaluation of teaching.</p> <p>i) Opportunities for students to gain community service and work experience as part of their education and for credit.</p> | <p>#2</p> <p>10. (CONT'D)</p> <p>b) NO CHANGE</p> <p>c) Application of the new knowledge developed about the learning process as it relates to higher education.</p> <p>d) NO CHANGE</p> <p>e) NO CHANGE</p> <p>f) Experimentation with new methods of evaluating student performance.</p> <p>g) NO CHANGE</p> <p>h) NO CHANGE</p> <p>i) NO CHANGE</p> | <p>#3</p> <p>10. (CONT'D)</p> <p>(NO CHANGE ALL OF 10.)</p> | <p>#4</p> <p>(4) (CONT'D)</p> <p>b. improvement of methods of evaluating teaching and development of non-punitive evaluation designed to assist faculty members to improve teaching.</p> <p>c. application of new knowledge about the learning process as it relates to higher education</p> <p>d. development of interdisciplinary theme and problem-oriented programs and courses</p> <p>e. development of systems for recognizing and rewarding excellence in undergraduate teaching</p> <p>f. experimentation with new method of evaluation of student performance</p> <p>g. reevaluation of the lecture method as the dominant instructional mode in higher education</p> <p>h. student and peer evaluation of teaching</p> <p>i. opportunities for students to gain community service and work experience as part of their education and for credit.</p> |
|---|--|---|--|

#4

(CONT'D)

#2

(CONT'D)

The Regents should establish a timetable for the work of these committees on the campuses and should review the reports of the committees. It may be desirable to call a statewide conference at some point in the process in order to stimulate communication between the committees.

Each unit of public post-secondary education should set aside one to three percent of its operating budget each year for innovative or experimental teaching projects. There should be provision for rigorous evaluation of all projects funded from this source.

The Board of Regents should create and seek state and external support for a fund for innovation in higher education. The fund should be used to support innovations designed to improve the quality of education or to achieve greater cost effectiveness and productivity at the same or greater level of quality.

Admissions policies should not discriminate against part-time students or students choosing to combine or alternate education with other experience such as work or travel.

a) Administrative barriers and red tape should be minimized so that the work involved in entry, exit and reentry does not become a factor in student choices.

#3

(CONT'D)

THIS PARAGRAPH DELETED BY COMMISSION AT JUNE 6/7 MEETING

11. DELETED BY COMMISSION AT 6/27/74 MEETING

12. NO CHANGE

13. NO CHANGE ALL OF 13.

#4

(CONT'D)

NO CHANGE (DELETED)

10. (CONT'D)

(12) The Board of Regents should seek state and external support for a fund for innovation in higher education. The fund should be used to support innovations designed to improve the quality of education or to achieve greater cost effectiveness and productivity at the same or greater level of quality.

(13) Admissions policies should not discriminate against part-time students or students choosing to combine or alternate education with other experience, such as work or travel.

a. Administrative barriers should be minimized so that the work involved in entry, exit and reentry does not become a factor in student choices.

- #1  
N'D  
13. (CONT'D)  
**There should be provisions in each public institution for persons to attend undergraduate and graduate courses on a part-time basis, for credit or without credit, to take those courses without prior acceptance into a degree program, provided that they are able to benefit from the course and that there is sufficient space available.**
- In assessing the ability and qualifications of students beyond the traditional age of post-secondary education attendance, institutions should place minimum reliance upon high school and college transcripts and should develop other indicators of motivation and ability.
- ) ADDED BY COMMISSION AT JUNE 6/7  
**SETTING**
- ) ADDED BY COMMISSION AT JUNE 6/7  
**MEETING**
13. (CONT'D)  
**(NO CHANGE ALL OF 13.)**
- #2  
N'D  
13. (CONT'D)  
**b) NO CHANGE**
- c) NO CHANGE
- d) NO CHANGE
- e) NO CHANGE
- #3  
N'D  
13. (CONT'D)  
**(NO CHANGE ALL OF 13.)**
- #4  
N'D  
13. (CONT'D)  
b. Each public institution should provide for persons to attend undergraduate and graduate courses on a part-time basis, for credit or without credit, and to take those courses without prior acceptance into a degree program, provided that they are able to benefit from the course and that there is space available.
- c. In assessing the ability and qualifications of students beyond the traditional age of postsecondary education attendance, institutions should place minimum reliance upon high school and college transcripts and should develop other indicators of motivation and ability.
- d. Each institution should endeavor to maintain facilities, such as child care facilities, to better enable all kinds of students to enroll and attend.
- e. All units of the University System should provide for unstructured independent study options for all students. These provisions should be similar to, but not necessarily restricted to, the omnibus option at the University of Montana.
- #14  
N'D  
14. NO CHANGE
14. Tuition and fee structures should not discriminate against part-time students. Part-time students should be charged for courses and credits actually taken. Any fees charged for services and facilities other than instruction should be proportionate to the part-time student's course and credit load.
- (13) (CONT'D)
- b. Each public institution should provide for persons to attend undergraduate and graduate courses on a part-time basis, for credit or without credit, and to take those courses without prior acceptance into a degree program, provided that they are able to benefit from the course and that there is space available.
- c. In assessing the ability and qualifications of students beyond the traditional age of postsecondary education attendance, institutions should place minimum reliance upon high school and college transcripts and should develop other indicators of motivation and ability.
- d. Each institution should endeavor to maintain facilities, such as child care facilities, to better enable all kinds of students to enroll and attend.
- e. All units of the University System should provide for unstructured independent study options for all students. These provisions should be similar to, but not necessarily restricted to, the omnibus option at the University of Montana.
- (14) Tuition and fee structures should not discriminate against part-time students. Part-time students should be charged for courses and credits actually taken. Any fees charged for services and facilities other than instruction should be proportionate to the part-time student's course and credit load.

- |  |   |  |   |
|--|---|--|---|
| <p><b>#1</b></p> <p>Part-time students should be eligible for state and institutional student financial assistance programs.</p> <p>In order to plan for the orderly growth of adult and continuing education in Montana, a Statewide Consortium for Adult and Continuing Education should be established.</p> <p>a) Membership</p> <ul style="list-style-type: none"> <li>(1) All public institutions of post-secondary education</li> <li>(2) Private institutions of post-secondary education should be invited to participate</li> <li>(3) The Commissioner of Higher Education and the Superintendent of Public Instruction</li> <li>(4) Other state agencies involved in delivery of educational services to adults, such as the Educational Television Commission, should be invited to participate</li> </ul> <p>b) Staffing. The office of the Commissioner of Higher Education should serve as the secretariat to the consortium.</p> <p>c) Functions</p> <ul style="list-style-type: none"> <li>(1) Development of a state plan for adult and continuing education for submission to the state postsecondary planning agency</li> </ul> | <p><b>#2</b></p> <p>Part-time students should be eligible for state and institutional student financial assistance programs, <u>based on need</u>.</p> <p>15. NO CHANGE</p> <p>16. NO CHANGE</p> <p>16. In order to plan for the orderly growth of adult and continuing education in Montana, a Statewide Association for Adult and Continuing Education should be established.</p> <p>a) NO CHANGE ALL OF a)</p> <p>a) NO CHANGE ALL OF b)</p> <p>b) NO CHANGE</p> <p>c) NO CHANGE</p> | <p><b>#3</b></p> <p>15. NO CHANGE</p> <p>16. In order to plan for the orderly growth of adult and continuing education in Montana, a Statewide Association for Adult and Continuing Education should be established.</p> <p>a) NO CHANGE ALL OF a)</p> <p>a) NO CHANGE ALL OF b)</p> <p>b) NO CHANGE</p> <p>c) NO CHANGE</p> | <p><b>#4</b></p> <p>Part-time students should be eligible for state and institutional student financial assistance programs, <u>based on need</u>.</p> <p>(15) Part-time students should be eligible for state and institutional student financial assistance programs, based on need.</p> <p>(16) In order to plan for the orderly growth of adult and continuing education in Montana, a Statewide Association for Adult and Continuing Education should be established.</p> <p>a. Membership:</p> <ul style="list-style-type: none"> <li>(1) all public institutions of post-secondary education.</li> <li>(2) private institutions of post-secondary education should be invited to participate.</li> <li>(3) the Commissioner of Higher Education and the Superintendent of Public Instruction.</li> <li>(4) other state agencies involved in delivery of educational services to adults, such as the Educational Broadcasting Commission, should be invited to participate.</li> </ul> <p>b. Staffing: The Office of Commissioner of Higher Education should serve as the secretariat to the association.</p> <p>c. Functions:</p> <ul style="list-style-type: none"> <li>(1) develop a state plan for adult and continuing education for submission to the state postsecondary planning agency.</li> </ul> |
|--|---|--|---|

- #1  
 (CONT'D)  
 c) (CONT'D)
- (2) Division of the state into institutional service areas for adult and continuing education
- (a) In each service area a Regional Council for Adult and Continuing Education should be formed. All institutions offering post-secondary programs should be invited to participate. This will be a voluntary consortium to assess needs and determine the most effective delivery system. The Regional Council will be advisory to the participating institutions of post-secondary education and to the statewide consortium.
- #2  
 16. (CONT'D)  
 c) (CONT'D)
- (2) DELETED
- (a) DELETED
- #3  
 16. (CONT'D)  
 c) (CONT'D)
- (NO CHANGE ALL OF c))  
 (ORIGINAL (2) DELETED)
- (ORIGINAL (a) DELETED)
- #4  
 (16) (CONT'D)  
 c. (CONT'D)
- (2) coordinate and stimulate the development of new delivery systems.
- (3) Develop a system for maintaining the records of persons who accumulate postsecondary education through diverse approaches: course work at institutions, work and service experience, individualized study, tests, etc.
- (4) Develop procedures for delivery of educational services to areas which may lack an institution capable of offering a needed course or program.
- (5) NO CHANGE

- |   |   |  |  |
|---|---|--|--|
| <p>#1</p> <p>16. (CONT'D)</p> <p>c) (cont'd)</p> <p>(6) Encourage and provide assistance to counties and cities in the development of learning centers for adult education in public libraries, high schools, government buildings, other available facilities, and where appropriate, learning pavilions</p> <p>(7) Explore the need and feasibility of offering an external degree to increase accessibility of higher education for persons whose work schedules, home responsibilities or geographic location preclude attendance at a campus. Such a degree might be offered on the basis of independent study, equivalence testing, correspondence work, television and radio courses and brief periods of intensive study (weekends, short summer sessions) at campuses or learning centers</p> <p>(8) Seek federal and foundation funding for development of new systems for delivery and evaluation of adult learning experiences</p> <p>(9) ADD BY COMMISSION AT JUNE 6/7 MEETING</p> | <p>#2</p> <p>16. (CONT'D)</p> <p>c) (cont'd)</p> <p>(6) NO CHANGE</p> <p>(7) NO CHANGE</p> <p>(8) Grant state and seek federal and foundation funding for development of new systems for delivery and evaluation of adult learning experiences</p> <p>(9) Senior citizens, 62 years of age and over, should be granted tuition free access to all courses at all units of the university system, subject to space availability.</p> | <p>#3</p> <p>16. (CONT'D)</p> <p>c) (cont'd)</p> <p>(NO CHANGE ALL OF c)</p> <p>(7) NO CHANGE</p> <p>(8) Seek federal and foundation funding for development of new systems for delivery and evaluation of adult learning experiences</p> <p>(9) The Board of Regents should give special consideration to granting tuition free access to all Montana residents, 62 years of age and over, to audit all courses at all units of the university system, subject to space availability.</p> | <p>#4</p> <p>16. (CONT'D)</p> <p>c. (CONT'D)</p> <p>(5) encourage and provide assistance to counties and cities in the development of learning centers for adult education in public libraries, high schools, government buildings, other available facilities, and where appropriate, special adult learning centers.</p> <p>(6) explore the need and feasibility of offering an external degree to increase accessibility of higher education for persons whose work schedules, home responsibilities or geographic location preclude attendance at a campus. Such a degree might be offered on the basis of independent study, equivalence testing, correspondence work, television and radio courses and brief periods of intensive study (weekends, short summer sessions) at campuses or learning centers.</p> <p>(7) seek federal and foundation funding to develop new systems for the delivery and evaluation of adult learning experiences.</p> <p>(8) The Board of Regents should give special consideration to granting tuition free access to all Montana residents, 62 years of age and over, to audit all courses at all units of the university system, subject to space availability.</p> |
|---|---|--|--|

#1  
The state should continue to assume the major responsibility for financing public post-secondary education.

State support of operating expenses of post-secondary education should take two basic forms

- a. Direct institutional support through appropriations to the institutions and/or their governing boards
- b. Direct student support through student financial assistance

Montana should establish a state scholarship program and participate in the federal student incentive grant program. The program should provide for grants of \$100 to \$1000 per student applicable to tuition or living costs.

- a. Undergraduate and vocational-technical students in public post-secondary education should be eligible to participate in this program.
- b. Grants should be based upon need.

1. NO CHANGE

2. NO CHANGE

3. NO CHANGE ALL OF 2.

1. NO CHANGE

2. NO CHANGE

3. NO CHANGE ALL OF 3.

(45) The state should continue to assume the major responsibility for financing public postsecondary education.

(46) State support of operating expenses of postsecondary education should take two basic forms

- a. direct institutional support through appropriations to the institutions and/or their governing boards.
- b. direct student support through student financial assistance based on need and performance.

