

MINUTES

MONTANA SENATE 51st LEGISLATURE - REGULAR SESSION

COMMITTEE ON EDUCATION

Call to Order: By Senator H. W. Hammond, Chairman, on
February 8, 1989, at 1:00 pm in Room 402 in the State
Capitol

ROLL CALL

Members Present: Senators; H. W. Hammond, Dennis Nathe,
Chet Blaylock, Bob Brown, R. J. "Dick" Pineseault,
William Farrell, Pat Regan, John Anderson Jr.,
and Joe Mazurek

Members Excused: None

Members Absent: None

Staff Present: Dave Cogley, Staff Researcher and
Julie Harmala, Committee Secretary

Announcements/Discussion:

Senator Hammond announced that there will be a
meeting Thursday, February 9, 1989 in Room 402 at
11:30 am.

HEARING ON HB 159

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE RICHARD NELSON, House District #6,
stated that this bill is devoted to the transfer
of funds between the teachers retirement system
(TRS) and the Public employees Retirement System
(PERS). He explained that reciprocity is granted
between these two systems and former members of
one system may become a member of the other and
are allowed to transfer their membership service
credit receiving benefits from the current system
based on the total service under both systems.

The combined employee/employer contribution and
interest transferred between the retirement
systems under the current law does not allow for
the transferring of adequate assets. He said this
has become a larger problem since TRS allows
unreduced retirement after twenty-five years of
service. This legislation would provide an

adequate transfer of assets between the systems that reasonably represent the additional liability to the new systems. This act requires adequate contributions and interest are transferred between retirement systems and also require additional liability results from a transfer of creditable service, when these additional contributions are made by the employee.

In lieu of making additional contributions a member may elect to receive correctional credit for the service transferred based on the ratio between the employee and employer contribution rates in each system.

He added that this bill is a "simple" bill that allows people to transfer from one system to another and they have to make up any difference that is incurred.

List of Testifying Proponents and What Group they Represent:

DAVID SENN, Executive Secretary for the Teachers Retirement System
LINDA KING, Assistant Administrator of the Public Employees Retirement Division
ERIC FEAVER, The Montana Education Association
DAVE BISHOP, The School Administrators of Montana

Testimony:

DAVID SENN pointed out that HB 159 will effect approximately 100 to 200 people that transfer between PERS and TRS. He said that several of the comments he is about to make are in light of the TRS but the converse is also true when speaking of transfers from TRS to PERS as well. He asked the committee to remember that when a person changes positions and becomes eligible for membership under the TRS, any prior service that a person may have had under the PERS becomes eligible for transfer to TRS. This may be service that they have withdrawn from PERS or service that is still on deposit. He explained that under the current law, the amount of transfer is a formula based on an individual's total wages put toward PERS multiplied by the current combined employer and employee contributions. He gave for an example a person with a total wages over a career PERS of \$150,000, the current rate would be 14.472%, the cost of the transfer would be \$21,708. This individual may have on deposit as much as \$20,000.

This is his contribution plus interest. Now this amount is subtracted from the total dues and then only about \$1000 in this example would be transferred from the PERS pension fund to the TRS pension fund. He explained that this is where the unfunded liability occurs, where a person is only getting about one half of the money collected. Again, he said remember when an individual is working it is required that both the employee and the employer contribute and both of these contributions earn interest in the pension fund.

Mr. Senn explained, "This is an actuarially funded proposal, meaning that this is a put together proposal that requires full funding for transfers going from either PERS to TRS or visa versa." He went on to say that under this system the total employee account balance will be transferred, that is contributions plus interest. Also transferred from the former system for example PERS to TRS, the PERS pension fund, the amount transferred will be equal to 5% of a members average final compensation for each year transferred. Also because the benefits in the TRS are a little bit better than those in the PERS the contribution rates are about 2% different, so to be a member in PERS and transferring to TRS it will be required to contribute an additional 2% of a final averaged salary for each year that is transferred. A final average salary are the three highest consecutive years earnings and this is normally the members last three years earned and this is the basis for valuing retirement benefits.

He said that in lieu of making this 2% contribution by a member transferring from PERS to TRS, the member may take a reduced service credit transfer to TRS. The reduction would be a ratio based on the contribution rates that is currently being contributed to both systems. Currently TRS collects 14.472%, combined from both employee/employers, and PERS collects 12.417% which is an 86% ratio so an individual with 10 years of PERS service in lieu of making the 2% contribution would receive 8.6 years of service.

He went over an example to clarify the dollar amounts that are being transferred and the cost that is required. (See Exhibit #1)

HE concluded by asking the committee that they concur a do pass consideration for this

legislation.

LINDA KING stated that PERS is very much in favor of this bill. The TRS Board and the PERS Board have been aware of this problem that has existed over the past several years. She explained that originally the statute that is written now was no problem to either system because the benefits were fairly similar and so were the costs. As these systems moved apart and the costs became different for being a member in both systems, transferring services based on the current law became very inequitable and this bill she feels would provide a method regardless of how the systems change from each other in the future. The correct amount to pay for the service for being transferred will take place.

Ms. King stated that she hoped the committee will concur HB 159.

ERIC FEAVER stated that the MEA does support this bill and the reasons that had already been given were sufficient enough he said for the MEA's rationale and he hoped the committee would give the bill a do pass.

DAVE BISHOP stated that SAM also wants to go on record as supporters of HB 159.

List of Testifying Opponents and What Group They Represent:

None

Questions From Committee Members:

Senator Mazurek asked why an immediate effective date was necessary. Mr. Senn responded by saying that the longer the calculation of the transfer and requiring full funding is postponed the greater the inequity and it just makes sense to correct the problem as soon as possible.

Senator Farrell ask Mr. Senn to refer to the bottom of page one, he then asked, "Can any member at any time before retirement make their selection to transfer to TRS, do they have to qualify to be a member of PERS first?" Mr. Senn answered, "Yes they have to be a member of the PERS to transfer service from the former retirement system. A former member of PERS who is now currently under

TRS could transfer his credits. They may elect however to leaver credit on deposit and draw PERS benefits a later date also. It is not required that they transfer, they may elect to do so but they have to be a member of one to transfer to the other.

Senator Farrell asked how many people took advantage of this plan. Mr. Senn replied that last year there were 159 people that transferred form PERS to TRS and about 35 people transferred from TRS to PERS.

Senator Farrell asked if there are that many people that transfer per year, back and forth, how long do they have to work in the other system before they can transfer. Mr. Senn replied "The members of the TRS must have five years of creditable service to be eligible for retirement benefits." Service transferred from PERS does not meet the boards definition of creditable service if they do not have five years of employment in.

Senator Farrell commented that there are about 4 or 5 different purchase option plans that are coming through the legislature and if a person has 20 years of service in PERS and TRS, he wondered how much time would transfer into TRS. Mr. Senn replied that if the individual had 20 years in PERS and moves to TRS, they may transfer their 20 year of PERS service to the TRS service. This service could only be used for the transfer calculation, it does not count toward eligibility. The member must have five years in TRS to be eligible to retire or purchase additional service credit for disability benefits. (the only exception is the death benefit, the member has five years of service in combination of PERS and TRS they will be paid a death penalty.)

Senator Farrell asked Mr. Senn, "With the early retirement bills that are coming through and SB 125 was passed and this allowed teachers one year for every 5 years of service will they be able to transfer 20 years of PERS and then turn around after five years in TRS and be able to purchase another five years based on 25 years of service from PERS. Mr. Senn said that they would be eligible to purchase 1 year of TRS. PERS service will only count in calculation of a monthly benefit, not in determining eligibility of purchased service allowed in SB 125 or any of the

other existing provisions. When this transfer takes place is the system fully funded with the interest. Mr. Senn replied that, "Yes because HB 159 will provide that service credit transfer in either direction will be fully funded."

