

## MINUTES

### MONTANA SENATE 51st LEGISLATURE - SPECIAL SESSION

#### JOINT SENATE COMMITTEE ON FINANCE AND CLAIMS AND HOUSE COMMITTEE ON APPROPRIATIONS

Call to Order: By Co-Chairman Francis Bardanouve, on June 22, 1989, at 3:00 p.m., Room 312-2, Capitol

#### ROLL CALL

House Members Present: Representative Ray Peck, Representative Dennis Iverson, Representative Bernie Swift, Representative Joe Quilici, Representative Dorothy Bradley, Representative Mary Lou Peterson, Representative Bob Marks, Representative Mary Ellen Connelly, Representative Bob Thoft, Representative Chuck Swysgood, Representative Berv Kimberley, Representative Jerry Nisbet, Representative John Cobb, Representative Larry Hal Grinde, Representative Dorothy Cody, Representative Francis Bardanouve

Senate Members Present: Senator Gary Aklestad, Senator Loren Jenkins, Senator Esther Bengtson, Senator Matt Himsl, Senator Paul Boylan, Senator Tom Keating, Senator Judy Jacobson, Senator Larry Tveit, Senator Fred Van Valkenburg, Senator Greg Jergeson, Senator Gerry Devlin, Senator Richard Manning, Senator Sam Hofman, Senator Lawrence Stimatz, Senator Ethel Harding

House Members Excused: Representative Gary Spaeth, Representative William Menahan, Representative Mike Kadas, Representative Ed Grady

Senate Members Excused: Senator Swede Hammond, Senator Pat Regan, Senator Dennis Nathe, Senator Pete Story

Members Absent: None

Staff Present: Keith Wolcott

#### Announcements/Discussion:

Representative Bardanouve announced that, for the convenience of those present, and with the cooperation of the Senate, Senator Aklestad requested a joint hearing of the House and Senate, in an attempt to save a lot of work and travel for some of the people from Missoula. He noted that executive action may not be taken by the House Committee on Appropriations, depending on how the hearing proceeds.

HEARING ON HB 44

Presentation and Opening Statement by Sponsor:

Representative Vicki Cocchiarella reported that HB44 is a bill to appropriate one-time funding for the Communication Science and Disorders Department at the University of Montana. She indicated this department is formerly known, or may be better known as the Department of Speech Pathology and Audiology. She then reported that members of the Missoula delegation brought this issue to the special session, in response to outcry from constituents, and other citizens, and had a meeting with the CSD faculty and students about this issue, adding that they were not solicited by the Board of Regents, by President Koch, or by the retrenchment committee, to bring this bill before the Legislature, that they believe this is a problem which faces them, as state representatives.

Representative Cocchiarella reported that in 1988, 4,166 students in the public schools were served by the clinicians, adding that 74% of the graduates from CSD at U of M have stayed in Montana, and 160 of them practice in the schools. She further reported that, beginning in 1991, that number will increase, when the law changes to require that public schools serve children from the age of three, on up, noting that, right now, it is from the age of five, on up. She then indicated there are 244 working licensed clinicians in the state who graduated from the program at the University of Montana and that, in the last nine years, 100% of the students who graduated from the masters program there have been placed in jobs in Montana, and in other parts of the United States, noting that lots of graduates come to the University of Montana from Canada, and go back to their country to work.

Representative Cocchiarella stated that curtailment of this program will be particularly hard on rural areas, which receive services from cooperative situations, where a group of schools hires one clinician, noting those are tough jobs, especially in the winter, driving from school to school, when some can be greater than 100 miles apart. She stated they need to make sure those schools continue to receive the services, that curtailment of the program at the University of Montana almost guarantees fewer clinicians in the state and, as a result, fewer students served, adding that they could be in line for a lawsuit.

She indicated that poor people will also be affected more dramatically, that, with curtailment of this program, they will not receive the free services provided by the University

of Montana in the Communication Sciences and Disorders Department, through the Hillburton Foundation. She asked that the committee members put aside any feelings they may have toward the Board of Regents, concerning their decisions or actions they have taken, as far as budgeting and the process of retrenchment, that they try to put themselves in the place of those they will hear and see today, and think about the people they know, or are related to, who have communication disabilities. She asked the committee to "not cut off our nose to spite our face", and asked that the services to the citizens of this state not be cut to make a point to the Board of Regents, noting that point may not be heard, anyway. She added that what will be heard today, is what will be heard in their districts, and they will hear if they did the right thing, or not, when the people who receive these services say "thank you for saving the CSD program at the University of Montana". Representative Cocchiarella indicated the program will not go away, that they have to have the program and, if the Legislature decides to cut it now, they are not saving any money. She indicated the program will come back, and start-up costs will be much in excess of the \$400,000 requested in this bill. She asked that they please save CSD, and listen carefully to the citizens who are served by the program.

List of Testifying Proponents and What Group they Represent:

Representative Budd Gould  
Senator Fred Van Valkenburg  
Representative Bob Ream  
James Koch, President, University of Montana  
Ben Havdahl, representing himself  
Nancy Keenan, State Superintendent of Schools  
Barbara Bain, Chair, Department of Communication and Sciences Disorders, University of Montana  
Rosemary Harrison, President, Montana Speech, Language and Hearing Association  
Elsa Xanthopoulos, representing herself  
Kathy and Kristin Williams, representing themselves  
Leslie Chambers, representing herself  
Catherine Quinn, representing herself  
Linda and David Hodges, representing themselves  
Jodie Egosque, Communication Sciences and Disorders Department, University of Montana  
Betsey Ellis, speech pathologists, pre-school teacher, representing herself  
Frank Gary, speech language therapist, representing himself  
Michael Crews, second year graduate student, CSD, representing herself

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Kathy Gromko, student, representing herself  
Jonel Spear, student, representing herself  
Jim Marks, coordinator of disability services for students,  
University of Montana; coordinator of independent living  
services, Community Rehabilitation Center, Missoula  
Larry Watson, president, Alliance for Disability in Students,  
University of Montana  
Marilyn Pearson, board member, Speech Language Pathologists  
and Audiologists  
Bob Milodragovich, representing himself  
Krystin Deschamps, Associated Students, University of Montana  
John Crocker, chairman, Organization for Academic Excellence  
Terry Minow, Montana Federation of Teachers  
Kathleen Gallacher, representing herself  
Mona Jamison, Montana Association for Speech, Language and  
Hearing  
Herb Carson, representing himself  
Anthony Wellever, Montana Hospital Association  
Dennis Lind, chairman, Montana Board of Regents

Testimony:

Representative Gould stated that this bill is one of vital importance, and indicated he would like to focus on one aspect of why this bill is here, and how they can keep this type of bill from appearing before the Legislature, again. He indicated he feels there is a real flaw in the way the university system is supported, financially. He indicated they can not afford to lose the pharmacy school, that every pharmacist has to have continuing education, and it is much better if they can do that in Missoula, rather than having to go to Oregon. He added that physical therapy and nursing are two other programs which should not be categorized the same as business.

Representative Gould then reported that 72% of the students who graduate from the CSD program go to work in Montana at good-paying entry-level jobs, and that they repay the taxpayers of Montana. He indicated it is the same with pharmacy, physical therapy, and that it is getting closer, all the time, in the area of nursing. He stated that he feels this bill should be given a do pass, noting he has spoken before the Board of Regents, and said virtually the same thing, that they should keep this program in operation because it is a vitally important program to the citizens of Montana.

He indicated that, between now and a year from January, the Regents and the Legislature should work on a funding formula for these relatively high-cost programs, which do not have a

great number of students, because, in the four programs he mentioned, there is a 72% or 75% employment rate in Montana. He added that people who go through business, education, and other schools, can not find employment in Montana, so leave the state, are not Montana taxpayers, and the state is not repaid, at all. He noted if they do this with the different programs, they will be recouping their funds, and stated that he hopes the committee will give the bill their approval.

Testimony:

Senator Van Valkenburg reported that he was very much involved in gathering the signatures on the petitions to bring this matter before the special session, and that he also suggested the source of funding in the bill.

He reported that the bill calls for an appropriation of \$390,000 from the education trust fund, and that the total amount of this program, for the coming year, according to the university people, is \$390,000, which is all that is being asked for, in this bill, to keep this program alive and afloat for one year. He indicated they have asked that it come from the education trust fund to make absolutely clear that this is one-time emergency funding, only, that this is a life boat, or a life preserver, and that is it. He added that it is nothing more, it is not a precedent, in terms of university funding, and is not a long-term decision by this Legislature as to how high-cost programs should be funded, that it preserves the option for the Legislature, in the next regular session, to make that decision, knowing full-well that this program will end.

Senator Van Valkenburg indicated he does not think they knew that, when they were in session this past year, which is why he is bringing it back before the Legislature. He further stated he thinks the fact that the petition signers are there, and that even those who did not sign said they think this is a good program, indicates how strong the legislative support is for this particular program.

He pointed out that he knows, full well, from his own experience in serving on this committee, how frustrated the committee members feel at having to deal with a subject like this, but indicated they have had to do it with court decisions, time and time again, and have had to do it in other areas, where they are the last resort for what is really necessary in Montana, which is why the bill is before the committee in that fashion. He added that, in testimony to the Board of Regents, he suggested that he does not think this is fully the

responsibility of the Legislature, that the faculty at the University of Montana could participate in meeting the cost of this, and other units of the system, which have a little extra, could, and the University of Montana might be able to find more money, but that they all should get together, and work together, to find a way to keep this program going for at least this biennium. He indicated the University will still end up having to notify its faculty that their contracts will be terminated at the end of the 1991 academic year, and that all the Legislature is doing is giving themselves the opportunity to make a decision in the 1991 session.

Testimony:

Representative Ream stated that those who started the petition drive, noting he is responsible for a lot of the signatures in the House, agonized over that decision. He further stated that this was not a position taken by the University president, and that Dr. Koch was, as first, reluctant to get into it. He indicated he agonized over it because he thinks there are risks involved to them, as legislators, that, in the last few days, he has felt some hostility and anger toward him for bringing this up in the special session. He added that there are also risks to the University of Montana, and to the university system, because there may be retribution, in the long-run, noting he would hope not, but that the possibility exists.

He indicated that, after all those risks were weighed, he felt there was no other alternative, that the bottom line is this program has served a lot of people in this state, from east to west, and there are outstanding students who go through this program, most of whom end up working in this state. He added that the bottom line for him was the outstanding faculty who have served this state, unselfishly, beyond the call of duty, some for over 20 years. He pointed out that those faculty will be receiving their notices and, even if this bill passes, those same faculty will receive a notice one year from now, which means they have one year from that time.

Representative Ream stated that, in gathering the petitions, he sensed a lot of anger and frustration, and he can understand and accept that, adding that, by the end of the regular session, he was very frustrated, from several directions, but that he was frustrated with the commissioner's office and the Board of Regents. He noted the committee members may have sensed that, when he came before them, and also when he proposed an amendment on the House floor, which failed 52-48, to add \$1.5 million to the budget. He indicated that, at that

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time, he warned of drastic cuts in programs, on top of the program cuts made two years ago, noting that some of those same programs, which were on the hit list two years ago, are on the hit list again. He added that he is not surprised by these cuts, but understands the committee members are, and that they are angry and frustrated.

Representative Ream referred to the extra money the Legislature gave the university system, noting that Dr. Koch will detail it a little more, and indicated that the money went towards program modifications, the fact that the university system was not included in the state pay plan, and contractual obligations. He then noted that he sensed some hostility regarding the university system's contractual obligations, and would like to address that up front. He reported that, two years ago, rightly or wrongly, noting he will not argue the merits of it, the Board of Regents signed a four-year contract with the faculty at the University of Montana. He indicated the commissioners office and the Regents defended themselves by saying they place faculty salaries as the highest priority, the highest need for the university system in the state, and they must address the extremely dismal salary situation in the university system. He reported the contract provided 0% increases the first two years of the contract, and the state-wide average for all classified employees in the third and fourth years of the contract. He added that, in addition, in the third and fourth years, it provided peer catch-up adjustments, which varied by rank, but which averaged 6%, the third and fourth years, and also provided for formal retrenchment procedures. He indicated the process has been in place, in the last two months, and that it had to be in place so those faculty who were going to be dropped could be given one-year's notice. He then reported that, on April 21, President Koch released the retrenchment plan, which then went to a retrenchment committee provided for in the contract, consisting of nine faculty and three students, that the committee had 45 days, but completed their work in 42 days. He added that the whole process went as well as could be expected, under those very difficult situations, noting there is always fear, paranoia, and people trying to stab each other in the back, but that did not happen, and he would have to give President Koch and the retrenchment committee a lot of credit.

Representative Ream stated that he thinks they came up with a reasonable plan, noting that, if it was not CSD, it would have been pharmacy and, if it was not religious studies, it would have been another department. He reported that they cut or merged a number of departments, that the cuts which are in place total \$1.2 million, but they are asking for one more

chance on this very important department. He noted he has committed himself to work, in the next session, toward addressing these high-cost, health-related programs in the university system, including the nursing program at Bozeman, pharmacy and physical therapy at Missoula, and, hopefully, communication sciences and disorders.

Testimony:

Dr. Koch acknowledged that the Legislature did give them more money, noting their biennial budget will go up by more than 8%, or about 4% a year, on average. He indicated that, unfortunately, that amount is not sufficient for them to meet their financial obligations, noting their primary obligation is the collective bargaining contract salary settlement between the Board of Regents and the University Teachers' Union. He indicated that the last Legislature did not fully fund that, and the University of Montana, for faculty alone, is about \$1.1 million short of satisfying their contract. He pointed out that he does not, personally, negotiate that contract, he does not even sit at the table, the contract is between the UTU and the Board of Regents, that he, as president, is the person who has to administer the contract, and, as a consequence, they had to go into the entrenchment process.