(47) Montana should establish a state scholarship program and participate in the federal student incentive grant program. The program should provide for grants to students applicable to tuition or living costs at institutions within Montana.

- a. Undergraduates and vocational-technical students in public postsecondary education should be eligible to participate in this program.
- b. Grants should be based upon need.

a. NO CHANGE

b. NO CHANGE

#2  
FINANCING

#3

#4

- |  |   |   |  |
|--|---|---|--|
| <p>#1</p> <p>(CONT'D)</p> <p>Priority in the awarding of grants should be given to</p> <ol style="list-style-type: none"> <li>1) Students whose educational programs are disrupted by termination of an institution or program.</li> <li>2) Students who must change their place of residence to attend postsecondary education.</li> <li>3. Grants or vouchers should be awarded directly to students.</li> <li>4. This program should be funded at an initial level of approximately \$120,000 (50% state funds, 50% federal funds).</li> <li>5. The Commission for Federal Higher Education Programs should administer this program.</li> </ol> <p>R. ADDED BY COMMISSION AT JUNE 6/7 MEETING</p> <p>Students attending private colleges should be eligible for participation in any state programs which award financial assistance directly to students.*</p> | <p>#2</p> <p>(CONT'D)</p> <p>c. NO CHANGE</p> <p>i. Grants or vouchers should be awarded directly to students.</p> <p>e. NO CHANGE</p> <p>f. NO CHANGE</p> <p>g. The state statute creating a state work study program should be funded.</p> <p>4. NO CHANGE</p> <p>4. Students attending Carroll College, College of Great Falls, and Rocky Mountain College, should be eligible for participation in any state programs which award financial assistance directly to students.*</p> | <p>#3</p> <p>(CONT'D)</p> <p>(NO CHANGE ALL OF 3.)</p> <p>c. Priority in the awarding of grants should be given to</p> <ol style="list-style-type: none"> <li>1) students whose educational programs are disrupted by termination of an institution or program.</li> <li>2) students who must change their place of residence to attend postsecondary education.</li> <li>3. Grants or vouchers should be awarded directly to students.</li> <li>4. This program should be funded initially at a level of approximately \$120,000 (50% state funds, 50% federal funds).</li> <li>5. The Commission for Federal Higher Education Programs should administer this program.</li> </ol> <p>g. The state statute creating a state work study program should be funded.</p> <p>4. NO CHANGE</p> | <p>#4</p> <p>(CONT'D)</p> <p>c. Priority in the awarding of grants should be given to</p> <ol style="list-style-type: none"> <li>1) students whose educational programs are disrupted by termination of an institution or program.</li> <li>2) students who must change their place of residence to attend postsecondary education.</li> <li>3. Grants or vouchers should be awarded directly to students.</li> <li>4. This program should be funded initially at a level of approximately \$120,000 (50% state funds, 50% federal funds).</li> <li>5. The Commission for Federal Higher Education Programs should administer this program.</li> </ol> <p>g. The state statute creating a state work study program should be funded.</p> <p>4. NO CHANGE</p> |
|--|---|---|--|
- \*This would probably require constitutional amendment.*
- This would probably require constitutional amendment.*

- #1
- Students in state institutions of post-secondary education should contribute to the direct costs of their education. However student charges should not be raised until a study of student resources has been made to determine the impact of such charges.
- A. ADDED BY COMMISSION AT 6/28 MEETING
- b. ADDED BY COMMISSION AT 6/28 MEETING
- A portion of any future increases in student charges should be set aside for student financial assistance.
- The ratio of state to county funding of community colleges should be set at 65:35.
- All institutions of post-secondary education should adopt "zero-based" formula budgeting.
- Budgeting formulas should take into account the different missions and programs of the institutions of post-secondary education and the library, laboratories and equipment necessary to support institutional functions.
10. State executive and legislative authorities, in the exercise of their responsibility for budget control and audit, should concentrate on program budget review and approval and avoid line-item approval and direct involvement in internal budget operation and administration of the public institutions of post-secondary education.
- #2
5. Four positions on this recommendation:
- Leave staff recommendation as is.
  - Strike the last sentence beginning with the word "However..."
  - Add the following statement: "The Graduate fees structure should be studied."
  - Add the following statement to this section: Increases in student fees should not be used to decrease General Fund appropriations."
- #3
5. NO CHANGE FROM COLUMN #1
- #4
- (49) Students in state institutions of post-secondary education should contribute to the direct costs of their education. However, student charges should not be raised until student resources have been studied to determine the impact of such charges.
- The graduate fees structure should be studied.
  - Increases in student fees should not be used to decrease General Fund appropriations.
- (50) DELETED BY COMMISSION AT 6/28 MEETING
- #5
7. NO CHANGE FROM COLUMN #1
- #6
7. NO CHANGE FROM COLUMN #1
- a. The ratio of state to county funding of community colleges should be set at approximately 65:35.
- b. The ratio of state to county funding of community colleges should not exceed 50% state and 50% local.
8. NO CHANGE
9. NO CHANGE
10. NO CHANGE
- #7
5. NO CHANGE FROM COLUMN #1
- a. Strike the last sentence beginning with the word "However..."
- b. Add the following statement: "The Graduate fees structure should be studied."
- c. Add the following statement to this section: Increases in student fees should not be used to decrease General Fund appropriations."
- #8
7. NO CHANGE FROM COLUMN #1
- a. The ratio of state to county funding of community colleges should be set at approximately 65:35.
- b. The ratio of state to county funding of community colleges should not exceed 50% state and 50% local.
8. NO CHANGE
9. NO CHANGE
10. NO CHANGE
- #9
- (54) The ratio of state to county funding of community colleges should be set at 65:35.
- (55) All institutions of postsecondary education should adopt "zero-based" program budgeting.
- (56) Budgeting formulas should take into account the different missions and programs of the institutions of postsecondary education and the library, laboratories and equipment necessary to support institutional functions.
- (57) All institutions of postsecondary education should adopt "zero-based" program budgeting.
- (58) State executive and legislative authorities, in the exercise of their responsibility for budget control and audit, should concentrate on program budget review and approval and avoid line-item approval and direct involvement in internal budget operation and administration of the public institutions of postsecondary education.

- #1 State funds allocated to the University System should be appropriated to the Board of Regents.
11. NO CHANGE
- #2 Institutions and units of post-secondary education should continue to develop and refine uniform standards, definitions and procedures that will find the full cost of resources utilized in the process of producing instructional outcomes, including student credit hours, courses, degrees and certificates. Insofar as possible this information should be compatible with the work being carried on by the United States Office of Education and the National Center for Higher Education Management System.
12. NO CHANGE
- #3 For the immediate future, adult and continuing education should continue to rely upon student fees and the county mill levies. However, there should be provisions for full and partial fee waivers for persons who cannot afford adult education. One way to finance such waivers is by setting aside a percentage of income over and above the expenses incurred in current course offerings for waivers. This procedure is frequently utilized to finance low enrollment courses.
11. NO CHANGE
- #4 State funds allocated to the University System should be appropriated to the Board of Regents.
- (51) Institutions and units of postsecondary education should continue to develop and refine uniform standards, definitions and procedures that will find the full cost of resources used in the process of producing instructional outcomes, including student credit hours, courses, degrees and certificates. As far as possible, this information should be compatible with the work being carried on by the United States Office of Education and the National Center for Higher Education Management System.
12. NO CHANGE
- #5 The state should provide funding for the administrative expenses of the Statewide Consortium for Adult Education.
13. DELETED BY COMMISSION AT 6/28 MEETING
14. NO CHANGE
- (58) The state should provide funding for the administrative expenses of the Statewide Association for Adult Education.
14. The state should provide funding for the administrative expenses of the Statewide Consortium for Adult Education.

<p><b>#1</b></p> <p>1. When the Statewide Consortium for Adult Education has accumulated sufficient experience and information on the nature of the demand for adult and continuing post-secondary education, it should make an assessment of the need and appropriateness of state funding of programs and courses.</p> <p>6. Faculty, administrative and staff salaries and benefits in Montana higher education should be competitive with those provided for comparable services in comparable institutions. There should be more uniformity in salaries among all the units.</p> <p>7. The governing boards of public post-secondary education should conduct periodic surveys to compare the compensation being paid to faculty, administrators and other staff with levels of compensation of persons with similar responsibilities in similar post-secondary institutions, government and the private sector.</p> <p>8. Governing boards should set statewide priorities for increases in faculty compensation.</p> <p>9. In the immediate future the Regents should emphasize equity and merit increases in their priorities for faculty compensation in the University System.</p>	<p><b>#2</b></p> <p>15. Three differences on this recommendation:</p> <ul style="list-style-type: none"> <li>a. Keep it as it reads.</li> <li>b. Delete the section.</li> <li>c. Amend as follows: When the Statewide Consortium for Adult Education has accumulated sufficient experience and information on the nature of the demand for adult and continuing education, it should make an assessment of the need and appropriateness of state funding of programs and courses.</li> </ul> <p>16. Faculty, administrative and staff salaries and benefits in Montana higher education must be competitive with those provided for comparable services in comparable institutions. There should be more uniformity in salaries among all the units.</p> <p>17. NO CHANGE</p> <p>18. NO CHANGE</p> <p>19. NO CHANGE</p>	<p><b>#3</b></p> <p>15. When the Statewide Association for Adult Education has accumulated sufficient experience and information on the demand for adult and continuing education, it should assess the need and appropriateness of state funding of programs and courses.</p> <p>16. NO CHANGE</p> <p>17. NO CHANGE</p> <p>18. NO CHANGE</p> <p>19. NO CHANGE</p>	<p><b>#4</b></p> <p>(59) When the Statewide Association for Adult Education has accumulated sufficient experience and information on the demand for adult and continuing education, it should assess the need and appropriateness of state funding of programs and courses.</p> <p>(60) Faculty, administrative and staff salaries and benefits in Montana higher education should be competitive with those provided for comparable services in comparable institutions. Salaries among similar units should be more uniform.</p> <p>(61) The governing boards of public postsecondary education should conduct periodic surveys to compare the compensation paid to faculty, administrators and other staff with levels of compensation of persons with similar responsibilities in similar postsecondary institutions, government and the private sector.</p> <p>(62) Governing boards should set statewide priorities for increases in faculty compensation.</p> <p>(63) The Regents should emphasize immediately equity and merit increases in their priorities for faculty compensation in the University System. Recommendations for merit increases should be the sole responsibility of the dean of the school or the president of the institution.</p>
--	---	--	--

<p><b>#1</b></p> <p>One instructional FTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional FTE's are to be used for curricular reform or research related to the improvement of instruction.</p> <p><b>#2</b></p> <p><u>Differences on this recommendation:</u></p> <ul style="list-style-type: none"> <li>a. Two groups wanted more information.</li> <li>b. One group wanted to delete the section.</li> <li>c. Amend the first sentence as follows: "Funds equivalent to one instructional FTE faculty position should be granted to each unit of the University System for each 750 students or part thereof."</li> </ul> <p><b>#3</b></p> <p>Funds equivalent to one instructional FTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional FTE's are to be used for curricular reform or research related to the improvement of instruction.</p> <p><b>#4</b></p> <p>Funds equivalent to one instructional FTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional FTE's are to be used for curricular reform or research related to improved instruction.</p>	<p><b>#5</b></p> <p>Funds equivalent to one instructional FTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional FTE's are to be used for curricular reform or research related to the improvement of instruction.</p> <p><b>#6</b></p> <p>Funds equivalent to one instructional FTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional FTE's are to be used for curricular reform or research related to the improvement of instruction.</p> <p><b>#7</b></p> <p>State funds should be provided to institutions and system offices for the development of management information systems.</p> <p><b>#8</b></p> <p>NO CHANGE</p>	<p><b>#9</b></p> <p>NO CHANGE</p> <p><b>#10</b></p> <p>If enrollment decreases necessitate budget cutbacks, administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.</p> <p><b>#11</b></p> <p>ADDED BY COMMISSION AT JUNE 6/7 MEETING</p> <p><b>#12</b></p> <p>ADDED BY COMMISSION AT 6/28 MEETING</p>	<p><b>#13</b></p> <p>Private Foundation Funding. Private foundations of individual post-secondary institutions should be encouraged to develop income for its supplemental programs. Income from these foundations should be considered additional income and not used to reduce its General Fund appropriations.</p> <p><b>#14</b></p> <p>ADDED BY COMMISSION AT 6/28 MEETING</p> <p><b>#15</b></p> <p>An Attorney General's opinion should be solicited to determine whether or not the Board of Regents could rebate up to three of the six university system mills collected from those political subdivisions which maintain community colleges.</p>	<p><b>#16</b></p> <p>Funds equivalent to one instructional FTE faculty position should be granted to each unit of the University System for each 750 students or part thereof. The additional FTE's are to be used for curricular reform or research related to improved instruction.</p> <p><b>#17</b></p> <p>Administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.</p> <p><b>#18</b></p> <p>Administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.</p> <p><b>#19</b></p> <p>Private foundations of individual post-secondary institutions should be encouraged to develop income for their supplemental programs. Income from these foundations should be considered additional income and should not be used to reduce its General Fund appropriations.</p> <p><b>#20</b></p> <p>Administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.</p> <p><b>#21</b></p> <p>Administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.</p> <p><b>#22</b></p> <p>Administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.</p> <p><b>#23</b></p> <p>Administrative support costs should be carefully reviewed to insure that they are commensurate with the size of the institution and the number of students being served.</p> <p><b>#24</b></p> <p>An Attorney General's opinion should be solicited to determine whether or not the Board of Regents could rebate up to three of the six university system mills collected from those political subdivisions which maintain community colleges.</p>	<p><b>#25</b></p> <p>An Attorney General's opinion should be solicited to determine whether or not the Board of Regents could rebate up to three of the six university system mills collected from those political subdivisions which maintain community colleges.</p>
---	--	--	---	--	--