Mr. Senn went on to say that a survivor of the death benefit will be given two options, one is to be able to recover the individual's contribution plus interest and the option would be for a life time monthly benefit based on the total creditable service from both PERS and TRS.

He went on to say that no more credit is received when transferring to PERS. The cost of that transfer, from the TRS pension fund, will be the combined employee/employer rate, which is currently 12%. The employee contribution is 7%. It will be 5% from the TRS pension fund, the combined rate in PERS is 12.5%. They will get 7% for employee contributions, 5% from TRS pension fund that is a 12% required fund benefit in PERS. In TRS 14% is the required rate, with an additional 2% being required.

Senator Farrell asked what happened to the additional 2%, "Do you simply keep it?" Mr. Senn answered that the TRS unfunded liability is over 500 million dollars. The cost of the percentage of salary to fund this is 5.8%, the additional 2% goes toward funding that unfunded liability of employer's contributions.

Senator Hammond asked how many years this was spread over. Mr. Senn replied that the current amortization period is 36 years.

Senator Farrell asked Linda King, "If this is the case for TRS, what is the PERS unfunded liability and what was its amortization period?" She responded by saying that she did not know the exact figure, but she said it is large as well. She added that their amortization period is down to 26 years. Whenever there are employer contributions in a system, they are not refunded. So essentially when there is a transfer from TRS into PERS they will keep some of it, but there are very few transfers from TRS to PERS. On the 35 of these transfer who would not have gotten the entire employer contribution of 2% of salaries we are talking about a relatively small amount of money.

Ms. King said that PERS will be being made whole. The problem now is not as severe for PERS, because TRS has a higher level of benefits and costs more and more people are moving from PERS to TRS and they are not getting about 2% with these transfers. This is causing a larger problem with their unfunded liability. This bill essentially covers the bases for both systems so that whenever someone is transferring service they are paying for the service in the system in which they are transferring the service to. This assures that at least the system will receive what it costs to pay the benefits.

Closing by Sponsor:

Representative Nelson closed by saying that he appreciated the comprehensive hearing and asked for a do pass.

HEARING ON HB 227

Presentation and Opening Statement by Sponsor:

REPRESENTATIVE DAN HARRINGTON, House District #68, stated that this is a simple bill which changes the notification date for termination of tenured teachers. This is a "clean up" bill to finish what was started last session and because of some technicalities in the bill it was not put through as it should have been. Last session the date of nontenure teachers was changed to May 1. The date for tenure teachers was inadvertently left at April 1, so by this bill changing the date to May 1, it would just be finishing what was started.

List of Testifying Proponents and What Group they Represent:

BRUCE MOERER, The Montana School Boards Association
ERIC FEAVER, The Montana Education Association
DON WALDRON, The School Administrators of Montana

Testimony:

BRUCE MOERER, representing MSBA, stated that this same concept came before the session in 1987 and

the intent was to change the date of notification of terminating tenured teachers to May 1. The purpose is to get as much information about the budget process that could possibly be gotten before it is needed to notify teachers of termination so it is not necessary to notify teacher because of financial uncertainty.

He asked that the committee allow boards to straighten out this problem.

ERIC FEAVER, representing MEA, supports HB 227 as they had in the last session, and as he pointed out had the bill drafter done this correctly it would not be back this session.

He went on to say that if the committee does give HB 227 a do pass there will continue to be a certain disparity with dates and the whole purpose of this bill was to bring uniformity to dates of notification to tenured teachers and nontenure teachers.

DON WALDRON stated that there was good cooperation throughout the state even with the mistake. He encouraged a do pass.

List of Testifying Opponents and What Group They Represent:

None

Questions From Committee Members:

None

HEARING ON SJR 6

Presentation and Opening Statement by Sponsor:

SENATOR PAUL RAPP-SVRCEK, Senate District # 26, stated that this resolution is the top priority for Montana's Vo Tech students this year. It deals with two primary issues both of which "in a real sense," are economic issues facing Vo Tech students in the state of Montana. The first issue asks the Board of Regents to grant a two year degree in appropriate areas to the student in the Vo Tech Centers. These students get good

educations in their fields and consistently score well on national tests and knowledge which they can "stack up" with any one in the nation in their field. They are competing for jobs however against people from similar institutions in other states who have had the same training but have been awarded a two year degree for their work. In today's competitive job market with "all other things being equal" many times the employer will chose the people with the degrees despite the similarities in the education.

Secondly this resolution deals with the transferability of credits within the Montana University System in appropriate areas. Not all of Montana Vo Tech students finish their school at the end of the Vo Tech program. Many students want to and many do go on to college however, presently there is no transferability of credits of common nurses between the Vo Tech Centers and the university systems. They can go out of state to school to a school that will accept the credits in the areas that are appropriate for what they have taken in the Vo Tech.

Neither of these issues are necessary and neither serves the need of these students of the state of Montana. SJ 6 asks the Board of Regents which is the board charged with overseeing the system of higher education in Montana to recognize the changing nature of the Vo Tech education and the needs of Montana vocational technical student.

Senator Rapp-Svrcek pointed out that the Regents are being asked to look at the Vo Tech system in Montana without diminishing the overall community college system or the four year school and without lowering educational standards and to work with the students, teachers, and administrators of the Vo Tech to make the needed changes in the appropriate areas.

He went on to say that there were several people at the committee meeting who wanted to testify.

List of Testifying Proponents and What Group they Represent:

JACK NICHOLS, President of the Missoula Vo Tech Center
in Missoula, Montana
VALERIE LARSON, The Farm Bureau of Montana
ANDY NICKOL, Student at the Helena Vo Tech Center
BARRY MAXWELL, Student at the Billings Vo Tech Center

MARTIN GLUECKEC, Student at the Helena Vo Tech Center
CATHY FINCH, Student at the Helena Vo Tech Center
JULIE MUMM, Student at the Great Falls Vo Tech Center
ROBERT AMEN, Student at the Missoula Vo Tech Center
BECKY GREELY, Student at the Missoula Vo Tech Center
LOLA GASS, Student at the Missoula Vo Tech Center
MARILYN GUSTAFSON, Student at the Missoula Vo Tch
Center
RONDA OSBORNE, Student at the Missoula Vo Tech Center
KELLY BOJE, Student at the Missoula Vo Tech Center
MARK ROMSCHEK, Student at the Missoula Vo Tech Center
LORI GEORGE, Student at the Missoula Vo Tech Center
JOYCE BENISH, Student at the Missoula Vo Tech Center
VICTORIA DAY, Student at the Missoula Vo Tech Center
LEEANN MCLAUGHLIN, Student at the Missoula Vo Tech
Center
PAULETTE HALL, Student at the Missoula Vo Tech Center
MARY HURLEY, Student at the Billings Vo Tech Center
JODY CLASBY, Student at the Missoula Vo Tech Center

Testimony:

SEE EXHIBIT #1 & #2

List of Testifying Opponents and What Group They Represent:

CARROLL KRAUSE, Commissioner of Higher Education, The
Board of Regents

Testimony:

SEE EXHIBIT #3

Questions From Committee Members:

Senator Pinsoneault asked Mr. Krause if the goals were much different for the Vo Tech Centers and the community colleges. Mr. Krause said right now they are and the goals of the community college has three different missions, (1) entry level employment (2) they have an additional associate degree that is education oriented and is not career oriented (3) they provide the first two years in a transfer program to a four year institution. Mr. Krause went on to say that the Vo Tech Centers have been designed in Montana to have one primary goal and this is to provide entry level employment skills to get people out in the market as soon as possible. The difference is

that the community college has the additional function of being a two year college toward a four year degree, the Vo Techs are not, he stated, they are designed for employment not for transferring to a four year institution.