He indicated that some of the increase they received for the next biennium was in the form of program modifications, citing, for example, the Billings MBA and their law school. He noted that those dollars are not flexible, and they can not move dollars from the Billings MBA to the Communication Sciences and Disorders Department, so their increase, therefore, is somewhat constrained.

Dr. Koch reported that the contract also mandates a faculty-student committee of twelve people, and that they worked almost 45 days on this, noting that the contract mandates they get together and try to reach one plan, and they did, which is the plan the Board of Regents dealt with today. He added that it was a very careful process, which ultimately resulted in the faculty senate voting unanimously in favor of it, which is something that has never happened before, in its history.

Dr. Koch addressed the question of why the Communications and Disorders Department. He noted it is surely not because it is not a good program, that it is a superb program which is nationally accredited, that it does great things for the university, and the state. He then explained that it is, like many other health-care programs in the university system, very



high-cost, which tend to also be very low-enrollment programs. He indicated that they need to find a way to fund programs which are more than academic programs, noting that CSD does more than generate credit hours, that it offers clinical services and health-care services all over the state, and served over 600 people this last year, but those other services do not compute as part of the formula. He indicated that, if they had cut something else which had lots of students in it, according to the formula, if the students disappeared, they would lose the money and, in two or four years from now, would be in the same place; they would be smaller and poorer, and probably would have to retrench, again. He added that the current formula makes them look at programs which are high-cost and low-enrollment, noting that he wishes that were not so, but it is.

Dr. Koch reported the situation at the University of Montana is really very tight, that they are funded at 66% of the amount, per student, as their peers in the surrounding states, and do not have a lot of slack. He indicated they are on probation in pharmacy, business and forestry, and do not have the dollars to reallocate to this program, otherwise, he can assure the committee, they would have done so. He stated that his plea to the committee is that they recognize the circumstance, that they have to find another way to fund CSD.

Testimony:

Mr. Havdahl's written testimony is attached as Exhibit 1.

Testimony:

Ms. Keenan reported that, having taught school for 13 years, she was a consumer of CSD, with regard to the students she serviced who had language or hearing impairments. She further indicated that, having taught in Anaconda, she often times did not have the resources for the expertise needed, and turned to the University of Montana, to CSD, which provided impeccable services, both the faculty and the people who serviced the children she was working with.

Ms. Keenan then reported that school districts in Montana are obligated, by law, to provide speech and language therapy services to handicapped children, and face a shortage of speech language pathologies, not only in the nation, but in Montana. She stated it is difficult, in rural Montana, to fill vacancies of speech pathology, and one reason is that they just do not have them in the state, noting that is with intensive recruitment, and. even though the University is

producing a lot of those people, they are still having difficulty, because of that shortage, in filling positions. She further indicated that the majority of students graduating from the University program are employed in Montana public schools and, if this department is eliminated, the sole in-state resource for training speech and language pathologists is eliminated. She added that they would then have to look out-of-state to fill those positions, noting they are very cognizant of out-of-state people taking Montana jobs, and that would happen, if they are not training Montana people to remain here.

She then indicated it further compounds the problems of recruitment and employment of staff in schools, and places schools in noncompliance of federal and state law for not providing the services. She added that, if the program is eliminated, continuing education for the speech language pathologists would be significantly decreased, and they are required, by law, to meet certain accreditation standards, as well as licensure. She stated "No training, no program, no license, no teach", adding that they have to relicense every few years, and would have to go out-of-state.

Ms. Keenan indicated that this is Montana's sole in-state resource for training speech language pathologists, that it has demonstrated its effectiveness in helping to fill vacancies with trained professionals, and requested the committee's support. She then noted that the Legislature passed a law, under the direction of the federal government, requiring school districts to service three to five year old handicapped children, starting in 1990, and that Montana public schools has to teach, and provide services, for handicapped preschoolers. She indicated the reason most preschoolers are in those programs is because of language impairment, and that she would venture to say 80% to 90% of the preschoolers, who will come into the public schools in the fall of 1990, will have language delay, language impairment difficulties. She noted that they not only have a shortage of pathologists, they are mandated, by the federal government, to have these children in the schools, and to meet their needs, which happen to be language or speech, and they will not have the resources.

She indicated it has been suggested that this money be taken out of the educational trust, noting it seems to be the pot of gold everyone is looking at, but that she would, even with that, encourage that it does help public education, and she would strongly encourage the committee to favorably consider this piece of legislation.

Testimony:

Ms. Bain distributed materials to the committee, copies of which are attached as Exhibits 2, 3 and 4. She stated that, right now, they feel like a pawn in the system, noting that everybody says it is the Regents' fault, or the legislators' fault, or the central administration's fault, but she can assure the committee it is not CSD's fault.

She reported that they train and educate speech pathologists and audiologists in the State of Montana, and it is an expensive program, which is why the state only has one, noting many other states have several programs, and it is not cost-effective. She then reported that accreditation was initiated in 1964, that this was one of the first programs to meet accreditation programs, that they have been accredited ever since, and have never been on probation. She added that the current curriculum and quality meets the new standards, which will be coming up in 1992.

Ms. Bain then stated that the performance of their students is exemplary, reporting that the students have to take a national exam, and their students perform at the 85th percentile, as an average performance. She noted this is not an exam which everyone takes and passes, that 20% fail, and that, in the 16 years she has been associated with the program, two students failed the exam, but took it a second time, and passed. She pointed out that this talks to the quality of people, in Montana, who help people with communication problems. She then indicated they are not involved just with teaching, that their clinic exists for the training of students, who must receive 300 clock hours, and they have seen clients from all but four or five counties, in the last two years. She added that, because they have Ph.D. level faculty, they act as the experts to the clinicians in Montana, as well as for particular clients, and they also serve as a source for in-service training, or continuing education for the clinicians, noting it is not only for the training of students, that it also provides a continual avenue for licensure of current clinicians, as well as a service for agencies and clients.

Testimony:

Ms. Harrison reported that the Montana Speech, Language and Hearing Association stands firmly behind the Department of Communication Sciences and Disorders because of the department's commitment to excellence, and the effect that commitment has had upon their profession in this state.

She indicated that Montana is held in high national regard, because of the standards established for their profession, and reported that Montana was one of the first states in the country to establish licensure for all speech pathologists and audiologists, and also one of the first states to require continuing education to maintain licensure. She indicated that, in both of these endeavors, the Department of Communication Sciences and Disorders was a facilitator and promoter of those criteria, which have proven to provide the highest quality of service for the communicatively impaired in the state. She noted that, throughout its history, the Department of Communication Sciences and Disorders has supported the speech and hearing professionals of this state by providing continuing education, consultation, materials and insight. She added that the faculty and staff have served on countless committees and task forces, throughout the state, and have shaped the policies of numerous agencies.

Ms. Harrison stated that speech pathologists and audiologists serve their fellow Montanans in a wide variety of settings, including public schools, hospitals, private practice, and a number of other agencies. She indicated they have found, as has been mentioned, Montana has a severe shortage of speech pathologists, particularly in the rural remote areas, and the Department of Communication Sciences and Disorders made a commitment to help fill positions in rural remote areas by establishing traineeships to train people who are willing to live and work in those areas.

She then reported that the Department of Communication Sciences and Disorders has a history of service and a commitment to excellence, and Montana would not have realized the high standards established for speech pathologists and audiologists, if not for this department, nor would Montana enjoy a high national reputation as a leader in speech pathology and audiology. She stated that the Montana Speech, Language and Hearing Association would strongly urge the committee to consider the legislation that is before them.

#### Testimony:

Ms. Xanthopoulos expressed her gratitude to the Department of Communications in Missoula, which has helped her a great deal. She stated that one never realizes the importance of such an organization, until they need it, noting that everyone here could be subject to needing it, someday, if not for themselves, for one of their relatives or children. She indicated that, being politicians, the committee members know that communication is the most important thing they do, adding that

she does not envy them the enormous moral responsibility they have to fund this program, noting there are some things they can not afford not to do. She then stated that, in fact, they not only should not cut the budget, they should increase it, because there are many people who need help, especially the children, and the elderly people who have had strokes.

Ms. Xanthopoulos reported that she worked at the Montana State Prison, and it occurred to her, in talking with many of the young men, that one of their major problems was being able to communicate successfully, noting she felt that contributed a great deal to their delinquency. She added that her husband has been a doctor in Warm Springs for 29 years, she has known quite a number of patients, and their condition is exacerbated by the lack of good communication skills.

She appealed to the committee to give it some real thought.

Testimony:

Ms. Williams indicated her daughter, Kristin, would like to speak.

Kristin stated she is nine, that her birthday is August 20th, when she will turn ten.

Ms. Williams reported that Kristin has a chromosome abnormality called "Turner's Syndrome", noting she looks about five or six, and her mental age is about five or six, except that her speech development is in back of that, which is the area she is most delayed in. She indicated that Kristin has been going to speech therapy at the University of Montana since she was two and a half, almost eight years, that her progress has been wonderful, although it has not come easily, and that her family owes that to the people at CSD. She indicated she has been amazed at the quality and care, the personal involvement, and professionalism, and that Kristin's progress would not be what it is today, if they had not been going all these years.

Ms. Williams further indicated that, since Kristin has been in special education since age five, she receives speech therapy during the school year, through District 1, but that every summer, they make sure she is signed up for the summer session, so she can go to the speech and hearing clinic at the University, because that is where they get the best help, noting that, actually, they make the best decisions, and help write the program implemented during the school year by the District 1 speech pathologist.

Ms. Williams indicated that Kristin has a poster in her room, noting she is hoping the committee will be the vehicle to provide it, and described the poster as a picture of a little girl, about her size, downhill skiing, which says "I don't believe in miracles, I depend on them." She added that they are counting on the committee to be the vehicle for one more miracle in her life.

Testimony:

Ms. Chambers reported she is here for her son, and the other children who really benefit from this quality program. She indicated they came in contact with this program last October, that her son was in it right away, and the basic foundation was laid. She added that, by winter quarter, he had doubled his vocabulary and that, to start with practically nothing, and double it, is wonderful. She then reported that he came out of the spring quarter with two and three word phrases, and the support they get from CSD is the only reason they are doing the leaps and bounds they are doing right now.

She reported that, as a parent participant, she has had the privilege of observing the other children in her son's group, who have problems from delayed speech to being profoundly deaf, and has watched them learn how to communicate with other children, and other people, noting that, without this program, those children would lack the fundamental skills to succeed in today's world. She stated that our children are our future, and implored the committee's help in funding this program, which is worth saving, and is a program which educates people who stay here in Montana, and who are able to support themselves, and help other Montanans. She again asked for the committee's support.

Testimony:

Ms. Quinn reported that her five year old son, who, at the age of three and one half, had a stroke, has been in the program at the University since the age of two. She indicated that, at three, he could not walk and spoke very little, and, today, she is glad to say, he talks up a storm, noting they are still working real hard on articulation and, hopefully, with programs like the one at the University of Montana, that will come. She urged the committee to consider the children who have not been born yet, the children who may not have speech problems yet, but may have accidents, and that they please help to keep the program open.

Testimony:

Ms. Hodges reported that her son, David, is in the group speech therapy program, and that they moved to Missoula from Georgia a year and a half ago. She indicated the speech pathologists and CSD have been absolutely outstanding, even compared to help they got there, that it is a top-quality program, and he has improved dramatically. She indicated it gets the children around other children with speech problems, so they know they are not alone, that it is also for the elderly, for cleft-palate children, and for hearing problems. She stated that it affects so many, across Montana, she finds it hard to believe that, without a duplicate program, they are considering cutting this program. She asked that the committee please keep it going.

Testimony:

Ms. Egosque indicated she is testifying on behalf of the Communication Sciences and Disorders Department at the University of Montana, and encouraged the committee to pass HB44, so that this program can be saved. She reported that she received both her B.A. and M.A. from the University of Montana, and has been working as a speech pathologist in Montana for the last 18 years. She added that she has worked at both rural schools, and in a larger school district, and she would like to talk about the need for more speech pathologists, noting there will continue to be a need for speech pathologists in this state.

Ms. Egosque indicated it is frustrating to know that this program is targeted to be eliminated, and asked what is the purpose of cutting the only training program in the state. She noted that students can go to several Montana colleges and universities, receive a degree in any number of majors, only to get out of college, and not be able to get a job, yet, getting a degree in a profession where they can get a job may be denied them. She added that there are job openings in Montana, and she would like to talk about the ones in the areas she has worked in.

She reported that, prior to moving to Great Falls, she worked in north central Montana, from Cut Bank to Harlem, and down through the Fort Belknap Indian Reservation, and that, in 1985, there were nine speech pathologists and audiologists in that area, but now, there are only five, and these jobs have not been eliminated, they just have not been filled. She then reported that, in Great Falls, for the last school year, there were four openings for speech pathologists, one opening for an audiologist, and that a fellow cohort went to the American

Speech and Hearing Association convention in Boston, for the sole purpose of hiring an employee. She indicated there were 2,000 speech pathologists and audiologists looking for jobs, about 300 employers, and that, of the 2,000 prospective employees, only one person interviewed for a position in Montana, but that person was not qualified. She noted that a recent graduate from the University of Montana was hired, but the other positions still have not been filled.