**SPECIAL SUBJECTS**

**Staffing**

Each governing board in public post-secondary education should conduct a thorough review of current tenure policies and the future impact of those policies. This review should include:

- a. Analysis by each unit of its current and projected level of faculty staffing, including estimates of the proportion of tenured and non-tenured faculty for the periods 1975-1980 and 1981-1990. Analysis and estimates should be made for each department and for the entire institution.
  - b. Procedures and criteria by which tenure decisions are made.
  - c. Strategies for maintaining a healthy tenure/non-tenure balance.
  - d. Possible alternatives to, or modifications of, existing tenure policies and practices.
- Governing boards should insure that procedures are established for the evaluation of tenured faculty at least every four years.
1. NO CHANGE ALL OF 1.
    1. NO CHANGE ALL OF 1.
  2. NO CHANGE
  3. NO CHANGE
- (18) Each governing board in public postsecondary education should conduct a thorough review of current tenure policies and the future impact of those policies. This review should include:
- a. analysis by each unit of its current and projected level of faculty staffing, including estimates of the proportion of tenured and non-tenured faculty for the periods 1975-1980 and 1981-1990. Analysis and estimates should be made for each department and for the entire institution.
  - b. procedures and criteria by which tenure decisions are made.
  - c. strategies for maintaining a healthy tenure/non-tenure balance.
  - d. possible alternatives to, or modifications of, existing tenure policies and practices.
- (19) Governing boards should insure that procedures are established for the evaluation of tenured faculty at least every four years by administrator, faculty and student input.
2. NO CHANGE
  3. NO CHANGE
- (20) Governing boards should examine the possibility of developing early retirement plans for voluntary withdrawal from employment or full-time employment at age 55 or 60.

- #1 Governing boards, institutions, faculties and departments should make every effort to increase the representation of minority groups, particularly American Indians and women, and women, on the teaching and administrative staffs of all units of post-secondary education and provide equitable compensation.
- #2 Governing boards, institutions, faculties and departments will make every effort to obtain representation of minority groups, particularly American Indians and women, on the teaching and administrative staffs of all units of post-secondary education and provide equitable compensation.
- #3
- |  |              |              |              |
|--|--------------|--------------|--------------|
| 4. Governing boards, institutions, faculties and departments will make every effort to obtain representation of minority groups, particularly American Indians and women, on the teaching and administrative staffs of all units of post-secondary education and provide equitable compensation. | 4. NO CHANGE | 4. NO CHANGE | 4. NO CHANGE |
|--|--------------|--------------|--------------|
- The Commission should consider the recommendations of the Technical Group Report No. 5 on Health Care, as follows:
- General Recommendations
1. More emphasis should be placed on preventive care in health education programs.
  2. Health education for consumers - particularly during the school years - is a concept which should be given a high priority.
  3. Student needs, as well as community needs, should also be considered in planning for educational programs.
  4. Sound vocational counseling and guidance should be strongly encouraged beginning at the junior and senior high school level and continuing through the post-secondary level. This is necessary to assist students to meet their educational needs and interests in the health fields of their choice where employment is available.
- (21) Governing boards, institutions, faculties and departments should make every effort to obtain representation of minority groups, particularly American Indians and women, on the teaching and administrative staffs of all units of postsecondary education and provide equitable compensation.
- (22) More emphasis should be placed on preventive care in health education programs.
- (23) Health education for consumers - particularly during the school years - should be given high priority.
- (24) Student needs, as well as community needs, should be considered in planning for educational programs.
- (25) Sound vocational counseling and guidance should be strongly encouraged beginning at the junior and senior high school level and continuing through the post-secondary level.

**Health Care Recommendations (Cont'd)**

**Health Care Recommendations (Cont'd)**

**Health Care Recommendations (Cont'd)**

5. All health care education programs should be permitted to control admissions as they see fit based on program capacity and reliable projected needs.
6. All health care personnel should have available to them, and be encouraged to participate in, adequate continuing education and in-service training programs.
7. There is a great need within the state for the most reliable system possible for projecting future needs in the health occupations and professions.

5. Subject to governing board approval, all health care education programs should be permitted to control admissions as they see fit based on program capacity and reliable projected needs.
6. NO CHANGE
7. NO CHANGE

5. NO CHANGE
6. NO CHANGE
7. NO CHANGE
- (117) Subject to governing board approval, all health care education programs should be permitted to control admissions based on program capacity and reliable projected needs.
- (118) All health care personnel should have available to them, and be encouraged to participate in, adequate continuing education and in-service training programs.
- (119) A reliable system should be developed for projecting future needs in the health occupations and professions.

**Critical Recommendations and Conclusions**

8. The WICHE Program: Recommends that Montana continue its support of the WICHE Student Exchange Program and increase its level of support as required. The Regents should consider a system which takes into account the variability in the economic needs of Montana students attending out-of-state medical, dental and veterinary medical schools with the provision which would require, in some instances, repayment to the state of the amount the state pays to meet the out-of-state tuition costs; and that a loan forgiveness feature be considered contingent upon a period of practice in Montana once the education has been completed.
8. NO CHANGE
- (89) Montana should continue supporting the Western Interstate Commission for Higher Education (WICHE) Student Exchange Program and increase its level of support as required. The Regents should consider a system which takes into account the variability in the economic needs of Montana students attending out-of-state medical, dental and veterinary medical schools with the provision which would require, in some instances, repayment to the state of the amount the state pays to meet the out-of-state tuition costs. It should include, too, a loan forgiveness feature contingent upon a period of practice in Montana once the education has been completed.

#1  
Health Care Recommendations (Cont'd)

9. The WAMI Program: Recommends and urges that support be given to this program and that the Legislature appropriate the necessary amount of dollars each year to keep the WAMI program viable in this state. However, this Group also feels that financial support of the WAMI program should be contingent upon a written guarantee from the University of Washington School of Medicine that the full number of up to 80 qualified medical students will actually be admitted within the next four years. The WAMI program should endeavor to make a systematic effort to introduce Montana's medical students to rural areas during the community clinical phase of their education, rather than concentrating them in the urban areas of the state. A system (such as the one proposed under the WICHE program) should be devised for WAMI.

10. Medicine

A method should be developed for determining the appropriate number of medical students which should be subsidized by the state.

11. Dentistry

There is a great need to find some device for protecting existing slots in dental schools for Montana students, and finding some way to expand the opportunities for admission to dental schools.

12. Veterinary Medicine

Montana State University's efforts to develop a WAMI-like program for veterinary medicine should be encouraged to continue and the Legislature should give sympathetic consideration to funding such a program.

#2  
Health Care Recommendations (Cont'd)

9. Support should be given to this program and the Legislature should appropriate the necessary amount of dollars each year to keep the WAMI program viable in this state. However, this Group also feels that financial support of the WAMI program should be contingent upon a written guarantee from the University of Washington School of Medicine that the full number of up to 80 qualified medical students will actually be admitted within the next four years. The WAMI program should make a systematic effort to introduce Montana's medical students to rural areas during the community clinical phase of their education, rather than concentrating them in the urban areas of the state. A system (such as the one proposed under the WICHE program) should be devised for WAMI.

10. NO CHANGE

11. NO CHANGE

12. NO CHANGE

#3  
Health Care Recommendations (Cont'd)

9. Support should be given to this program and the Legislature should appropriate the necessary amount of dollars each year to keep the WAMI program viable in this state. However, this Group also feels that financial support of the WAMI program should be contingent upon a written guarantee from the University of Washington School of Medicine that the full number of up to 80 qualified medical students will actually be admitted within the next four years. The WAMI program should make a systematic effort to introduce Montana's medical students to rural areas during the community clinical phase of their education, rather than concentrating them in the urban areas of the state. A system providing for forgiveness of educational loans in return for practicing medicine in rural areas should be devised for WAMI.

10. NO CHANGE

11. NO CHANGE

12. NO CHANGE

#4

- (87) Support should be given to the WAMI (Washington, Alaska, Montana, Idaho) Medical Education program, and the Legislature should appropriate the necessary amount of dollars each year to keep it viable in this state. However, financial aid should be contingent upon a written guarantee from the University of Washington School of Medicine that the full number of up to 90 qualified medical students will actually be admitted within the next four years.
- (88) The WAMI program should make a systematic effort to introduce Montana's medical students to rural areas during the community clinical phase of their education, rather than concentrating them in the urban areas of the state. A system providing for forgiveness of educational loans in return for practicing medicine in rural areas should be devised for WAMI.
- (89) A method should be developed for determining the appropriate number of medical students to be admitted by the state.
- (90) Some device for protecting existing slots in dental schools for Montana students should be developed as well as some method to expand opportunities for admission to dental schools.
- (91) Montana State University's efforts to develop a WAMI-like program for veterinary medicine should be encouraged, and the Legislature should consider funding such a program.

#1	#2	#3	#4
Health Care Recommendations (Cont'd)		Health Care Recommendations (Cont'd)	
13. <u>Pre-Medicine/Pre-Dentistry/Pre-Veterinary Medicine</u>	13. NO CHANGE	13. NO CHANGE	(85) The counseling system should be carefully scrutinized and the counseling function should be given more attention in order to better screen the potential applicants for pre-medicine/pre-dentistry/pre-veterinary medicine. The students should be given the opportunity to have more exposure to their chosen profession in the field during these pre-professional years.
14. <u>Dental Hygiene</u>	14. NO CHANGE	14. NO CHANGE	(91) The existing four-year program for dental hygienists should be continued. At this time, a second baccalaureate program should not be developed. The feasibility of a two-year program at the vocational-technical center which has responsibility for health care training as its major activity, or at a community college, should be examined.
15. <u>Dental Assistant</u>	15. NO CHANGE	15. NO CHANGE	(94.) The upward mobility concept should be developed within all accredited programs to allow for ease of movement of the dental assistant into a dental hygiene program.

#1

#2

#3

#4

## Health Care Recommendations (Cont'd)

## Health Care Recommendations (Cont'd)

- | Health Care Recommendations (Cont'd)  | Health Care Recommendations (Cont'd) | Health Care Recommendations (Cont'd)  |
|---|--------------------------------------|---|
| 16. <u>Medical Technology</u><br><br>The state should develop additional internships for medical technologists.   | 16. NO CHANGE                        | (95) The state should develop additional internships for medical technologists.   |
| 17. <u>Medical Laboratory Assistant</u><br><br>These programs should be expanded if other schools or institutions have the necessary financial support and proper laboratory facilities, staff and other resources. | 17. NO CHANGE                        | (96) The programs for medical laboratory assistants should be expanded if other schools or institutions have the necessary financial support and proper laboratory facilities, staff and other resources. |
| 18. <u>Environmental Health/Sanitarians</u><br><br>No change is recommended in the academic programs, but field experience training should be offered in the state.   | 18. NO CHANGE                        | (97) Field experience training for sanitarians should be offered in the state.  |

#4

#3

#2

#1

## Health Care Recommendations (Cont'd)

## 19. Registered Nurse

FIRST PARAGRAPH ADDED BY COMMISSION AT  
LINE 6/7 MEETING

Efforts should be made to develop flexibility in nursing programs from LPN to Baccalaureate degree nurses. This would include efforts to make it possible for LPN and Associate Degree nurses to enter baccalaureate programs receiving credit for their previous training.

(NO CHANGE IN BALANCE OF 19)

Those nursing education programs which lead to RN licensure should be continued at their present levels and the varied programs should remain as they are now structured, but based on changing needs of the state; modifications should be made as needed in the future. Overall limitations of clinical facilities requires statewide coordination to assure adequate clinical experiences for nursing students.

The Family Nurse Practitioner program should be strongly supported. However, proliferation of these post-RN programs does not seem necessary nor feasible. Modifications in the future should be made as the need arises.

No additional master's programs should be developed.

A major need in nursing education is for an education consultant for the State Board of Nursing.

## Health Care Recommendations (Cont'd)

## 19. NO CHANGE ALL OF 19

- (98) Efforts should be made to develop flexibility in nursing programs from Licensed Practical Nurse (LPN) to Baccalaureate degree nurses. This would include efforts to make it possible for LPN and Associate Degree nurses to enter baccalaureate programs, receiving credit for their previous training.
  - a. Those nursing education programs which lead to Registered Nurse (RN) licensure should be continued at their present levels, and the varied programs should remain as they are now structured; but based on the changing needs of the state, modifications should be made as needed.
  - b. Overall limitations of clinical facilities may require statewide coordination to assure adequate clinical experiences for nursing students.
  - c. The Family Nurse Practitioner program should be strongly supported. However, proliferation of these post-RN programs does not seem necessary nor feasible. Modifications should be made as the need arises.
  - d. No additional master's programs should be developed.
  - e. An education consultant should be appointed for the State Board of Nursing.