Senator Blaylock added that Dr. Bruce Carpenter of Eastern Montana College in Billings wants to work as closely as possible with the Billings Vo Tech Center. He wondered if there were similar expression of cooperation coming from Missoula and Bozeman. Mr. Krause replied that there are commitments from every President from these colleges. Next we will be going into curriculum development and development of a joint program. He said that he felt this joint resolution was valuable because it expressed goals and objectives. But he does not want to go against legislative intent because of difference of process.

Senator Regan asked about the immediate concerns of the people at the meeting and she wondered what the time frame for the Board of Regent's and the President's action was. Mr. Krause said it was already under way. By the end of next year things will be in place. She went on to ask if the standards in place in any way benefit the student here today, "Will they be retroactive provided the courses meet the standards. Mr. Krause said that the intent would be that any of the programs that are evaluated will be comparable and retroactive.

Senator Regan asked how the board fears this resolution when it is only a "letter" encouraging you to do this. Mr. Krause said the concern is the fact that the resolution asks the Board of Regents to allow the vocational technical center on their own to offer associate degrees, because this basically makes them community colleges.

Senator Regan asked finally, if and where the language should be changed to handle your concern. Mr. Krause answered "yes" and referred her to Page 2, Lines 18-22 of SJR 6.

Closing by Sponsor:

Senator Rapp-Svrcek thanked the committee for the good hearing and the committee's indulgence. He said he was heartened to see all the people come from across the state to testify.

He went on to say, "With all due respect to Dr. Krause, I get a little weary of folks coming in opposition to something like this and then saying we support the objectives, the board is committed to these goals, we are committed to going through the current curriculum, we are asking for the opportunity to do this, the students concerns are real and the goals here are valuable." "Why," Senator Rapp-Svrcek asked Dr. Krause, "rhetorically can't you come in as a proponent?"

These Vo Tech students are asking the regents to recognize the legitimacy of the Vo Tech systems in the realm of higher education in the state of Montana. Education is changing here and in the United States and we must keep up with the times. He said he thought that this all "boils down to commitment." There is clearly a commitment to education in Montana and it has be voiced many times here in these halls a commitment to helping our students and our citizens stay in the state of Montana and get meaningful work. "We're asking that the Regents look at working to remove the economic hurtles that these students face by putting them on a par with students from other states in similar situation. Clearly these students are committed to their education as has been testified very eloquently here today. We are asking that the state of Montana and the Board of Regents make that commitment as well in the passage of SJR 6, that the legislature takes notice of its commitment to these folks education."

HEARING ON SB 304

Presentation and Opening Statement by Sponsor:

SENATOR PAT REGAN, Senate District #47, stated that the Board of Regents asked her to sponsor this bill and she was told by Senator Nathe that she could be "stirring up a hornet's nest," she is hoping that this is not true.

She went on to say that she became of aware of the problems of the legislature's audit report. The problem seems to center on the difference between what the Board of Regents policy is and what the

statutory provisions are regarding tuition and fee waivers in the university system. The statute provides that certain people, Native Americans, Veterans, dependents, some juvenile offenders, are entitled to free tuition and fee waivers at the university system. This bill does not change at all the number of types of free tuition or fee waivers that would be authorized, but would replace the mandatory waiver with language authorizing the Regents to waive tuition and fees. So if the committee would look at the bill on Page 3, Lines 13-16, "Montana university systems shall not charge any fees or tuition for these residents." The language substitute is "the Board of Regents of higher education may waive fees and tuition for these..." and reference part of the statute.

She pointed out that one of the problems is that all of the people who are eligible are granted the tuition waiver, but the Regents do not waive the fees and there are a number of these fees, everything from dormitory board and room to health care, computer lab fees, student activity, material fees, and building fees. These are not waived because the students that are paying these fees are going to be paying a lot more. The Regents have chosen in most instances not to waive these fees and also the Regents require that students meet certain eligibility requirements, for instance, they must maintain a certain GPA. The waiver is not offered for more than twelve whole semesters (six years) for an individual to complete their education.

Because the statute is not allow for the action of the Regents, the Regents are subject to court challenge. Sooner or later someone will bring a challenge and have the Regents in court. Generally speaking the Regents are the last word in the system.

She went on to explain that there is one other change in the law and this would remove the statutory requirement that a veteran must have been a resident of the state at the time of enlistment before they can qualify for a fee waiver. The United States Supreme Court in case after case has struck down these residency requirements.

List of Testifying Proponents and What Group they Represent:

LEROY SHRAMM, Chief Legal Council with The Board
of Regents

Testimony:

LEROY SHRAMM (SEE EXHIBIT #1)

List of Testifying Opponents and What Group They Represent:

None

Questions From Committee Members:

Senator Mazurek stated that he was confused in that he wondered if there were two issues with this bill, one being, what is discretionary and what not and two being, assuming the discretion is exercised tuition, fees or both are waived. Mr. Shramm replied he stated that they are "part and parcel," of the same issue because if the Regents have the discretion then the second question is answered of what fees must be waived and this is left to the Regents' discretion and what has always been done in the past is to waive only the incidental fees and registration and tuition. This is what is intended to be done in the future.

Senator Mazurek stated what he thought Mr. Shramm was saying was that with respect to the number 4, (See exhibit #1) this was not being viewed as discretionary. Mr. Shramm stated that the Regents would view it as being discretionary under this bill as it is passed, but if you go back the repealed sections (20-20-505 is one of the repealed sections that is the Native American fee waiver) you would see all this language that (4) has but it would start out saying "the Regents shall waive tuition and fees for...." Senator Mazurek then stated that the reason this is getting his attention is that in sub section (2), existing statutes waived at their discretion, so we consciously know that the Regents have discretion there and yet no where is there such an indication on the other subsections. We just say waive, waive, etc. "Should we be putting at their discretion?" Mr. Shramm attempted that this statute has be "nailed together over the years." He said he thought it was showing some results and the fact that the entire section starts out with

"The Regents may...." means at their discretion.

Dave Cogley added to the discussion, "...the statute itself starts out with the Regents may and all the sub sections are listed under that, so the word may applies to everyone of these sub sections. Each one of them."

Senator Mazurek asked if Mr. Shramm was concerned about saying "waive tuition and fees" that you have to do both. Dave replied that this gives them the discretion to waive both. Senator Mazurek wondered if "they could do either or." Mr. Cogley replied that, "I think this gives them permission to waive either one, they could waive one or both."

Senator Pinsoneault wondered if there was still an MIA category. Mr. Shramm answered that there is still that category in Section E. The present statute covers MIA and we have no objection because the Regents are not trying to change the scope of the law with this bill.

Closing by Sponsor:

Senator Regan closed.

ADJOURNMENT

Adjournment At: 2:58 pm


Senator H. W. Hammond, Chairman

HH/jh

senmin.208

ROLL CALL

EDUCATION

COMMITTEE

51st LEGISLATIVE SESSION -- 1989

Date 2-8-89

NAME	PRESENT	ABSENT	EXCUSED
<u>Chairman Swede Hammond</u>	✓		
<u>Vice Chairman Dennis Mathe</u>	✓		
<u>Senator Chet Blaylock</u>	✓		
<u>Senator Bob Brown</u>	✓		
<u>Senator Dick Pinsoneault</u>	✓		
<u>Senator William Farrell</u>	✓		
<u>Senator Pat Regan</u>	✓		
<u>Senator John Anderson Jr.</u>	✓		
<u>Senator Joe Mazurek</u>	✓		

Each day attach to minutes.