Ms. Egosque indicated the case load in the pre-school special education program in Great Falls is growing, every year, and that, at the end of the last school year, they had 96 pre-school special education students who, all but two, had severe communication problems. She stated that there is always going to be a need for speech pathologists and audiologists because, with intensive-care nurseries and the high technology in hospitals, more children are being saved, adding that the mortality rate is going up, but the morbidity rate is not, meaning that, as these children develop, at least 50% of them will have communication problems, and will need therapy in order to join the work force.

She thanked the committee, and encouraged them to fund the CSD department.

Testimony:

Ms. Ellis stated that she is a speech pathologist and pre-school teacher from Great Falls, and is here to plead with the committee to pass HB44 so that CSD at the U of M can survive. She asked that they put aside, if they can, any blame for the lack of money, and focus on the significance of maintaining this program. She indicated it is her understanding that a university is a collection of colleges, that CSD is one program in the College of Arts and Sciences, and other programs are music, English, history, chemistry, etc. She asked that the committee visualize the college as a tree. She indicated that, if they start cutting off the live limbs of the tree, they will kill it, noting that CSD is one of the live limbs of this college, that it is viable, provides service and employment, and, ultimately, taxpayers to the State of Montana.

She reported that she encouraged her two college-aged students to stay in state, and they asked why, because they did not offer the programs they wanted. She indicated that CSD is a program available in the state, that students can receive a degree, and begged the committee to save it.



Testimony:

Mr. Gary reported that he is a speech language therapist from Butte, has practiced there for the last 19 years and, during that time, has serviced over 600 communicatively handicapped students in the Butte public schools. He added that four of the five clinicians who work in the Butte public schools received all or part of their training at the University of Montana.

Mr. Gary stated that he is the fourth child of a poor family, and could not have afforded to go out of state, pay out-of-state tuition, and travel costs, and felt he was lucky, financially, to make it through the University of Montana. He noted that no one has addressed the issue of how students, on limited budgets, will be able to receive this training, if they have to travel many hundreds of miles, and pay out-state tuition, in order to become a speech and language therapist. He stated that the University of Montana appears not to be interested in the needs of the people in Montana, and quoted from an article in the Montana Standard, "a member of the Entrenchment Committee, said, 'I think the time has come we can not afford Communication Sciences and Disorders, in spite of their fine quality and contribution to the state. We can not maintain a health care agency for the State of Montana.'"

He stated that he thinks the people of Montana have, traditionally, always wanted input into their schools and universities, and that, by giving them the money to keep this program alive until the next legislative session, the people of Montana will have a chance to let them know what they want at the state university, and not let the president, or a few members of his faculty, decide what will be best for the communicatively handicapped in Montana.

Testimony:

Ms. Crews reported that she was born and raised in Livingston, obtained her bachelor's in CSD, and would like to remain in Montana throughout her career, noting she is not quite sure that is possible, without this department. She indicated that, with the proposed cuts, the students have many concerns, noting she is concerned about finishing her education because, even with an undergraduate degree in this department, it will be very difficult to finish, within the time-frame proposed. She added that, for non-CSD undergraduates, it is virtually impossible to finish in that time.

Ms. Crews indicated the quality of their education is at stake, that elimination of CSD means the loss of qualified experts in this field and, although temporary replacements have been assured, she is not convinced it is possible to find the caliber and quality of instructors they have come to expect in this department. She further stated that elimination of CSD means sending the specialists in speech pathology and audiology out of the state, which will inevitably diminish the support and reference group they feel is essential, throughout their careers. She added that this program is the only one of its kind in the entire state, that, nationally, it is one of the few programs which allows the opportunity for dual-certification in both speech pathology and audiology, that, without it, interested students will be forced out-of-state, and the majority of them will not come back.

She indicated that, as students, they are concerned about the possible loss of resources, that there is a great need to provide services to the communicatively impaired citizens of Montana, and she hopes to partially fulfill that need, however, she feels the goal is unattainable, without the facility to train the much-needed speech pathologists and audiologists in this state. She added that the Communication Sciences and Disorders Department at the University of Montana is that needed facility.

Testimony:

Ms. Gromko reported that she will be a first-year graduate student in the upcoming fall, and that she returned to college, this past year, after 19 years, 15 of those spent as a homemaker and mother of three. She indicated she was searching for a career, that she chose the department of CSD because she felt that she could make a difference in someone's life and, at the same time, be assured of being able to support herself after she graduated. She reported that she has already invested a full year in the program, taking pre-requisites, that she is accepted into graduate school for this fall, but, now, is left in a state of real personal quandary; should she uproot her children, sell her house, and move to a state with a CSD program, should she seek a new field of study, or remain in Missoula to carve out a niche for herself in the limited job market. She noted these are the questions she is facing, and indicated she represents several other graduate students who are also beginning this fall, adding that it would take her three years to get through the program, and receive her masters degree. She stated the hardship is real, and the choices she must face are very difficult.

Ms. Gromko indicated she knows this program would mold her into a fine therapist, that the faculty are extremely dedicated people, and she is chagrined that the state might cut a program which its citizens need. She added that she is also disturbed that she may not get a chance to become a practicing therapist. She indicated this department deserves to exist, by virtue of the citizens' needs, and strongly urged the committee to give this department a chance for continued life.

Testimony:

Ms. Spear reported that she is currently a senior in CSD, an undergraduate, and that she had planned to obtain both her undergraduate and graduate degrees from the University of Montana. She indicated her emphasis is on speech pathology, and she had hoped to serve the people of Montana but, if this program is cut, she will be forced to go out-of-state to attend graduate school, adding that, if she is forced to go out-of-state, she sees no reason to return to Montana, and serve the people of Montana.

Ms. Spear stated that her plea to the committee is to save this program so that she can serve the people of Montana.

Testimony:

Mr. Marks stated that it is his job, at the University, to make sure barriers are removed so that students have an equal opportunity to post-secondary education. He indicated the Communication Sciences and Disorders Department is one of the tools he uses to make sure people can access the education that they have a legal, ethical and moral right to. He stated that equal opportunity is a responsibility which requires more than just saying it exists; they have to work at it, commit to it, and fund it, noting that, at the university, they are working towards it, and making progress, that they are committed to it, and are going to make certain that it happens, but that they do not have the funding they need; they do not have the tools they need, and cutting CSD will shorten that ability for accessibility to the University of Montana.

Mr. Marks indicated that, as the independent living services coordinator at Community Rehab, he works along side speech pathologists and audiologists, and consumers of the services, every day. He stated that he knows what these people do, that they can help people speak and hear, where they would not be able to, otherwise, noting that people with disabilities need services in order to live independently. He then asked what

is the value of that, and answered that, surely, it is worth what the committee is being asked to do.

Testimony:

Mr. Watson reported that, currently, at the University of Montana, accessibility for students with hearing impairments and learning disabilities is minimal, even with the services CSD provides. He indicated that CSD provides interpreter referral sources, specialized tutors in the area of dyslexia and dysgraphia, and counselors for deaf students, and professors who need to relate to deaf students. He reported that, currently, there is no program for the deaf, anywhere in the Montana university system, and these students are being sent out-of-state on vocational rehabilitation money, taxpayer money, that they are being torn away from their families, from their support system, which they use to have self-confidence in their daily activities, and that their rights to be able to attend, and gain a higher education in Montana, are being violated.

Mr. Watson stated he does not know whose responsibility this is, that all he knows is someone has to provide the leadership to insure these people will have an equal opportunity in this state. He noted that some of the Representatives and Senators provided that leadership, and asked that the committee members provide that leadership, noting these students have the right, morally and ethically. He asked the committee to help them move forward, in this decade, away from the past of not providing services, and into today, into the modern era, where the national trend is to provide services for these students. He added that, without CSD, they will be stepping back, they will not be stepping forward, and again asked that the committee provide the leadership they need to maintain the services they have, so they can move forward, and provide services for all students with disabilities.

Testimony:

Ms. Pearson stated they would like to urge the committee to support this legislation. She indicated that, in order for a speech language pathologist or audiologist to provide services to the communicatively handicapped and the hearing impaired, the individual must meet state licensing requirements. She added that, in order to maintain a license as a speech language pathologist or audiologist, the individual must gain 40 continuing ed units, every two years. She reported that, at the present time, this department is the only program of its kind, in the state, which prepares people

for careers in this profession, that the schools are facing an extreme shortage of personnel and, with legislation passed in the previous session to provide services to pre-school handicapped, they anticipate an increased need for speech language pathologists. She indicated that, as the population ages, there is also a higher incidence of individuals who need the services of speech pathologists and audiologists.

Ms. Pearson indicated that, if they lose this program, their ability to provide services to these populations is severely limited, that, not only will they not have the resource, in this state, for trained personnel, but they will have a very difficult time recruiting trained personnel to come into this state, that people will not want to come to this state if they are not able to meet licensure requirements by gaining the continuing education credits they need. She added that it would also jeopardize the people who already are licensed, in terms of gaining those credits, and potentially, then, not being able to renew their license, thereby creating a further shortage.

She stated that they urge the committee's support for this legislation, and asked them to keep in mind the needs of Montana's handicapped, and the needs of the speech language pathologists and audiologists working in this state. She further stated that elimination of Montana's only resource to meet these needs would be a disservice to the state. She added that, on a personal note, she thinks it is ironic that, in talking to the taxpayers, they frequently hear comments that jobs are needed for the young people in this state, who must leave this state in order to find careers, yet, here, there is a shortage of personnel, there are careers, there is a training program preparing people to meet that shortage, and, at the same time, there is a recommendation to eliminate that program. She stated she thinks that would be very difficult to justify to the consumer, and strongly recommended support for this bill, and also that the committee take a close look at duplication of programs, and not elimination of a sole resource program.

Testimony:

Mr. Milodragovich reported that he was referred to the speech and hearing disorders clinic at the University of Montana 12 years ago by the Veterans Administration. He indicated that, prior to that, he had been in hospitals in California, Colorado, Wyoming, and Montana, and that he finds the treatment, counseling and help he received at the University of Montana's speech and hearing center is the best he has

received anywhere. He added that the people are competent and cordial, that they make him feel like he is going to the office of his favorite practitioner, and they have helped him very much. He stated that, as a concerned and active citizen, he knows the budgeting situation facing the state and, as an active alum, he is familiar with the greater university system, certainly the University of Montana, and knows the problems they are facing, especially from the standpoint of finances. He added that he realizes President Koch has to make tough decisions and, certainly, has been faced with financial problems, but hastens to add he has also brought high esteem and respect to their institution, for which he, and many other alum, are very proud and appreciative.

Mr. Milodragovich then reported that the national service officer of the Disabled American Veterans told him that the current program at the University of Montana is providing services unequalled in this state, and that he hopes some way, some alternative means, can be found to carry on this program, adding that 26% of senior citizens over 65 having hearing problems, and it is expected that, as they get older, there will be a great many more. He added that, when he goes there, and receives this excellent and competent service, he sees the mothers come with their children, the hope in their faces, and the children in desperate need of help. He stated that he hopes they can find some way, cooperatively, to carry on this program.

Testimony:

Ms. Deschamps' written testimony is attached as Exhibit 5 and Exhibit 6.

Testimony:

Mr. Crocker stated that this latest retrenchment "stole the bear's cub", and the students at the University are very angry, that they are actually, in some ways, disgusted. He indicated they stand from a distance, looking at a whole bunch of people putting responsibility all over the place, and what is getting lost is little kids, Montanans, fellow citizens who can not hear, can not talk. He indicated they are not talking about a program which is going to enrich people's lives, that they are talking about a program which is going to make the barest minimum of some sort of fulfillment even possible, for a lot of fellow Montanans.

Mr. Crocker indicated he would like to firmly state that the entire student body at the University of Montana strongly

urges that the committee pass this stop-gap funding, and firmly look at the problems of CSD, physical therapy, pharmacy, and other programs like that, differently, that it is simply being handled wrong. He added that most of the students know it, that most of the students do not really care how the committee does their job, or who is angry at who, but really want somebody to take responsibility for this.

Testimony:

Ms. Minow stated that, beyond their interest in preserving programs and faculty positions at the University of Montana, they are interested in the services Montanans receive from this program and, on behalf of the employees of the school for the deaf and blind, employees of public schools and head-starts throughout the state, she asked that the committee give this bill a do pass recommendation.

Testimony:

Ms. Gallacher reported that she is currently involved in a demonstration program through the Montana University Affiliated Program Satellite at the University of Montana campus, however, for 12 years before joining this project, she was involved in a community-based program which delivers services to families with young handicapped children. She indicated she would like to address the important role the CSD department plays in training and consultation with those outside the disciplines of audiology and speech therapy, those working in the community who come from a variety of disciplines such as physical therapy, occupational therapy, psychology, day-care providers, and who are attempting to provide very high-quality services to families with young handicapped children. She stated that, in order for them to meet those families' needs in a comprehensive way, they frequently require the consultation services provided by faculty and students through CSD. She indicated their direct consultation, with regard to specific families, and their in-service training in the fields of communication development and hearing, have been invaluable, and that, without this department, they could not provide the high-quality services they provide.

Ms. Gallacher asked for the committee's support of HB44, and continued support for CSD.

Testimony:

Ms. Jamison indicated she feels like Paul Revere, except that she has bad news, and reported she was just notified that,

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after 45 minutes of deliberation, the Board of Regents accepted the retrenchment plan. She indicated that, rather than vent her anger at the committee, she would like to make a plea, and a couple of points.

