

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1501 SHES S SB 262 - SB 274

1501

	ACCRUED LIABILITY	ADJUSTED ASSETS	UNFUNDED LIABILITY	ANNUAL EARNINGS	CONVOL. RATE	PAST SRV RATE	TOTAL RATE	RATE GROUP
55 SOUTHEAST ISLANDS SCHOOL DISTRICT	32551.	57549.	-24998.	172406.	11.46	-1.07	10.39	
56 PRIBILOF REGION SCHOOL DISTRICT	41905.	56766.	-14860.	258219.	11.46	-0.42	11.04	
57 LOWER KUSKOKWIM SCHOOL DISTRICT	505098.	706266.	-201168.	2253833.	11.46	-0.66	10.80	
58 KODIAK ISLAND BOROUGH SCHOOL DISTRICT	752559.	102917.	649641.	2063783.	11.46	2.32	13.78	
59 YUKON FLATS SCHOOL DISTRICT	165032.	222146.	-57114.	1077159.	11.46	-0.39	11.07	
60 YUKON-KOYUKOK SCHOOL DISTRICT	185155.	228444.	-43289.	1145299.	11.46	-0.28	11.18	
61 NORTH SLOPE BOROUGH SCHOOL DISTRICT	650218.	1066297.	-416078.	2431035.	11.46	-1.26	10.20	
62 ALEUTIAN REGION SCHOOL DISTRICT	56684.	82147.	-25464.	209338.	11.46	-0.90	10.56	
63 CORDOVA COMMUNITY HOSPITAL	152684.	212815.	-60132.	426868.	11.46	-1.04	10.42	
64 LAKE AND PENINSULA SCHOOL DISTRICT	110591.	128453.	-17862.	594911.	11.46	-0.22	11.24	
65 SITKA COMMUNITY HOSPITAL	145948.	195064.	-49116.	739211.	11.46	-0.49	10.97	
66 SOUTH CENTRAL REGIONAL RESOURCE CENTER	49648.	54536.	-4888.	532706.	11.46	-0.07	11.39	
67 SOUTH EAST REGIONAL RESOURCE CENTER	4054.	16250.	-12196.	30452.	11.46	-2.96	8.50	
68 BRISTOL BAY REGIONAL RESOURCE CENTER	10224.	18358.	-8134.	113390.	11.46	-0.53	10.93	
69 NORTHWEST REGIONAL RESOURCE CENTER	2518.	9188.	-6671.	27233.	11.46	-1.81	9.65	
70 NORTH PACIFIC FISHERY MANAGEMENT COUNCIL	67254.	64793.	2461.	253717.	11.46	0.07	11.53	
71 WESTERN REGIONAL RESOURCE CENTER	2721.	9657.	-6936.	100570.	11.46	-0.51	10.95	
72 ST. PAUL, CITY OF	28038.	34237.	-6199.	101012.	11.46	-0.45	11.01	
73 ANCHORAGE, MUNICIPALITY OF	35837977.	16477000.	19360977.	44428310.	11.46	3.22	14.68	
74 KODIAK ISLAND BOROUGH	139095.	92231.	46863.	320225.	11.46	1.08	12.54	
75 HOME JOINT UTILITIES	59219.	158476.	-99257.	250697.	11.46	-2.92	8.54	
76 SAND POINT, CITY OF	41262.	37205.	4058.	149866.	11.46	0.20	11.66	
77 KETCHIKAN GATEWAY BORO SCHOOL DISTRICT	56268.	31861.	24407.	245355.	11.46	0.73	12.19	
78 DEL INGHAM, CITY OF	41863.	56056.	-12193.	248490.	11.46	-0.36	11.10	
79 UNALASKA, CITY OF	78584.	99241.	-20651.	580298.	11.46	-0.26	11.20	

	ACCUMULATED LIABILITY	ADJUSTED ASSETS	UNFUNDED LIABILITY	ANNUAL EARNINGS	CONSOL. RATE	PAST SRV RATE	TOTAL RATE	RATE GROUP
80 KENAI PENINSULA BOROUGH	1833990.	747868.	1086122.	2537173.	11.46	3.16	14.62	
81 KETCHIKAN, CITY OF	2676582.	380666.	2295917.	2137896.	11.46	7.93	19.39	
82 SEWARD, CITY OF	492079.	151665.	340414.	889473.	11.46	2.82	14.28	
83 FORT YUKON, CITY OF	12592.	5422.	7169.	102308.	11.46	0.52	11.98	
84 BRISTOL BAY BOROUGH SCHOOL DISTRICT	93858.	13497.	80360.	168329.	11.46	3.52	14.98	
85 CORDOVA PUBLIC SCHOOLS	88227.	13980.	74248.	77328.	11.46	7.09	18.55	
86 CRAIG, CITY OF	13087.	4181.	8907.	30624.	11.46	2.15	13.61	
88 SAND POINT CITY SCHOOL DISTRICT	1247.	0.	1247.	21949.	11.46	0.42	11.88	
90 KENAI PENINSULA SCHOOL DISTRICT	0.	0.	0.	0.	11.46	3.13	14.59	
** STATE & POLITICAL SUBDIVISION TOTALS	339364328.	201973717.	136390611.	433900420.	11.46	2.32	13.78	

THE FOLLOWING DOCUMENT(S) MAY NOT FILM
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ORIGINAL.

