

Approved: \_\_\_\_\_  
Date

4/28/99

## MINUTES OF THE SENATE EDUCATION COMMITTEE.

The meeting was called to order by Chairperson Senator Barbara Lawrence at 9:00 a.m. on March 24, 1999 in Room 123-S of the Capitol.

All members were present except:

Committee staff present:     Avis Swartzman - Revisor  
                                  Ben Barrett - Legislative Research  
                                  Jackie Breymeyer - Committee Secretary

Conferees appearing before the committee: Brilla Scott, USA  
                                                  Mark Tallman, KASB  
                                                  Mark Desetti, KNEA  
                                                  Representative Adkins  
                                                  Scott Hill, KS State Board of Education  
                                                  Joe Birmingham, KS Department of Education

Others attending:     See Attached List

Chairperson Lawrence called the meeting to order and continued with **SB 328 - career teacher salary plan**, she called on Brilla Scott, USA, as the first conferee. USA is supportive of the career teacher salary plan. It allows a supplement to the regular salary schedule. There are some teachers who are on the committee who realize that the only way a teacher is able to enhance his or her salary other than by years of service or by credit hours will be by taking on additional coaching responsibilities or to become a school administrator. This bill provides an added avenue of choice for career teachers. It allows for more local control to reward exemplary teachers within a district. It allows a local board of education to compete with business and industry. It would be the hope that eventually one of the outcomes of this particular bill would be to encourage young people to enter the field of education. It is a voluntary plan. (Attachment 1)

Mark Tallman, KASB, appeared in support of the bill. (Attachment 2) It could be one component in addressing a critical need in education; the enhancement of professional standards and accountability. His organization supports efforts to strengthen certification, evaluation and the teacher tenure law. The issue of teacher professionalism and standards has been addressed, not only by school board associations, but by the National Commission on Teaching and America's Future. He referred to the blue pages attached to his testimony which contain recommendations consistent with KASB policy. He closed by stating that passage of **SB 328** will send a message that the issues contained in it are important.

Mark Desetti, KNEA, appeared in opposition to the bill (Attachment 3) and stated if the bill was about rewarding excellence, why does it need to require excellent teachers to give up their rights and contracts. He mentioned the positive results of the ACT, SAT, and NAEP assessment scores. He stated that if we intend to reward our most excellent teachers for exceptional knowledge and skills, they shouldn't be asked to give up their due process rights.

The Vice Chairperson, seeing no further conferees, closed the hearing on **SB 328** and opened the hearing on: **HB 2191 - exempting certain persons from certification of health requirements under certain circumstances**

Representative Adkins, bill sponsor, briefed the committee, telling of the bill's purpose which is to clarify a statutory provision which is currently construed by some school districts as requiring a health certification for individuals who come into itinerant contact with pupils at a school district generally as a result of community volunteer or mentoring programs. Under the provisions of current law, some school districts have interpreted this to be a prerequisite to allowing volunteers to work in schools. In the interest of trying to recruit school-based volunteers, it has become an impediment to that recruitment effort.

Representative Adkins continued, stating that the law as currently designed and as amended by the House Education Committee, creates the ability of the school district to require such health certifications from individuals who are not employees that come in regular contact with students if that local school so chooses. This preserves the ability of the local school district to protect public health issues as they arise and as they determine the need for protection to be appropriate in their particular instance. It also clarifies

CONTINUATION SHEET

MINUTES OF THE SENATE EDUCATION COMMITTEE, Room 123-S Statehouse, at 9:00 a.m. on March 24, 1999.

The language in existing law to make it an option of the school district as to whether or not health certification would be required for people who want to volunteer.

Mark Tallman, KASB, rose in support of the bill (Attachment 4) They believe that the amendment added by the committee strengthens and clarifies the bill.

The Vice Chairperson, seeing no further conferees on the bill, closed the hearing on **HB 2191**.

The Chairperson returned and an amendment was offered to **HB 2191**.

**Senator Emert moved to amend HB 2191 with the provision of SB 203.**

Senator Emert stated that **SB 203** is not in this committee. It is a bill that passed the Senate 38-0. It is the school safety and security act and deals with that area of the law that states when a dangerous child comes into a school district, there are requirements that the school district notify personnel in the building. He was asking for the provisions of this bill to be amended into **HB 2191**.

Chairperson Lawrence asked for a second on the motion.