7.6
of tape

House Bill 159

TITLE: "An act to establish a formula for determining the amount that must be paid to transfer creditable service between the public employees' and the teachers' retirement systems; amending Sections 19-3-511 and 19-4-409; and providing an immediate effective date."

EXAMPLE

Transfers from PERS to TRS

SSN			
NAME		AFC	\$10,358.00
*YEARS OF SERVICE			6.67
		CURRENT LAW	PROPOSED LAW
Employee contributions	\$2,904.92		\$2,904.92
interest	2,689.76		2,689.76
TOTAL	<u>\$5,594.68</u>		<u>\$5,594.68</u>
Additional Contribution	N.A.		\$1,381.76
Interest			<u>1,163.74</u>
Additional employee cost			\$2,545.50
Total Employee Cost			\$8,140.18
Amount transfered from pension trust fund	\$4,255.65		\$3,454.39
Interest	N.A.		<u>2,909.35</u>
Total pension fund cost	<u>\$4,255.65</u>		<u>\$6,363.74</u>
GRAND TOTAL	\$9,850.33		\$14,503.92

*Service credit in lieu of paying additional contribution 5.74

EDUCATION
1
DATE 2-8-89
BILL NO. SJR6

My name is Paulette Hall and I am currently enrolled in the Licensed Practical Nursing program.

I am being held back from progressing professionally because my studies at the Vo-Tech will not be accepted for even partial credit by Montana Universities and Colleges. By going to the Vo-Tech I can receive an LPN degree after one year and be eligible for employment. I would like to apply at least some of those credits towards a nursing degree, which I plan to pursue while employed part-time as an LPN.

I have had 600 classroom instructional hours for two quarters and am presently in a two quarter clinical experience. That none of this is even considered for University or College credit seems unfair especially when the hospitals consider the work good enough for employment.

I believe that if Universities and Colleges would consider accepting equivalent courses for at least partial credit, they would encourage many more Vo-Tech students to continue their education thus increasing enrollment for area Universities and colleges.

My name is Marilyn Gustafson and I am a student in the new legal assisting program at the Missoula Vo-Tech.

I am here to urge you to vote yes on the bill requesting that the Montana Vo-Techs be allowed to award Associate of Applied Science Degrees in programs that meet degree criteria, and that specified credits be transferable from the Vo-Techs to other Montana institutions.

I feel that this is an important bill because currently, students at the various Vo-Techs are awarded a Certificate of Completion which shows that a student has completed the required course work satisfactorily, but it does not adequately reflect the time, dedication, effort and money that the student has invested in his or her particular field of study.

Because graduates do not receive degrees, getting that initial job may be difficult when competing with other candidates, especially those with two- and four year degrees. In fact, some fields already require a two-year degree for entry and others are planning to do so.

Transferability of credits is essential because some students plan to further their studies at some other institution at a later date and find that they must re-take courses already completed, thereby negating work already finished which in turn implies that the time and money previously spent was wasted. Also, there are institutions outside Montana that are more willing to accept Montana Vo-Tech credits than institutions within Montana. This takes people out of Montana and Montana loses potential manpower. Montana should be for Montanans first.

I have a degree from the University of Montana, but I found myself wanting to change professions, and the Vo-Tech offered the course that I wanted. I can say that the course work I am doing at the Vo-Tech is every bit as difficult and intense as any that I completed at the university.

The teachers are knowledgeable and of all the teachers that I have had, one has a Ph.D., two have J.D.'s, one has a four-year nursing degree and the rest all have masters degrees. The majority also have work experience related to their teaching

field, so I feel that these people are definitely qualified to do the job that they are doing.

The universities and the vo-techs in Montana are under the Board of Regents and all are going to the semester system. Therefore, I think Associate of Applied Science Degrees and transferability of credits are essential for providing continuity in Montana's higher education system, and this is why I am asking for your affirmative vote on this matter.

Thank you.

My name is Mary Hurley. I am a drafting student at the Vo-Tech. I chose ~~the~~ Billings Vo-Tech, not only for its drafting ~~program~~ but because I could stay in Montana, and because the thought of college was intimidating to me. I've been out of school for a few years, and I wasn't sure I wanted to jump right into college. I started at the Vo-Tech with intentions of someday going on to college to get a degree in engineering. But I heard a different story when I go to school. I found out that the work I was doing was ~~not~~ useless if I wanted to continue my education in MT's universities or colleges. I also found out that university systems in other states would be willing to offer ~~some~~ credits for my current curriculum.

In addition to the non-transferability of my credits, I found out that Vo-Techs and community colleges in other states were giving Associates of App. Science for the same curriculums as offered here. This gives students in MT an unfair disadvantage in any job market.

I feel this bill will change these things. As a student, I want to know that I'm getting as much possible out of my education. I want to know that I'll get an Associate of Applied Science ~~to~~ as recognition for my hard work. And I want to know that when I do go on to college, I won't have to leave MT to get credit for my education at the Vo-Tech.

WITNESS STATEMENT

SENATE EDUCATION

EXHIBIT NO. 1

NAME: MARY HURLEY

DATE 2-8-89

BILL NO. SJR6

ADDRESS: 1926 MULLOWNY LANE, #9 BILLINGS, MT. 59101

PHONE: 245-0349

REPRESENTING WHOM? the Vo-Tech Centers

APPEARING ON WHICH PROPOSAL: SJR6

DO YOU: SUPPORT? AMEND? OPPOSE?

COMMENTS: _____

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

SENATE EDUCATION

EXHIBIT NO. 1

DATE 2-8-89

BILL NO. SJR6

Good afternoon. My name is Joyce Benish and I reside in Ravalli county. I am currently enrolled, full-time, in the Legal Assisting program at the Missoula Vocational Technical Center.

I'm asking that Montana's vocational system be given the opportunity to grant an Associate of Applied Science degree for appropriate two year courses. One of which is the Legal Assisting program.

When I finish my two year program, I would like to be fully prepared to compete in today's job market. With that in mind, the degree would be much more beneficial to me versus a certificate. The associate degree will open more doors and increase my employment & promotion opportunities.

I am here to personally ask you to support this resolution.

Thank you, very much, for your time.

NAME: Julie MummADDRESS: Box 217 Cascade, MT 59421PHONE: 468-2548REPRESENTING WHOM? Great Falls Vo-TechAPPEARING ON WHICH PROPOSAL: SJR6DO YOU: SUPPORT? AMEND? OPPOSE?

COMMENTS: After attending Vo-Tech for almost two years, I want to go on and further Education and find that these credits are not accepted. I find it discouraging and would like to see credit transfer from Vo-Tech to colleges. This is not only a financial burden but also a family burden. It would also help in my children receiving a better more affordable education if they could get the basics while at home. Then they could go on to college and be able to further their interest in the specific area of interest. Education is important and we need to work together not against one another to survive.

PLEASE LEAVE ANY PREPARED STATEMENTS WITH THE COMMITTEE SECRETARY.

Cathie Standley
Good Afternoon

SENATE EDUCATION

EXHIBIT NO. 1

DATE

2-8-89

BILL NO.

SJR 6

My name is Cathie Standley. I am currently enrolled in the Legal Assistant Program & have just finished the Legal Secretary curriculum at Moha Vo-Tech.

I am here today to ask that you give further consideration to the resolution that has been proposed.

We are asking that the vo-techs have the capability to grant "Associate of Applied Science Degrees" for the appropriate two year programs. Two of which are the legal secretary & legal assistant programs.

We are also asking for the opportunity to be able to transfer appropriate credits to the university system.

I know when I finish my business training at the vo-tech my status in the job market would be much stronger with a degree vs a certificate. There are business opportunities that require a degree to even apply for the position. I would appreciate having the ~~right~~ ^{proper} recognition to compete & I have to have a degree to do so.