QUESTIONS	ACKNOWLEDGE	JURORS	FIRST MOBT BATTALION	SECOND MOBT BATTALION	THIRD MOBT BATTALION	EMBALL	PATRIOTISM	OBEDIENCE	INTER	VALORS	NO UNIT DESIGNATION	ACTING	REVER- TIME	TOTALS BY QUESTION
1. How do you feel about the new law for the 1st and 2nd battalions?	31	11	5	25	1	0	1	2	0	1	1	0	1	100
2. How do you feel about the new law for the 3rd and 4th battalions?	19	2	2	23	2	0	1	2	0	0	1	0	52	
3. How do you feel about the new law for the 5th and 6th battalions?	17	2	2	23	2	0	2	2	0	1	0	0	57	
4. How do you feel about the new law for the 7th and 8th battalions?	23	3	3	27	2	0	2	2	1	1	0	0	62	
5. How do you feel about the new law for the 9th and 10th battalions?	26	3	3	37	4	0	0	1	1	2	1	0	83	
6. How do you feel about the new law for the 11th and 12th battalions?	28	4	4	42	5	0	0	2	2	3	1	0	92	
7. How do you feel about the new law for the 13th and 14th battalions?	30	5	5	47	6	0	0	3	3	4	1	0	100	
8. How do you feel about the new law for the 15th and 16th battalions?	32	6	6	52	7	0	0	4	4	5	2	0	108	
9. How do you feel about the new law for the 17th and 18th battalions?	34	7	7	59	8	0	0	5	5	6	3	0	116	
10. How do you feel about the new law for the 19th and 20th battalions?	36	8	8	67	9	0	0	6	6	7	4	0	124	
11. How do you feel about the new law for the 21st and 22nd battalions?	38	9	9	75	10	0	0	7	7	8	5	0	132	
12. How do you feel about the new law for the 23rd and 24th battalions?	40	10	10	83	11	0	0	8	8	9	6	0	140	
13. How do you feel about the new law for the 25th and 26th battalions?	42	11	11	91	12	0	0	9	9	10	7	0	148	
14. How do you feel about the new law for the 27th and 28th battalions?	44	12	12	99	13	0	0	10	10	11	8	0	156	
15. How do you feel about the new law for the 29th and 30th battalions?	46	13	13	107	14	0	0	11	11	12	9	0	164	
16. How do you feel about the new law for the 31st and 32nd battalions?	48	14	14	115	15	0	0	12	12	13	10	0	172	
17. How do you feel about the new law for the 33rd and 34th battalions?	50	15	15	123	16	0	0	13	13	14	11	0	180	
18. How do you feel about the new law for the 35th and 36th battalions?	52	16	16	131	17	0	0	14	14	15	12	0	188	
19. How do you feel about the new law for the 37th and 38th battalions?	54	17	17	139	18	0	0	15	15	16	13	0	196	
20. How do you feel about the new law for the 39th and 40th battalions?	56	18	18	147	19	0	0	16	16	17	14	0	204	
21. How do you feel about the new law for the 41st and 42nd battalions?	58	19	19	155	20	0	0	17	17	18	15	0	212	
22. How do you feel about the new law for the 43rd and 44th battalions?	60	20	20	163	21	0	0	18	18	19	16	0	220	
23. How do you feel about the new law for the 45th and 46th battalions?	62	21	21	171	22	0	0	19	19	20	17	0	228	
24. How do you feel about the new law for the 47th and 48th battalions?	64	22	22	179	23	0	0	20	20	21	18	0	236	
25. How do you feel about the new law for the 49th and 50th battalions?	66	23	23	187	24	0	0	21	21	22	19	0	244	
26. How do you feel about the new law for the 51st and 52nd battalions?	68	24	24	195	25	0	0	22	22	23	20	0	252	
27. How do you feel about the new law for the 53rd and 54th battalions?	70	25	25	203	26	0	0	23	23	24	21	0	260	
28. How do you feel about the new law for the 55th and 56th battalions?	72	26	26	211	27	0	0	24	24	25	22	0	268	
29. How do you feel about the new law for the 57th and 58th battalions?	74	27	27	219	28	0	0	25	25	26	23	0	276	
30. How do you feel about the new law for the 59th and 60th battalions?	76	28	28	227	29	0	0	26	26	27	24	0	284	
31. How do you feel about the new law for the 61st and 62nd battalions?	78	29	29	235	30	0	0	27	27	28	25	0	292	
32. How do you feel about the new law for the 63rd and 64th battalions?	80	30	30	243	31	0	0	28	28	29	26	0	300	
33. How do you feel about the new law for the 65th and 66th battalions?	82	31	31	251	32	0	0	29	29	30	27	0	308	
34. How do you feel about the new law for the 67th and 68th battalions?	84	32	32	259	33	0	0	30	30	31	28	0	316	
35. How do you feel about the new law for the 69th and 70th battalions?	86	33	33	267	34	0	0	31	31	32	29	0	324	
36. How do you feel about the new law for the 71st and 72nd battalions?	88	34	34	275	35	0	0	32	32	33	30	0	332	
37. How do you feel about the new law for the 73rd and 74th battalions?	90	35	35	283	36	0	0	33	33	34	31	0	340	
38. How do you feel about the new law for the 75th and 76th battalions?	92	36	36	291	37	0	0	34	34	35	32	0	348	
39. How do you feel about the new law for the 77th and 78th battalions?	94	37	37	299	38	0	0	35	35	36	33	0	356	
40. How do you feel about the new law for the 79th and 80th battalions?	96	38	38	307	39	0	0	36	36	37	34	0	364	
41. How do you feel about the new law for the 81st and 82nd battalions?	98	39	39	315	40	0	0	37	37	38	35	0	372	
42. How do you feel about the new law for the 83rd and 84th battalions?	100	40	40	323	41	0	0	38	38	39	36	0	380	
43. How do you feel about the new law for the 85th and 86th battalions?	102	41	41	331	42	0	0	39	39	40	37	0	388	
44. How do you feel about the new law for the 87th and 88th battalions?	104	42	42	339	43	0	0	40	40	41	38	0	396	
45. How do you feel about the new law for the 89th and 90th battalions?	106	43	43	347	44	0	0	41	41	42	39	0	404	
46. How do you feel about the new law for the 91st and 92nd battalions?	108	44	44	355	45	0	0	42	42	43	40	0	412	
47. How do you feel about the new law for the 93rd and 94th battalions?	110	45	45	363	46	0	0	43	43	44	41	0	420	
48. How do you feel about the new law for the 95th and 96th battalions?	112	46	46	371	47	0	0	44	44	45	42	0	428	
49. How do you feel about the new law for the 97th and 98th battalions?	114	47	47	379	48	0	0	45	45	46	43	0	436	
50. How do you feel about the new law for the 99th and 100th battalions?	116	48	48	387	49	0	0	46	46	47	44	0	444	

1. Do you believe that better benefits for Guardsmen would help them meet a challenge?

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ANALYSIS OF QUESTIONNAIRES RELATING TO S.B. 74

This questionnaire was sent out to the approximately 2,900 members of the Alaska National Guard. The membership included all Guard members, including Army, Air, Naval Militia and a few retired Guard members.

The questionnaires were sent out by the Legislative Council, in groups, to the various National Guard Units in the State. It appears, due to the number of completed questionnaires returned, that the distribution methods used by the various units varied in that some units had a high response rate, while others had as few as one response.

In the future, time could be set aside for completing this type of survey, especially if it could affect the various members of the Alaska National Guard.

In spite of the foregoing, a statistically sufficient number of completed questionnaires were returned to indicate attitudes of Guardsmen toward S.B. 74 and related matters.

Following is a synopsis of the questionnaires by question:

The first question asked was not numbered.
Place of employment?

Anchorage - 331 responded, listing places of employment as follows:

State Agency 43; City/Borough 16; Federal 192 (it appears the majority of these Federal employees are full-time technicians with the National Guard); Private Business 75 and Other 55.

Juneau - 34 responded, listing places of employment as follows:

State Agency 11; City/Borough 3; Federal 9; Private Business 7 and Other 45.

First Scout Battalion - 33 responded, listing places of employment as follows:

State Agency 5; City/Borough 3; Federal 4; Private Business 6 and Other 27.

Second Scout Battalion - 159 responded, listing places of employment as follows:

State Agency 25; City/Borough 19; Federal 18; Private Business 19 and Other 78.

Third Scout Battalion - 33 responded, listing places of employment as follows:

State Agency 1; City/Borough 7; Federal 4; Private Business 1 and Other 20.

Kodiak - 1 responded, listing place of employment as Private Business.

Fairbanks - 21 responded, listing places of employment as follows:

State Agency 4; City/Borough 1; Federal 5; Private Business 5 and Other 6.

Kenai - 9 responded, listing places of employment as follows:

State Agency 1; City/Borough 0; Federal 0; Private Business 1 and Other 1.

Sitka - 3 responded, listing places of employment as follows:

State Agency 1; City/Borough 0; Federal 0; Private Business 1 and Other 1.

Palmer - 4 responded, listing places of employment as follows:

State Agency 1; City/Borough 0; Federal 1; Private Business 1 and Other 1.

Ketchikan - 8 responded, listing places of employment as follows:

State Agency 1; City/Borough 1; Federal 1; Private Business 5 and Other 0.