**Senator Oleen gave a second to the motion.**

**Senator Emert recommended passage of HB 2191 favorably as amended.**

**Senator Oleen gave a second to the motion. The motion carried.**

**The Chairperson turned the committee's attention to **HB 2060 - community colleges; revising the definition of credit hour, off-campus instruction****

The Chairperson stated that under current law, credit hour is defined as one hour of instruction per week for 18 weeks. This bill would allow the Board to define community college credit hour similarly to the definition used by the State Board of Regents and most other institutions of higher education in Kansas which is one per week for 15 weeks.

Testimony from Thomas R. Burke, President, Kansas City Kansas Community College, who had testified before the House Education committee, but was unable to be present today, was labeled (Attachment 5) .

Scott Hill, Kansas State Board of Education, stated that this bill authorizes the Board to define community college credit hour similar to what is being used by State Board of Regents' institutions as well as most other institutions of higher education in Kansas (Attachment 6) and stated the Board has made this a priority to put in compliance what is commonly practiced. He stated that it is also interesting that it would also go with this committee's desire to improve the overall coordination and uniformity of higher education.

Joe Birmingham, Assistant Commissioner, Kansas Department of Education, submitted testimony (Attachment 7) and stated if this statutory change is approved, the State Board will establish regulations, standards, and policies to guide how credit hours are awarded. He gave reasons for the change and stated the proposed change is to remove an obsolete, rigid definition of the credit hour so that community colleges can better serve students. The change requires no fiscal note.

The question was asked what the amendment was that was made on the floor of the House by the Committee of the Whole.

The response was that Representative Edmonds was the one who offered the amendment.

Dale Dennis, Deputy Education Commissioner, stated that new rules and guidelines had been issued for customized training; what could and could not be done. He is guessing that this would ensure that Barton County continue to contract with Ft. Riley.

CONTINUATION SHEET

MINUTES OF THE SENATE EDUCATION COMMITTEE, Room 123-S Statehouse, at 9:00 a.m. on March 24, 1999.

The effect of the floor amendment was asked to be explored by staff since there was no hearing or debate. The piece could be deleted or a visit could be made with Representative Edmonds to learn more about the amendment.

The point was raised that there has been very good rapport with Barton County and Ft Riley, but there are also public universities that offer courses. Language that might jeopardize other institutions is not needed.

The Chairperson mentioned **SB 345**. If the bill goes through the process, this might be something the new board would be more likely to do.

The uncertainty of the resolution prompted the response from the committee that more checking on the amendment needed to be done.

**Senator Emert moved to amend HB 2060 by deleting the House Committee of the Whole amendment and report the bill favorable for passage as amended.**  
**Senator Langworthy gave a second to the motion.**

Senator Oleen stated that she would like to see the motion delayed until tomorrow morning to have language for the committee to look at.

**Senator Emert withdrew his motion and Senator Langworthy withdrew her second.**

The Chairperson told the committee there would be an 8:00 a.m. meeting tomorrow, Thursday, and adjourned the meeting.

# SENATE EDUCATION COMMITTEE GUEST LIST

DATE: March 24, 1999

NAME	REPRESENTING
Beilla Scott	USA
Katharine Weckert	USA
Mark Tallman	KASB
Joe Brunningham	KSDE
Michael Byington	Emission
Warland Piddell	Piddell & Associates
KEITH R LANDIS	CHRISTIAN SCIENCE COMMITTEE ON PUBLICATION FOR KANSAS
Jim Langford	DOB
Martha F. Cooper	KACHA
Martha Muñoz	
Sen. John Vratil	11th Senate District
SUE PETERSON	K-state
BOB BURCH	KACCT - Butler Co.
Sheila Frahm	KACCT
Jim Youally	USD # 512
Craig Grant	KNEA
Mark Doseff	KNEA
DAVID SCHAUER	✓
GRIC Sexton	WCU

# SENATE EDUCATION COMMITTEE GUEST LIST

DATE: March 24, 1999

NAME	REPRESENTING
Jim Edwards	KCCI
Debbie Aps	USA / U.S.D 500



Brilla Highfill Scott  
Executive Director  
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Director of  
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Victor J. Braden  
Legal Counsel  
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Rome Mitchell  
Professional Development  
Coordinator



Kansas Association of  
Elementary  
School Principals  
(KAESP)

Kansas Association of  
Middle School  
Administrators  
(KAMSA)

Kansas Association of  
School Administrators  
(KASA)

Kansas Association of  
School Business  
Officials  
(KASBO)

Kansas Association for  
Supervision and  
Curriculum Development  
(KASCD)

Kansas Association of  
Special Education  
Administrators  
(KASEA)