#1	#2	#3	#4
Health Care Recommendations (Cont'd)			
20. <u>Practical Nursing</u>	Health Care Recommendations (Cont'd)	Health Care Recommendations (Cont'd)	Health Care Recommendations (Cont'd)
The existing programs adequately serve the state at the present time.	20. <u>Practical Nursing</u>	20. NO CHANGE	(99) In practical nursing, the Vocational Education Division and the State Board of Nursing should jointly coordinate the number of programs and students based on area need. The Manpower Development and Training Act (MDTA) practical nursing programs should not be developed unless or until they are coordinated with the Vocational Education Division.
The Group urges the Vocational Education Division of the Office of the Superintendent of Public Instruction and the State Board of Nursing to jointly coordinate the number of programs and students in the future based on area needs.	The existing programs adequately serve the state at the present time.		
The MDTA practical nursing programs should not be developed unless or until they are coordinated with the Vocational Education Division of the Office of the Superintendent of Public Instruction.	The Vocational Education Division and the State Board of Nursing should jointly coordinate the number of programs and students in the future based on area need.		
The MDTA practical nursing programs should not be developed unless or until they are coordinated with the Vocational Education Division of the Office of the Superintendent of Public Instruction.	The MDTA practical nursing programs should not be developed unless or until they are coordinated with the Vocational Education Division.		
21. <u>Nurse Aide</u>	21. <u>Nurse Aide</u>	21. NO CHANGE	(100) In establishing future nurse aide programs, the Vocational Education Division should take the factors of supply, demand and geography into consideration.
Recommends no change in these programs, however, for the establishment of future programs, the Vocational Education Division is urged to take the factors of supply, demand and geography into consideration.	There should be no change in these programs. However, for the establishment of future programs, the Vocational Education Division is urged to take the factors of supply, demand and geography into consideration.		

#1	Health Care Recommendations (Cont'd)	#2	Health Care Recommendations (Cont'd)	#3	Health Care Recommendations (Cont'd)	#4	Health Care Recommendations (Cont'd)
22. <u>Physical Therapy and Pre-Physical Therapy</u>	Recommend <u>s</u> increased legislative support to the WICHE Student Exchange Program in Physical Therapy.	22. <u>Physical Therapy and Pre-Physical Therapy</u>	Increased legislative support should be available to the WICHE Student Exchange Program in Physical Therapy.	22. NO CHANGE	(101) Increased legislative support should be made available to the WICHE Student Exchange Program in Physical Therapy.	(101)	(101) Increased legislative support should be made available to the WICHE Student Exchange Program in Physical Therapy.
Recommend <u>t</u> consideration be given to establishing a two-year program to train physical therapists at the most appropriate location where clinical facilities are adequate and instructional personnel are available.	SECOND PARAGRAPH DELETED BY COMMISSION AT JUNE 6/7 MEETING	23. <u>Physical Therapy Aide</u>	Programs to train physical therapy aides should be established at the vocational level.	23. NO CHANGE	(102) Programs to train physical therapy aides should be established at the vocational level.	(102)	(102) Programs to train physical therapy aides should be established at the vocational level.
24. <u>Hospital Administration</u>	The establishment of continuing education programs for hospital administrators should be given a very high priority.	24. <u>Hospital Administration</u>	The establishment of continuing education programs for hospital administrators should be given a very high priority.	24. NO CHANGE	(103) The establishment of continuing education programs for hospital administrators should be given a very high priority. The Montana University System should be encouraged to investigate the feasibility of establishing a program for hospital administrators similar to that for nursing home administrators.	(103)	(103) The establishment of continuing education programs for hospital administrators should be given a very high priority. The Montana University System should be encouraged to investigate the feasibility of establishing a program for hospital administrators similar to that for nursing home administrators.
25. <u>Medical Records</u>	One degree program in the state should adequately fulfill the needs of the state.	25. NO CHANGE	One degree program in the state should adequately fulfill the needs of the state.	25. NO CHANGE	(104) The one-degree program in the state for the medical records field should fulfill adequately the needs of the state.	(104)	(104) The one-degree program in the state for the medical records field should fulfill adequately the needs of the state.

- | #1  | #2  | #3            | #4   |
|---|---|---------------|--|
| 26. <u>Pharmacy</u><br>The educational opportunities for pharmacy students are adequate and no major change is recommended.   | 26. <u>Pharmacy</u><br>There should be no major changes in the educational opportunities for pharmacy students.   | 26. NO CHANGE | (105) There should be no major change in the educational opportunities for pharmacy students.  |
| SECOND PARAGRAPH DELETED BY COMMISSION AT JUNE 6/7 MEETING  |   |               |  |
| 27. <u>Speech Pathology and Audiology</u><br><br>The Group urges the Present School of Pharmacy to consider the development of its curriculum to include the clinical pharmacist concept. | 27. NO CHANGE<br><br>If the need for an expanded program appears in the future, it should be met by the existing program.<br><br>A method should be developed whereby the services of these professionals are obtainable in the smaller communities around the state.<br><br>Continuing education possibilities should be developed outside of the Missoula area. | 27. NO CHANGE | (106) If the need for an expanded program in speech pathology and audiology appears in the future, it should be met by the existing program.<br><br>a. A method should be developed whereby the services of these professionals are obtainable in the smaller communities around the state.<br><br>b. Continuing education possibilities should be developed outside of the Missoula area. |
| '8. <u>Radiologic (X-Ray) Technology</u><br><br>The present hospital programs should adequately supply the state at the present time.   | 28. NO CHANGE   | 28. NO CHANGE | (107) The private hospital programs in radiologic (X-Ray) technology should supply adequately the state at the present time. No academic programs should be established.   |
| 29. <u>Respiratory/Inhalation Therapy</u><br><br>The present programs should be continued and expanded as the need arises.  | 29. NO CHANGE   | 29. NO CHANGE | (108) The present programs in respiratory/inhalation therapy should be continued and expanded as needs arise.  |
| 30. <u>Occupational Therapy</u><br><br>The Group recommends increased support for the WICHE Student Exchange Program in Occupational Therapy.   | 30. <u>Occupational Therapy</u><br><br>Continued support should be made available for the WICHE Student Exchange Program in Occupational Therapy.   | 30. NO CHANGE | (109) Continued support should be made available for the WICHE Student Exchange Program in Occupational Therapy.   |

#1	#2	#3	#4
Health Care Recommendations (Cont'd)	Health Care Recommendations (Cont'd)	Health Care Recommendations (Cont'd)	
31. <u>Nursing Home Administration</u>	31. DELETED BY COMMISSION	31. NO CHANGE (DELETED)	
This Group recommends that the proposed Montana State University program for nursing home administrators be encouraged and supported.			
32. <u>Mental Health/Clinical Psychologist</u>	32. NO CHANGE	32. NO CHANGE	(110) The existing program for clinical psychologists should be expanded within the University system.
It should be justifiable to expand the one existing program within the university system.			
33. <u>Mental Health/Psychiatric Social Worker</u>	33. NO CHANGE	33. NO CHANGE	(111) The in-migration of psychiatric social workers should meet Montana's needs; no new programs should be initiated.
The in-migration of these health professionals should be meeting Montana's needs.			
34. <u>Dietitian</u>	34. NO CHANGE	34. NO CHANGE	(112) Dietetic internships should be secured for Montana students who have completed their academic training.
Internships should be secured for Montana students who have completed their academic training.			
35. <u>Osteopathy</u>	35. NO CHANGE	35. NO CHANGE	(112) The present cooperative arrangement with two out-of-state colleges of osteopathy should prove beneficial in supplying the state in the future and should be continued.
The present cooperative arrangement with two out-of-state colleges of osteopathy should prove beneficial in supplying the state in the future.			
36. <u>Optometry</u>	36. NO CHANGE	36. NO CHANGE	(113) There should be continued support of the WICHE Student Exchange Program in the field of Optometry.
There should be continued support of the WICHE Student Exchange Program.			
37. <u>Chiropractic</u>	37. NO CHANGE	37. NO CHANGE	(114) Except for poor distribution of chiropractors, the state's needs should be met adequately.
The state's needs seem to be adequately met (except for redistribution).			

#1	Health Care Recommendations (Cont'd)	Health Care Recommendations (Cont'd)	#3
18. <u>Podiatry</u>			#4
There should be no expansion of the academic programs which currently exist.	38. NO CHANGE	(115) There should be no expansion in current academic programs in pre-Podiatry. There should be continued support of the WICHE Student Exchange Program in Podiatry.	
There should be continued support of the WICHE Student Exchange Program.			
19. <u>Continuing Education</u>	39. NO CHANGE	(116) All potential sources for continuing education should be investigated — Montana Medical Education and Research Foundation (MMERF), the University System, the vocational-technical centers, and the allied health and professional associations — and a coordinating system should be designated to accommodate continuing education in the total health care field.	
		(THE FOLLOWING TWO ITEMS WERE MOVED TO THE END OF THE "INSTITUTIONS" SECTION)	
		(117) All potential sources for continuing education should be investigated — MMERF, the university system, the vocational-technical centers, and the allied health and professional associations — and a coordinating system should be designated to accommodate continuing education in the total health care field.	
		(118) Proprietary Education	
		BOTH ITEMS ADDED BY COMMISSION 6/28/74	
		1. The Legislature should fund adequately HB 749 (1976) at a level sufficient to assure that the Department of Business Regulation can fulfill its responsibilities with respect to regulation of proprietary schools.	
		2. Proprietary schools should be included in future long- and short-range state planning for post-secondary education in Montana.	
		(80) Proprietary schools should be included in future long- and short-range state planning for postsecondary education in Montana.	
		(81) Proprietary schools should be included in future long- and short-range state planning for postsecondary education in Montana.	

Native American Education

ALL ITEMS ADDED BY COMMISSION 6/28/74

- #1  
ALL ITEMS ADDED BY COMMISSION 6/28/74
- #2  
1. Montana post-secondary institutions should develop a set of institutional goals and objectives relating to Native Americans which would include, but not be limited to, welfare of students, educational programs, Indian community activities, etc.
- #3  
2. The State Board of Education and the Montana post-secondary institutions should implement fully the mandate of the new Montana Constitution (Article X, Sec. 2) through continued expansion of innovative projects and existing Indian programs.
- #4  
3. All post-secondary institutions should make an immediate effort to employ qualified Indian faculty and non-instructional staff on all levels at the respective units.
- #5  
4. Funding for Indian Studies Programs should be increased, based on Indian student needs, population and the number of Montana Indian communities to be served. The criteria for future state funding and for establishing programs should be based on effective administrations, research activities, curriculum developments, and support services, etc.
- #6  
5. Presidents and/or directors of post-secondary institutions should create an Indian Review Board with membership selected with the assistance of responsible tribal and urban Indian groups. The Board should address itself to issues and problems confronting post-secondary institutions and Indian communities.

- #1  
1. Montana post-secondary institutions should develop a set of institutional goals and objectives relating to Native Americans which would include, but not be limited to, welfare of students, educational programs, Indian community activities, etc.
- #2  
2. The State Board of Education and the Montana post-secondary institutions should fully implement the mandate of the new Montana Constitution (Article I, Sec. 2) through continued expansion of innovative projects and existing Indian programs.
- #3  
3. All post-secondary institutions should make an immediate effort to employ qualified Indian faculty and non-instructional staff on all levels at the respective units.
- #4  
4. Funding for Native American Studies Programs should be increased based on Indian student needs, population and the number of Montana Indian communities to be served. The criteria for future state funding and for establishing programs should be based on effective administrations, research activities, curriculum developments, and support services, etc.
- #5  
5. Presidents and/or directors of post-secondary institutions should create an Indian Review Board with membership selected with the assistance of responsible tribal and urban Indian groups. The Board should address itself to issues and problems confronting post-secondary institutions and Native American communities.

91 Native American Education (CONT'D)

92 Native American Education (CONT'D)

93 Native American Education (CONT'D)

#3

#4

6. Those institutions having significant Indian student populations or Indian community involvement should organize their educational resources around a special services program model (skill classes, cultural classes, Indian counselors, tutors, etc.) for students needing this type of academic support program.
7. All post-secondary institutions should develop and maintain data on Indian students and Indian community projects for the purpose of public accountability.
8. The Board of Regents and the Board of Public Education should review educational policies as they relate to Indian students, and initiate the necessary action to insure that the educational needs of Indian people are being met.
9. The Board of Regents should review the State Indian Fee Waiver and recommend to the legislature any reform needed to make the waiver applicable to all tribal Indian students.
10. The Governor should appoint an Indian person to the Board of Regents.
11. The Board of Regents should develop an annual report concerning Native American (Indians) and post-secondary education which would be disseminated statewide.
12. The Commissioner of Higher Education should seek funds to finance an annual conference on Native Americans in post-secondary education. Participation should include representatives of post-secondary institutions, Indian students, Montana Indian community people, state educational officials, etc.
- (132) Those institutions having significant Indian student populations or Indian community involvement should provide special services (skill classes, cultural classes, Indian counselors, tutors, etc.) for students needing this type of program.
- (136) All postsecondary institutions should develop and maintain data on Indian students and Indian community projects for the purpose of public accountability.
- (126) The Board of Regents and the Board of Public Education should review educational policies as they relate to Indian students and initiate the necessary action to insure that the educational needs of Native American people are being met.
- (110) The Board of Regents should review the State Indian Fee Waiver and recommend to the legislature any reform needed to make the waiver applicable to all tribal Indian students.
- (110) The Governor should appoint a Native American to the Board of Regents.
- (138) The Board of Regents should develop an annual report concerning Native American (Indians) and post-secondary education which would be disseminated statewide.
- (135) The Commissioner of Higher Education should seek funds to finance an annual conference on Native Americans in post-secondary education. Participation should include representatives of post-secondary institutions, Indian students, Montana Indian community people, state educational officials, etc.