Ms. Jamison reported that, this morning, all of the proponents in attendance at this hearing, and probably another hundred more people, made their plea, but that it was not effective enough to move them to change their vote. She indicated they told them that the buck stops with them, that, under the Constitution, the Legislature appropriated the money, and they have to make the final decision. She added that they asked them to pull CSD out of the retrenchment, to come up with the \$390,000, and allow the 1991 Legislature to address the specific funding needs associated with these health programs. She stated that it sounds like they are trying to deliver a message, that it sounds like the Legislature and the Board of Regents are at odds, noting that all she knows is people are going to suffer.

She indicated the committee is the last resort. She stated that they do not view it as finally being their responsibility, that they believe it was the Board's, but have no other place to turn. She then stated this is it and, if this bill is not passed, this program is gone. She noted the committee has heard the key points, and she does not know how they could not have persuaded the Board of Regents and the Commissioner's office. She indicated this program is not duplicated in Montana, and that 74% of the graduates, at some time, work right here, noting the committee has heard there are job openings all over the state. She added that, in the last nine years, 100% of the graduates have been placed, and asked what more can they possibly say. She indicated they are here, literally, pleading, that they are begging, and have nowhere else to go; this is it. She then stated the committee controls the coffers, that they do not control the administration of the university system, noting she is probably one who thinks this is where the administration and the control belongs, to have the accountability, and that the system, the Constitution, is not structured for that to occur.

Ms. Jamison asked that the committee please hear the plea of these people, come up with the funding to take them through to the next session, and take a hard look, then, at adding in some accountability, if that is at all possible, and re-evaluating the particular funding needs from the program. She stated that is up to them, and she guesses the buck really stops here.



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Testimony:

Mr. Carson thanked Francis Bardanouve for the years he has spent in the legislature, for the long hours, and for the humanitarian service he has given the people of Montana over the years. He then indicated that, if he recognized Dorothy Bradley and Mr. Marks, he would have to recognize others, and the committee would think he has roster in front of him. He indicated that all of the committee members have a chance to be friends of a very special aspect of education, and that he would like to talk briefly about something very near and dear to his heart.

Mr. Carson stated that the ideal time to cut CSD was in 1947, when there was only one person at the University teaching this field, noting he was that person, that they did not have a backlog of students, and had not gotten around to thinking of a graduate program. He added that, furthermore, the time to cut it was in 1947, before it got started because, in his rounds in the state, he found that school people were not aware they had children with problems sitting in the classroom, noting they do not have problems if they do not recognize problems. He reported that he took it upon himself to go out into the state, talk to as many people in public schools as possible, and identify the very children in the classroom, noting it was a consternation to the teachers. He indicated that he remembers going to Anaconda on a project, where he found three young boys, just shy of junior high age, who were stutterers, two of which were in one class, and the third in a different class. He reported they were not doing well in school, that they were not talking very much in class, and the teacher was frightened by this bizarre behavior. He indicated he could not take the time to see them, daily, from Missoula to Anaconda, but that he asked the Kiwanians to underwrite the expense, so he could, on his own time, work with those boys, their teachers and parents, indicating to them that he would do everything possible to change the whole environment for those kids. He reported they were agreeable, that he worked long hours with parents and teachers and, by the end of the year, noting there is not a more sensitive age than the junior high level, if dealing with an emotionally-based social problem, those boys were brave enough to go, with him, in front of the Kiwanis Club, and talk about what had been done, what seemed to work, and how they began to feel now, as opposed to how they felt later. He reported this is the kind of thing that had to be done, back in those days, to acquaint public schools with the knowledge that there were children with problems, and they needed someone locally to deal with them.

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Mr. Carson then reported he remembers going to Kalispell on an extension course, and there were 73 people in the class. He indicated he left the University at 4:00, drove to Kalispell, and taught from 7:00 to 10:00, noting he got \$10 for each trip. He reported that the 73 people were teachers and administrators, and they talked about the problem child in the classroom, noting that you can bet your bottom dollar a high percentage of the problem children in the classroom were speech and hearing impaired children, noting that some had emotional problems, and some had physiological problems.

Mr. Carson reported that, when he was at the University, the saddest thing to cross his threshold were the parents, from a small town on the highline, who brought their cleft-palate boy to him, a pre-schooler. He indicated that one of the things they told him shocked him right to the gun whales, that, in this small, poorly oriented community, people were fond of saying, "You have a cleft-palate child because you are paying for your sins." He indicated this was a burden to heap upon the shoulders of parents, and his advice was, if it was possible, for them to sell the ranch, and get out of that environment. He reported they moved to Missoula, the little boy took two years in pre-school, and went right on through grade school, with flying colors and that, today, he operates his own business in a big community in Montana, noting the parents are happy, and he thinks they have long-since forgotten the slings and arrows of those days in that little highline community.

He stated that the time to cut CSD has passed, that they can not bring back 1947. He noted that he thinks it is too late to cut it, now, that the train is on the track, but is going too fast to think in terms of putting it on a siding. He indicated that, if they do, they are going to wreck things. He further indicated that the University has commitments to students, at the undergraduate and graduate level, that students have commitments to the University, and the University has commitments to staff members, but that more people are involved than that. He noted that, if those were the only ones, they could work it through, maybe, but there are many more people, that teachers in the public schools are operating on state and federally mandated programs to serve handicapped children, and they are looking to the speech and hearing therapists as a member of the team, not only to sit down and evaluate the child, but to help with the day-to-day instruction and care of the child.

Mr. Carson noted that he does not mean to sound like a benediction, and asked the committee members think it through and, if it is within their power to keep this train at full speed, noting that, by that, he means a quality program in a quality university, that is the way to go. He added that they do not want to wreck it, and have all of the hurt, and human anguish which would come about, as soon as they see a program like this dissolved.

Testimony:

Mr. Wellever indicated that, as a major employer of the graduates of the CSD program, the hospitals of Montana support HB44. He stated that, in order to maintain adequate levels of health manpower in the state, it is necessary to educate health professionals within the state, and that out-of-state recruitment efforts of health care professionals, by health care providers, are expensive and, largely, unsuccessful. He indicated that the elimination of this program will exacerbate an existing shortage of communication sciences professionals in the state, and urged a do pass vote on HB44.

Testimony:

Mr. Lind indicated he thought it was appropriate that he stand here, rather than having the committee members' frustrations directed at either the president of the University, or at others, noting that the buck stops here. He reported that the Board of Regents did, in fact, make a decision to terminate the CSD program with the proviso that, if, collectively, the Board of Regents, through a tuition increase, through private funding, and through some appropriation of the legislature, may be able to save the program.

Mr. Lind stated that the CSD program is a good program, that it is a state resource, and they went through a very emotional meeting, this morning, in which they listened to testimony from faculty members, administration, those who are hearing impaired, to the various services that are provided, and that he would tell the committee, with a great deal of reluctance, that they took the vote in which they said they were no longer able to afford that particular program within their system. He indicated he knows there is a great deal of frustration shared by both this body, and the Board of Regents, because of the economic resources of the state, and reported that, during the last legislative session, coalitions were formed, and determinations made as to how much they would ask, with respect to funding for higher education.

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He further indicated they did not know there was going to be a special session, and he does not want the committee members to believe this is some sort of blackmail upon the Legislature. He stated that, when they negotiated with the UTU, the contract specifically stated that, in the event the Legislature did not fund the dollars for faculty salaries, they would be faced with the question of laying-off faculty, and re-trenching programs. He reported they knew that, and they made that decision because they felt it is appropriate for the system. He stated their priorities have been, and continue to be, to bring the salaries of their faculty and administrators in line with their peer institutions, because they simply can not compete. He added that they think, without the quality of instruction provided by those individuals, they will not continue to be the kind of institutions this state has come to expect, and which they think it deserves. He added that they made that decision, knowing full-well that they may have to be in front of various units proposing that various programs be cut.

Mr. Lind indicated they all know they have short-fall, and he thinks they are on a freight train headed for disaster, unless they recognize that, and unless they make a decision as to how they are going to resolve that. He stated that he continues to pledge their cooperation, but would urge those on both sides of both fences, the political parties, to lay down political differences, and resolve these issues. He further stated that they can not continue to fund the university system, at its present level, and expect it to continue to provide all of the various programs it provides. He added that they can not, in the area of health care, provide, and continue to provide, those services on a state-wide basis, when they are not funded for those levels. He then stated that if, in fact, the formula were funded at or near its peer level, there would be no problem with respect to picking up those additional costs for the health-care related facilities, but, when there is not money to be spared, noting they had to make the very difficult decision of balancing what is best for their university unit, versus what is best for the state, they can not afford to fund that state obligation. He implored the committee to find, within this body, the collective wisdom to support some funding for continuation of that program, because it is a vital state resource, adding that he would pledge their continuing cooperation, but would advise them, also, that the system, as they know it, will have to diminish in size, which means elimination of programs, elimination of faculty and, probably, elimination of students within the system, if they are to provide the funding at its current

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level. He added that they simply can not continue the way they are, and one of two things has to happen; either the funding has to increase, or they have to shrink the system, noting the committee members know how difficult it would be to even consider closing units, merging units, and doing those various kinds of things which have been considered over the ages. He stated that he, for one, has come to the opinion that there is a vital need for each of the units, that conveniences, mergers, and things like that can provide certain efficiencies in economies of scale, but only to a limited extent and, overall, it will be necessary that they dramatically, noting he believes 25% to 30%, reduce the size of the university system in terms of the programs it offers, unless they find additional revenue sources to fund those.

Mr. Lind again stated he is here to allow the committee's frustrations to be vent, and to answer any questions, on behalf of the Board, in encouraging this body to assist them in arriving at a resolution, in an effort to save not only this program, but the many other programs which will follow, if they remain at this level of continuing funding.

List of Testifying Opponents and What Group they Represent:

None.

Discussion:

Chairman Bardanouve stated this has been one of the most difficult hearings he has ever been in. He asked Dr. Koch and Mr. Lind to approach the podium. He indicated they have put him through one of the most difficult couple of hours he has ever had in this legislature. He pointed out that they are talking about programs which affect his personal life, and that he, therefore, has feelings about this program. He added that his a wife heads up a speech and hearing program for all Montanans, that she is certified in the field of hearing and speech, was recruited from the educational system of Washington, and came to Montana when there was almost no people in the schools in Montana, for speech and hearing. He added that she was largely responsible for the program they have now, and that she worked, for years, with Dr. Parker, one of the main people on campus who has done a tremendous job for this program.

Chairman Bardanouve stated that they have put the Legislature in a spot, because, if they do not support this bill, they are voting against that beautiful, young, red-haired girl, the handicapped people who came before the committee, and the

devoted teachers and professors, however, if the Legislature votes for it, they have been put in another spot. He then reported that MSU had the same problems, that they could have eliminated a nursing program and given themselves higher salaries, but chose not to; they chose to keep their very valuable program, as valuable as the University's program, that they made some personal sacrifices in their budget and salaries, and kept the program. He pointed out that, had MSU gone the route the University has gone, they would be here, today, saying they have to put money in the nursing program to save it, and would have just as good an argument as the University does.

Chairman Bardanouve then reported that, yesterday, the papers said Northern laid off 15 people, noting that 15 people at Northern is a lot, in proportion to their faculty. He then stated that, in fairness to the units, it would not be fair to provide this appropriation, noting there are no members of the Legislature who do not say it is a very valuable program, but many members feel put upon because they are put in the position of voting against one of the most valuable human service programs the University has.

Chairman Bardanouve then asked Dr. Koch if, when he made the decision, he listened to the people who testified to the committee, today; if he had a hearing where he brought them in. He further asked Dr. Koch if he would have slept very well, after hearing what the committee heard today, and made the decision to abolish the program. He then asked Mr. Lind if, after making his decision today, and hearing what he heard, will he sleep well tonight. Chairman Bardanouve stated that, if he votes against the program, he will not sleep well tonight, or any other night for some time, noting this is what they have done to the legislators; they have placed them in an untenable position, noting there is resentment, not anger, but resentment, in the Legislature for putting them in this position. He stated that \$400,000 is a considerable amount of money, but it is not the \$400,000 that bothers him, it is what has happened in the process. He reported that he warned the university system Regents, a couple of years ago, when a contract was being negotiated, and they said they would cut programs and retrench. He noted that they cut the programs, but, now, have put the ball back in the Legislature's court. He apologized for using this as a pulpit, and, noting he does not mean this in a mean way, indicated he thinks he is speaking for quite a few members of the Legislature. He again stated that, as a person who has lived with this his whole life, this has been a most difficult hearing, and thanked them for listening to him.

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Dr. Koch asked permission to respond, and then reported that the past 120 days, or so, have been the most difficult of his academic career. He stated that it is impossible to think about cutting out \$1.6 million of programs and people, without having lots of sleepless nights and tremendous problems looking in the mirror. He indicated that Communication Sciences and Disorders is a valuable program and that, two or three years ago, when they were at the same place, it also got consideration, then. He stated it is a program which, because of the way they fund it, will always get consideration, because it simply does not generate sufficient dollars to support the many, many valuable things it does. He indicated he wishes they were funded in a different fashion, but the formula is unforgiving, that either they generate credit hours, or they do not get any money, noting he wishes the Legislature would change that, because he does not want to be back here, in two years or four years, in the same place.

Chairman Bardanouve stated that this program is about 1% of their budget and, if they gave him their budget, he thinks he would find some money, 1% of that budget, which would keep this program going.