Kansas Association of  
Secondary School  
Principals  
(KASSP)

Kansas Council of  
Vocational  
Administrators  
(KCVVA)

Kansas School  
Public Relations  
Association  
(KanSPRA)

## **SB 328: Career Teacher Salary Plans**

Testimony presented to the Senate Education Committee

by  
**Brilla Highfill Scott, Executive Director**  
**United School Administrators of Kansas**

March 23, 1999

**Madam Chairman and Members of the Committee:**

United School Administrators of Kansas is supportive of the Career Teacher Salary Plan which is supplemental to a district's regular salary plan. This voluntary plan would allow a teacher to choose from either the usual district salary schedule or the enhanced career salary plan. A career teacher could qualify for a three-year contract under this new provision.

Our association views this career plan as a way for school districts to exercise local control in rewarding exemplary teachers for the outstanding work they are doing. School districts would be in a better position to compete with business and industry in retaining teachers in such fields as mathematics, science and technology.

With its enhanced compensation, this plan has the potential for encouraging more young adults to enter the field of education.

Again, I would like to emphasize that this is a voluntary plan. A teacher could choose to remain on the standard salary schedule with a one-year continuing contract . . . or select the proposed career plan with its enhanced salary and three-year contract.

United School Administrators looks favorably on a bill that provides choices for local boards of education and the teachers of Kansas.

*Senate Education  
attachment 1  
3-24-99*





TO: Senate Committee on Education  
FROM: Mark Tallman, Assistant Executive Director for Advocacy  
DATE: March 23, 1999

RE: **Testimony on S.B. 328**

Madam Chair, Members of the Committee:

KASB appears today in support of S.B. 328 because we believe it could be one component in addressing a critical need in education: the enhancement of professional standards and accountability.

For the past several years, KASB has had the following Legislative Priority Statement:

**Professional Accountability.** Certification, evaluation and tenure systems should be strengthened by reforms that reflect actual performance.

State oversight of professional standards and discipline should be strengthened. Local boards should be able to determine evaluation criteria and procedures, and to remove employees for reasons related to the board's obligation to maintain an efficient school system and improve student performance.

We are not alone in seeking changes in this area. In 1996, the National Commission on Teaching and America's Future issued a report entitled "What Matters Most: Teaching for America's Future." This report led to the creation of a Kansas education policy board. Most members of this board are teachers, administrators, and representatives of teacher organizations and teacher training institutions. I have attached a copy of recommendations approved by this policy board as of this January. KASB believes that many of these recommendations are consistent with KASB's policy statement.

Specifically, note NCTAF Recommendation 4 on the second page of the attached document: "Encourage and reward teacher knowledge and skill." The first state recommendation calls for the development of a "career continuum" for teachers and refers to "components that merit additional compensation." S.B. 328 is certainly one way to accomplish this.

The third recommendation says simply "Remove teachers who do not meet standards." We would ask the policy board: what standards? The Kansas teacher due process law does not include any standards for moving tenured teachers. Under that same law, due process hearing officers are not required to following standards developed by local boards. The original NCTAF recommendation was worded even more bluntly: "Remove incompetent teachers." Who could argue with that? Well, even incompetence is not a stated ground for removing tenured teachers in Kansas.

*Senate Education  
Attachment 2  
3-24-99*

Members of the committee, the teaching profession should be strengthened. This should and will benefit that vast majority of teachers of who are dedicated, competent professionals, and more importantly, it will benefit the students of Kansas. But it will not happen until we address the current compensation system and tenure law, which are determined by the Legislature. KASB has proposed legislation in this are every year since 1993. You have taken no action.

S.B. 328 is another way to begin to address this problem. It is not the entire solution, but it is a start. Nothing is going to happen until the Legislature makes it happen.

We know that at this point in the session, S.B. 328 is not going to become law this year. But your favorable action on this bill will send the message that the issues contained it are important. So are many of the recommendations contained in the Kansas response to the NCTAF report. We need your support.

Thank you for your consideration.



**RECOMMENDATIONS APPROVED BY KCTAF Jan. 20, 1999**

**NCTAF Recommendation 1:**

**Get serious about standards for both students and teachers.**

1. Establish an independent professional board (modeled after medicine, law, and other professions) to set standards and to govern the education profession with an authority and conscience not vulnerable to changing political priorities.
2. Require accreditation of teacher education programs in Kansas by the National Council for Accreditation of Teacher Education (NCATE) to ensure consistent quality.
3. Issue initial licenses only to candidates who complete programs in NCATE-accredited institutions.
4. Grant licenses (initial and renewal) based on demonstrated performance against rigorous standards.
5. Accredit preK-12 schools based on continuous improvement of student performance [using...against] rigorous standards.