#1 Native American Education (CONT'D)

#2 Native American Education (CONT'D)

#3 Native American Education (CONT'D)

#4

- Native American Education (CONT'D)
13. The Board of Regents should seek funds from the Legislature for a permanent Indian staff member in the office of the Commissioner of Higher Education for the purpose of coordinating Indian affairs and programs at post-secondary institutions.
14. The Board of Regents should appoint a standing sub-committee composed of Indian educators, tribal representatives, and advocates to review financing and administration of institutional programs for Indians and to deal with issues affecting the concerns of Montana Indian communities.
15. The Commissioner of Higher Education should take the responsibility for evaluating institutional programs for Indians and make necessary recommendations for insuring full and acceptable participation in these programs by Montana Native Americans.
16. Student financial aid officials (tribal/state/federal) should make a responsible effort to develop new aid programs or a new statewide Indian financial aid formula on behalf of Indian students attending post-secondary institutions, taking into consideration treaty rights, tribal grants, state fee waivers, economic opportunity grants, legislation etc.
17. Post-secondary institutions should financially support future Native American cultural activities on campus (museum exhibits, pow-wows, student conferences, art and cultural functions, etc.) the same as other school functions during the academic year..
- (140) The Board of Regents should seek funds from the Legislature for a permanent Indian staff member in the office of the Commissioner of Higher Education for the purpose of coordinating Indian affairs and programs at postsecondary institutions.
- (127) The Board of Regents should appoint a standing sub-committee composed of Indian educators, tribal representatives and advocates to review financing and administration of institutional programs for Native Americans and to deal with issues affecting the concerns of Montana Indian communities.
- (137) The Commissioner of Higher Education should evaluate institutional programs for Indians and make recommendations for insuring full and acceptable participation in these programs by Montana Native Americans.
- (128) Student financial aid officials (tribal/institutional/federal) should make a responsible effort to develop new aid programs or a new statewide Indian financial aid formula on behalf of Indian students attending post-secondary institutions, taking into consideration treaty rights, tribal grants, state fee waivers, economic opportunity grants, legislation etc.
- (124) Postsecondary institutions should support financially future Native American cultural activities on campus (museum exhibits, pow-wows, student conferences, art and cultural functions, etc.) the same as other school functions during the academic year.

#1                    Native American Education (Cont'd)

#2                    Native American Education (Cont'd)

#3                    Native American Education (Cont'd)

- Native American Education (Cont'd)
16. Directors of college work-study programs should develop a policy which affords the Indian student an opportunity to work on or near reservations under the guidelines of the federal work-study program.
17. Post-secondary institutions and concerned state agencies should support the new Indian Culture Master Plan for the Education of Public School Teachers (HB 343, HJR 60) and provide assistance for its implementation.
18. An effort should be made by officials of student health services to develop a uniform Indian student health plan in coordination with the Indian Public Health Service.
19. Post-secondary institutions and concerned state agencies should be encouraged to support the new Indian Master Plan (HB 343, HJR 60) and provide assistance for its implementation.
20. An effort should be made by officials of student health services to develop a uniform Indian student health plan in coordination with the Indian Public Health Service.
21. Provision should be made for Indian students to have access to qualified Indian Counselors (for at least 4 years), as well as tutors (for at least 2 years), to assist them in adapting to the foreign environment of the institution.
- (129) Directors of college work-study programs should develop a policy which affords the Indian student an opportunity to work on or near reservations under the guidelines of the federal work-study program.
- (125) Postsecondary institutions and concerned state agencies should support the new Indian Culture Master Plan for the Education of Public School Teachers (HB 343, HJR 60) and provide assistance for its implementation.
- (134) An effort should be made by officials of student health services to develop a uniform Indian student health plan in coordination with the Indian Public Health Service.
- (133) Provision should be made for Indian students to have access to qualified Indian Counselors (for at least 4 years) as well as tutors (for at least 2 years) to assist them in adapting to the foreign environment of the institution.

GOALS AND ACCOUNTABILITY

1. The primary goal of this Commission and of Montana post-secondary education is to enhance the opportunities for learning available to the people of Montana. We are concerned about the quantity and quality of learning opportunities. And we believe that the learning experiences available through our institutions should respect the individualism and diversity of the people of Montana.
  1. The primary goal of this Commission and of Montana post-secondary education should be to enhance the opportunities for learning available to the people of Montana. We are concerned about the quantity and quality of learning opportunities. And we believe that the learning experiences available through our institutions should respect the individualism and diversity of the people of Montana.

In this spirit we propose the following long-range goals for Montana post-secondary education:

- Equal and universal opportunity for participation in post-secondary education by citizens of Montana with motivation and ability to benefit regardless of race, creed, sex, age, national origin or economic status.
  - A comprehensive system of post-secondary education which provides sufficient programs and experiences to meet the needs of the people of Montana.
  - Variety of educational experiences and organizations to reflect the educational goals and learning styles of persons whose needs must be met by post-secondary education.
  - Commitment to the growth and self-realization of the individual student including intellectual, personal and vocational development.
  - Excellence in all areas of post-secondary education, research and public service.

-62-

四

1 NO CHANCE

**NO CHANGE**

卷之三

**NO CHANGE**

**NO CHANGE**

**NO CHANGE**

62

(1) Our primary goal as a Commission and the primary goal of Montana postsecondary education should be to enhance the opportunities for learning available to Montanans. We are concerned about the quantity and quality of learning opportunities. And we believe that the learning experiences available through our institutions should resp-

In this spirit, we propose the following long-range goals for Montana postsecondary

- Equal and universal opportunity for participation in postsecondary education by Montanans with motivation and ability to benefit, regardless of race, creed, sex, age, national origin or economic status.
  - A comprehensive system of postsecondary education which provides sufficient programs and experiences to meet the needs of Montanans.
  - A variety of educational experiences and organizations to reflect the educational goals and learning styles of persons whose needs must be met by postsecondary education.
  - Commitment to the growth and self-realization of the individual student including intellectual, personal and vocational development.
  - Excellence in all aspects of post-secondary education, including instructional, research, and public service.

#1	1. (CONT'D)	--Coordination and planning to assure diversity, comprehensiveness, cooperation between the units and systems of post-secondary education and protection of the public interest.	NO CHANGE	1. (CONT'D)	--Coordination and planning to assure diversity, comprehensiveness and cooperation between the units and systems of postsecondary education and protection of the public interest.	NO CHANGE	(1) (CONT'D)
#2	1. (CONT'D)	--Continuous innovation and self-renewal in all institutions of post-secondary education.	NO CHANGE	1. (CONT'D)	--Continuous innovation and self-renewal in all institutions of postsecondary education.	NO CHANGE	--Protection of academic freedom and assurance of academic responsibility.
#3	1. (CONT'D)	--Protection of academic freedom and assurance of academic responsibility.	NO CHANGE	1. (CONT'D)	--Flexibility at the state, system and institutional levels to facilitate adaptation to changing circumstances.	NO CHANGE	--Responsiveness to changing needs of the state, communities and people of Montana, which includes bringing the resources of postsecondary education to bear upon the problems of society.
#4	1. (CONT'D)	--Flexibility at the state, system and institutional levels to facilitate adaptation to changing circumstances.	NO CHANGE	1. (CONT'D)	--Utilization of resources in the most educationally productive and cost effective ways, including resources that exist in people with special skills, professional or otherwise.	NO CHANGE	--Use of resources in the most educationally productive and cost-effective way, including resources that exist in people with special skills, professional or otherwise.
		--Responsiveness to changing needs of the state, communities and people of Montana, including bringing the resources of post-secondary education to bear upon the problems of society.	NO CHANGE		--Utilization of resources in the most educationally productive and cost effective ways, including the resources that exist in people with special skills, professional or otherwise.	NO CHANGE	--Accountability, which protects the rights of all who participate in postsecondary education, including students, faculty, staff and taxpayers.
		--Utilization of resources in the most educationally productive and cost effective ways.	NO CHANGE			2. NO CHANGE	(142) The state planning agency for postsecondary education should develop a comprehensive, compatible management information system.
		--Accountability which protects the rights of all who participate in post-secondary education, including students, faculty, staff and taxpayers.	NO CHANGE	2. NO CHANGE	a. NO CHANGE	2. NO CHANGE ALL OF 2.	a. The elements in the system should be those with reasonable potential for direct use by the units, system offices, boards and by state government for policy and planning purposes.
		2. The state planning agency for post-secondary education should develop a comprehensive, compatible management information system	NO CHANGE				
		a. The elements in the system should be those with reasonable potential for direct use by the units, system offices, boards and by state government for policy and planning purposes.	NO CHANGE				

- 41 (CONT'D)
- b. All elements put in the system should be as compatible as possible.
- c. Dual or duplicate systems, being extremely expensive to maintain, should be avoided.
- d. ADDED BY COMMISSION AT JUNE 6/7 MEETING
- Governing boards should consider developing statements of rights and responsibilities for members of the institutions including faculty, students, administrators, staff and trustees along the lines suggested in the Technical Report on Accountability which reads:
- 42 (CONT'D)
- b. NO CHANGE
- c. NO CHANGE
- d. The units of the Montana University System should use a uniform system of accounts as prescribed by the American Council on Education and endorsed by the American Institute of Certified Public Accountants. Where necessary, SASH (Statewide Budgeting and Accounting System) should be modified to accommodate these nationally recognized requirements for college and university accounting.
- 43 (CONT'D)
- (NO CHANGE ALL OF 2)
2. (CONT'D)
- a. All elements put in the system should be as compatible as possible.
- b. All elements put in the system should be as compatible as possible.
- c. Dual or duplicate systems are extremely expensive to maintain and should be avoided.
- d. The units of the Montana University System should use a uniform system of accounts as prescribed by the American Council on Education and endorsed by the American Institute of Certified Public Accountants. Where necessary, the Statewide Budgeting and Accounting System should be modified to accommodate these nationally recognized requirements for college and university accounting.
- 44 (CONT'D)
- (142) Governing boards should develop statements of rights and responsibilities for members of the institutions (including faculty, students, administrators, staff and trustees) along the lines suggested in the Technical Report on Accountability:
- accountability of post-secondary education to the public and its representatives
- accountability of post-secondary education to the student
- accountability of the individual (faculty, students, staff) to the institution
- accountability of the public and its representatives to the institution
- These statements should be developed in consultation with each of the groups affected.

- (143) Governing boards should develop statements of rights and responsibilities for members of the institutions (including faculty, students, administrators, staff and trustees) along the lines suggested in the Technical Report on Accountability:
- Accountability of postsecondary education to the public and its representatives.
- Accountability of postsecondary education to the student.
- Accountability of the individual (faculty, students, staff) to the institution.
- (144) These statements should be developed in consultation with each of the groups affected.

#1

4. ADDED BY COMMISSION AT 6/28/74 MEETING

#2

4. ADDED BY COMMISSION AT 6/28/74 MEETING

#3

4. The Board of Regents should be encouraged to publish an annual report on its activities including its financial status, as well as the goals and objectives of higher education in the state. This report should be made available to the Legislature each December.

#4

- (145) The Board of Regents should be encouraged to publish an annual report on its activities including its financial status, as well as the goals and objectives of higher education in the state. This report should be made available to the Legislature each December.

EXHIBIT #12  
DATE 3-11-59 SIC 87  
HB # 659

AMENDMENT FOR HB 659  
Representative Rapp-Svrcek

1. Page 2.

Following: line 13.

Insert: "(4) With the establishment of branch colleges, the legislature intends to provide higher education in Montana on a statewide basis. The state can no longer afford the luxury of providing local access to courses that are duplicated elsewhere in the state's university system. Through consolidation of courses and elimination of course duplication in the university system the legislature anticipates an enhancement in the quality of the remaining programs with little adverse affect on the overall course of study in Montana."

DATE 3-11-87

HB # 1659

MICHAEL OBER

1. Missoulian bills digest didn't feature HB 659

2. HB 659 most courageous bill that has emerged from this session

3. My comments are directed toward the salvation of the higher education system in Montana , BUT NOT the preservation of the system as we currently know it. *I am not in favor of  
any unit of the  
UNIVERSITY units*

4. I do not wish to convey any impression that I am anti-education. I am very much in favor of higher education in the state and am willing to undergo personal sacrifices, yes even sales taxation or other funding schemes, to support it.

Said set no & con say this:

5. Montana has 9 colleges offering BA and BS degrees.<sup>1</sup> All told there are 17 outlets statewide to obtain some form of higher education. Is it asking too much to adjust the scope and role of <sup>all</sup> 24 of those units in order to reduce the financial burden to our small population base of less than 800,000 people? *It is a bill whose time has come...*

6. Generally speaking: HB 659 is a bill seeking to address a growing problem of function and funding for colleges in Montana. It is not a measure against higher education. It is a solution bill.

7. Specifically speaking: I would propose the following amendments: a funding formula of 70/30 for the 7 community colleges. Lets see how much the communities of Billings, Havre, Dillon and Butte really want those colleges there. If they wish their continued existence, then a local mandatory levy may be in order. I would delete section 2 altogether. The creation of branch colleges attached to MSU and/or UM does not get at the problem of generating too many BA or BS degrees. I'm not saying that the quality is not there; it is that it is there in too great a quantity for this poor state to afford. 'MONTANA IS POOR BECAUSE IT IS POOR'.