Dr. Koch pointed out that, if they picked out a different program to cut, and there were students in the program who left, the formula would generate fewer dollars for them. He stated that Communication Sciences and Disorders, and most of the health-related programs, tend to be low-enrollment programs, and also tend to not generate enough dollars to support them. He noted that, if they had picked on some other program which may not be as high a priority, but there were lots of students in that program, they would literally shoot themselves in the foot, and he could guarantee they would be back here, in a couple of years, having to retrench, again.

Mr. Lind asked permission to respond, and stated that, if Chairman Bardanouve feels the Board of Regents did not go through an emotional wringer in arriving at the decision, then he is sorely mistaken. He indicated this is not an easy decision for anyone, that it is probably the most gut-wrenching thing he has had to do in a long time, noting that a personal friend has a little boy who is treated at that facility, that they come to dinner, and, to vote against that kind of program, affects him deeply. He added that, collectively, they have to find a way to resolve it, rather than pointing fingers at one another. He then indicated that he did not intend to put them in this position, and it is unfortunate that they are, but that is where they are, that

they have to face up to that, and he would ask them, collectively with them, to resolve the problem, and come up with the funds to find a solution, at least on a temporary basis, so that, through the funding study continuation, they can arrive at a decision whether they want to shrink the system, or fund it at a different level.

Questions From Committee Members:

- Q. Representative Marks asked how many students, both undergraduate and graduate, are Montana residents.
- A. Ms. Bain responded they have approximately 44 undergraduate students and, of those, noting this is an estimate, but is probably fairly close, three-fourths of those are Montana students. She further reported that, at the graduate level, it is approximately a fifty-fifty percentage so, if they have 30 graduate students, approximately 15 of those would be Montanans, and 15 would be from out-of-state.
- Q. Representative Marks indicated that, in the materials distributed, it appears that, since 1973, they have graduated 143 professionals. He noted that has been 16 years, and would average out to about nine a year. He asked if it would be a fair assumption that about half of them were residents.
- A. Ms. Bain responded sure, noting that is an average, that some years are more, and some years are less.
- Q. Representative Marks noted that, in conversations with Dr. Koch, and listening to his presentation, there were indications that there would be some accommodation for students who are enrolled in the program, whether it is cut off this year, or next time. He asked Dr. Koch what sort of accommodations would be made to fulfill the obligation they feel toward the students, and further asked him to separate out the obligation they feel toward the out-of-state students, who are already coming in on a tuition basis.
- A. Dr. Koch responded that their retrenchment plan assumes they will offer the program for one more year, so that, in the absence of any additional funding, the termination date of the program would be August of 1990, and they would be offering a full-scale program, until that point. He indicated that, in addition, they have begun to explore, with other graduate schools, the possibility of



transferring their students to them, especially at the graduate level, noting their department is held in sufficiently high regard that the response they are getting is yes, they would love to have them, and, yes, they would probably take all of their hours. He added that their assumption will be that they would pay the in-state/out-of-state tuition differential, for Montana students, from non-state sources, to help them deal with that situation.

- Q. Representative Marks asked Dr. Koch what would be his perspective on those from out-of-state, who may be enrolled in the program, and if the same obligation would be to them.
- A. Dr. Koch responded no, that they would not pick up the out-of-state differential for out-of-state students because, if they go somewhere else, they are in the same circumstance.
- Q. Senator Bengtson asked Dr. Koch if the students in this particular program pay an additional tuition.
- A. Dr. Koch responded no, that Communication Sciences and Disorders students do not pay a super tuition, as students in other areas do. He pointed out that, if they did, it might be unfair in that they do not earn the high income that students in pharmacy, law or physical therapy do, so it would be somewhat of a burden. He added that it probably would not raise lots of money.
- Q. Senator Bengtson then asked if the program is solely funded by the University.
- A. Dr. Koch responded no, and indicated that the department, as a whole, not only receives state funding, but has political relationships and contracts, and outside agencies, which help support many of the things it does. He cited that, for example, many of the facilities operating, now, are paid for by federal dollars.
- Q. Senator Bengtson indicated that it has been mentioned several times to look for another way of funding the program, and asked Ms. Pearson, as a member of that board, what they have done, as a professional organization, to look for another method of funding, or to contribute something to this program.

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- A. Ms. Pearson responded they have not, as a board, addressed the funding, at all. She noted their concern is a concern heard often, from the public, which is, is there, through the university system, as a whole, some duplication of programs.
- Q. Senator Bengtson indicated that, since it is a state-wide program, and serves many different organizations, perhaps they could touch some of those people who are affected positively by this program. She further indicated that she understands the physical therapists are trying to form a foundation, of sorts, and asked Ms. Pearson if the board would be willing to look at something like that.
- A. Ms. Pearson responded that she can not speak for the board on that, but that she will take it back to the board, noting it has not been a responsibility of the board, to look at funding, but is certainly something she will take back to the board.
- Q. Representative Cody indicated there seems to be a bit of confusion, among some members of the committee, as to what specific program they are talking about, and asked Dr. Koch if this is a masters program.
- A. Dr. Koch responded that it is both a bachelors degree program, and a masters program, noting the masters program will tend to be the larger, and more important, in terms of alternate placement of students.
- Q. Representative Cody asked if, in other words, these students start out as freshmen in college, geared towards this particular degree.
- A. Dr. Koch responded that many do, but not all, that some will come to Communication Sciences and Disorders after majoring in something else as an undergraduate.
- Q. Representative Cody indicated that they have such a small number, 143 professionals since 1973, and that they are saying part of the problem is, in the health-care field, there are so few numbers, and the cost of the program is extremely expensive. She reported that she raised quite a large number of children and, every year, the universities recruit, go to the high schools, and try to get these children to go to their university, noting this is particularly true in the athletic field, that they try to recruit good football and basketball players. She

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asked Dr. Koch if the university has done anything to try to recruit more numbers in this particular field, since it seems to be a very important one.

A. Dr. Koch responded yes, it is part of their regular recruitment efforts, but that most high school seniors do not seem to have this particular vocation on their minds, that it is something many of them develop later, noting that he thinks there are additional things they could do to probably increase student numbers. He reported that, as of the first of May, they had over 2,600 applications at the University of Montana, for the freshman class, and only nine were in Communications Sciences and Disorders. He added that, ordinarily, it is something students come to, later in their career, but that, undoubtedly, they could do more to make it known to Montana students.

Q. Representative Cody asked Dr. Koch how much money the Legislature gave them, in the last session, compared with the session previously.

A. Dr. Koch responded he does not have those numbers, but indicated the increase for the first year, the biennium, is slightly greater than 5%, noting they are going from roughly in the area of \$36 million, to about \$38 million, in an overall sense.

Q. Representative Cody asked if, in other words, the Legislature gave them an increase of about \$2 million, over the biennium.

A. Dr. Koch responded yes.

Q. Senator Hofman reported he attended the session, the other day, which Dr. Koch spoke at, noting it was testified here, today, also, that the buck stops here. He indicated that, if he understands this correctly, the buck does stop at Dr. Koch's office, that he does have the discretion to make a different decision, if he should choose to, and asked Dr. Koch if that is correct.

A. Dr. Koch responded not necessarily. He reported that they have a collective bargaining contract which requires him to reach an agreement with that committee, and it is not solely his decision, that it is something he has to do in consultation with them, over that 45 day period, and then it is something he has to take to the Regents.

He noted that much of that buck is in his office, but not all of it.

Q. Senator Hofman asked if Dr. Koch could, with his committee, fund this program, if they had to stop something else, which they are rather reluctant to do at this time.

A. Dr. Koch responded that is correct.

Q. Senator Hofman indicated he understands the Regents have made a decision, today, that some of the programs, which are duplicated in other units of the university, are more important than this particular program, which is the only one in the state, and asked Mr. Lind if that is correct.

A. Mr. Lind responded that particular question is an ongoing question. He indicated the Regents have, over the past seven years he has been associated with the Regents, continued to study duplication within the system, and have taken action, over the past several years, to focus the role and scope of the various institutions. He noted the particular question, today, was, at the University of Montana, what is the appropriate allocation of resources, in order to maintain the viability and the quality institution that it is and, based upon what he considers to be a fairly remarkable process, in which the faculty senate and the administration, the retrenchment committee, were able to reach a unanimous consensus, it was determined that, of the things which would hurt the University the least, this would be the appropriate process.

Mr. Lind asked to speak to the duplication issue, noting he is confronted with it, constantly, and indicated it is a very complex problem, that it is not something where they can simply eliminate the business program in one of the units of the system, and focus it in another, because of the accreditation problems which attach to the individual university units. He cited, for instance, that they can not offer simply engineering courses, without offering general courses in business, in order for them to receive not only their accreditation, but to receive a well-rounded education. He continued that, secondly, the Board has gone on record as trying to eliminate unnecessary duplication, and reported that, two years ago, they went through a very difficult process in which they tried to focus additional programs, and the elimination of certain duplication, noting there are individuals in this room who know their campuses were impacted when

they talked about elimination of business or education at their particular schools. He added that the outcry, as a result of cutting back those programs, was just as great as it was today, when they had the elimination vote on the CSD program.

- Q. Senator Hofman reported that, at the meeting a couple of days ago, Dr. Krause volunteered the information that possibly, if the program were funded for one more year, he would have enough time to find additional funding to keep the program ongoing. He then indicated that he understands the program is funded for at least one more year, and what they are speaking of, here today, would be for the second year of the biennium. He asked Mr. Lind if he feels there is any chance at all that Dr. Krause could find additional money in their overall budget, somewhere, to do that, given this year's time.
- A. Mr. Lind responded no, he does not. He added that they explored the various alternatives available to them, that Senator Van Valkenburg suggested the University's Teachers' Union voluntarily retract some of the salary increase they are expecting, and that also included was a shifting of funds between various units of the university system, and whatever private resources the Regents could bring to bear with respect to the program. He reported that the representative of the University Teachers' Union indicated they did not intend to negotiate, that they feel the faculty raises are necessary and justified, and they do not intend to back off that particular position, noting they have asked them to reconsider that. He then indicated that, with respect to transfer of funds among units, he took a grilling, during the session, for transferring \$5,000 out of the Board of Regents' budget, and he would not perceive to be so ambitious as to say he would take funds from one university unit, when it has been delegated as an agency, and transfer those to another unit, noting he thinks he would be asking the wrath of those particular legislators to, once again, come forth. He indicated he would remind this committee that each one of their units is having financial difficulties, that it is not unique to the University of Montana, and each of those units are struggling, in their own way, to handle their financial problems. He added that, for him to suggest to Eastern, or Montana Tech, that they transfer funds from their program, to a program at the University, would mean he would be up here, on some other occasion, because they

would have to eliminate a program, noting he does not want to do that.

- Q. Representative Swift indicated Dr. Koch spoke of a four-year contract, noting he remembers that during the appropriation discussion, and asked if that runs two more years after 1990.
- A. Dr. Koch responded that the contract was for the time period 1987 through 1991, and the first two years are coming to an end, right on June 30th, noting those were the 0-0 years, and the next two years are the 6+6 years, so it comes to an end in 1991.
- Q. Representative Swift asked what Dr. Koch expects now, in relation to his negotiations for the next two years after 1991, or within that period, if they are going to face the same thing of upgrading faculty, and continuing that, noting he heard a 66% level of peer units is where they are, and asked if that is correct.
- A. Dr. Koch responded that the contract is really between the union and the Regents, so he can not say what kind of a settlement would be experienced. He then indicated that, even with the salary increments at the University of Montana, which faculty would receive under this contract, they will still be 174th out of 174 at the full professor level, among their peer institutions, so they are way behind, adding that, yes, he thinks they can anticipate further requests.
- Q. Representative Swift indicated the point is, if the Legislature approves this, are they still going to be lacking enough dollars, in view of what they expect, to continue this program.
- A. Dr. Koch responded that would be true, if there were no increase in funding.
- Q. Senator Jenkins indicated that, according to the Constitution, the Board of Regents has the responsibility for all the money in the university system, per se, the money the university system has, and asked if that is correct.
- A. Mr. Lind responded that is correct, and indicated he would say it is the legislative prerogative to determine the amount of funds, and the Regents' prerogative to

determine how that should be allocated, in a general framework.

Q. Senator Jenkins asked, if there are programs which will be cut by the university system, do the Regents' decide that these programs will be cut, and not the Legislature.

A. Mr. Lind responded that is correct.

Q. Senator Jenkins indicated that, from what he heard, at the start of this, they were cautioned not to be too generous in their negotiations, because this might happen and that, at that time, they were going to cut programs. He asked if that is correct, if the Legislature did not fund them to their fullest extent.

A. Mr. Lind responded that they were fully aware of that.

Q. Senator Jenkins asked if, in 1987, the Legislature asked the Board of Regents to look into duplication.

A. Mr. Lind responded yes.

Q. Senator Jenkins asked if, also, they were asked to look at unnecessary administrative costs.

A. Mr. Lind responded that is correct.

Q. Senator Jenkins asked if, in 1987, the precedent to this was that one university wanted to cut architecture, and another wanted to cut physical therapy and pharmacy.

A. Mr. Lind responded those were among the various programs mentioned for elimination.

Q. Senator Jenkins asked if they are the only programs taught within the State of Montana.

A. Mr. Lind responded they are single-purpose programs, yes.

Q. Senator Jenkins asked if that fits in with legislative intent, when they were asked to look into duplication, administrative costs, and unnecessary programs which could be cut.