We are fulfilling the academic requirements & deserve the credibility of an "Associate of Applied Science Degree".

Thank you for your conscious thoughts regarding this issue.

Chairman

Members of the Committee

SENATE EDUCATION

EXHIBIT NO. 1

DATE 2-8-89

BILL NO. SJR 6

Barry Maxwell

President BVTC
Chairman USG

- Carpenter Injured
- Forced to retrain

- Drafting ~~the~~ Student

I feel that it is not only time for Legislation of this ... but it is long overdue

It is time for the Montana Educational system to catch up ...

There is also no reason that the state of M. can't become a leader ...

* I strongly feel that not only is it appropriate to grant Students of the Vo-Tech System to receive the full recognition due them.

* ~~We~~ We learn ^{about} and deal with technical information dealing ~~in~~.

- Computers

- Math, Algebra, Trig ...

* Therefore I feel it is not only fair but my right as a student & citizen of the State of Mt. to receive an Associate Degree of applied Science.

* As well as appropriate transfer of credit for my time & efforts

My name is Robert Eamon, I am a student at Missoula Vocational Technical Center enrolled in the Legal Assistant/Paralegal program. At age 43 I am a non-traditional student, as are most of the students at Missoula Vo-Tech. The average age of the student body is 27. Having worked 22-plus years in the meat and grocery business and at various part time jobs, I know the value of specialized training and skills when looking for a good job. The advantage of earning an Associate of Applied Science degree is quite obvious. It gives the job applicant something to substantiate his or her claim to a special skill or training. Another advantage of having the Associate of Applied Science degree is that if the holder of the degree decides to further his or her education, they have an excellent foundation to build on.

I attended Western Montana College in Dillon for a time and I have found that the content and the difficulty of the courses I am studying at Missoula Vo-Tech ^{ARE} very much the same as the courses I took at Western.

A substantial amount of time and effort are needed to successfully complete this course of study and this effort should be appropriately recognized by the awarding of an Associate of Applied Science degree. I ask that you support our ^{RESOLUTION} petition by granting the Vo-Tech centers the authority to award these degrees to successful candidates.

ROBERT R. EAMON
LEGAL ASSISTANT STUDENT
MISSOULA VOCATIONAL TECHNICAL CENTER

My name is Becky Greeley; I am the 33 year old mother of four children who has returned to school in an effort to make a better life for my family. I am currently enrolled in the Legal Assistant Program at Missoula Vocational Technical Center.

My goals for supporting ~~bill~~ ^{Senate Bill Resolution} S.J.R.6 are two-fold. First of all, to be ^{more} competitive in the business world upon completion of this two-year program. In Missoula, this competition includes not only programs similar in nature and context, but extends also to Law students that we must contend with. Secondly, I have seriously considered going on to Law School. Without transferability of credits, this would be next to impossible. I attended the University of Montana for 2 1/2 years in the mid 70's, and anyone who feels Vo-tech is easy in comparison is ^{terribly} ~~grossly~~ mistaken!

An Associate of Applied Science Degree would help to

By passing this bill, we will open one more door in the field of education, encouraging the high school graduates and those Vo-tech students furthering their education to do so in Montana rather than out of state.

Thank You,

*Becky S. Greeley
Missoula Vocational
Technical Center*

SENATE EDUCATION

EXHIBIT NO. 1

DATE 2-8-89

BILL NO. SJR6

My name is Leann McLaughlin and I am a single parent on welfare. I am also a Paralegal student at the Missoula Vo-Tech. One of my biggest concerns right now is the resolution to award Associate Degrees of Applied Sciences and the transferability of credits to students taking adequate course studies at the various Vo-Tech's of our state.

In my statement I hope to show you that this resolution could make some very positive and needed changes in my life and others like me.

My major goal is financial independence and one problem ~~is~~ in my way is lack of education. Without an education I wasn't earning enough money to survive on. But, because I had 'too high' of an income which was based on minimum wage, I couldn't get public assistance. I soon realized that I had to get a post-secondary education with a credible degree, unless I wanted my life to be limited to welfare. It is estimated that 40% of the girls in Montana will have been pregnant ^{at least once} before age 20 and a high number of these will be on welfare. — Blue Mountain Women's Clinic.

Another problem for me was the fact that I had little self-esteem. I had been in a very abusive relationship and a future

didn't even seem like a possibility, much less a positive one. It is estimated that 1 out of 4 women ^{in U.S.} will be abused in their lifetimes.

From these statistics you can see that there are many women in my position. I believe that ~~these~~ people can become self-sufficient and I think schooling is a good beginning to this. Since I started at the Vo-Tech I've learned a lot about myself. I've learned that I can rely on myself. I'm also learning how to look to myself for the answers to my problems. And I've also learned more about self-esteem, scholastically and from other students and teachers. I've learned that ~~I can succeed~~. For the first time in my life I can actually picture myself succeeding.

I also think that people in my position need ~~a~~ more directive courses of study, like the ones the Vo-tech offers, to get a handle on their futures. Results of the proposed degrees and transferability of credit may mean stepping stones or building blocks to more stable, positive financial and mental futures for ~~some~~ people like me. Beyond that, if I don't succeed, what are the chances of my child succeeding?

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

My name is Lorie George. I am a Native American student enrolled in the Legal Assistant Program at Missoula Vocational Technical Center.

I want to express to you the importance of the Associate of Applied Science Degree and transferability of credits from one institution to another.

This degree would give me the opportunity to get a better paying job so that I can be more self-sufficient, to support myself and my four young children. As a single parent on welfare, a degree is very important to me, it would mean greater independence for myself and a more secure future for my children.

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

Without the transferability of credit, I would have to go to a university and take some of the same classes again like many other students do in order to get a higher education. The time would be better spent on other unlearned material I would need.

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

Thank you

Kelli Boje
3/8/89
SENATE EDUCATION
EXHIBIT NO. 1
DATE 2-8-89
BILL NO. SJR6

Good afternoon ladies and gentlemen.
My name is Kelli Boje and I am a student of the Missoula Vocational Technical Center. I am testifying on behalf of the bill proposing the award of associate of Applied Science degree and transferability of credits to universities and other colleges.

Currently in today's job market many employers consider an applicant with a degree before they will consider an applicant without a degree. As a future graduate of the paralegal program, I will soon find myself scouting the job market and competing with others who have degrees. In order for myself to compete for a professional position, it is of most importance to be awarded with an Associate of Applied Science degree for my hard effort and completion of this two-year program.

If I will be competing with other graduates from paralegal programs who receive associate degrees, I would hate to think I would have less of a chance of getting the job

Simply because I did not receive a degree for the same or similar work.

The work students do at Vo-techs is comparable to that of other colleges and universities. Students average class load is equal to 18 credits at the university. The class content is as difficult and in depth as other higher education schools.

Vo-tech graduates wishing to continue on with their education presently have very little transferability of credits. If this does not change, this could make a difference on whether or not they decide to continue with their higher education. It is only fair to keep the option of further education open by transferability of credits. What a waste to have completed courses or programs at a Vo-tech only to find that the credits do not transfer.

In closing, I urge you to vote in support of this bill so that myself and others may have a more equal opportunity in the job market and will be able to transfer credits to universities and other colleges if we do desire to

2/8/89

Presenting Testimony

Good afternoon, my name is Rhonda Osborne. I am a student in the Legal Assisting program at Missoula Vocational Technical Center.

In this bill that we have submitted, we hope to accomplish two things, one: being to award Associate Degrees to Vocational students in the said programs, where the appropriate requirements have been met; two: is to have the transferability of credits that are equivalent academically to those of the university, transferred to the university systems.