8. I would like to see quality infused into the system as well as efficiency and this bill would pave the way for that to happen. We have seen what quantity has wrought in the way of escalating budget woes--too many BA and BS and MA and MS degrees and too few state dollars to fund them. We have become a degree mill.

9. The creation of a community college system in Montana will have at least two very positive results:

Revolutions  
CC  
NOT content

--automatically eliminate the duplicate and unnecessary offering of 4 year and post graduate degrees.

--reduce the overall drain on state funding to the four units named in this bill.

To your representatives of the hometown units, let me see the same courage in pulling funding that this bill presents to us. We may need to cut off grants to some body.

In September of 1986 the library directory of all the colleges and universities in Montana were invited by the Commissioners to Helena to explain just where they thought budget cuts could be made in their operations. The answer:

Library expenses which support curriculum support material cannot be trimmed until the college and/or the Regents stop approving the expansion of degrees at these units. Libraries must keep pace with and respond to the needs of each and every course and program offered at each college. Eliminate the degree and libraries can eliminate the costly purchase of indexes, periodicals, monographs and books needed to support that degree and necessary to meet accreditation standards.

If you want read it I call you attention to...

- READ: p. 171 Recommendations
- Hard copy copies

Repat this bill at any committee,  
get it on the floor and demand  
the green light and green  
lights go up.

→ Push the open button folks → ↑

With the approval of two-thirds of each house of Congress, it will prove just as divisive within the state legislatures. This we positively do not need.

Is it ambiguous? The proposed amendment says that "equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." What rights does the amendment contemplate? No one can say for sure. The feeble answer of proponents is that they would leave all that to the courts.

Is it needless? Over the past 20 years, relying upon the "equal protection" clause of the 14th Amendment, proponents of the ERA have won every constitutional battle they have waged. In Congress and in the state legislatures, sexist statutes have everywhere been repealed. What is there left to fight about?

Is it unwise? The overlooked section of this well-intentioned but misguided resolution would

authorize a major intrusion of power from one state to the Congress. This section would vest in Congress the power to enforce the article "by appropriate legislation." No one knows exactly what this means, either.

At least five amendments have been proposed to require a balanced federal budget except in time of war. The version offered by Strom Thurmond of South Carolina is the shortest of the lot and therefore the least offensive, but all of them are unrealistic and none of them could be enforced. The way to balance the budget is to elect members with the guts to make income and outgoing coincide. Lacking that kind of political courage, no constitutional amendment ever would be effective.

Here we go again on school prayer. This is Thurmond's proposal: "Nothing in this Constitution shall be construed to prohibit individual or

pregnancy of any person, unless such pregnancy is the result of an act of rape or incest, or such termination is necessary to prevent the death of the woman." Virginia Smith of Nebraska proposes a similar but more restrictive guarantee of the right to life of unborn persons. She would not exempt even those pregnancies resulting from rape or incest. Any such amendment, if ratified, would drive the agonizing business of abortion back to the back-alley butcher shops of old.

Other resolutions of amendment deal with establishing English as our official language, with restricting invocation of the Fifth Amendment, and with limiting senators to two six-year terms and representatives to six three-year terms. None of these is urgently required. As the conservative maxim goes, when it is unnecessary to change, it is necessary not to change.

Copyright 1987 Universal Press Syndicate

## Create statewide community college system

State funding for community colleges has been recently threatened by a legislative hit list. Yet, only last fall the Regents of Higher Education rejected a proposal for implementing a state-wide system of regional community colleges in lieu of maintaining all six four-year institutions. The reasons for reconsidering this proposal are still compelling, because community colleges:

—Cost less per student for the state.

—Offer two-year general and vocational associate degrees responsive to regional need.

—Are found in similar western states (Wyoming, Washington, Oregon) and form the transfer base to universities.

—Have no admission requirements. Most of our unemployed, injured, disadvantaged, and older workers need basic skill work.

—Provide those recent high school graduates who cannot leave home with good education.

—Bring changes in technology (such as computers) rapidly and inexpensively to the community at large.

### Reader comment

The regents failed to reach such a conclusion, opting instead for a half-baked effort of a merger and reduced programs which can only promote mediocrity. They passed the buck to a Legislature uninformed about community colleges and who are under intense pressure to balance a rampaging budget deficit. So, to solve this dilemma, the Legislature is considering cutting off a growing, functional, and economic arm to save a system bloated with obsolescence.

I can think of only one reason to tap our coal-tax reserve or to implement a sales tax, and it's not to balance a budget or to shore up a dinosaur. I could, however, support using \$50-100 million to completely overhaul Montana's overstretched system of higher education into an efficient, modern, low-cost community college system crowned by two first-class universities. This overall approach would leave a legacy to enrich Montanans far into the next century, thereby justifying the use of this treasure. — George Shryock, counselor, Flathead Valley Community College, 775 Northwoods, Whitefish.

### Private sector

I have just read council meeting the perfectly willing to question about what Well, council, remember the dia of view), that we re last negotiations th pressure. It cost us It is admirable that and at the same tin level (or-above).

I don't care wh have the capability been accustomed to use for money to p the same fashion I because the city ha 149 Bernard Road, i

EXHIBIT # 1A

DATE 3-11-87

HB # 1059

Geo Saryock

EXHIBIT #15  
DATE 3-11-87  
SB #159

WITNESS STATEMENT

NAME DAVID LACKMAN BILL NO. HB 659  
ADDRESS 1400 Winne Avenue, Helena 59601 443-3494 DATE 3/11/87  
WHOM DO YOU REPRESENT? Montana Public Health Association  
SUPPORT XXXXXX OPPOSE \_\_\_\_\_ AMEND \_\_\_\_\_

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY. HB 659 (Paul Rapp-Svrcek)  
Close four smaller colleges unless branch colleges are established. House Education  
Comments: Wednesday 3/11 Rm 312 D 1:00 P.M.

Today I testify as an educator- from 1930 as a student assistant in chemistry in Connecticut; then as an associate in the Medical School of the University of Penn. In Montana as a lecturer in immunology at University of MT and MT State U; in the army selecting prospective medical & dental students for the ASTP and Navy V-12 programs & teaching GI language courses; also many years of school board.

HB 659 is important to the future of post-secondary education in Montana. I like to start with the Durham Report. It was commissioned by the legislature (cost \$6,000.) HB 659 reflects ~~most~~<sup>what</sup> many of the recommendations contained in this report. When it came up a few years ago, the office of public instruction couldn't find a copy- I lent them mine- never saw it again. The only remark I heard was that it was politically unfeasible.

The quality of university education in Montana affects the state's economic well-being. It does; agreed. However, it is selective- engineers, scientists<sup>agriculturalists</sup>, mathematicians, business administrators, <sup>and</sup> The question of admission standards has repeatedly been raised. A 2.5 grade-point average, and a specified ACT score for undergraduate and a 3.0 grade-point average for professional and graduate schools. Dr. Dayton of the University System office used to criticize this because Montana didn't have an adequate community college system. Now is our chance to have one. We have been squandering millions of dollars on those unqualified to benefit from university-level education.

How much university system can a population of 820,000 support? Even two Universities is stretching it a bit. Some regard universities as social institutions  
CS-34

- this we can ill-afford to support.

Quality in the system is essential. However, it isn't only a matter of dollars. In my opinion, it is a matter of reorganizing the system; and increasing efficiency. Presently, some outstanding products come out of the system; but many of them seek their futures outside of the state. I know; because I have had difficulty in hiring them in my laboratories. There is a great need for more opportunities within the state. This legislature is working on some- let's hope you can compete sucessfully with Texas etc.

THANK YOU

A handwritten signature consisting of the initials "JBL" in a cursive, flowing script.

June 10, 1986

To: Revenue-Taxation  
University System Units  
Public Education

From: David Lackman, Legislative Lobbyist, Montana Public Health Association

Subject: Legislative Concerns related to the budget crisis

1. Revenue-Taxation: On Sunday, May 25, 1986, I visited with Bill Groff of the Farmers' State Bank in Victor. Bill is a former Director of the Department of Revenue, and a former state senator concerned with financial affairs. His first recommendation for solving the current fiscal impasse is to re-institute a ten-percent surtax on income. An advantage of this is that it can easily be repealed when no longer needed.

I consider that the only tax exceeding the ability of citizens to pay is the property tax. Other sources of revenue which I would suggest are:

a. A limitation of \$6,000. on the amount of Federal income tax which can be used to offset the state tax. (This would catch me.)

b. Repeal the \$3,600. deduction from state taxation currently granted to Federal retirees. (This would also catch me.)

c. Those additional taxes recommended by Governor Schwinden. However, I am disappointed that he appears not to favor the 10% surtax.

d. Increase the cigarette tax by four cents per pack.

e. Add 20 cents per liter to the wine tax; and three dollars per barrel to the beer tax.

2. Education: One of my duties while a member of the school board in Hamilton was to interpret the Peabody Report (Public Education); and the Durham Report (Post-secondary Education) to the public in Ravalli County. Both of these reports were sound and well presented; but were dismissed as being politically unfeasible. However, it is in the area of education where the property-tax payer takes a "beating." One recommendation in the Peabody Report was that high-school districts in Ravalli County should be reduced from six to three. This would combine Corvallis with Hamilton; Victor with Stevensville- leaving Darby, Hamilton, and Stevensville. We had several meetings with the Corvallis Board urging consolidation- even suggesting a site in Woodside. The project never got off the ground. All our board was able to do was to bring the Grantsdale District into Hamilton.

The situation in the University System is even more ironic financially. The Durham Report cost \$6,000; and was excellent. It recommended closures and consolidations. Presently the units in the system represent a by-gone era when transportation was a consideration, and mining was a mainstay of the economy. Once, at a meeting of University Presidents, I suggested qualifications other than a high-school diploma for entry into the universities. One president "shot me down" because Montana didn't have a community college system. Hence, all comers were entitled to go

(Cover)

to the Universities; and it would be undemocratic to upgrade entry requirements. Perhaps Dillon, Havre, and Butte could be converted to community colleges. At least Dillon should be made a unit of UM in Missoula; and Montana Tech a unit of MSU in Bozeman. Havre should be made a part of the Vo-Tech system . The ultimate solution would be to sell or to close Dillon, Havre, and Butte.

Duplication within the system still hasn't been adequately dealt with. For example, all pre-medical and pre-veterinary programs should be at Bozeman- especially so since the establishment of WAMI there; and the presence of Veterinary Research Unit. Many other examples could be found.

Throughout my 45-year professional career, I have had associations with post-secondary education; first in Connecticut, then in Pennsylvania, then Montana. Everywhere financial problems keep everything "on edge." Ours is nothing new!

One way to bring about changes such as suggested in the above is through the budget process.

Football as it is now "used" and played should be abolished throughout both systems. This would result in quite a saving in dollars; and pain and suffering. Much more could be said in favor of such a move.

As long as politics is uppermost in our minds, solutions to financial woes in government may be long delayed.

David Lackman  
1400 Winne Avenue  
Helena, Montana 59601

November 23, 1987

Governor Ted Schwinden

Dear Ted:

Re: HB 671, HB 659 (Dealing with the University System)

Hold your ground on the budget; especially the part dealing with the University System. The remark has been made to the effect that the best interest of the State of Montana is the University system. It surely is; the system is bleeding the taxpayers blind.

About 22 years ago, the legislature hired Dr. Durham from Utah to study our University System. They paid him \$6,000. The Durham Report was an outstanding analysis. Some years later, the office of public education couldn't find a copy so I sent them mine. Apparently the recommendations were completely ignored by those responsible for implementing them.

The student march on the capitol last Friday was revealing. It was an attempt at mob rule. Certainly it wasn't on the intellectual plane one would expect from the universities. The spokesmen claimed to be representing 26,000 students in the system- I doubt that! Based on my experiences in Montana, at least 25% of students in the system are not of university caliber. We have been wasting millions of dollars in our post-secondary educational system by trying to educate persons who are unqualified. A minimum grade-point average of 2.5 ; and a specified ACT score must be a requirement for admission to the system. For professional schools , a 3.0 grade-point average is a minimum (e.g. law school). \* at end

Of what should the University System exist ?  
The University of Montana, Montana State University, and Eastern Montana College. Butte should be combined with MSU. Although WMC has been placed with UM for administration, it should eventually be converted to other uses or sold. (Once I heard that Ricks College in Idaho might be interested in buying it. ) Havre could be turned over to the community or serve as a trade school.

Another remark made at a hearing was that Montana is so spread out that we need all six units in the system. We have passed the horse and buggy days !

\*My difficulty has been in not being able to pay enough to hire, or to keep, outstanding graduates of the universities.

David Lackman, Lobbyist for the Montana Public Health Association.