A. Mr. Lind responded yes.

Q. Senator Jenkins asked, to cut the only program taught in the state.

- A. Mr. Lind responded that Senator Jenkins has to remember they are attempting to balance the impact on the entire system with the impact on a particular school. He indicated their administrators advise that, if they take a program, for instance education or business, even if it is duplicated, noting he would argue that, in certain instances, it is appropriate to have that duplication, those are the courses in which most of the students enroll and elimination of those programs has a dramatic impact on the particular institution involved. He noted that, in this instance, they have low enrollment and high cost, which is going to be the case in almost all of the professional schools, particularly those which provide health-related facilities. He indicated those are high-cost, even though they are single purpose, that they are not offered throughout the system, and are where the savings can occur, with the least impact to the rest of the university system.
- Q. Senator Jenkins indicated that, under the funding program of the university system, it is better to have a program with very low employment from that program, but a high number of enrollees, because it brings more money to the university, versus a program which would have high employability, when they come out of it, even though it is high-cost. He asked if, in other words, instead of educating the students for the future, to be employed, they are more interested in bringing numbers in there, because it gets more for the university.
- A. Mr. Lind responded he would not agree with that statement. He stated that, obviously, this is a worthwhile program, and he would argue that other programs, which may be before the Legislature in the future, are going to be very worthwhile programs, and there is high placement for students graduating from those programs, but that, for them to expect to continue to offer those programs, under the existing funding, is unrealistic and, as the manager of the system, he will say that he will be back here, because he can not fund that program, and he can not fund nursing, and he may not be able to fund architecture, because those are high-cost programs, and they have to make a decision, within the state, whether they want to offer those programs, or not. He stated that, if the legislative determination is that the existing funding level is all they can do, he would tell the committee that those programs will probably be before them, because they can not continue to offer them.



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- Q. Senator Jenkins indicated they were questioned pretty hard, in 1987, about this, over those four programs, and, to put it bluntly, he was very damn unhappy about it.
- A. Mr. Lind stated that he is very unhappy, too.
- Q. Senator Jenkins indicated that what they are looking at, here, is maybe legislature line item, so they do not lose these one programs which are taught in the university system.
- A. Mr. Lind stated that he thinks, through the existing funding study and the continuation of that study, there has to be a determination, with respect to the health-related programs and the professional schools, whether a special allocation is necessary for those schools to continue. He added that, however, if the funding level was brought to at, or near peer level, that would not be necessary, because the formula would then take into account the problems, noting that, when they are funded at 65% or 66% of their peers, it is impossible for them, within the dollars allocated, to pick up the differential in the high-cost programs.
- Q. Senator Jenkins asked if, last winter, there was an agreement between the Board, an understanding, that they would settle for \$13 million from the Legislature.
- A. Mr. Lind responded yes, that he had numerous negotiations with the Governor's office, and with legislative leaders, and they made a determination, based upon those discussions, as to what they felt was the most appropriate level they could collectively get through the Legislature, and that they agreed to that figure.
- Q. Senator Jenkins asked if they got that figure.
- A. Mr. Lind responded yes.
- Q. Senator Jenkins asked if that was plus a little bit, and how much.
- A. Mr. Lind responded \$1.4 million.
- Q. Representative Cobb asked Dr. Koch where he, and the University is at, in looking at out-of-state agreements for regional courses, and try to do those low-enrollment, high-cost programs, on a regional basis.

- A. Dr. Koch responded that the system does have a series of agreements with other universities in western states, that they have WAMI, which is mostly medically-oriented, with other western states. He indicated that, for example, the State of Montana purchases spots at the University of Washington medical school, and they could do the same thing, in other disciplines.
- Q. Representative Cobb asked if they could look at this, for other disciplines, to find out if that is the way to go, in the long-run, noting he thinks the problem is just a budget-crunch the next couple of years and, if they can do more of these low-enrollment, high-cost programs on a regional basis, it saves the Legislature from getting into an argument, and, also, if they can't fund it on a regional basis, the Legislature can decide which little programs they want to continue at their level.
- A. Dr. Koch responded they have looked at that, but warned that some of the universities in states with which they have been talking want more money, per student, than they are spending in Montana.
- Q. Representative Cobb asked Dr. Koch where would be the nearest place most students could go to take the same courses, the nearest states, of all the states offering the same quality of courses that they have here.
- A. Dr. Koch asked Representative Cobb for which discipline.
- Q. Representative Cobb responded for the courses they are discussing, here.
- A. Dr. Koch indicated there are Communication Sciences and Disorders programs in Wyoming, Washington State University, North Dakota, and so forth, that the surrounding states have those kinds of programs.
- Q. Representative Cobb asked if there are any regional agreements, yet.
- A. Dr. Koch responded there are not.
- Q. Senator Keating indicated that some of this centers around faculty salary increases, and asked Dr. Koch if the university is somewhat up to snuff on faculty salary levels, now, and further asked how long the contract is

for, or if they are looking at this same snag in a year and a half.

A. Dr. Koch responded that no, they are not up to snuff and, in fact, they are in a desperate state. He indicated there are 174 institutions, nationally, in the same category as the University of Montana and, at the full professor level, they are 174th, adding that the unfortunate truth is that, even after they pay the salary increases in the contract over the next two years, they are so far behind, they will still be 174th. He reported that, this last week, a faculty member in their physical therapy department resigned, who is the chair of the department, has a Ph.D., has been with them 13 years, and is earning \$26,000. He added that the Community Hospital in Missoula hires new, bachelors degree, no experience, physical therapists at \$29,000, noting that they are in terrible shape, in terms of faculty salaries.

Q. Senator Keating indicated they are asked to make a band-aid decision, here today, because this is only a symptom of a greater problem, and what they do here today is not going to have any long-reaching effect of any sort, noting he guesses they are going to be plagued, from now on, with a lack of sufficient revenues generated in the state to fund the whole education system.

A. Dr. Koch responded that this is a band-aid, but, for this department, and the people it serves, it is vital, that it is crucially important.

Senator Keating stated that he can both sympathize and empathize with that.

Q. Representative Swysgood asked Dr. Koch, when going through the process to figure out what to do about this financial dilemma, and in going through the programs to be cut, if administrative positions were on that list.

A. Dr. Koch responded yes, that a very significant hunk of the retrenchment plan involves a reduction on the administrative side, noting that, indeed, he was able to show the Board of Regents, today, that there has been no growth in administrative positions at the University of Montana since 1986, when he came to the institution.

Q. Representative Swysgood asked if, through this retrenchment, actual administrative positions have been eliminated.

- A. Dr. Koch responded yes, and indicated that some very expensive administrative positions, especially in their fiscal affairs, business affairs area, will be eliminated.
- Q. Representative Swysgood asked Dr. Koch if he has a figure on what those positions total up to.
- A. Dr. Koch responded \$265,000, for that particular segment.
- Q. Representative Quilici indicated he guesses everybody is a little uptight about this program, and that he, for one, wants to make sure this program is viable, that it is going to stay, and stay at U of M, so students in Montana can utilize these programs, and the other recipients of it. He asked Dr. Koch, before he and the Regents thought of cutting this particular program, what kind of alternatives they looked at before making this decision.
- A. Dr. Koch responded that they looked at a wide range of alternatives, among them, for example, pharmacy and physical therapy, the inter-personal communications area, health and physical education. He indicated that the committee spent 45 days looking at that, fairly diligently, and came to the conclusion that there are lots of bad things out there, and it had to do something. He noted that he has made the analogy to choosing amongst one's children, in terms of who can live, that it is a most unfortunate situation, and he thinks, ultimately, it is the formula, more than anything, which dictated this choice.
- Q. Representative Quilici asked Dr. Koch if they looked to see if there were any other funds around, which could fund this program, until the next session.
- A. Dr. Koch responded that they have made contacts with some of the health providers in the State of Montana, and he thinks there is the possibility of getting some private funding from them, but not anything of the magnitude of the cost of this program, noting that they simply can not, and will not.
- Q. Representative Quilici indicated he understands it is the faculty which is in question, naturally, their 6% and 6%, plus 2 1/2% and 2 1/2%, and asked Dr. Koch if that is correct.

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- A. Dr. Koch responded yes.
- Q. Representative Quilici indicated he understands, also, that is a contractual agreement, which is now under arbitration, and asked if that is correct.
- A. Dr. Koch responded yes it is, and then indicated it might be appropriate for him to turn to Mr. Lind on this.
- Q. Representative Quilici asked Mr. Lind if it is binding arbitration.
- A. Mr. Lind responded it is not binding arbitration, but that he doubts the administration would appeal, or the Board of Regents would appeal, if they got an adverse decision.
- Q. Representative Quilici asked, in the event the arbiter found the faculty was not justified in receiving the 2 1/2% and 2 1/2%, over and above the 6%, would there be enough funds, within the university budget, to fund this program.
- A. Mr. Lind responded his understanding is that 2 1/2% amounts to about \$320,000 the first year, and would be approximately double that, the second year, so the answer is yes, that if, in fact, the Regents' arbitration was successful, there would be sufficient dollars, perhaps, to reallocate for this program.
- Q. Senator Bengtson asked if, understanding this is a stand-alone program at the University of Montana, there has been any consideration, as a cost-saving move, to integrate it with the Center for the Handicapped at EMC.
- A. Mr. Lind responded they have not discussed integration of this particular program, and noted that, however, he thinks it would be a mistake to think they can simply shift the program from one unit to another, and save dollars. He indicated that Eastern Montana College can not afford the program, any more than the University of Montana, and they would simply be adding a high-cost program on top of the problems with their institution.
- Q. Representative Bradley indicated she wanted to say something to the people who spoke, because there were so many articulate spokesmen, and that the student for excellence particularly caught her mind, because he just

asked that somebody, in this whole scheme of things, take responsibility, adding that she knows that sense of frustration, herself. She stated that she does not think the Legislature's responsibility is curriculum, and that is why she is so uncomfortable at having this brought before them, noting that, on the other hand, their responsibility is the dollars, and she has long felt they are not fulfilling that responsibility the way they should. She indicated it was a difficult hearing today, but is so similar to what the human services subcommittee heard for the first three months of the regular session, that she is sure the members of this committee can understand why some of them are out on obscure limbs, supporting different kinds of tax proposals.

Representative Bradley then asked all the people here to search their own souls, and then asked them if they have contacted their Representatives and Senators, and told them that, in some way, shape or form, somewhere out there, they would support more revenue for this state, because the lack of it, as they can see in this special session, is not just turning city against city, but is turning program against program, friend against friend, and is ripping us all to shreds, adding that she does not see how they can all keep tolerating it.

She stated that her ears also caught comments by Dennis Lind, and Mr. Milodragovich, who suggested there might be collaboration in order to salvage the second year of this program, and keep it for further deliberation of the Legislature, in two years. She indicated she asked Mr. Wolcott, for her own interest, how much of the approximately \$400,000, for one year of the program, was already covered by the formula, and that, with a quick set of calculations, he indicated it was \$254,000. She noted that means \$157,000 is not covered, and asked if there is a possible compromise there, that, if the Legislature went out on a limb on something they are not supposed to do, which is deal with curriculum, is there a way the remainder of that could be found by collaboration, either with super tuition, which many students are now forced to pay, or perhaps a third of it with some bend from the faculty, who would agree, as other faculty have in this state, that they can not afford to cut more programs, if they want to maintain the integrity of the institution. She asked that Dr. Koch and Mr. Lind speak on that, noting that she knows it is speculation, but would like to know if there is some possibility there.

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- A. Dr. Koch responded that he would welcome something like that. He added that he can not guarantee success, in terms of raising outside dollars, nor can he guarantee that the University Teachers' Union would be amenable to something like that, but any hope on the horizon would be welcome to him.
- Q. Senator Keating asked Ms. Bain how many freshmen and sophomores are in the program.
- A. Ms. Bain responded that, again, this is a guess but, if she is not mistaken, there is approximately nine or ten students in each of the undergraduate years, so there is approximately 44, total.

Ms. Bain then asked permission to respond to the question, asked earlier, regarding increasing the enrollment of undergraduate students. She reported that the department has always felt a moral obligation to process students into the system who they can either accept into their graduate program, or, in good faith, recommend to other institutions with quality programs. She indicated that, although it may fit the funding, it does not fit teaching and responsibilities to students, to generate undergraduate students, with no place to go. She added that an undergraduate degree in this field is useless, except as a speech aid, and that is not what most people go for, so it requires students who only have the potential to go on to graduate school.

- Q. Representative Cody indicated that was her question, and asked permission to respond. She stated the frustration she feels, as a resident of this state, not just as a legislator, is that, as many years as she has had children in school, the universities go around, and pay someone to recruit students for those schools. She added that they also pass out scholarships, which probably comes through their alumni program, noting she realizes they raise those funds through their foundations, for students for football and basketball. She indicated that is wonderful, noting how many become pros, she does not know, but the fact is that it has been testified to, in this committee, today, that this program is absolutely vital to the State of Montana, to the nation, and what she is frustrated about is they have had, since 1973, 143 professionals in this particular profession, and there may be many students who are unaware of the need in this particular field and, had the recruiting been done, years ago, they may not be in this situation.

- A. Ms. Bain responded it is complex, and indicated that, in order to get a masters degree, and be licensed in the State of Montana, students must have 300 clinical clock hours, which is one-on-one with clients, and that can not be done in large lecture formats. She pointed out that, by the nature of the program, if they were to increase enrollment, they would have to proportionately increase faculty and facilities, which would, proportionately, still make them expensive. She added that it is not just a matter of generating more student hours, that they are pretty much maximally operating, now, with regard to the number of students they can take.