**NCTAF Recommendation 2:**

**Reinvent teacher preparation and professional development.**

1. Align teacher-preparation programs with preK-12 Quality Performance Accreditation standards.
2. For initial licensure, require a graduate-level, year-long internship in a preK-12 school that, in active partnership with an accredited teacher-preparation program, supports the training and development of teacher candidates. Such preK-12 schools are known as Professional Development Schools (PDS).
3. Establish statewide standards for Professional Development Schools.
4. Require induction and mentoring programs for beginning teachers, which provide professional orientation, refine instructional skills, and promote longterm success.
5. Design and implement professional development for teachers using measures of student achievement, accomplished teaching, and preK-12 Quality Performance Accreditation standards.

**NCTAF Recommendation 3:**

**Overhaul teacher recruitment and put qualified teachers in every classroom.**

1. Analyze teacher supply and demand, recruiting, hiring, and retention in Kansas.
2. Provide incentives for teachers to enter the profession in high-need areas (subject content, diversity, and geographic location).
3. Create and fund a statewide incentive system to allow districts to hire and retain a qualified teacher for every classroom.
4. Raise salaries to levels commensurate with professions requiring similar training.
5. Prohibit districts from assigning teachers to subjects or at levels for which they are not licensed. No waivers.
6. Remove barriers to teacher mobility.

**NCTAF Recommendation 4:**

**Encourage and reward teacher knowledge and skill.**

1. Develop a career continuum for teachers that rewards advanced subject-knowledge and teaching skills. Identify knowledge-and-skills components that merit additional compensation.
2. Implement peer mentoring, assistance, and review to improve teaching and learning.
3. Remove teachers who do not meet standards.
4. Create incentives that support and encourage teachers to pursue National Board for Professional Teaching Standards (NBPTS) certification and reward those who achieve it. Set a Kansas goal of at least one NBPTS certified teacher in every school.

**NCTAF Recommendation 5:  
Create schools organized for students and teacher success.**

1. Put students first. Require decision making to be based on student achievement.
2. Redesign administrator preparation, professional development programs, and district policies to prepare and retain principals who understand teaching and learning.
3. Restructure the principal's job to focus on teaching and learning.
4. Direct all district and school resources (time, money, people, technology) to improve student success.





KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Mark Desetti Testimony Before  
Senate Education Committee  
Tuesday, March 23, 1999

Thank you Madame Chair. I am Mark Desetti and I represent Kansas NEA. I appreciate this opportunity to visit with the committee about SB 328.

In the musical, Damn Yankees, "Shoeless Joe" sells his soul to the devil for a chance to live out a fantasy--playing professional baseball. He takes the chance offered to him, only to realize in the end that he has abandoned what is really important to him. Luckily for him, he has the chance to reclaim his previous life.

You have heard testimony on a bill that asks teachers to sell their rights for a few dollars. The chance to increase salary by about \$1500 - maybe more, maybe less - is given to a teacher if he/she is willing to allow the board of education to nonrenew his/her contract for no reason. Once the teacher would "outlive his/her usefulness to the district" or perhaps would want to go back to the regular salary schedule and working conditions, the board would be able to nonrenew the employee.

The purpose for this bill, as stated by its proponents, is to improve teaching and reward excellent teachers. Can the proponents point to a relationship between due process or professional negotiations and teaching? There is no relationship. Some states which have no professional negotiations laws have some of the lowest student achievement scores. Other states with high student achievement do have professional negotiations and due process provisions. Count among those states Iowa and Kansas. If this bill is about rewarding excellence, why does it need to require excellent teachers to deny their rights and contracts? What need does a school district have to get around due process for excellent teachers?

The proponents try to say it is about innovation. How can we expect anyone to be innovative, to "think outside the box," to take risks, if they have no due process rights? If anything, these career teachers would be more likely to not be innovative. After all, risk-takers and innovators sometimes fail. When one failed innovation leads to my nonrenewal, should I take a risk? When my only appeal is in a closed meeting without the right to counsel, should I take a risk? Kansas has started down the road of continuous improvement with positive results which are measurable (note our ACT, SAT, NAEP, and state assessment scores). We see these achievements as no reason to stop creativity and innovation. And this bill is about gaining control at the risk of stifling innovation and institutionalizing the status quo.