DAVID TEPHAM

**ABET ACCREDITED  
UNDERGRADUATE  
DEGREE PROGRAMS  
IN MINERALS AND  
ENERGY ENGINEERING**

**SCHOOL**

Alabama, U of  
Alaska—Fairbanks, U of  
Arizona, U of  
California Polytechnic  
Central Florida, U of  
Cincinnati, U of  
Colorado School of Mines  
Columbia  
Florida, U of  
Idaho, U of  
Illinois—Chicago, U of  
Illinois—Urbana-Champaign, U of  
Illinois Inst of Tech  
Iowa State  
Kansas, U of  
Kentucky, U of  
Lafayette College  
Louisiana State  
Louisiana Tech  
Marietta College  
Michigan Tech  
Mississippi State  
Missouri—Rolla, U of

**MONTANA TECH**

Nevada—Reno, U of  
New York Polytechnic  
NM Inst of Min and Tech  
Northwestern  
Notre Dame, U of  
Ohio State  
Oklahoma, U of  
Penn State  
Pittsburgh, U of  
Princeton  
Purdue  
Rensselaer Polytechnic  
South Dakota School of Mines  
Southern California, U of  
Southern Illinois—Carbondale  
Southwestern Louisiana, U of  
Stanford  
Tennessee—Knoxville, U of  
Texas—Austin, U of  
Texas—El Paso, U of  
Texas A and M  
Texas Tech  
Tulsa, U of  
Utah, U of  
Virginia Polytechnic Inst  
Washington State  
Washington, U of  
Wayne State  
West Virginia  
Wisconsin—Madison, U of  
Wyoming, U of

ENVIRONMENTAL ENG.

GEOLOGICAL ENG.

GEOPHYSICAL ENG.

METALLURGICAL ENG.

MINING AND MINERAL PROC.

PETROLEUM ENG.

	ENVIRONMENTAL ENG.	GEOLOGICAL ENG.	GEOPHYSICAL ENG.	METALLURGICAL ENG.	MINING AND MINERAL PROC.	PETROLEUM ENG.
Alabama, U of	X X X X X		X X X X X	X X X X X	X X X X X	
Alaska—Fairbanks, U of	X X X X X		X X X X X	X X X X X	X X X X X	
Arizona, U of	X X X X X		X X X X X	X X X X X	X X X X X	
California Polytechnic						
Central Florida, U of	X X X X X		X X X X X	X X X X X	X X X X X	
Cincinnati, U of	X X X X X		X X X X X	X X X X X	X X X X X	
Colorado School of Mines		X X X X X	X X X X X	X X X X X	X X X X X	X X X X X
Columbia			X X X X X	X X X X X	X X X X X	
Florida, U of	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	
Idaho, U of		X X X X X	X X X X X	X X X X X	X X X X X	
Illinois—Chicago, U of			X X X X X	X X X X X	X X X X X	
Illinois—Urbana-Champaign, U of			X X X X X	X X X X X	X X X X X	
Illinois Inst of Tech			X X X X X	X X X X X	X X X X X	
Iowa State			X X X X X	X X X X X	X X X X X	
Kansas, U of			X X X X X	X X X X X	X X X X X	X X X X X
Kentucky, U of			X X X X X	X X X X X	X X X X X	X X X X X
Lafayette College			X X X X X	X X X X X	X X X X X	X X X X X
Louisiana State						X X X X X
Louisiana Tech						X X X X X
Marietta College						X X X X X
Michigan Tech		X X X X X			X X X X X	
Mississippi State		X X X X X		X X X X X	X X X X X	
Missouri—Rolla, U of		X X X X X		X X X X X	X X X X X	
<b>MONTANA TECH</b>	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X	X X X X X
Nevada—Reno, U of		X X X X X		X X X X X	X X X X X	
New York Polytechnic		X X X X X		X X X X X	X X X X X	
NM Inst of Min and Tech		X X X X X		X X X X X	X X X X X	
Northwestern	X X X X X					X X X X X
Notre Dame, U of			X X X X X			
Ohio State			X X X X X			
Oklahoma, U of			X X X X X			
Penn State			X X X X X			
Pittsburgh, U of			X X X X X			
Princeton			X X X X X			
Purdue			X X X X X			
Rensselaer Polytechnic			X X X X X			
South Dakota School of Mines			X X X X X			
Southern California, U of			X X X X X			
Southern Illinois—Carbondale			X X X X X			
Southwestern Louisiana, U of			X X X X X			
Stanford			X X X X X			
Tennessee—Knoxville, U of			X X X X X			
Texas—Austin, U of			X X X X X			
Texas—El Paso, U of			X X X X X			
Texas A and M			X X X X X			
Texas Tech			X X X X X			
Tulsa, U of			X X X X X			
Utah, U of		X X X X X		X X X X X	X X X X X	
Virginia Polytechnic Inst			X X X X X			
Washington State		X X X X X		X X X X X	X X X X X	
Washington, U of			X X X X X			
Wayne State			X X X X X			
West Virginia			X X X X X			
Wisconsin—Madison, U of			X X X X X			
Wyoming, U of			X X X X X			

EXHIBIT 1  
DATE 3/1/87  
HB 1-1987

## MONTANA TECH: Minerals and Energy Engineering in the 80s

- Every Montana Tech Engineering program, 8 undergraduate programs and 6 graduate programs, is accredited by ABET (Accreditation Board for Engineering and Technology).

### In the United States today:

- 1 of every 300 citizens is a Montanan.
- 1 of every 10 graduating Petroleum engineers receives his or her degree from Montana Tech.
- 1 of every 12 graduating Geophysical engineers receives his or her degree from Montana Tech.
- 1 of every 14 graduating Mineral Processing and Mining engineers receives his or her degree from Montana Tech.
- 1 of every 25 graduating Geological engineers receives his or her degree from Montana Tech.
- 1 of every 26 graduating Environmental engineers receives his or her degree from Montana Tech.

*Montana Tech, a National Resource*

EMC investment in

We have heard in the last several months from those who claim that Montana's current economic condition makes it impossible for the state to support Eastern Montana College and the Montana University System as it has in the past.

I disagree. Instead, I believe Montana's economic crisis makes it impossible not to maintain Eastern and the University System. Let's look at some economic facts of Eastern:

A conservative estimate is that Eastern contributes \$61 million a year to Billings' economy. This includes

money spent for facilities, services and products bought from community businesses and money spent by students and their visitors multiplied by 2.7, a conservative estimate of the number of times a dollar is spent in the community. A great deal of that money is from out of state. Our quality faculty attracted over \$3 million in grants and contracts last year alone.

In addition, EMC, as the sixth largest employer in Yellowstone County with 429 permanent employees as well as 450 part time employees, issued 1,740 W-2 forms for 1986, on a payroll of \$10,714,150. The multiplier makes

**E&C** purchased approximately \$10 million in contracted services, supplies and equipment from area businesses in 1986, another \$27 million or more by the time it turns through the community. E&C students spent an estimated \$2.25 million on buildings or more than \$2 million, at a local impact on business.

Estimated \$5.7 million in the community last year. Their parents, relatives and friends spent an estimated \$1.7 million when they visited Billings.

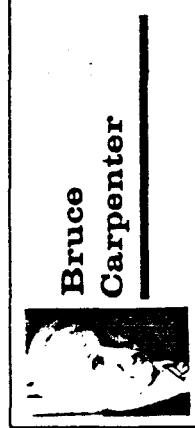
ing Eastern Montana College in the community Culbacks at Eastern have already cost Billings more than 40 jobs on campus.

But there is much more to Eastern than its direct financial contribution.

Start with the fact that 74 percent of Eastern's 1986 undergraduate class is satisfactorily employed in Montana.

תְּנִינָה בְּשָׁמֶן וְבְּבָשָׂר 1987

Guest columnist



seminars to help accountants and other business people keep up to date on tax laws and to learn effective ways to start a business or to make one more productive. Eastern also is building a pilot data bank of information useful for regional business analysis.

Almost 200 students from Eastern's School of Business, Arts and Sciences, and Education have worked as interns at more than 40 locations in Billings ranging from banks and other businesses, to radio, television and print media to hospitals, fund-raising groups, and art and business organizations.

Other ways, not the least is that 2,360 of Eastern's students live in Yellowstone County. One in every seven Montanans lives in Yellowstone County and one in every five Montanans lives within commuting distance of Eastern. Even if you or your children have not attended the chances are very good that you know someone who does: a neighbor, a friend, a co-worker. Forty percent of all students in public higher education in Montana attend Eastern. Surely they deserve a quality education.

I could also talk about the leadership roles the church's faculty and staff play in their churches, the professional and social organizations, city government, sports, music and art, and many, many other business associations.

productivity, income and tax base. Not only that, but 30 percent of Eastern's graduating classes of the past three years found satisfactory jobs or other desirable pursuits within six months of graduation — again, almost three quarters of them adding to the tax base and the income of

Add the fact that Eastern's faculty and staff help bring dollars directly into the private sector. Not long ago, a member of our mathematics faculty, for instance,

A young computer expert, who has since left Eastern, helped more than one business put its programs on for to win a high-dollar job in Arizona.

Although he left Eastern for reasons that were not based on money, when he arrived at his new teaching position in another Pacific Northwest state, he was forced to take a lower salary because of the local teachers' strike.

In addition, faculty and student teams from EMC's School of Business and Economics have, since 1983, helped 169 retail, wholesale, manufacturing, health, restaurant and other firms solve problems in accounting, management, marketing and sales, advertising, feasibility, organization and surveys. EMC has held a two-day Practitioner Institute and a number of other short

other ways, not the least is that 2,360 of Eastern's students are from Yellowstone County. One in every seven Montanans lives in Yellowstone County and one in every 5½ Montanans lives within commuting distance of Eastern. Even if you or your children have not attended Eastern, the chances are very good that you know someone who has or does; a neighbor, a friend, a co-worker. Fourteen percent of all students in public higher education in Montana attend Eastern. Surely they deserve a quality education.

I could also talk about the leadership roles that East's faculty and staff play in their churches, their professional and social organizations, city government, youth arts, music and art, and many, many other areas. I mention KEMC, the public radio station; the Mon Center for Handicapped Children; and the long-unsupported EMC Library, still used by hundreds of area residents and business people for information, education and improvement of the quality of their lives.

I could talk about the 100,000 people a year who attend events sponsored by Easter, such as concerts, lectures, forums, theatrical productions and quality athletic

I could elaborate on these points, but instead, let me ask you to review these direct and indirect financial contributions Eastern makes to the Billings community. With Montana's economy so tight, can we afford to cut any competition at the NCAA Division II level.

Public higher education in Montana is not only the best bargain in the state, it is the only real investment in our future.

Dr. Carpenter is the president of Eastern Monmouth College.

THE BIBLICAL GOURMET

# Montana College Coalition

EXHIBIT # 18  
DATE 3-11-87

Kelly D. Holmes

HB # 659

Northern  
Montana  
College

Eastern  
Montana  
College

Montana  
Tech

Western  
Montana  
College

March 11, 1987

Re: House Bill 659

Mr. Chairman, Members of the Committee:

I rise in opposition to House Bill 659.

Education is one of the areas Montana has done right. The State of Montana has over many years developed a quality university system and have prepared thousands of Montanans to serve their state and nation.

The future of Montana is heavily dependant on the maintenance of our quality system. Our system has responded to this budget dilemma by making significant cuts in their budgets. The closure of any one particular unit will cause irreversible damage to the quality of the university system.

The people of Montana have repeatedly supported higher education, they have shown through random sample polls, that they do in fact, support the university system and if needed a tax increase earmarked for higher education.

Each one of the four units selected for branch college options serves the State in their own unique way. Of the six total units, three show an increase in Fall 1986 enrollment, Montana Tech, Western Montana College and Northern Montana College, as reported by the Board of Regents and the Commissioner of Higher Education.

Each unit should be considered separately, but with respect to how it influences the other units, how it contributes to the make-up of the complete system.

Northern Montana College-- serves many 'placebound' students; for a number of reasons, finances, family farm responsibilities, and their present job make it difficult to move elsewhere. They still have the opportunity to receive a quality education for a minimum cost. Northern most recently has focused on a new area-

mid tech or middle technology. They already provide their students with a technical degree but now they are expounding upon computers-- soon to become the leaders in computer technology for the university system.

Eastern Montana College-- its greatest potential lies in its forward looking programs, its location in Montana's largest city, and its product- students. Graduates are making a name for themselves. Eastern's main role and scope are business and education. Eastern has an older, professional student, the student going back to college to get his/her degree or to continue his/her education. Eastern is an access. It is a center for learning. It is a center of excellence.

Western Montana College-- the quality of an institution is not measured by its size. Size is by no means any indication of the honors presented to this institution---- the Mitau Award for excellence and innovation, one of only six such honors voted by the American Association of State Colleges and Universities.

Western is the lone unit focusing on services to the rural segment and over half of our State's populace reside in those rural regions. Western is the small-college alternative where quality is a trademark which has endured for over nine decades. These graduates have earned an international reputation for excellence in the teaching, coaching, counseling and administrative ranks.

Montana Tech-- the name alone means quality! Every Tech Engineering program is accredited by the Accreditation Board for Engineering and Technology. One of every ten graduating Petroleum engineers receives his/her degree from Montana Tech. One of every twelve graduating Geophysical engineers receives his/her degree from Montana Tech. The list continues on with Montana Tech graduates leading the way. Not only for our State but for our country as well. Montana Tech leads our State again as we begin further mining action. Montana Tech is a national resource--- and it seems fair when they say "Butte, America."

Montanans know the importance of educating our citizens. It is our university

system that enables us to learn of the classics. And I think it is our university system that can help us to maintain the realities of our existence. It enables us to balance the realities of today against the message of the past and the demands of the future.

Our six unit university system creates the special qualities that our State has as a place to rear our children and to live a safe and full life that enables us to develop our full potential, we have to be aware that we cannot short change the future.

Education dollars are capital investment dollars-- and they always return a profit. Excellence is developed over a long period of time. Once lost, it is not easily regained. The State is the loser-- economically, culturally, and socially.