Discussion:

Chairman Bardanouve announced that he has been requested to, that he has given it a lot of consideration, and will refer HB44 to the permanent Education Subcommittee which operated during the session, noting it will be a joint committee of the House Appropriation members and the Senate Finance and Claims members, who worked on the university budget during the session. He indicated they are the most informed, that they have done most, or all, of the work in the education field and the university system. He stated that he realizes time will be short, and they may have to meet before breakfast, or may have to give up some of their evening recreational time, but this is very important. He then asked Representative Peck if he is chairman. Representative Peck responded yes, that he is, and Chairman Bardanouve stated that he expects that committee to get together as quickly as possible, to give this bill their most serious consideration, and make a recommendation to this committee, as quickly as possible. Representative Peck responded they will do that.

Closing by Sponsor:

Representative Cocchiarella asked permission to share the closing with Representative Ream, noting she will be very, very brief. She asked the committee, again, to consider the fact that the Missoula delegation brought this to them and, as a member of that delegation, apologized to Chairman Bardanouve for the hard time he had. She stated that they were not urged to bring it here by President Koch or Dennis Lind, noting that she appreciates them being here, and facing the music, because she thinks that is important. She indicated that, if this program is gone, if it closes down, they will see a serious problem, and will probably be court. She further indicated that those people, who will leave the state



to go to school, probably will not come back, noting she does know not if the point was made quite clear, but that, once they leave the state and go to school, and see the salaries they can make elsewhere, it is not likely they will come back to Montana, which happens too many times. She added that the wages for speech pathologists and audiologist in other states are much higher than they are here, although some will return to their state, for the same reason we are here. She then indicated that, if a student is forced to leave, it creates the situation of a huge shortage in the schools, which will put them in the situation of being in court.

Representative Cocchiarella stated that, although 50% of the students who attend this program are residents, it is interesting to note that 74% of the graduates stay in Montana, so, in one way, they can look at this as gaining taxpayers who have good, steady incomes. She asked the committee to remember the cost to the state, if they shut down the program, and indicated they may say it is not fair that certain faculty got increases, or it is not fair to other programs or other schools, but indicated it is not fair to forget about, or not think about the people in this room, and in the state, the committee members' constituents, who will not receive the services provided by CSD, if the program is closed. She pointed out that they have already heard they can not close the program, move it somewhere else, and make it cost-effective, that it will not work, noting that, if it would work, that is what they should do, keep this program in this state, at all costs, and that the least cost is saving it, and keeping it at U of M, with one-time money. She pointed out that the Legislature did not make this decision, and should not be blamed it, but, on the other hand, they can take the credit, and direct the committee to do the right thing for the citizens in this state, that they can save the program, where others have chosen not to. She then asked the committee members to stop and think about the people they know, and think, if the people in their district could vote whether to give this money to CSD, or not, what they would do, noting she contends that the people they live with would vote to give them this money. She urged that the committee do pass this bill.

Representative Ream thanked Chairman Bardanouve for allowing him to say a few words. He indicated he said, at the beginning, that this was not easy for them to bring forth, noting he understands the anguish that Chairman Bardanouve, and others, feel, that he has felt anguish, through the regular session, and saw this coming, when he tried to make an amendment to the budget. He stated that, when the session

JOINT COMMITTEE ON FINANCE & CLAIMS AND HOUSE APPROPRIATIONS

June 22, 1989

Page 50 of 51

ended, he did not leave the anguish behind, that he went back to campus, and has been living with it for the last two months. He further indicated that it is difficult to do something like this, that \$1.6 million had to come out of their budget.

Representative Ream accepted Chairman Bardanouve's challenge, and indicated he will sit down with him, to see if there are any other places which could be cut. He reported that he has spoken with Representative Quilici, and is sure others are getting flack over the \$200,000 cut out of inter-collegiate athletics, a damaging blow to the inter-collegiate athletics program which, he thinks, was a necessary one. He further indicated this whole thing has not been easy, and definitely has not been easy for the faculty. He noted that he would like to put an analogy to this, that he is saying this partly because, in the last few days, he has heard about the greed of the faculty at the University of Montana for wanting this additional 2 1/2%. He stated the analogy is, if they received a letter in the mail of a job offer, say, in Detroit, and if they accepted that offer, picked up their belongings, and moved there with their family and, when they arrived on the scene, their employer said "Well, we're on hard times here, and are asking you to take, instead of \$31,000 a year, \$29,000 a year." Representative Ream asked if that is greed, when they say "No, I want the \$31,000", noting he does not think so. He stated this is not just an analogy, this is a reality, that they have good, bright young faculty who considered alternatives elsewhere and, because they love Montana and want to work here, have decided to stay here, that they have foregone an option to go somewhere else, based on the contract signed two years ago. He added that, similarly, they have hired some new faculty, not very many but, in some necessary areas, some have been hired, and the same things holds there, that they have been hired with that contract in mind, that, in other words, they come in to it with that contract in place. He asked can they, in good conscience, ask them to turn around and take less what they came here for, and stated he does not think so, adding that he is willing to go back and talk to his colleagues, and the UTU, but does not think he will get very far in asking them to save this department on their backs, noting they are talking about \$750 a year, when saying 2 1/2%, on the average, that those faculty are going to be here another 10, 15 or 20 years, so they are talking about \$10,000, or so, which they would be foregoing, by doing so. He asked, should they do that when, really, it is the responsibility of all of the people of Montana, not just the faculty at the University of Montana.

JOINT COMMITTEE ON FINANCE & CLAIMS AND HOUSE APPROPRIATIONS

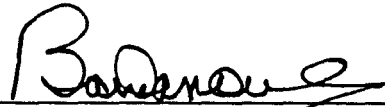
June 22, 1989

Page 51 of 51

Chairman Bardanouve announced the hearing on HB44 as closed.

ADJOURNMENT

Adjournment At: 5:45 p.m.



FRANCIS BARDANOUE, Co-Chairman



GARY C. AKLESTAD, Co-Chairman

FB:GCA/mhu  
JT-HB44.622

## DAILY ROLL CALL

FINANCE AND CLAIMS

COMMITTEE - 1989

DATE

June 22, 1989

NAME	PRESENT	ABSENT	EXCUSED
Senator Gary Aklestad	✓		
Senator Loren Jenkins	✓		
Senator Esther Bengtson	✓		
Senator Matt Himsel	✓		
Senator Paul Boylan	✓		
Senator Tom Keating	✓		
Senator Judy Jacobson	✓		
Senator H.W. "Swede" Hammond			✓
Senator Pat Regan			✓
Senator Larry Tveit	✓		
Senator Fred Van Valkenburg	✓		
Senator Dennis Nathe			✓
Senator Greg Jergeson	✓		
Senator Gerry Devlin	✓		
Senator Richard Manning	✓		
Senator Sam Hofman	✓		
Senator Lawrence Stimatz	✓		
Senator Ethel Harding	✓		
Senator Pete Story			✓

1  
EXHIBIT  
DATE 6/22/89  
44

STATEMENT ON APPROPRIATION FOR  
UNIVERSITY OF MONTANA DEPARTMENT OF COMMUNICATION SCIENCES AND DISORDERS

Mr. Chairman... Members of the Committee. For the record my name is Ben Havdahl and I reside in Helena.

I am a member of the hearing impaired community in Montana and am severally hard of hearing. I serve on the Board of Trustees of the Self Help for Hard of Hearing People, Inc., headquartered in Bethesda, Maryland and I have been recently appointed to the Board of Hearing Aid Dispensers, by Governor Stephens. I appear here today however, on my own behalf, but would like to speak for the 56,000 Montanans whom are hearing impaired, in strong support of the restoration of funding for the University of Montana for the Department of Communication Sciences and Disorders.

Those of us in Montana whom are hearing impaired are familiar with and share vast experiences with problems and frustrations in attempting to deal with our problem. The program of the Department of Communication Sciences and Disorders is not duplicated anywhere in Montana. If it is not allowed to continue, it will result in a void for hearing impaired people all over Montana.

Each year the program graduates highly trained speech-language pathologists and audiologists, most of these professionals I understand, work in Montana providing hearing and speech impaired adults and children with their needed services. The problem of providing these services is particularly acute in rural, isolated areas like Montana.

I urge adoption of the appropriation for the program. Thank You.

University of Montana  
COMMUNICATION SCIENCES AND DISORDERS  
Fact Sheet May 1989

SENATE FINANCE AND CLAIMS

EXHIBIT NO. 2

DATE 6/22/89 P.M.

BILL NO. HB 44

Department Description

- The University of Montana's Communication Sciences and Disorders Department (CSD) educates and trains persons to become speech pathologists and audiologists. These professionals provide evaluation and treatment to persons with speech and hearing problems.
- CSD has purposefully not been duplicated within the state and it is one of few units specifically identified in the *Role and Scope Statement* of the University of Montana.
- Offering courses since 1948, CSD was elevated to departmental status in the early 1960s and has graduated 143 professionals since 1973.

State Licensure

- In addition to a Master's degree, each graduate student must obtain 300 clinical clock hours working one-on-one with clients who have speech or hearing problems in order to be licensed by the state and certified nationally.

Filling the Need of the State of Montana

- The University of Montana Placement Office receives 30-40 requests for CSD graduates for Montana Public Schools annually, some of which remain unfilled.
- 100% of CSD graduates have been employed during the past nine years, and during the last 10 years, 74% have worked in the state of Montana.
- Congress mandates that by 1992 all states will serve handicapped children with hearing and speech problems, ages three years and older.
- As the average age of the population increases, the incidence of speech and hearing impairments is projected to increase by 52% and 102% respectively. CSD graduates fill this need.

Contributions to the State of Montana

- 639 clients received over 3000 hours of direct clinical service from CSD in the last year alone.
- In the last year, the CSD faculty provided professional consultation to:
  - The Montana Speech, Language, and Hearing Association
  - The Montana State Licensure Board
  - The Montana State cleft palate teams
  - The Montana State Office of Public Instruction
  - HEADSTART programs
  - Clinicians in the Public Schools
  - Senior citizens groups
  - Indian Health Service
  - Statewide hospital and private practices
- In the last year alone, CSD faculty has provided over 10 continuing education outreach activities to meet the needs and requirements of the speech pathologists and audiologists of the state of Montana.



COUNCIL OF GRADUATE PROGRAMS  
IN COMMUNICATION SCIENCES AND DISORDERS

SENATE FINANCE AND CLAIMS

EXHIBIT NO. 3

DATE 6/22/89 p.m.

BILL NO. HB44 pg 1

May 8, 1989

Dennis Lind, Chair  
201 West Main  
Missoula, Montana 59802

Dear Mr. Lind:

It has come to my attention that James Koch, President of the University of Montana, has proposed that the Department of Communication Sciences and Disorders at the University of Montana be eliminated following final action by the Board of Regents of Higher Education. The purpose of this letter is to request serious reconsideration of that recommendation.

There are two compelling reasons for reconsideration of that recommendation. First, the Department of Communication Sciences and Disorders is a high quality academic unit. In my capacity as President of the Council of Graduate Programs in Communication Sciences and Disorders, I am intimately conversant with the graduate education programs in Communication Sciences and Disorders in the 148 member institutions in our council, which includes membership from the University of Montana. The quality of the graduate program at Missoula has been responsible for the education of many speech language pathologists and audiologists who serve the populations of communicatively handicapped individuals within the State of Montana and throughout the Northwest region of the United States. Indeed, some of the most prominent scholars in the field of Communication Sciences and Disorders obtained their Baccalaureate and/or Master's degrees from the University of Montana.

The second reason for reconsideration is related to Federal mandates to the State of Montana. You should be aware that the United States Department of Education recently amended Part B (P.L. 94-142) of the Education of the Handicapped Act as included in P.L. 99-457, as detailed in the Federal Register on April 27, 1989. That amendment now requires each State Department of Education to provide services to handicapped children using the highest professional requirements in the State. The effect of that amendment is that all states except Arizona and South Dakota will be required to educate Communication Disorders Specialists for employment in the schools at the Master's Degree level. Furthermore, each state is required under the amendment to have a plan whereby currently employed communication disorders specialists, who are working in the schools with less than a Master's degree, can obtain a master's degree. The implication is that most states, including the State of Montana, are expecting a large influx of graduate applications for their graduate programs in Communication Sciences and Disorders. Consequently, the timing of

the decision to eliminate the program in Communication Sciences and Disorders at the University of Montana could not have been worse. As you are undoubtedly aware, there is presently only one graduate education program in this academic discipline in the State of Montana -- the program at the University of Montana. There are no other graduate programs in Communication Sciences and Disorders within the State of Montana. If the State of Montana is to dispatch its responsibility to communicatively handicapped children and adults as mandated by Federal Law, it is imperative that a graduate education program in this field be maintained.

If you, as a member of the Board of Regents of Higher Education, support President Koch's recommendation, you will be encouraging the State of Montana to abrogate its responsibility to educate professionals to serve the communicatively handicapped children and adults in the State of Montana. The Council of Graduate Programs in Communication Sciences and Disorders believes that such a decision would be unconscionable. By eliminating the Department of Communication Sciences and Disorders at the University of Montana, you are effectively saying that the State of Montana will have to recruit adequately prepared Communication Disorders Specialists educated in other states. It is debatable whether the Department of Education in the State of Montana with one of the lowest salary schedules in the country will be able to successfully recruit sufficient numbers of Communication Disorders Specialists to fill the needs within the state. It is my understanding that many of the "home grown" professionals have been willing to accept lower salaries because of their desire to remain in Montana. The Board of Regents of Higher Education and the State of Montana ought to consider seriously the implications of trying to recruit professionals from other states, when such a low salary schedule exists in Montana. Only if the State Department of Education and local school districts are successful in recruiting qualified persons to meet the Federal Regulations, could the decision to eliminate the Department of Communication Sciences and Disorders be tolerated by the residents of Montana. If the State is not successful in recruiting qualified personnel, and the delivery of services to communicatively handicapped persons in the state deteriorates, the residents of the State of Montana would have every right to look at this decision as a shortsighted, expedient and Draconian maneuver that did not serve the needs of the citizenry. I urge your reconsideration of the decision while there is yet time to reverse it.