Is there anything in the professional negotiations law that would prevent a Kansas school district from having a compensation system that encourages and rewards exceptional knowledge and skills? Of course not. Any school district or teachers association can propose such a system and work out the details at the negotiating table. Indeed the first proponent of this bill said teacher leaders in his district were interested in the concept but not in selling their rights. It sounds as if he has the opportunity to collaborate with his teachers in the development of a good plan.

When the concepts in this bill were presented to the Kansas Commission on Teaching and America's Future, a group which is truly interested in school reform in Kansas, no one was interested in pursuing it. It was not in keeping with their emphasis on cooperation, collaboration, and innovation. It was not in keeping with their recommendations on encouraging and rewarding exceptional knowledge and skills. KNEA has proposed before this body that we reward teachers who achieve National Board certification. We proposed grants for developing peer assistance and review programs that would get to the heart of improving teaching. Our proposals are in keeping with the recommendations of the Kansas Commission on Teaching and America's Future. A proposal to sell one's rights, is not.

The potential fiscal note on the bill, if all teachers opted for the career status, is over \$40 million. We could utilize these funds for real reform in Kansas: like funding all-day kindergarten, funding better at-risk programs, providing technology support for our schools, funding the peer assistance and peer review program proposed by KNEA which would guarantee real reform, and, yes, even increasing the base to reward districts for the improved test scores they have achieved. The low-end estimate of \$5.5 million is almost enough to replace the tobacco money proposals in the governor's budget; proposals that address student achievement.

SB 328, although disguised in words like "creative" and "innovative," is all about controlling and maintaining the status quo. KNEA asks that you utilize the state's resources for improving education and implementing real reform in our state. We ask that you oppose SB 328. Thank you for listening to our concerns.

KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS



1420 S.W. Arrowhead Rd, Topeka, Kansas 66604  
913-273-3600

TO: Senate Committee on Education  
FROM: Mark Tallman, Assistant Executive Director for Advocacy  
DATE: March 24, 1999

RE: **Testimony on H.B. 2191**

Madam Chairman, Members of the Committee:

We appreciate the opportunity to appear before you today. KASB appears as a proponent of H.B. 2191. We understand that the intent of this measure is to make it easier to bring community volunteers into the public school system. We strongly support that goal.

In the House Education Committee, KASB also noted our support for measures to insure that children are healthy and that schools are safe environments. We recommended that this bill be amended to make clear that school boards **may** require certification of health from volunteers and others coming into regular contact with students in the school if community circumstances make that appropriate. The committee adopted that amendment.

In its current form, this bill loosens a state mandate and gives the local school board more flexibility and authority to meet the needs of its students and their community. We wish that is good policy, and hope you will support this bill.

Thank you for your consideration.

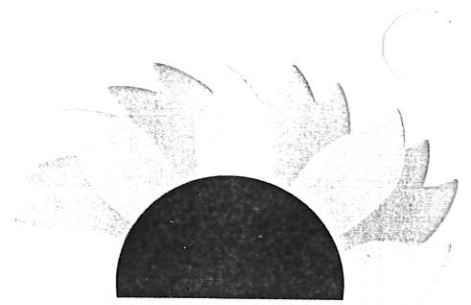
*Senate Education  
Attachment 4  
3-24-99*



# KANSAS

COMMUNITY COLLEGES

S I M P L Y   W O N D E R F U L



TO: THE SENATE EDUCATION COMMITTEE

Date: March 24, 1999

RE: House Bill 2060

Testimony by Thomas R. Burke, President, Kansas City Kansas  
Community College provided to the House Education Committee

Copy provided FYI

**KANSAS ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES**

Jayhawk Tower, Suite 401 • 700 S.W. Jackson • Topeka, KS 66603-3757

Sheila Frahm, Executive Director  
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*Senate Education  
Attachment 5  
3-24-99*

Ladies and gentlemen of the Education Committee, I am here today to present testimony in favor of House Bill No. 2060. This bill will revise the definition of a credit hour by amending K.S.A. 71-601. Currently, this statute states the following: "Credit hour means one hour of instruction per week for 18 weeks or the equivalent thereof in a subject or course . . ." HB 2060 would amend that definition to read, "Credit hour means the basic unit of collegiate level instruction, as determined by the state board, in a subject or course. . ." Listed below are reasons why I favor this legislation:

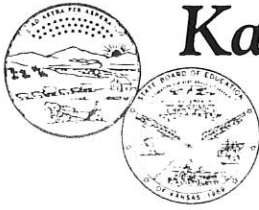
- ◇ A "traditional" college semester consists of fifteen weeks of instruction and one week for final examinations, and not eighteen weeks as referenced in the statute.
- ◇ A "traditional" instructional hour consists of fifty minutes.
- ◇ A "traditional" three-credit-hour lecture course meets fifty minutes a day for three days a week for fifteen weeks. Time for the final exam is additional.
- ◇ No other college or university with which I am familiar conducts eighteen-week semesters. In fact, I know of no other state that defines a credit hour in statute.
- ◇ The credit hour, as described above, is accepted by the North Central Association and all other regional accrediting bodies, and serves as the basic unit of instruction for the Kansas Board of Regents.
- ◇ The current statute has nothing to do with academics. Rather it appears under the category "State Aid and Fiscal Provisions".
- ◇ Higher education is faced with developing alternative scheduling mechanisms to meet the needs of today's busy student lifestyles. Traditional scheduling will not work in many cases.

- ◇ The advancement of technology has created distance learning opportunities that do not fit well with traditional scheduling.
- ◇ There is no fiscal note attached to this bill.

There are no doubt other reasons I could give in favor of this bill, and I will certainly respond to any questions the committee members might have. I strongly urge the committee to act favorably on HB 2060.

Thank you.





# Kansas State Board of Education

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District 7

Mary Douglass Brown  
District 8

Val DeFever  
District 9

Steven E. Abrams  
District 10

March 24, 1999

TO: Senate Education Committee

FROM: State Board of Education

SUBJECT: 1999 House Bill 2060

My name is Scott Hill, Legislative Coordinator of the State Board of Education. I appreciate the opportunity to appear before this Committee on behalf of the State Board.

House Bill 2060 authorizes the State Board of Education to define community college credit hour similar to what is being used by State Board of Regents' institutions as well as most other institutions of higher education in Kansas which is one hour per week for 15 weeks. The current definition of credit hour includes one hour of instruction per week for 18 weeks or the equivalent thereof.

Senate Education  
Attachment 6

An Equal Employment/Educational Opportunity Agency 3-24-99

**Senate Education Committee  
Testimony on House Bill 2060  
by  
Joe Birmingham  
Assistant Commissioner  
Kansas State Department of Education  
March 24, 1999**

Members of the Senate Education Committee, House Bill 2060 relates to Article 6.—State Aid and Fiscal Provisions, K.S.A. 71-601, which defines the credit hour for community colleges. This statute states that a credit hour means: "...one hour of instruction per week for 18 weeks or the equivalent thereof in a subject..."

The proposed change is: "Credit hour means **the basic unit of collegiate level instruction, as determined by the state board**, in a subject or course..." (change highlighted)

If this statutory change were approved, the State Board of Education would establish regulations, standards, and policies to guide how credit hours are awarded.

The reasons for this change are as follows.

- The existing language probably was a simple carryover from public school law when the community college act passed in the 1960's. The definition was appropriate for the times, but, times have changed, the types of students have changed, and flexibility is needed to provide alternative methods for scheduling courses for today's students.
- It used to be that the primary method of teaching was to lecture students for 50 minutes three times a week and repeating that for a semester. Today, and especially in the future, teaching and learning are becoming very different from the old lecture method. The current statutory language unduly restricts colleges' ability to address the interests of modern day teaching and learning.
- Institutions need to be able to award credits for courses that are competency-based, not based on seat time. For many courses, a student's motivation and ability level determine how long it takes for the student to complete a course. For example, institutions are using new technologies such as computer-assisted instruction, computer-mediated instruction, internet-delivered instruction, interactive television, and various combinations of all of these. Students want the flexibility to pursue college courses, as they fit *their* schedule, which often is not the schedule offered by the institution. The current statute restricts the flexibility needed to maximize these new technologies for the benefit of students.
- Be assured that traditional semesters will continue to exist. However, community colleges would like these traditional semesters to parallel those of the Regents institutions. Their traditional semester is 15 weeks of classes and one week of final exams, whereas now, the

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traditional community college semester sometimes is as long as 18 weeks. By having traditional, regular semesters the same, some of the community colleges in close proximity to Regents institutions can coordinate their scheduling to parallel Regents scheduling. More and more students are concurrently enrolled in a community college and a Regents institution. The proposed change in statute would benefit these students.

In summary, the proposed change is to remove an obsolete, rigid definition of the credit hour so that community colleges can better serve students. Finally, this change requires no fiscal note.

(leg:senate ed 323)