Do not pass House Bill 659. Thank you

MONTANA

★ Havre



Butte



Billings



Dillon

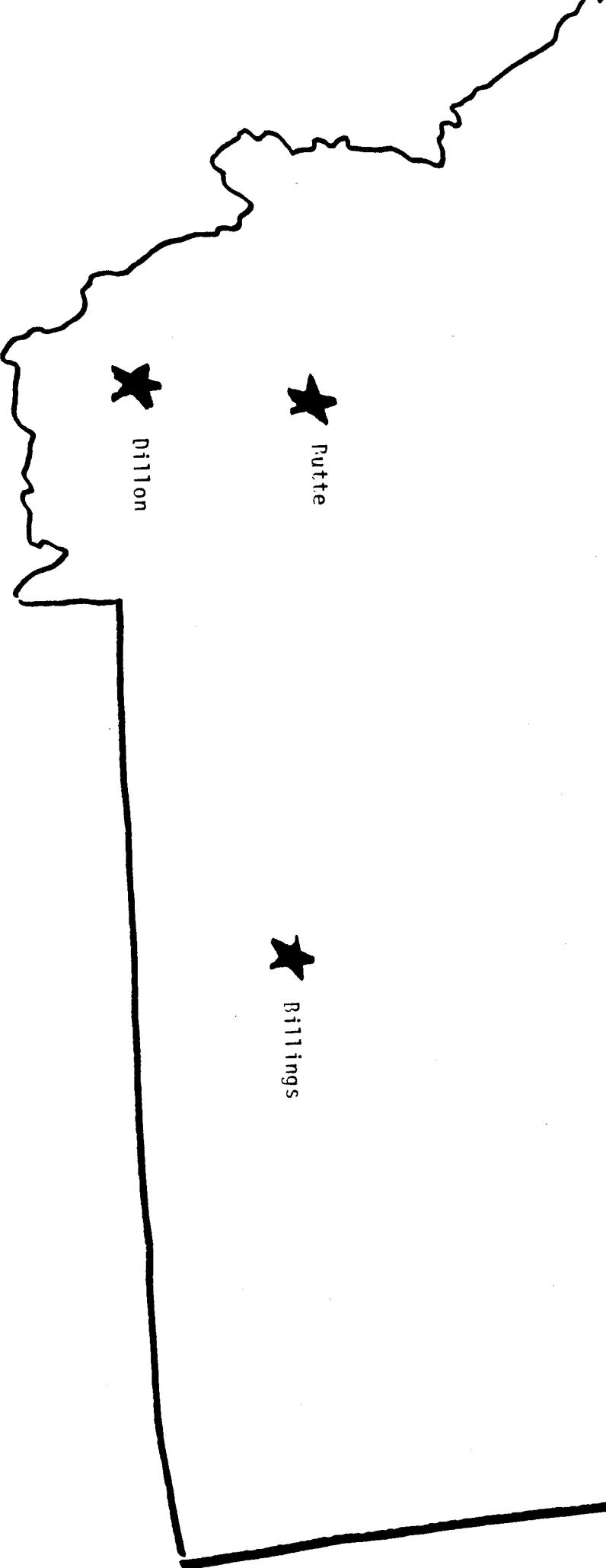


EXHIBIT # 19  
DATE 3-11-84  
HB # 659

TO: THE HOUSE EDUCATION COMMITTEE

RE: HB-659

I wish to present this written testimony against HB 659 regarding the closure of four Montana colleges if they are not transformed into junior colleges or branch campuses of the universities before July 1, 1988. My name is Donald Beuerman, a professor of chemistry at Montana Tech and president of Beuerman & Associates, Inc., a consulting firm which includes four graduate chemists and engineers of Montana Tech. I am certified to teach at the junior high school, high school and junior college levels in Iowa, Missouri and Illinois. Indeed I have taught for one year in the junior high, 3 years in the high school, 2 years in a junior college and 4 years in a university before moving to Montana in 1971. I also had additional experience in industrial research and development before entering the teaching profession.

First, let me address the issue of junior college or branch campus status for the four colleges in Montana as mentioned in HB 659. The junior college, or community college, and the branch campus concept was originally perpetuated (1) to provide better access to an advanced educational experience for local citizens that would transfer, in part, to a larger college or university, and (2) to provide a more complete level of vocational training to the local citizens than was available in the local public schools (K-12) at that time. The movement was one of expansion of a college education into the community, not as a retrenchment tool or the establishment of a feeder school organization. HB 659 would reverse this original concept.

I have taught chemistry and biology at the junior college level and find that the rigor of the course content need not differ from that found in a four year college. Junior college status is not necessarily measured by the rigor of the courses, and is definitely not measured by the number of students or faculty as stated by some and insinuated by other public entities in recent Montana history. Rather it is a difference in the professional philosophy and goals of the faculty, administrators, students and staff of the unit. I recently presented the Board of Regents with a partial list of accomplishments and achievements of the six members of the chemistry faculty at Montana Tech. This list included such activities as joint research projects with the research staff of Argonne National Laboratory, Cal Tech, MSU, and nationally known research organizations. It included invitations to present talks at the University of Helsinki and other European universities, organize symposia at the coming national American Chemical Society meeting, and an invitation for four of the six faculty to present papers on their research at this meeting. It also mentioned an invitation to present a keynote address at the 1986 International Coal Testing Conference. This list, an incomplete one, represents only one department of a small school; only a fraction of the faculty at Montana Tech. There are many four year colleges and some universities that can not provide such a list of accomplishments from a faculty of six. The teaching in my department takes place in the research and advanced laboratories as well as in the classroom. The goals of the faculty and administration do not end by teaching the beginning courses and then turning the students over to a finishing school for the completion of their education. We need the stimulus of following the students' progress through their college years, to control the quality of their education and help them become established in their profession. This opportunity is not prevalent in

junior college atmosphere. It has been mentioned by some of the public, that junior college faculty need not be paid the same as those of a four year school, therefore the state would save money. Indeed they are not. When moved from a junior college into a baccalaureate degree granting college, I have to take a considerable cut in pay. Two of my brothers teach in a junior college and receive 8-9000 dollars more per year than I, yet have less professional experience. The above belief is not founded on facts.

HB 659 also mentions the establishment of branch campuses in Montana. Some of the previous statements can be repeated regarding the branch campus concept. These were originally established to improve the access to a college education, not to limit the access to higher education by using the concept as a retrenchment medium. Branch campuses should be administrative entities to provide efficient and continuous operation without prejudice toward the parent campus. One advantage of branch campuses is the increased interaction of the faculty, administrators and students of the various units. However, Montana educators already have this interaction. My department conducts joint activities with its peers at the University of Montana and Montana State University, such as seminars, invited lecturers, field trips, sharing of instrumentation for classes and research, and joint research ventures. The department chairs of these three units belong to the Chemistry Department Heads of the Western United States which meet periodically to discuss the needs of our departments and methods to meet those needs. The administrators interact through the Council of Presidents and other joint meetings of peer vice presidents, deans etc. Branch campuses status will not improve on this interaction. The financial savings is also minimal if not absent from this concept. The concept has potential disadvantages of a serious nature. Alumni support can be lost, reputations cannot be transferred, and the independence of operation etc. could cause prejudicial administration.

The Board of Regents recently established a branch campus of UM at Western Montana College. Why not wait and follow this merger before legislating this unknown status on the other units? There is no need for four units to make the same mistakes at the same time.

Finally, let me briefly mention the closure issue of HB 659. I disagree with the fiscal analysis of the bill. I doubt if it considers Montana's obligation to honor the outstanding bonds that must be paid, the contractual obligations of the schools to be closed, the cost of mothballing, providing security and the cost of idleness and deterioration of the property. Montanans do not need idle property on their hands. It is a poor investment. The alumni, industrial and public support as well as the units' reputation can be lost within one year or less, but it may take fifty years to rebuild it. The shifting of students to the universities from the closed units carries the obligation to also shift the funds to educate those students. Therefore, there is no cost savings. Legislative decreasing of the student enrollment by denying students access to higher education will save money. However, are the citizens of Montana being served by the instigators of this action? It may appear to the lay public that HB 659 will save money, but longer range observation will show that it will cost the taxpayers in finances and definitely in the growth of the state and could eventually decrease the tax base within the state. I urge you to consider HB 659 unfavorably.

WITNESS STATEMENT

NAME P.B. Benzman BILL NO. NB659  
ADDRESS Beth. NY, DATE \_\_\_\_\_  
WHOM DO YOU REPRESENT? Benzman & Associates  
SUPPORT \_\_\_\_\_ OPPOSE  AMEND \_\_\_\_\_

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

*Comments are with Secretary*



Montana State University  
Bozeman, Montana 59717

EXHIBIT #20  
DATE 3-11-8  
HB #124

## **WAMI Program/Medical Science**

Telephone (406) 994-4411

December 9, 1986

H. "Swede" Hammond  
Box 1366  
Malta, MT 59538

Dear Senator Hammond:

I know that you have been concerned that out-of-state students have established minimal residencies in Montana for the purpose of taking advantage of the educational benefits of the WAMI and WICHE Programs. We have recently completed a study of the 255 students who have entered the WAMI Program since 1973. The following figures are our findings concerning the matter of residency.

Students who were born or attended  
high school in Montana . . . . . 86%

You are also probably aware that effective April, 1986 the residency requirement for eligibility for the WAMI and WICHE Programs has been increased from 1 to 3 years.

Thus, there has been and should be very little abuse of these programs by out-of-state students.

You will soon receive the report and legislation proposed by the University System in response to the joint conference committee resolution of last summer's special legislative session. If our office can be of any assistance in providing you with information concerning the WAMI Program, I hope you will call upon us. We have complete data on the current location and activities of students who have entered the WAMI Program.

Sincerely,

*Stephen J. Guggenheim*  
Stephen J. Guggenheim, M.D.

nan



## **Regionalized Medical School for Washington, Alaska, Montana & Idaho**

## VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. SENATE BILL #127

DATE MARCH 11, 1987

SPONSOR SENATOR HAMMOND

NAME (please print)	REPRESENTING	SUPPORT	OPPOSE
Donna Flansaas	MT Medical Students		X
TODD HILDAK	ASMSU		X
Beth Schenck	U of M		X
K.M. Kelly	Mont. Veterinary Medical Assn.		X
Zetraa (TSA) Stevenson	MSU - med'		X
Kathy Adkisson	MSU		X
Bob Austin	MSU		X
James A. McMillan	MSU		X
Stephen Hagenheim	WAMI		X
Ted Phillips	University of Washington School of Medicine		X
Jackie Wrigg	Comm of Higher Ed		X
DAVID LACKMAN	MT P.H. ASSN	X	
B. F. Newcomb, DVM	Montana Vet. Med Assn		X
Wayne Myers	WAMI		X
Mike Strelakoff MD	Mt. Physicians		X
Larry Vaught	Belgrade High	X	X
Kent Cook	Belgrade High	X	
Brian Henderson	Belgrade High		
Mother twice	Belgrade High		

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

## VISITORS' REGISTER

## EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. SENATE BILL NO. 127DATE MARCH 11, 1987SPONSOR SENATOR HAMMOND

PAGE TWO

NAME (please print)	REPRESENTING	SUPPORT	OPPOSE
ANNIE BARTOS	Montana Med Assn		✓
Sasha Malahik	Belgrade High	✓	
Heidi Miller	1st year WAMI Students		✓
Paula Kloos	1st yr WAMI student		✓
Andy Jacobson	Belgrade Student	✓	
Dense Shryock	W/FSL	✓	
JANDY NERRIS	MT FAM. PRACTICE		✓
Terry Minow	MT Ed Teachers		✓
MATT THIEL	ASS. STUDENTS UM		X
Carolyn	P.S. ST		X
SPARROW KRAUSE	COMM OF MT ED		
JACK NIBLE	UNIVERSITY SYSTEM		X
Deanne Denson	Belgrade High School		
Laurie Denson	Belgrade High		X
Christine Edmunds	Carroll College		X
Joe Soppe	Carroll College		X
Roland A. Pratt	MT Optometric Assoc.		✓
Roger Tippin	MT Dental Assoc.		
Blak Sverstad	Education	✓	
Eleanor Hollenback	Education	✓	

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

## VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO. HOUSE BILL # 659

DATE

MARCH 11, 1987

SPONSOR REP. RAPP-SVCEK

NAME (please print)	REPRESENTING	SUPPORT	OPPOSE
Keith K Parker	Western Montana College	✓	
Casey L. Baker	Western Mt. College	✓	
Clayton J. Anderson	Western Mont. College	✓	
John Throckmorton	Western Montana College	✓	
Kelly Holmes	MT College Coalition		✓
DAVID LACKMAN	MT Public Health A.	✓	
Jim Campbell	Parent	✓	
Dawn Tappan	MT Tech	✓	
Tim McRae	Belgrade High	✓	
Konnie HSH	Belgrade High	✓	
Steve Kammrich	Belgrade "		
Joleen Davis	Belgrade High	✓	X
Kristin Sunga	Belgrade High		
Chris Johnson	Belgrade High	✓	
Ronk Price	Belgrade High	✓	
Dave Lasta	" "		✓
Dan Brandy	Belgrade High		
Michael Ober	Kalispell Mt.	✓	
BH Carpenter	SM		✓

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

VISITORS' REGISTER

EDUCATION AND CULTURAL RESOURCES COMMITTEE

BILL NO.: HOUSE BILL NO. 659

DATE MARCH 11, 1987

SPONSOR REP. RAPP-SVRCEK

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.