A number of questionnaires listed no unit or community with designation - 28 responded, listing places of employment as follows:

State Agency 7; City/Borough 1; Federal 6; Private Business 6 and Other 8.

5 retired Guard members responded, listing places of employment as follows:

State Agency 0; City/Borough 4; Federal 0; Private Business 1 and Other 0.

In the following questions, there are differences in the figures, due mainly to the fact that some respondents did not answer all questions.

The total number of respondents to the first question (unnumbered) was 772, with the following breakdown:

State Agency 100; City/Borough 57; Federal 240; Private Business 133 and Other 242.

Question Number 1, "Time in the Guard", had 723 respondents with the following breakdown: less than six years in the Guard 393; Seven to 12 years in the Guard 153; 12 to 20 years in the Guard 92 and over 20 years in the Guard 85.

Question Number 2, "Will you stay in the Guard", had 692 respondents with the following breakdown: Yes 653; No 39.

Conclusions:

In looking at the first question, it appears that a large number of the responding group are federal full-time employees of the Guard.

Questions Number 1 and 2 taken together, indicate that about half of the members have been in the Guard for at least seven years which indicates that the Guard program is well accepted from the members point of view. Also, the first six years are critical in this type of program, and retention for more than six years appears to be fairly good in the Alaska Guard, which keeps the more seasoned, better trained individuals in the system, and judging from responses to Question 2, will continue. Since training is probably the single most expensive part of the Guard Program, retention makes the program cost effective.

Questions Number 3 and 4 indicate that information on various Guard programs is disseminated to "The Field" in a highly satisfactory manner. Emphasis has been placed on this part of the Guard program by the Adjutant Generals Office and the Recruitment and Retention Section of the Department of Military Affairs.

Question 5, which is made up of five parts, indicates that better benefits are a definite consideration in retention. The main consideration appears to be reenlistment bonuses which give an individual a lump sum payment for "Contracting" to remain in the Guard for a specified amount of time beyond their obligation, in various increments.

The second major concern appears to be a better state retirement for Guardsmen. Since the Guard belongs to its respective state until needed for national emergencies, the Guard can be and has been of great benefit to Alaska, such as in the cases of the 1964 Earthquake, the Fairbanks Flood, the Juneau Alaska Airlines Crash and a number of civic programs too numerous to list, this is an area in which the State can reward its National Guardsmen for giving up weekends and other sacrifices they make to the benefit of Alaska.

In addition, since the beginning of our nation, the National Guard, or Minutemen/Militia has been utilized in time of national need such as the Revolutionary War, World War II, Korea and so on.

Question 5d, Other, covered many areas that Guardsmen wanted in addition to those specified. The main need spoken to was for better loan programs, including home loans for Guardsmen. This was followed by a free ferry trip a year, then free license plates for Guardsmen.

Question 6 indicates that most Guardsmen support the Permanent Fund, specifically in the form of SB 1.

Question 7 indicates that the majority of Guardsmen favor tying the State Guard Retirement, now available, to the Longevity Bonus Program, which would provide for periodic increases without having to request special legislation from time to time. The current Alaska Guard

Retirement Program provides that a member that completes 20 years of Alaska National Guard service, is eligible to receive \$50 per month for each year they spent in the Guard.

Questions 8, 9 and 10 are directly related and will be analyzed together. These questions cover a major portion of SB 74 which deals with credit for years of Guard service toward the Public Employees' or Teachers' Retirement Systems. The Bill provides that in lieu of the State Guard Retirement, a member may opt to receive one year of credited service for each four years in the Guard by relinquishing their Guard Retirement. Actuarially, this could be of benefit to the State, while providing a good retirement option to the Guardsmen. Under the existing Guard Retirement Program, a Guardsman completing 20 years of Alaska Guard Service, would be eligible to receive fifty dollars per month for 20 years, for a total of \$12,000. Under SB 74, if a Guardsman chooses to take the 4 to 1 credit towards Public Employees' or Teachers' Retirement, they must relinquish this \$12,000. The average State employee or teacher contributes approximately \$1,000 per year into the system, which means that under the proposal, the Guardsmen will be paying three times the average for each year of credited service.

Although only about twenty percent of the respondents are presently members of the Public Employees' or Teachers' Retirement Systems, about eighty percent favor this concept, with the majority of comments to these questions stating that they would prefer one year of credited service for each two years in the Guard, which while doubling the credit, would still actuarially give the Retirement System double the average contribution.

Although few respondents now belong to the Public Employees' or Teachers' Retirement Systems, it is logical to assume that given the dynamic conditions in Alaska and the emergence of new boroughs and municipalities, it is highly conceivable that in the future, more and more Guardsmen could become members. In addition, the training that they receive, at federal expense, in leadership and a multitude of administrative areas could make them highly desirable state or municipal employees with a great deal of valuable training and experience.

Most respondents indicated that they would be willing to talk to their legislators in favor of SB 74.

Question 11, indicates that the majority of respondents favor special educational assistance for Guardsmen, and feel that this type of program would enhance retention and recruitment in the Guard.

Question 12, which is related to question 11, indicates that most Guardsmen would further their education if assistance were available.

Question 13 is made up of four parts, a through d.

Question 13a, again indicates strong support for the retirement option of one year credited service for each four years in the Guard with main comments again stating that credit should be one year credited services

for each two years in the Guard. Again, responses overwhelmingly support this plan, although only 20 percent of the respondents now belong to the Public Employees' or Teachers' Retirement Systems.

Question 13b, overwhelmingly supports the concept of a National Guard Advisory Board to the Governor consisting of officer and enlisted Guardsmen who are not employees of the Department of Military Affairs.

Question 13c, supports the recognition of a statewide National Guard Association comprised of officers, enlisted and former Guard members.

Question 13d, overwhelmingly supports the concept that the next Adjutant General have a minimum of five years in the Alaska National Guard. The consensus of the comments indicate that since this is Alaska's National Guard, an Alaskan Guardsman should head it.

Question 14, shows 581 of the respondents support SB 74 in general, and Question 15 shows 34 respondents do not support the Bill in general.

Finally, SB 74 was the result of many years of input from present and past Guardsmen, and according to the results of the questionnaire, reflects the needs and wishes of the 2,900 members of the Alaska National Guard and their families.

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A Venture: Intensive Care Air Ambulance

During Fiscal Year 1981 the Southeast Alaska Region of Emergency Medical Services prepared a study on the health facilities in their region. Topic areas such as general trauma, cardiac problems, burn victims, neonatal intensive care and many others were researched with one obvious overall conclusion surfacing; patients must be transported out of the Southeast region by aircraft to Anchorage or Seattle when the required care exceeds the existing medical facilities capabilities.

All of Southeast's six hospitals are general hospitals with limited specialized capability. There are presently no critical care units in the region meeting national standards, nor are any planned. Development of sophisticated critical care capabilities is further precluded by small patient case loads, making financing of equipment and maintenance of skills difficult.

Southeast Alaska continues to increase its population as well as its number of emergency medical incidents. The most logically feasible solution to the previously stated problem appears to be the development of an Intensive Care Air Ambulance Service for all of Southeast Alaska. Following initial study, the Air Med-Evac system seems to be the most economically cost-effective proposal to further increase the availability of efficient emergency health care to citizens of Southeast Alaska.