Many vocational schools as well as accredited home study programs, in state and out award associate degrees, in accounting, business management and more. The students in home study programs, do their studies and take their exams without instructor supervision, and yet still are awarded associate degrees. Whereas students who attend vocational schools in Montana and under the supervision and direction of well qualified instructors, do their studies, take their exams, and fully meet the requirements, may not at this present time receive an associate degree.

Furthermore, the transferability of credits is little or none for classwork that is equal to the content of university classes. If we did have our credits transferred, it would enable the students to further education if desired in the future, without having to start from square one. I feel that classwork that is faithfully earned should be equally rewarded.

In passing this bill it will not only help the students, but also the economic growth of Montana. Thank-you for your attention, I hope we will receive your support.

Hello, my name is Victoria Day and I am currently a full time student at the Missoula Vocational Technical Center. I represent the students Fashion Merchandising program today. This program is essential to us to be competitive in the current job market. Retailing is listed in the top 5 industries in the state of Montana and also in Missoula county. To gain more credibility in the fashion industry we need to be able to work towards a 2 year Associate of Applied Science Degree. Our instructor, Leesa Christensen, ~~also~~ informed us a 2 year program has been recommended by the ^{professionals} people in Business and Industry. A certificate of completion that we now receive upon graduation enables us to gain an entry level position however the majority of students are interested in seeing a 2 year program with an associates degree being offered.

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

During Christmas break I had the opportunity to work at K-G Men's store. This experience has shown me how important an educated and trained staff is in the highly competitive retail industry. With the passage of S3R6 we will be able to fulfill our potential in our chosen career.

My name is Lola Goss. I am married and am the mother of three children. I am currently enrolled in the Paralegal program at the Missoula Vo-Tech. I have two goals for being here with you today.

The first goal is to encourage you to pass this resolution which would enable me to receive an appropriate Associate of Applied Science degree upon completion of the Paralegal course.

The second part of this resolution is to enable my credits to transfer to the University of Montana or another 4-year educational institution within the state.

I feel that the courses taught at the Missoula Vo-Tech are comparable, and in some cases, superior to other business schools. I believe that after completing credits at the Vo-Tech, I should have the opportunity, if I choose, to transfer the appropriate credits to any other educational institution in Montana in which the courses offered are the same or comparable.

This issue is very important to me. If passed, it will give me the security of knowing that after juggling my family's life with school for years, I will have the same advantage as students graduating from other educational institutions.

If this bill does not pass the legislature, however, I must repeat the same courses, if I choose to transfer to another school. This not only will cost me double, but it will also cost the state double. To me, this is not only totally unnecessary and time consuming, but it is also very expensive for all of us. My only other alternative is to transfer my credits to another state if I choose to further my education in this field.

I appreciate your interest in this situation and thank you for this opportunity to speak with you today.

My name is Jack Nichols, President of the student body of

Missoula Vocational Technical Center; and I'm representing 490

students. I am married and we have 10 children with 5 still at

home. We also have 2 grandchildren. I'm 52 years old, and I

am presently attending school as a result of a logging accident

in 1986.

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

My second hope for this resolution is to be able to continue my education at some later date without having to either go out of state to transfer appropriate credits or repeat courses already successfully completed, if I continue in a Montana institution. For unknown reasons, most Montana colleges and universities appear to feel threatened with the concept of transferring credits that are the same or similar to their own. I believe that on the contrary, this concept would strengthen not only their position but also their enrollment. I support this belief with documentation that I have compiled and am presenting to you today. There has been some attempt on the part of some Montana institutions to transfer credits but without any uniform plans or guidelines; and I feel that SJR6 could act as a catalyst to encourage the Board of Regents to implement such plans or guidelines.

Thank you very much for the opportunity to present my position to you today.

FEBRUARY 3, 1989
JACK NICHOLS

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

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

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

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

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

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

Pertinent information is highlighted to save you time.

The student body at Missoula Vocational Technical Center as well as the four other centers in the state, wish our participation with the university system to be one of cooperation, rather than the confrontation that has so often characterized our past. However, as we move to merge into the university system, we need to do so on a more equitable basis. Graduates from many of our two-year programs are at a disadvantage when competing for initial employment and subsequent advances within that employment, because of the lack of awarding Associate of Applied Science degrees in these fields. The need for and benefits to be derived from such an award are many indeed. Graduates from comparable programs both in and out of state are recognized with the awarding of associate degrees. At times, the receipt of an associate degree is a prerequisite for taking licensing examinations, program accreditation, and for employment or advancement in employment. Examples of existing and potential areas where this is becoming the norm are as follows:

- 1) The health care field for the present and foreseeable future is and will be experiencing a critical shortage of Registered Nurses. Current four-year baccalaureate programs are unable to fill the need. Two-year, associate-degree RN programs can and do provide a source for well-trained nurses. Montana shares with the nation a shortage of well-trained nurses as well as a shortage of nursing programs.
- 2) The American Association of Respiratory Therapy Board has resolved to implement mechanisms to require the associate degree for entry into respiratory therapy.
- 3) Program accreditation by the Engineer's Council for Professional Development's Engineering Technology Committee for the Electronics Technology program is not possible because an associate degree is not awarded to program graduates. This requires all center Electronics Technology graduates to sit for the national certification exam. If an associate degree were awarded, the program graduates would receive national certification without examination.
- 4) When attempting to work with and provide upgrade training to members of the Missoula Banker's Association Chapter, there was the desire by both local and national associations for the center to award an associate degree to those who complete an identified training program. Other cooperating institutions offer such a degree.
- 5) When developing the Fire Science Program, the need and desire was expressed by the developers, as well as potential program participants, for the center to award associate degrees to program graduates. This is the practice of most Fire Science programs in other states.

6) According to the American Culinary Federation, there are only 28 accredited cooking schools nationally, with only three west of the Mississippi. Missoula Vo-Tech is one of those three. The majority of these schools award associate degrees to their graduates. Said Edwin Brown, Executive Director of the Federation, "Employment figures for chefs continue to spiral upward. It is essential that the foremost institutions, including that at Missoula Vocational Technical Center, providing education for careers in culinary arts and food service management, be identified."

7) Our need for associate degrees and transferability of credits in our new Legal Assisting Program is almost a must. Current national trends indicate a shift toward degreed programs, both at the associate and the baccalaureate degree levels.

Only two other schools in Montana, the College of Great Falls and Rocky Mountain College (both private), offer legal assisting training. Both schools offer degrees (College of Great Falls offers both associate and baccalaureate degrees while Rocky Mountain offers an associate degree) in their respective legal assisting programs.

8) We have students who have attended other colleges and universities and come to our school to gain a specific job qualification in order to go into the workforce with the anticipation of continuing their education at a later date, only to find that the time and hard work spent at our center was in vain as far as transferability of credits is concerned. We realized that all our courses will not, nor should they transfer; but we find that more of our credits are accepted outside Montana than within. Our good students are therefore leaving the state to continue their education. Regardless of where students initially attend school, if they transfer from one Montana institution to another, there should not be any requirements or policies that force them to take a course a second time. If offerings are the same, comparable, or even similar, there should be an earnest effort by the accepting Montana institution to "transfer" the same comparable or similar work. It is very costly to both the student and the state to require individuals to repeat coursework they have already completed successfully elsewhere.

9) Our two-year course in Computer Programming is one of the finest in the nation. The desire of our students for an Associate of Applied Science and transferability of credits in this field is the number one issue.

The Computer Programmer is an intensive two-year course of study that should be offering an Associate Degree so our graduates will be more competitive in the job market.