Severe financial situations often require extreme and unfortunate decisions. On the one hand I can appreciate the conditions driving the proposed elimination of this department. I am aware that even such innovative programs such as the WAMI program for distributing the costs of medical education among the various participating states has not wholly offset the costs of tutorial clinical instruction necessary for quality professional education.

On the other hand, it is unthinkable for a State University to cut away the only viable program for responding to Federally mandated services for communicatively handicapped children and adults. If the department you chose to eliminate were only of interest to academicians, and had no direct tie to the people of the state, like a program in Egyptian studies, I could understand the decision. But it seems to me



that this recommendation is tantamount to "shooting yourself in the foot." I strongly urge reconsideration of this decision, and recommend reinstatement of the Department of Communication Sciences and Disorders. It is a worthy program that should continue to bring recognition and praise to the University of Montana.

Sincerely,



Fred D. Minifie, Ph.D.  
President, Council of Graduate Programs  
in Communication Sciences and Disorders  
and  
Professor and Chairman  
Department of Speech and Hearing Sciences  
University of Washington

cc: Governor Stan Stephens  
Nancy Keenan, State Supt. of Public Instruction  
Carrol Krause, Comm. of Higher Education  
President J. Koch, Univ. of Montana



# American Speech-Language-Hearing Association

10801 Rockville Pike • Rockville, Maryland 20852 • (301) 897-5700 (Voice or TTY)

June 7, 1989

Office of the  
VICE PRESIDENT FOR  
STANDARDS AND ETHICS

Patrick J. Carney, Ph.D.  
University of Tennessee  
Department of Audiology  
and Speech Pathology  
Knoxville, Tennessee 37996-0740  
(615) 974-5977

Mr. Dennis Lind  
Chair, Montana Board of Regents of  
Higher Education  
201 West Main  
Missoula, MT 59802

SENATE FINANCE AND CLAIMS

EXHIBIT NO. 4

DATE 6/22/89 P.M.

FILE NO. H644 M1

Dear Mr. Lind:

Once again I am writing to share with you my grave concerns about the possibility that the University of Montana will discontinue one of the outstanding graduate educational programs in Communicative Sciences and Disorders (CSD) in the nation. I am aware that some very difficult decisions about funding must be made by the Board and the Legislature of the State of Montana. However, I believe that the citizens of the State of Montana deserve to receive minimal health and educationally related services from their state government. To eliminate the Department of Communication Sciences and Disorders (CSD) will likely result in an overall increase in costs to the state. The temporary decrease in state expenditures by eliminating the CSD program for the State of Montana will soon be dwarfed by the increased costs to state-financed educational programs and to all health-related services both private and state-supported, because of the additional shortage of Speech-Language Pathologists and Audiologists.

The Department of Communicative Sciences and Disorders began offering courses in 1948 and became a program in 1957. Seven years later the program was accredited and has maintained accreditation since that time. As the former Chair of the accrediting body I can assure you that your program has been recognized as one of the premier educational programs in the northwest and even nationally. Consider the performance of the graduates of this program on the national examination - over half (50%) score at the 85% level and above. Do you currently have any other educational programs in your university system that equal that level of performance? Your university has achieved a national reputation for excellence in this discipline probably because of the decision by the Board to support only one program in CSD in the state. To eliminate it would have drastic results. I doubt that you would be able to rebuild it once it is dropped.

The most important reason for maintaining the program is your responsibility to the communicatively handicapped citizens of Montana. Where will you obtain personnel to satisfy the demands of the public schools in your state which must provide services now to even more children from birth to 5 years? How will each of the Members of the Montana Board of Regents of Higher Education meet your responsibilities to provide adequate

speech, language and audiology services to the elderly citizens if you eliminate the only professional program which educates personnel who can provide these services?

Education in this discipline is expensive and the decisions made by the Board are obviously difficult. That the administration would identify the CSD program for elimination because it is expensive seems to ignore the issue of the needs of all citizens especially those in rural areas. That the administration would ignore the retrenchment plan which it developed and still recommend elimination of the CSD program is inconceivable. I hope that Board will act more responsibly and consider factors other than program cost in the final decision.

One additional factor is the fact that you will be eliminating the ability of the Montana citizens licensed in Speech-Language Pathology to obtain the continuing education needed to practice their profession. I hope the Board considers very carefully how you plan to convince professionals educated in other states to practice in Montana when you cannot insure that they can maintain their license. As an officer in a national association I have informally observed that our members tend to move toward areas which provide more favorable working arrangements.

I realize that the Board has a very difficult decision because of the limited funding. I submit that eliminating the program in Communication Sciences and Disorders will affect all areas of your residents lives and especially those who are least able to communicate their needs to you, the poor, the rural, the very young and the very old. I beg you to continue to provide the opportunity for 74% of the graduates of your CSD program at the University of Montana to meet the needs of those citizens who must trust your judgment.

I appreciate your willingness to consider my request. Best wishes to you and the Members of the Board in your very difficult task.

Respectfully yours,

Patrick J. Carney, Ph.D.  
Vice President for  
Standards and Ethics

PJC/mj

cc: Members of the Board of Regents of Higher Education  
Members of Local Executive Board

bc: Barbara Bain

Barb: I wrote appropriate handwritten notes on each letter sent. Hope

EXHIBIT NO. 5DATE 6/22/89 P.M.BILL NO. HB44

## WITNESS STATEMENT

NAME Krystin Deschamps BILL NO. 44  
ADDRESS 4505 Old Marshall Gr. Rd. Missoula 59802 DATE 06-22-89  
WHOM DO YOU REPRESENT? Assoc. Students of UMM  
SUPPORT X OPPOSE \_\_\_\_\_ AMEND \_\_\_\_\_

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

Comments:

Good Afternoon, Mr. Chairmen, and members of the Committee. My name is Kiptin Deschamps, and I represent the Associated Students of the University of Montana.

If I sound nervous, it is because I am. I don't consider myself an accomplished public speaker. However, compared to many Montanans, I know I am blessed. My impediment is not physical.

But, for those Montanans with speech and hearing disorders, there has always been one ray of hope: the ready availability of professional help, trained by the University of Montana.

You know the facts. The department of Communicative Sciences and Disorders has proven itself to be invaluable to not only students on our campus but to residents in both urban and rural areas in our great state.

The Associated Students of the University of Montana strongly back HB 44, and we would hope that you join with us and support CS&D. Thank-you.

# THE NATIONAL INFORMATION CENTER ON DEAFNESS GALLAUDET COLLEGE

SENATE FINANCE AND ADMINISTRATION  
EXHIBIT NO. 7  
DATE 6/22/89 p.m.  
BILL NO. HB44

## ESTIMATES OF THOSE WITH HEARING LOSSES

Geographic Area	Total General Population *	Hearing Impaired	Significant Bilateral Loss	Deaf	Prevocationally Deaf
<b>NORTHEAST U.S.</b>					
Maine	1,124,000	67,000	29,000	8,000	2,000
New Hampshire	919,000	53,000	23,000	6,000	2,000
Vermont	511,000	31,000	13,000	4,000	1,000
Massachusetts	5,728,000	342,000	146,000	40,000	10,000
Rhode Island	946,000	57,000	24,000	7,000	2,000
Connecticut	3,094,000	183,000	79,000	22,000	5,000
New York	17,308,000	1,046,000	446,000	122,000	30,000
New Jersey	7,342,000	429,000	187,000	51,000	13,000
Pennsylvania	11,828,000	707,000	301,000	82,000	20,000
<b>NORTHCENTRAL U.S.</b>					
Ohio	10,772,000	707,000	363,000	104,000	26,000
Indiana	5,461,000	354,000	184,000	53,000	13,000
Illinois	11,353,000	743,000	383,000	110,000	27,000
Michigan	9,239,000	606,000	311,000	89,000	22,000
Wisconsin	4,694,000	308,000	158,000	45,000	11,000
Minnesota	4,049,000	267,000	137,000	39,000	10,000
Iowa	2,909,000	191,000	98,000	28,000	7,000
Missouri	4,306,000	322,000	165,000	47,000	12,000
North Dakota	652,000	44,000	22,000	6,000	2,000
South Dakota	688,000	43,000	21,000	7,000	2,000
Nebraska	1,563,000	103,000	53,000	15,000	4,000
Kansas	2,356,000	153,000	79,000	23,000	6,000
<b>SOUTHEAST U.S.</b>					
Delaware	595,000	40,000	20,000	5,000	1,000
Maryland	4,198,000	286,000	143,000	38,000	8,000
Washington, DC	635,000	43,000	22,000	6,000	1,000
Virginia	5,323,000	362,000	181,000	48,000	10,000
West Virginia	1,931,000	131,000	66,000	17,000	4,000
North Carolina	5,848,000	398,000	199,000	52,000	11,000
South Carolina	3,070,000	209,000	105,000	27,000	6,000
Georgia	5,404,000	344,000	184,000	48,000	11,000
Florida	9,580,000	632,000	326,000	86,000	19,000
Kentucky	3,643,000	248,000	124,000	33,000	7,000
Tennessee	4,346,000	309,000	155,000	41,000	9,000
Alabama	3,870,000	263,000	132,000	35,000	8,000
Mississippi	2,511,000	171,000	86,000	22,000	5,000
Arkansas	2,284,000	153,000	78,000	20,000	4,000
Louisiana	4,200,000	286,000	143,000	38,000	8,000
Oklahoma	3,001,000	204,000	102,000	27,000	6,000
Texas	14,174,000	963,000	483,000	127,000	28,000
<b>WESTERN U.S.</b>					
Montana	784,000	56,000	29,000	7,000	2,000
Idaho	944,000	68,000	35,000	9,000	2,000
Wyoming	469,000	34,000	17,000	4,000	1,000
Colorado	3,882,000	207,000	106,000	27,000	6,000
New Mexico	1,293,000	93,000	48,000	12,000	3,000
Arizona	2,719,000	193,000	100,000	25,000	5,000
Utah	1,459,000	103,000	54,000	14,000	3,000
Nevada	800,000	57,000	29,000	7,000	2,000
Washington	4,113,000	293,000	151,000	38,000	8,000
Oregon	2,618,000	188,000	96,000	24,000	5,000
California	23,343,000	1,668,000	864,000	219,000	46,000
Alaska	400,000	29,000	15,000	4,000	1,000
Hawaii	963,000	69,000	35,000	9,000	2,000

\* U.S. Bureau of the Census, April 1980.

Hearing Impaired = any degree of hearing loss in one or both ears.

Significant Bilateral Loss = those hearing impaired who have substantial difficulty hearing in both ears.

Deaf = cannot hear and understand speech.

Prevocationally Deaf = those who became deaf prior to 19 years of age.

Prepared by: Office of Demographic Studies, Gallaudet College, Washington, DC.

## VISITORS' REGISTER

Appropriations

COMMITTEE

BILL NO.

44

DATE

06-22-891062

SPONSOR

Locciarella

NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Krystin M. Deschamps	ASUM, Missoula	X	
JOHN CROCKER	OAE, MISSOULA	X	
Betsy Ellis	Great Falls, MT	X	
Sandy Meech	Great Falls, MT	X	
Bob Milodnagovich	Missoula, MT	X	
Beverly Reynolds	Missoula MT	X	
Sharon Richardson	Missoula, mt.	X CSD	
Jamie Frost	Missoula, MT	X	
Charles Parker	2010, MT	X	
Don B. Parker	2010, MT	X	
Kathleen J. Shonko	Missoula, MT	X	
Kristy J. Delaney	Missoula, MT	X	
Michael G. Cress	Missoula, MT	X	
Jonel Spear	Butte, MT.	X	
Joan Egoque	Msia, MT.	X	
Stephanie Donaldson	Msia, mt.	X	
Katherine Williams	2605 Msia MT	X	
LINDA HODGES	2507A 55 <sup>th</sup> St. Msia MT	X	
HERB CARSON	2940 So 7 MSLA MT	X	

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

PLEASE LEAVE PREPARED STATEMENT WITH SECRETARY.

## VISITORS' REGISTER

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NAME (please print)	RESIDENCE	SUPPORT	OPPOSE
Anthony Welleser	MT Hospital Assoc	X	
R Budd Gault	Mt. ...	X	
Leslie Chambers	225 Black Pine Trail Mesa, MT 59803	X	
Phil Campbell	Helena, MT.	X	
Ms. Kelly	Legislator	X	
Elsa P. Xanthopoulos	Warm Springs <sup>MSH</sup>	X	
Catherine Quisenberry	Missoula	X	
Barbara Bain	Missoula	X	
James W. Koch.	JW	X	
Mama Jaramila	mt. speech. lang. + hearing center.	X	
Alexandra Harris	MSHA	X	
Ron + Sandra Perri	302 Pittsboro Dr Pittsboro, NH	X	
Becky Barnhart	Bozeman	X	
Chris Mendeney	#146 Greenbrier Mesa - DD	X	
Kathleen Gallagher	1016 Loust, Mesa	X	
Carolee Squires	Legislator	X	

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