Our intent is to acquire State of Alaska funding by a direct legislative appropriation through Health and Social Services; Emergency Medical Service to purchase an all-weather twin turboprop aircraft. Once converted to an Intensive Care Air Ambulance, the aircraft will be capable of transporting any patient on a twenty-four hour basis through most of the adverse weather conditions in Southeast Alaska.

The aircraft, based in Juneau and operated by a non-profit organization, will be capable of service to Ketchikan, Sitka, Petersburg, Wrangell, and Yakutat, in addition to other communities further north, with a flight time of approximately two and one-half hours to Anchorage and just under three to Seattle. Although not required, we feel a flight crew of two is beneficial during instrument flight in Alaska coastal weather. In addition, the co-pilot, of paramedical background, will be available to assist the medical personnel, if necessary, during flight.

Medical attendant staffing will be provided in a similar manner as the existing escort service is currently handled during patient transfers on commercial airline trips.

Our intent is not to replace the transportation service the airlines have provided for patients; rather have them supplement our service if and when needed. We feel there is a demonstrated need for the intensive care capabilities we are suggesting instead of merely a more convenient and efficient method of air transport.

The continuation of intensive care is extremely important for patient survival during the transfer from a Southeast hospital to a major medical facility. Often, commercial airline transport for a patient means limited care due to the lack of medical supplies, equipment and an appropriate working environment, as well as delays with scheduled enroute stops for additional passengers. This interruption of critical care during the traumatic flight, especially landings and takeoffs, has caused deterioration in former patients' conditions, resulting in death.

We believe the program suggested within this proposal will provide the far superior medical service which patients deserve during transport. Successful patient recovery of the many medical transfers from Southeast will be much more optimistic if intensive care can be continued in flight. In addition, the aircraft will be capable of transferring the patient nearer to medical facilities in Seattle, e.g., Boeing Field is in closer proximity to area hospitals than Sea-Tac International.

The Air Ambulance will be equipped with the following medical hardware: ECG monitor and recorder with defibrillation capabilities, oxygen and respirator, aspirator suctioning device, IVAC intravenous fluid machine, flight phone, communication to on-ground physicians, and voice recorder. In addition, the following software will be kept in the aircraft: drug administration equipment, cardiac arrest medications, intubation and airway management tools, first aid kit, blood pressure monitor, MAST pants, as well as other various equipment as determined and requested by physicians.

After touring several Southeast communities to obtain opinions and data from people in the medical profession, we compiled the following totals of patient transfers for 1980:

<u>JUNEAU</u>		<u>DESTINATIONS</u>	
Stretcher	44	Seattle	43
Incubator	7	Anchorage	15
Wheel Chair	13	Sitka	10
Ambulatory	6	California	2
(Direct from ER	7)		
TOTAL	70		

KETCHIKAN

Stretcher 46 All to Seattle
(31 of which were classified
as "dire emergencies")

TOTAL 46

SITKA

8 during the past 6 months
6 by ASA jet, 2 by Lear
(approximately doubled for the year)

TOTAL 16

WRANGELL

Stretcher 12 Seattle 10
Ketchikan 2

TOTAL 12

PETERSBURG

Approximately 10 Seattle 10

MT. EDGE CUMBE

(Alaska Native Health)

Stretcher 10 Seattle 10

Overall Total of Stretcher Cases 138
Plus Juneau wheelchair and ambulatory 20
Plus Ketchikan wheel chair and ambulatory 20
Plus Juneau incubator 7

After extensive research and discussion with various members of medical communities in Southeast, we believe that a service such as the one we are proposing would definitely be a much more adequate manner of air transportation for all the patients sent from and within Southeast Alaska. In addition, the intensive care that would be provided to the patients far surpasses any medical air transport care currently available.

We are requesting the State of Alaska to fund the outright purchase of an aircraft, medical equipment, and the operating expenses for the first year. The Air Ambulance service should generate enough revenue in the initial year of operation to fund the second year's expenses; hence the popularity of our service will continue to grow, thus allowing us to remain self-sufficient.

The following cost breakdown represents the State of Alaska's initial investment:

AIRCRAFT:

Mitsubishi MU-2-F, fully equipped
except medical materials.
Purchase price of used aircraft: \$350,000

MEDICAL EQUIPMENT AND SUPPLIES:

including aircraft conversion: 75,000

FIXED EXPENSES:

Insurance: 33,000

Crew: Capt. \$100 per day (on call 24 hours)
Co-pilot \$100 per day (on call 24 hours)
\$200/day X 365 days: 73,000

Full time Coordinator: 15,000

Miscellaneous Expenses: 2,500

Hangar: 6,000

Sub-Total \$554,500

AIRCRAFT COSTS PER HOUR OF USAGE:
(Based on 1980 transports)

Fuel, \$87/hour: 78,300

Maintenance, \$80/hour: 72,000

TOTAL \$704,800

We believe the expeditious implementation of our Intensive Care Air Ambulance will greatly benefit the citizens of Southeast Alaska and will vastly improve the medical care capabilities during patient transport to more sophisticated critical care centers.

Our intent is to closely coordinate our efforts with the various air transportation companies and rescue organizations that already exist in Southeast Alaska. The following agencies have been introduced to our plan and are interested in this concept:

Alaska Airlines, Inc.	Ketchikan General Hospital
Alaska Teamsters	National Guard
Bartlett Memorial Hospital, Juneau	Public Health Service
Department of Health and Social Services	(Juneau & Mt. Edgecumbe)
Juneau Fire Department	Sitka Community Hospital
Juneau Visitor & Convention Bureau	United States Coast Guard

We appreciate all efforts to make our Intensive Care Air Ambulance plan a reality and ask you to consider how much one life is worth.

Sincerely submitted,

COASTAL AIR INTENSIVE CARE
a Non-Profit Organization

DAVID C. WUNSCH

ROBERT N. JACOBSEN

DREW L. HAAG

Ketchikan General Hospital

3100 TONGASS AVE.
KETCHIKAN, ALASKA 99901
907 - 225-5171

January 22, 1981

Drew L. Haag
P. O. Box 1323
Juneau, Alaska 99802

Dear Mr. Haag:

I have been informed of the intensive care air ambulance venture. Some of our nurses heard your presentation and feel it should have our support.

We are interested in seeing the results of your further study and cost findings. The problems patients have in reaching medical care is sometimes overwhelming.

If we can be of any further assistance, please let us know.

Sincerely,



Sister Barbara Haase
Administrator

SBH:ck

KGH

HENRY I. AKIYAMA, M.D., P.C., F.A.C.C.

INTERNAL MEDICINE
& CARDIOLOGY

1420 GLASSIER AVENUE
JUNEAU, ALASKA 99801

TELEPHONE
(907) 586-6226

January 20, 1981

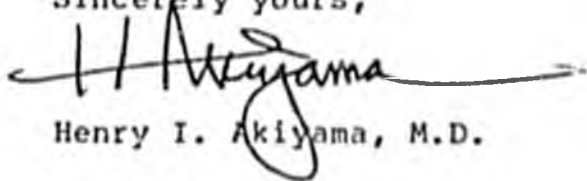
To Whom It May Concern:

I have been practicing medicine in Juneau for twenty years. There have been many occasions when patients had to be transported via air to Seattle or Anchorage for emergency medical treatment unavailable in Juneau.

The Commercial Airlines have been most cooperative. However, they run on a set time schedule. Medical emergencies arise in which immediate transfer of a victim to a medical center is necessary. This could be feasible if we had a Air Ambulance Service available in Juneau.