Our students compete against four-year degree students for entry-level programming positions. Many companies have as a minimum requirement a two-year degree (Montana Power and Civil Service) and use this as a means to evaluate applications and grant interviews. The success rate of our students on-the-job is good; but, getting that initial job is delayed by the lack of an Associate Degree.

An Associate Degree would give more credibility to our credits. Also, a survey of other institutions in the Western United States shows that a one-year program is granted a certificate; two-year programs are awarded Associate Degrees.

- 10) The regional accreditation association evaluation team recommended in 1979, "The Center should continue to vigorously pursue ways and means to award an Associate of Applied Science degree to students completing two-year programs." In 1975, Executive Director of the Northwest Association of Schools and Colleges, Commission on Colleges, stated "I think the Montana Vocational Technical Centers should be authorized to grant the Associate of Applied Arts or Associate of Applied Science degree. They are offering some two-year programs equivalent to those offered in the comprehensive community colleges, which grant such degrees."
- 11) Our student body is aging. The average is 27 which means that more people are being retrained for new, more sophisticated careers, and the need for transferability of credits and associate degrees increase. Employers are demanding that our graduates in many of our two-year programs have degrees, because people can be hired from other states which offer the degrees required. Many of our students are single parents with small children that absolutely do not have the time or the funds to attend a full scale university. Their time and effort should be rewarded with a first class Associate of Applied Science Degree instead of a second class Certificate of Completion.

Based on the preceding brief reasoning and identification of need and benefit, the Missoula Vocational Technical Center Associated Students and the student governments of the various other centers statewide representing their respective students bodies feel that Montana's Vocational Technical Centers should be granted the authority to award Associate of Applied Science degrees. And, the several colleges and universities should be instructed to make an earnest and fair effort to transfer credits for comparable or similar work within Montana as they do other states. It should be noted that the opportunity to transfer credits from a center to another Montana institution should not alter the purpose and scope of the Centers. Therefore, we submit that Associate of Applied Science degrees in identifiable fields, and the opportunity to transfer the same or comparable work, would be appropriate.

JACK NICHOLS, PRESIDENT
MISSOULA VOCATIONAL TECHNICAL CENTER ASSOCIATED STUDENTS
11/29/88

SENATE EDUCATION
EXHIBIT NO. 1
DATE 2-8-89
BILL NO. SJR 6

ASSOCIATE DEGREE RATIONALE

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

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

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

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

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

Associate Degree Titles

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

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

Guidelines for the Evaluation of Programs

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

HELP WANTED ADS OF THE FUTURE

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

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

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

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

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

POLICE OFFICER: City of Serenity needs police officer who has completed a law enforcement training program or is a graduate of a police academy. Associate degree preferred. Excellent communication skills required. Preference in the point system will be given to those candidates able to communicate easily in Spanish. Salary \$20,000 to \$30,000 with excellent fringe package. E.O.E.

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

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

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

Looking Ahead

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

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

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

References

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

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

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

SENATE EDUCATION

EXHIBIT NO. 1

DATE 2-8-89

BILL NO. STR 6

DEGREES GRANTED

The abbreviations used in this volume for degrees granted by individual institutions are listed and explained below.

AA	Associate in Arts	ACrimJ	Associate in Criminal Justice
AABus	Associate in Arts in Business	ADH	Associate in Dental Hygiene
AAEET	Associate in Arts in Electrical Engineering Technology	ADN	Associate Degree in Nursing
AAMET	Associate in Arts in Mechanical Engineering Technology	AE	Associate in Engineering
AAN	Associate in Arts in Nursing	AEST	Associate in Elective Studies
AAS	Associate in Arts and Sciences	AET	Associate in Electronics Technology
AASecS	Associate in Arts in Secretarial Science	AEngrT	Associate in Engineering Technology
AApA	Associate in Applied Arts	AFA	Associate in Fine Arts
AApAS	Associate in Applied Arts and Sciences	AGA	Associate in Graphic Arts
AApB	Associate in Applied Business	AGED	Associate in General Education
AApE	Associate in Applied Engineering	AGSt	Associate in General Studies
AApS	Associate in Applied Science	AHS	Associate in Health Sciences
AApT	Associate in Applied Technology	AIT	Associate in Industrial Technology
AArch	Associate in Architecture	AIndepSt	Associate in Independent Studies
AAvT	Associate in Aviation Technology	ALA	Associate in Liberal Arts
AB	Bachelor of Arts	ALSt	Associate in Liberal Studies
ABus	Associate in Business	AM	Associate in Music
ABA	Associate in Business Administration	AMPT	Associate in Mineral and Petroleum Technology
ABEd	Associate in Business Education	AMT	Associate in Materials Technology
ABS	Associate in Business Science	AN	Associate in Nursing
ABSt	Associate in Basic Studies	AOA	Associate in Office Administration
ABT	Associate in Business Technology	AOEd	Associate in Occupational Education
ACIS	Associate in Computer Information Systems	AOS	Associate in Occupational Science
ACS	Associate in Chemical Science	AOSSt	Associate in Occupational Studies
ACom	Associate in Commerce	APS	Associate in Public Service
		ARA	Associate in Religious Arts
		AS	Associate in Science
		ASA	Associate in Science in Accounting

Joint ~~_____~~ on Voc. Ed.
Feb. 6, 1976
SENATE EDUCATION
EXHIBIT NO. 1
DATE Utilized 2/8/89
BILL NO. SJR 6

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

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

The third item of business was a report on the legality of vocational-technical centers offering associate degrees. Ms. Cathy Swift, Legal Council for the Commissioner of Higher Education, distributed a memorandum written by her to Dr. Wright regarding the authority of vocational-technical centers to award associate degrees.
She said the statutes are not clear with regard to what state agency, if any, has the power to authorize vocational-technical centers to grant associate degrees; however, it appears clear that the institutions themselves do not have such authority. Ms. Swift cited Section 75-8502 which provides that no person, corporation, association or institution shall issue any degree or such similar literary honors as are usually

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

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

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

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

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

Respectfully submitted,

Dolores Colburg

DOLORES COLBURG

Superintendent of Public Instruction

SENATE EDUCATION

EXHIBIT NO. 1

DATE 2-8-89

BILL NO. SJR6

**RECOMMENDATIONS
ON
CREDENTIALING
EDUCATIONAL
ACCOMPLISHMENT**

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

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



MONTANA FARM BUREAU FEDERATION

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

SENATE EDUCATION

EXHIBIT NO. 2

DATE 2-8-89

BILL NO. SJR 6

BILL # SJR #6 ; TESTIMONY BY: VALERIE LARSON
DATE 2/8/89 ; SUPPORT YES ; OPPOSE _____

MR. CHAIRMAN, MEMBERS OF THE COMMITTEE, FOR THE RECORD, MY NAME IS VALERIE LARSON, REPRESENTING APPROXIMATELY 3600 FARM BUREAU MEMBERS THROUGHOUT MONTANA.

FARM BUREAU SUPPORTS SJR #6. WE RECOMMEND THAT ALL CREDITS TRANSFER READILY BETWEEN UNITS OF THE VOCATIONAL-TECHNICAL CENTERS AND THE UNIVERSITY SYSTEM AT FULL VALUE IN THE ACCREDITED COURSES. WHEN VO-TECH STUDENTS DECIDE TO CONTINUE IN THEIR CHOSEN FIELD, THEY SHOULDN'T HAVE TO REPEAT THEIR BASIC TRAINING.

WE ALSO SUPPORT THE RECOMMENDATION TO ALLOW THE VO-TECH CENTERS THE ABILITY TO GRANT AN ASSOCIATE OF APPLIED SCIENCE DEGREE FOR THE COMPLETION OF THE APPROPRIATE 2 YEAR PROGRAM.

THANK YOU.