It is my opinion that the Air Ambulance Service as proposed would be a guarantee of immediate accessability to the best medical care for the people of Juneau and entire Southeast Alaska. I commend and support them.

Sincerely yours,



Henry I. Akiyama, M.D.

HIA:jk

BARTLETT MEMORIAL HOSPITAL

3260 HOSPITAL DRIVE • JUNEAU, ALASKA 99801 • TELEPHONE (907) 586-2611

February 4, 1981

Drew Haag, VP
P. O. Box 1323
Juneau, Alaska 99802

COASTAL AIR INTENSIVE CARE

We heartily endorse your endeavor to establish an air ambulance service based here in Juneau. It should prove to be beneficial to the patients and to our hospital.

Provided your rates are competitive it will be easier to use your service than to await scheduled airline service. It will also eliminate the necessity to bump regular airline passengers.

Please keep us advised of your actions.



JAMES R. BURNS, ADMINISTRATOR

SITKA COMMUNITY HOSPITAL

P. O. Box 500 • SITKA, ALASKA 99835 • (907) 747-3241

January 18, 1981

Re: COASTAL AIR INTENSIVE CARE

To whom it may concern:

During the past week I had the opportunity to speak with Drew Haag regarding the possibility of establishing an air ambulance service in Southeast Alaska.

It is a foregone conclusion that the only way possible to medivac our critical emergencies is by air, and it would certainly be beneficial to have that service available closer than Anchorage or Seattle.

I can certainly support the concept of such an endeavor and wish to express my support for careful study as to the feasibility of COASTAL AIR INTENSIVE CARE.

Sincerely,

Sheryl Johnson, RN

Sheryl Johnson, RN
Director of Nurses

cc: Mark Hawkins, Administrator
SMJ/pkc



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE

HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION

January 12, 1981

PMS ALASKA NATIVE HEALTH SERVICE UNIT

USPHS-ANH Clinic, Juneau
P. O. Box 890
Juneau, Alaska 99802

Drew L. Haag, Vice President
Coastal Air Intensive Care
c/o P. O. Box 1323
Juneau, Alaska 99802

Dear Mr. Haag:

I enjoyed talking with you about your plans to develop medivac services for Southeast Alaska. Such a resource would certainly be an advantage for our patients and we would be interested in cost-effective utilization.

Good luck in this venture.

Sincerely,

William Diebels, ACSW
Director



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

PUBLIC HEALTH SERVICE

HEALTH SERVICES AND MENTAL HEALTH ADMINISTRATION

P.O. Box 4577

Mt. Edgecumbe, AK 99835

PHS ALASKA NATIVE HEALTH SERVICE UNIT

January 16, 1981

Coastal Air Intensive Care
c/o Mr. Drew L. Haag
P.O. Box 1323
Juneau, AK 99802

Dear Drew:

I would like to thank you once again for paying us a visit and sharing with our hospital staff your plans to provide an emergency evacuation service in Southeast Alaska. While not a frequent occurrence for our facility, there have been a number of times when there was a desperate need for this type of service. Currently we must depend on either very expensive modes of transportation or work around existing transportation schedules.

We believe an emergency evacuation service such as the one you are proposing would be extremely beneficial for Southeast Alaska. We have shared with you in our conversation some of our concerns and thoughts on this matter.

If an emergency evacuation service were available in Southeast Alaska which could provide services at an equal or higher level than we currently receive, we would make every attempt to utilize the service.

We appreciate the opportunity to comment on your proposal and look forward to working with you in the future.

Sincerely,

Frank L. Sutton
Hospital Administrative Officer

FLS:cb

ESTOL R. BELFLOWER M.D.

A PROFESSIONAL CORPORATION
RADIOLOGY
Box 3-3000
JUNEAU, ALASKA 99802

January 12, 1981

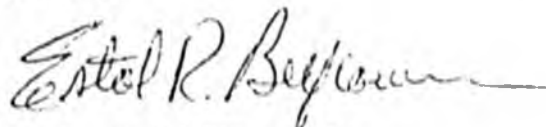
Coastal Air Intensive Care
C/O Drew Haag
P. O. Box 13230
Juneau, Alaska 99802

Dear Mr. Haag;

I appreciated your visit concerning your plan to provide air ambulance service to Southeast Alaska. I think that this would be a valuable service in emergencies requiring evacuation of patients from Juneau to Seattle since you would be available on a 24-hour basis. There are times when the weather is too bad for aircraft to land in Juneau but aircraft on the ground may have takeoff minimums.

I hope you have success in instituting this program. Let me know if I can be of help.

Sincerely,



ESTOL R. BELFLOWER, M.D.

ERB:jlm

Family Practice Physicians

1600 CLACIER AVENUE • JUNEAU, ALASKA 99801
(907) 586-6580

MIKE FRANKLIN, M.D.
KIM C. SMITH, M.D.
WILLIAM M. COLE, M.D.
ERIC OLSEN, M.D.

LARRY DEPUTE, P.A.

11/12/81

Dear Mr Haag,

I have recently learned of your interest in developing an air ambulance service. I think that what you have envisioned would provide an excellent service to the community.

Having had alot of experience in air evacuation, I would be please to help you in anyway I can

Yours

Larry Depute

MR. E. HAAG

COASTAL AIR INTENSIVE CARE

1/13/81

JOSEPH D. REIDERER, M. D.
(A PROFESSIONAL CORPORATION)
1600 GLACIER AVENUE
JUNEAU, ALASKA 99801

DEAR DAVID:

JUST A NOTE THIS PM OF FOLLOWUP
ON OUR DISCUSSION OF AN EMERGENCY MEDICAL
AIR EVACUATION SERVICE FOR SE. ALASKA,

AS MENTIONED IN MY OFFICE - THERE
CERTAINLY HAVE BEEN OCCASIONS WHERE
THIS NEED HAS BEEN URGENT, & TRANS-
PORTING CRITICAL PITS TO A LARGE
MEDICAL CENTER HAS BEEN DIFFICULT. THIS
IS PARTICULARLY SO IN NEURO SURGICAL
EMERGENCIES, & PRIOR TO DR. MASS' / MORGAN'S
PRACTICE IN UNINEAR, FOR PEDIATRIC INTENSIVE
CARE CASES.

ON SOME OCCASIONS IT HAS BEEN NECESS-
ARY TO CALL A LEAN UET OUT OF ANCHORAGE
FOR TRANSPORT, - WHEN I FEEL I WOULD NOT WAIT
FOR THE NEXT SCHEDULED AIR CARRIER. ON
OCCASION, THE COAST GUARD ALSO HAS RESPOND-
ED TO URGENT CALLS FOR IMMEDIATE TRANS-
FER.

I MUST COMMEND ALASKA AIRLINES OVER THE YEARS FOR THEIR OUTSTANDING COOPERATION - IN THE TRANSPORT OF PATIENTS TO MEDICAL CENTERS WHEN WE HAVE REQUESTED THIS.

HOWEVER - I FEEL CERTAIN THAT A WELL EQUIPPED + STAFFED PLANE COULD BE A GREAT HELP IN EMERGENCY SITUATIONS TO TRANSPORT (PARTICULARLY CRITICALLY HURT PATIENTS) - TO LARGER + MORE SOPHISTICATED MEDICAL CENTERS, FROM OUR AREA HERE.

I HOPE THE PLANS YOU ARE CONTEMPLATING - WILL BE ABLE TO BE CARRIED OUT.

BEST PERSONAL REGARDS.

Paul L. Kramer MD

S

B

270



Jay Barton
President

UNIVERSITY OF ALASKA

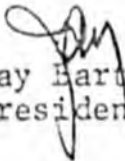
FOUNDED 1949

May 13, 1981

Dear Jay:

I am enclosing some interesting information on SB 270 and the involvement of the University in developing and administering tests to public school students. I concur with you that there are far too many "standardized tests" already around. The background information Dean Charles K. Ray has submitted may be of use to you in discussions with your colleagues on this issue.

Cordially,


Jay Barton
President

JB:dm
cc: Senator Parr
Representative Clocksin
w/ enc.

The Honorable Jay Kerttula
Alaska State Legislature
Pouch V
Juneau, Alaska

rec'd 4/22/81

UNIVERSITY OF ALASKA

April 22, 1981

MEMORANDUM

TO: Dr. George West
Academic Vice President

FROM: Charles K. Ray, Dean (CKR)
School of Education

SUBJECT: Senate Bill #270

Reference is made to your memorandum dated April 17, 1981, which pertains to Senate Bill #270. I believe the Regents' action is correct in opposing this bill for the following reasons:

1. The University of Alaska does not appear to be the appropriate body to develop and administer tests to public school students. Such responsibility for Statewide educational accountability resides with the Department of Education which has already engaged in assessments of student achievement. The University's entry into this process would duplicate, and many ways interfere with the activities completed and currently underway. For example, the Governor has appointed a Task Force for Effective Schooling charged with the task of providing a model for public school accountability (see attachment #1). To establish another organization with a related charge (accountability through testing) can lead to duplication of effort and general confusion.
2. Determining accountability through academic proficiency testing invites numerous problems. Standardized tests are notably biased against multi-cultural populations, particularly those from families who speak a language other than English. The results of such tests are often misunderstood and lead to decisions which strongly disadvantage culturally different youth. As a result of these types of problems, the National Education Association formed a task force to study the problem and passed resolutions in 1974 specifically in contradiction with the proposals in Senate Bill #270 (see attachment #2).
3. Tests given to young children are notably invalid and unreliable. Particularly, the testing of children at the third grade level is unreliable. The results of such examinations are more a measure of socio-economic background than of ability or accomplishment. Again, the decisions which could result from these data can be especially harmful to children.
4. When heavy emphasis is placed on test results, the curriculum tends to be directed toward teaching that which is tested. Publishers of tests and psychometrists decry the practice of allowing the content of tests to determine the school curriculum, yet when accountability as measured by achievement testing is stressed, this result inevitably comes into play. The school curriculum tends to narrow toward areas of measurement, slighting vocational education, appreciation for cultural heritage, intellectual curiosity, and other areas typically outside the areas included in standardized tests. Enormous amounts of information exist on this subject. If you need additional documentation, please let me know.

CKR. j

I, Jay Hammond, Governor of the State of Alaska, under the authority granted by Article III of the Alaska Constitution and Alaska Statute 44.19.145(c), find and order the following:

* Section 1. FINDINGS. Historically, the State has dedicated a significant portion of its financial resources to support public schools and will continue to do so in the future, recognizing that the best interests of all Alaskans are served by maintaining educational excellence. It is therefore imperative that mechanisms be developed by which the State, local school boards, and the public at large can assess their elementary and secondary educational systems to ensure their continued relevance and effectiveness.

* Section 2. TASK FORCE ON EFFECTIVE SCHOOLING. There is created in the Department of Education the Task Force on Effective Schooling, for a period beginning immediately, and ending upon submission of the final report.

* Section 3. ORGANIZATION. (a) the task force is to be composed of the President of the State Board of Education and 12 members designated by me, two of whom are ex officio members selected from the staff of my office and the Lieutenant Governor's Office. The ex officio members may participate in deliberations, but may not vote. Other members will include:

- (1) One teacher;
- (2) One administrator;
- (3) One local board member;
- (4) One representative of the University of Alaska.

- (5) Six people representing parents and the general public.

(b) The President of the State Board of Education shall serve as Chairman.

* Section 4. DUTIES. The task force shall:

- (1) Formulate and adopt a statement clarifying the responsibilities of public schools;

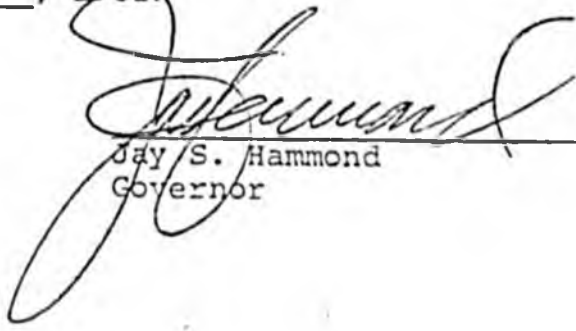
- (2) Identify from educational research related to instruction, administration, and management of public education, practices which are essential to effective schooling; this process must take into account practices which the task force believes are generally applicable to Alaskan students and schools, and for which the nature and quality of the evidence promotes reasonable confidence that the practice is effective;

- (3) After review by the State Board of Education, submit a final report to the Governor no later than September 1, 1981, which includes, at a minimum, a listing of practices essential to effective schooling and recommendations necessary to the implementation of effective practices statewide.

* Section 5. ADMINISTRATIVE SUPPORT. Administration of task force affairs and staff support shall be provided by the Department of Education.

* Section 6. PER DIEM AND TRAVEL ALLOWANCE. Members of the task force are entitled to receive per diem and a travel allowance for attendance at task force meetings, as provided by AS 39.20.180 for other boards and commissions.

DATED: Jul. 6, 1981.



Jay S. Hammond
Governor

**REPORT OF THE
NEA TASK FORCE ON TESTING**

**MEMBERS OF THE
NEA TASK FORCE ON TESTING
1974-75**

Charles J. Sanders, *Chairperson*
Classroom Teacher (secondary counselor)
75 Cottage Street
Millinocket, Maine 04462

Jean Blachford
Classroom Teacher
201 Exeter Street
Highland Park, New Jersey 08904

Lupe Castillo
Classroom Teacher
157 Bertita Street
San Francisco, California 94112

Dorothy Lee Collins
Classroom Teacher (counselor)
1217 Delaware Street
San Antonio, Texas 78210

Pili'alo'ha Lee Loy
Classroom Teacher
1322 Kapalama Avenue
Honolulu, Hawaii 96817

Lawrence Perales
Classroom Teacher
515 North Ranch Street
Santa Maria, California 93454

Leroy Wilson
Classroom Teacher
7 East Silver Spring Boulevard
Suite 303
Ocala, Florida 32670

Jeanette Hamilton
Student NEA Vice President
NEA Headquarters

Administrative Liaison
John D. Sullivan

Staff
Bernard H. McKenna
Geraldine E. Pershing
Lenore Robinson
Carmel Sandoval

INTRODUCTION

This report is submitted to the 1975 Representative Assembly by the Task Force on Testing in fulfillment of its responsibilities under New Business Items 51 and 28, adopted by the 1972 Assembly, which stated:

The NEA shall establish a task force to deal with the numerous and complex problems communicated to it under the general heading of testing. This task force shall report its findings and proposals for further action at the 1973 Representative Assembly. (Item 1972-51)

This Representative Assembly directs the National Education Association to immediately call a national moratorium on standardized testing and at the same time set up a task force on standardized testing to research and make its findings available to the 1975 Representative Assembly for further action. (Item 1972-28)

In the report of its findings to the 1973 Representative Assembly the Task Force set down some well-founded beliefs which have drawn a significant amount of attention from both inside and outside the profession. Follow-up efforts served to further verify and intensify the positions taken. The Task Force feels, therefore, that the most appropriate final report it can make to the 1975 Representative Assembly is a reinforcement and redeclaration of those beliefs, with recommendations to the Association (a) to make them the basis for future NEA policy on testing issues and (b) to continue seeking, through appropriate program and other efforts, ways of countering widespread misuse and abuses in educational and psychological testing as they relate to teachers and students, particularly those who are culturally and linguistically different.