SIGNED: Valerie Larson

The following actions were adopted by the Board of Regents in December, 1988 with regard to postsecondary technical-vocational education in Montana:

1. The Board of Regents urges the 51st legislature to impose a statewide levy of 2-mills to fund postsecondary technical-vocational education at the VT Centers and the public community colleges.
2. The Board of Regents authorizes the establishment of a formalized network of two-year institutions (i.e., the VT Centers and the community colleges) and will organize them in such a manner that the statewide delivery of technical-vocational education is further systematized and coordinated.
3. The Board of Regents affirms the continued need for postsecondary technical-vocational educational opportunities in the five locations now served by the VT Centers.
4. The Board of Regents supports the establishment of a centralized, coordinated system of technical-vocational education comprised of five (5) branch campuses which shall be supervised by the Commissioner of Higher Education and which shall function as one component of the overall system of higher education in Montana.

Further, the Board of Regents directs that:

- a. Specific cooperative agreements between the VT Centers and university units be developed as appropriate to gain economies and efficiencies in providing services common to those specific institutions;
 - b. A review of instructional programs be conducted which may result in the consolidation of programs which are common to the VT Center and a unit of the university system; and
 - c. Specific articulation agreements be developed between the VT Centers and units of the university system so that appropriate curricular progression may be enhanced. These articulation agreements may be developed between the VTC and the local unit of the university system in those programs which are common or similar within the two institutions, or between the VTC and Northern Montana College in those technical-vocational program areas which are unique to NMC. Such agreements shall be approved prior to implementation by the OCHE.
5. The Board of Regents supports the provision by the VT Centers of adult education which is occupational in nature and consistent with institutional role and scope.
 6. The Board of Regents formally expresses to the Montana legislature its continuing concern about legislative appropriation of federal (Perkins) funds as a portion of VT Centers operating budgets.



THE MONTANA UNIVERSITY SYSTEM

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HELENA, MONTANA 59620-2602

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SENATE EDUCATION
EXHIBIT NO. 1
DATE 2-8-89
BILL NO. SB.304

COMMISSIONER OF HIGHER EDUCATION

TO: Senate Education Committee

FROM: Carrol Krause *CK*
Commissioner of Higher Education

DATE: February 8, 1989

RE: S.B. 304 (University System Tuition and Fee Waivers)

For the last several years the Legislative Auditor has noted that there is an inconsistency between Board of Regents policy on tuition and fee waivers and the statutory provisions on waivers. This bill would eliminate those inconsistencies. Present statute specifies that Native Americans, certain veterans, certain dependents of veterans and some juvenile offenders are entitled to "free tuition and fees" at University System units. Under Regents policy these persons receive a waiver of incidental fees (tuition) and registration fees presently amounting to \$837 per year for a full time resident student. However, the Regents have not allowed the waiver of certain other fees that students pay. These include such things as dormitory board and room charges, student health clinic fees, computer fees, laboratory and material fees, student activity fees, and building and student union fees. Under the literal wording of the present statute these fees would seem to be included within the ambit of the mandated waiver. The Regents have made the policy decision not to waive such fees because the fees finance specific services not funded by the general fund and if some students don't pay for what they receive that means the other paying students must make up the difference.

This bill would remove the legal cloud that hangs over the present fee waiver policy by changing the mandatory "shall" to the permissive "may." This change in language would make it clear that the Regents are not required to waive each and every fee. It would also validate the Regents present practice of requiring students receiving statutory fee waivers to meet the same eligibility requirements as students receiving other kinds of financial aid. For example, a student cannot receive a waiver for more than the equivalent of 12 full-time semesters (6 academic years) to work on a bachelors degree and the student must maintain a minimum grade point average (usually a C or slightly below).

The bill removes from statute the requirement that a veteran must have exhausted his federal G.I. bill educational benefits. However, this same requirement also is found in Regents policy and the permissive language of the bill would allow the Regents to continue that limitation. The bill broadens somewhat the class of wartime veterans eligible for the waiver. Present law requires that a veteran had to be a Montana resident when he or she entered the armed services. This bill would only require that an eligible veteran be a present resident of Montana. Under present Board of Regents residency policies such a person would have to establish residency in Montana for twelve consecutive months (excluding any time spent in the state for schooling) in order to be eligible for the waiver.

The bill brings into one place in the statutes fee waiver provisions that are now found in various chapters. However the classes of persons eligible for a waiver has not been changed.

COMMITTEE ON

Education 1:00 M.W.F

VISITORS' REGISTER

NAME	REPRESENTING	BILL #	Check One	
			Support	Oppose
Nalini Larson	Farm Bureau	SJR# 6	Yes	
Barry Maxwell	Billings Vocational Tec. Center	SJR 6	Yes	
Julie Munson	Gr. Falls Vocational Tec. Center	SJR 6	yes	
Don Waldron	School Admin of Int			
Ed Soto	HVTC	SJR 6	yes	
Sharon Soto	HVTC	SJR 6	yes	
LISA Lamb	HVTC	SJR 6	yes	
Jeff Tesdel	HVTC	SJR 6	Yes	
Marty Bluecker	HVTC	SJR 6	Yes	
MARY HURLEY	BILLINGS VO-TECH	SJR 6	YES	
David Senn	Teachers Retirement	HB 159	✓	
Bob Nelson	" "	4	✓	
Melvin Goffeng	Helena Vo-Tech	—	—	
Andy Nickol	HVTC / Personal Education Benefits			
Linda King	Pub. Employees Retirement	HB 159	✓	
Oil King	SAM	HB 159	✓	
Cherie Tammehill	HVTC	SJR 6	✓	
Michelle Duplett	MVTC	✓	✓	
Vicki W. Michele Ho	MVTC	✓	—	
Marilyn Justadson	MVTC	SJR 6	✓	
Paulette Hall	MVTC	SJR 6	✓	
Cathie Standley	MVTC msla	SJR 6	✓	
Cheryl Site	MVTC msla	SJR 6	✓	
Abigail S. Danell	MVTC	SJR 6	✓	
Victoria Day	MVTC msla	SJR 6	✓	
Nichelle Mewald	MVTC msla	SJR 6	✓	

COMMITTEE ON Education

VISITORS' REGISTER

NAME	REPRESENTING	BILL #	Check One	
			Support	Oppose
Tracy Vance	MVTC	51R6	✓	
Jane Burgess	MVTC	52R6	✓	
Debbie Falk	MVTC	54R6	✓	
Tammy Munsch	MVTC	51R6	✓	
Cathy Finch	MVTC	51R6	✓	
Tim G. Johnson	MVTC	51R6	✓	
Deann M. Jankovic	MVTC	51R6	✓	
Tola Bass	MVTC	51R6	✓	
Debbie Greeley	MVTC	51R6	✓	
Robert R. Connor	MVTC	51R6	✓	
Joyce Benish	MVTC	51R6	✓	
Georgina Miller	MVTC	52R6	✓	
Patsie Dodson	MVTC	52R6	✓	
Leona Phillips	MVTC	51R6	✓	
MARK Omsler	MVTC	51R6	✓	
Gaylen Hawkins	MVTC	51R6	✓	
Manda Kay Osborne	MVTC	51R6	✓	
Kelli Boje	MVTC	51R6	✓	
Jack Temple Jr.	MVTC	51R6	✓	
Lorie Hooge	MVTC	51R6	✓	
Yodi Clasky	MVTC	51R6	✓	
Kelleen Roske	MVTC	51R6	✓	
Abra Conner	MVTC	51R6	✓	
Kawra B. Phillips	MVTC	51R6	✓	
Ann Kildare	MVTC	51R6	✓	
Barrel Krause	Comm. of H. & E	51R6		✓

(Please leave prepared statement with Secretary)