The Task Force also addresses itself here to matters which have added weight to its stated beliefs—to important court actions, some of which involve the united teaching profession; to the valuable liaisons it has established with other groups; to special writings developed for use by the Task Force; to supportive literature; and to the moratorium issue.

The Task Force is indebted to the many persons who contributed their expertise to its total three year effort through personal or indirect testimony, consultation, or other assistance, and to those who have taken notice of its findings.

This report was approved by the NEA Task Force on Testing at its final meeting on April 5, 1975, by unanimous vote of the members present.

TASK FORCE POSITIONS AND CONSIDERATIONS

As stated in its first interim report and as strengthened in further deliberation on the issues, the NEA Task Force on Testing believes:¹

1. *That some measurement and evaluation in education is necessary.*
2. *That some of the measurement and evaluation tools developed over the years, and currently in use, contain satisfactory validity and reliability requirements and serve useful purposes when properly administered and interpreted.*
3. *That certain measurement and evaluation tools are either invalid and unreliable, out of date, or unfair and should be withdrawn from use.*
4. *That the training of those who use measurement and evaluation tools is woefully inadequate and that schools of education, school systems, the education profession, and the testing industry all must take responsibility for correcting these inadequacies. Such training must develop understanding about the limitations of tests in predicting potential learning ability, about their lack of validity in measuring innate characteristics, and their dehumanizing effects on many students. It must also develop understanding of students' rights related to testing and the use of test results.*
5. *That there is overkill in the use of tests and that the intended purposes of testing can be accomplished through the use of individual diagnostic instruments, through sampling techniques which involve the use of tests, and through a variety of alternatives to tests.*
6. *That the National Teacher Examinations are an improper tool and must not be used for teacher certification, recertification, selection, assignment, retention, salary determination, promotion, transfer, tenure, or dismissal.*
7. *That no test results should be used as a basis for allocation of federal, state, or local funds.*
8. *That no tests should be used for tracking students.*

¹For supporting arguments, see the first interim report in *Task Force and Other Reports* presented to the Fifty-Second Representative Assembly of the National Education Association, July 30, 1973, Portland, Oregon (pp. 26-46).

9. That while the purposes and procedures of the National Assessment of Education may have been initially sound, a number of state adaptations of the program—in Michigan² and New Jersey, for example—have subverted the original intent and as a result are harmful.
10. That both the content and the use of the typical group intelligence test are biased against those who are economically disadvantaged and culturally and linguistically different. In fact, group intelligence tests are potentially harmful to all students.
11. That the use of the typical intelligence test contributes to what has come to be termed "the self-fulfilling prophecy," whereby students' achievement tends to fulfill the expectations held by others.
12. That test results are often used by educators, students, and parents in ways that are damaging to the self-concept of many students.
13. That the testing industry must demonstrate significantly increased responsibility for validity, reliability, and relevance of their tests, for their fair application, and for accurate and just interpretation and use of the results.
14. That the public, and some in the profession, misinterpret the results of tests as they relate to status and needs of groups of students as well as to individual students.
15. That the overemphasis in assessment programs on testing recall-type, cognitive facts has tended to shift teaching emphasis to tasks which are simple and easy to measure and has resulted in serious inattention to the complex, higher-level mental processes and to affective skills and attitudes which are so difficult to measure but which are equally and, in some respects, more important.

In summary, the Task Force believes:

That the major use of tests should be to improve instruction—to diagnose learning difficulties and to plan learning activities in response to learning needs. Tests must not be used in any way to label and classify students, to track students into homogeneous groups, to deter-

mine educational programs, to perpetuate an elitism, or to maintain some groups and individuals "in their place" near the bottom of the socioeconomic ladder. In short, tests must not be used in ways that will deny any student full access to equal educational opportunity.

Some Special Considerations

EFFECTS OF TESTS ON MINORITIES

Throughout its study the Task Force has been especially impressed with the depth of feeling and the weight of evidence against group standardized tests as reliable/valid measures of achievement and intelligence. Throughout its stated beliefs it has alluded to the injurious and prejudicial aspects of such tests. The term *standardized* implies homogeneity, stereotyping, and equalized development and achievement, and is contradictory to the best interests of a pluralistic society. The practice of standardized testing has, in fact, deprived minorities—the economically disadvantaged, culturally and linguistically different, and women—access to equal educational opportunity.

Traditional IQ testing particularly has come under increasingly heavy attack for falsely labeling many minority children as "mentally retarded," based on what Jane Mercer has termed Anglo-centric measures.³ Such tests are touted as reliable/valid measures of the ability and achievement of varying populations even though the test-takers' educational and cultural backgrounds, opportunities, and experiences may be markedly different from those on whom the tests are standardized.

Recently, Robert L. Green, educational psychologist and dean of the College of Urban Development at Michigan State University, called intelligence testing "the awesome danger" and pointed to the potential compounding of that danger by continued use of traditional IQ tests:

... experiences of black and other minority children are not reflected in the content of the test. This bias is even more apparent when the child's opportunities have been limited due to poverty. Consequently, many black children start test-taking with a good chance of "flunking" an "experience" they have never been exposed to. . . . When a child is labeled as a "ne'er-do-well" in the early grades and is forced to keep wearing that label, important educational opportunities are denied him. Sometimes he may never be

²House, Ernest; Rivers, Wendell, and Stufflebeam, Daniel. *An Assessment of the Michigan Accountability System*. Michigan Education Association and National Education Association, March 1974.

³See the section on "Supportive Literature" for a citation of Mercer's study.

taught to read; he certainly will not be given access to college preparation courses. Discrimination in education means disadvantage in the job market. A low-paying job means low-income status—so a test victim's children may become test victims themselves.⁴

Widespread dissemination of test results which can be easily misinterpreted, cases of invasion of privacy, and proposals for educational funding on the basis of test scores add further evidence of the potential harmfulness of standardized testing.

The Task Force restates emphatically that since currently used standardized tests in general are developed and normed for students of Anglo-American middle-class culture and economic status, any use of the results of standardized testing to place or track students, to denigrate minority intelligence, to discriminate against groups or individuals, to restrict funding of programs, or to misinform the public constitutes deplorable practice and denies access to equal opportunity.

The Task Force calls for a humanistic approach to student evaluation on the part of all those who have a role and responsibility in the process. In particular:

- The Task Force urges teachers
 - to develop understanding of their students' socioeconomic backgrounds and sensitivity to their individual needs and problems
 - to refuse to administer tests which they find to be biased
 - to secure by appropriate means their right to be involved in school and school district decision making related to testing
 - to exert collective influence on the testing industry and on state and local school systems in order to secure from them a firm commitment to evaluation programs, the purpose of which is not to compare students but to improve instruction.
- The Task Force urges spokespersons of all cultures to continue exposing erroneous contentions that some groups in society are genetically less intelligent than others.
- The Task Force urges the testing industry to take greatly increased responsibility for turning out fair and bias-free tests and for con-

stantly monitoring the distribution and application of their products to ensure proper use.

- The Task Force urges education agencies at all levels to institute sampling procedures for all large-scale assessments, the results of which should be used for general information purposes only.

COURT ACTIONS

Years of controversy over testing practices has also led to civil suits. The continued use of tests in teacher licensure and hiring and continued use of biased instruments with students who are disadvantaged and culturally and linguistically different increase the possibilities for legal action against school systems and the almost unregulated testing industry.

In 1971 the Supreme Court ruled in *Griggs v. Duke Power Co.* that tests given to job applicants had to be job-related. This case has been cited in court decisions related to standardized testing of teachers. It was referred to, for example, in the 1974 decision in favor of 13 Black teachers against the school board of Nansemond County, Virginia, as were arguments presented by the NEA in an amicus curiae brief. The Fourth Circuit Court of Appeals ruled unconstitutional a hiring requirement that teachers take the National Teacher Examinations (NTE) and achieve a minimum score on the common examination. The effect of the requirement was to substantially diminish the Black teaching force. The ruling overturned the trial court's conclusion that the test had content validity, noting that no evidence was presented which established a relationship between questions on the test and knowledge required for teaching, and that it was arbitrary to apply a general knowledge test to teachers of different subjects because their jobs are substantially different.

The Nansemond case is likely to have positive impact on pending litigation in North Carolina in which the united teaching profession is involved. The NEA and the state affiliate have intervened in a Justice Department suit challenging the validity of state requirements for minimum NTE scores for certification purposes which affect both employment and placement on salary scales. In South Carolina, the state education association has filed a complaint under Title VII of the Civil Rights Act of 1964 challenging the use of minimum NTE scores for certification. A favorable decision in a current Georgia suit could eliminate the NTE requirement for advanced certification and its potential restrictions on promotion and pay.

⁴"The Awful Danger of Intelligence Tests" *Ebony* 29: 68-70, 72; August 1974.

A precedential award in Association-supported litigations, including two major cases involving teacher test requirements, was announced early in 1975. A federal court in Mississippi ordered two school districts in that state to pay \$106,000 in attorney fees, expenses, and court costs in cases in which it was alleged and determined that racial discrimination had played a part in employment decisions during a period of desegregation. One of the cases was brought on behalf of a group of Columbus teachers who were fired for failing to achieve minimum scores on the NTE; another case involved a group in Starkville who challenged required scores on the Graduate Record Examinations (GRE). Most of the teachers had previously won the right to reinstatement with back pay.

The NEA and the New Jersey Education Association are challenging that state's assessment program in order to prevent dissemination of standardized test scores which might violate civil and constitutional rights of both teachers and students, and cause racial and ethnic polarization by permitting degrading stigmatization and illegal classifications. The complaint has so far resulted in action by the State Board of Education to remove an ambiguous section of the administrative code that could have been interpreted to permit using test results in conjunction with other data to support disciplinary action against teachers.

Hobson v. Hansen (1967), in which the court abolished the track system in the District of Columbia public schools, was probably the landmark case tying standardized testing to denial of equal educational opportunity, in this instance to Black and economically disadvantaged students. More recently, two cases still in the courts in California are seeking to uphold the constitutional rights of culturally and linguistically different minority students by preventing the use of standardized IQ tests. The judge, the same in both cases, has found that standardized IQ testing causes a disproportionately high percentage of minority students to be placed in classes for the educable mentally retarded (EMR). In the case of *Diana v. the State Board of Education*, involving Chicano students, a stipulation was issued ordering local boards to come up with a formula to reduce the variance between the percentage of Chicano children in EMR classes and the percentage in the general school population; planning is still under way between the local school systems and the State Department of Education. The case of *Larry P. v. Riles*, brought on behalf of Black students, led to court-ordered stoppage of IQ testing of Black students in the state. The economic factor inherent in recent legislation making IQ testing in California optional at school district expense may also have

tended to halt the practice with all students in some places.

LIAISONS

The initiating of dialogues with other organizations and agencies involved with test development, use, and research must be considered an important accomplishment of the Task Force. And it would be in the best interest of practitioners for the Association to continue the dialogues and to establish cooperative working relationships toward the goal of eliminating test misuse and abuse.

Standards Development Groups

The Task Force continues to be concerned over the lack of direct teacher involvement in the formulation of testing standards; for example, the American Psychological Association's (APA) *Standards for Educational and Psychological Testing*. These standards were developed by a joint committee of the APA, the American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). The Task Force pursued its concern informally with APA staff and followed up with a request to the APA Board of Directors to approve the inclusion of an NEA representative on the joint committee, which is launching a project to develop guidelines on evaluation of school programs. In a letter to APA, the Task Force chairperson said that "such representation should also explicitly provide that the NEA representatives be involved on a continuing basis with that group and any other group which may be constituted to give continuing direction to, substance and editorial advice on, and make decisions about acceptance, publication, and distribution of such guidelines." No action had been taken on that request at the writing of this report.

Testing Industry

In March 1974 the Task Force formally expressed its disappointment that the Educational Testing Service (ETS) had delayed enforcement of a cut-off in reporting NTE scores to South Carolina because they were being used for purposes of teacher certification, which even ETS considers a misuse of the test. The Task Force notes here that the enforcement was later effected, and commends the ETS action (and reiterates that the united teaching profession is presently seeking to eliminate the South Carolina requirement). The Task Force also welcomes ETS's recent expression of interest in the Task Force beliefs and its initiation of a meeting

early in 1975 with NEA and New Jersey staff representatives and the Task Force chairperson to discuss common concerns.

Federal Government

With project funding by the National Institute of Education (NIE) in mind, the Task Force was anxious to learn what is being done at the federal level to encourage research which could have positive impact on the future of testing. NIE spokespersons conferred with the Task Force and revealed that some projects already approved for funding reflect some of the Task Force concerns.

In this instance, also, the Task Force has broached the subject of teacher representation in those decisions which will affect their practice. Though it is aware that the work of NIE is in the public interest, the Task Force has registered its concern that the public interest will not be well served unless substantial numbers of teachers are represented in NIE goal setting and suggested that the Association be invited to appoint practitioners to all NIE panels. Rather than direct involvement, however, some NIE personnel seem to see NEA's role as lobbyist in the legislative process of defining parameters of NIE responsibility. Such indirect and after-the-fact involvement will continue to be unacceptable to teachers.

Another question put to the NIE spokespersons had to do with the Institute's interest in the establishment of a national center for certifying tests. The response was that at this time the extent of such interest probably would be in exploring the possibilities of such a center. This, of course, is the focus of a current NEA staff study described below.

The Task Force last year informed NEA Government Relations of their concern over the Quie amendment to the then pending H.R. 69 (revision of the Elementary and Secondary Education Act) which proposed to tie educational funding to testing. It was pleased to learn that its concern was relayed and may have been a factor in the withdrawal of that amendment. The issue is now under formal study by both NIE and the General Accounting Office.

NEA FEASIBILITY STUDY FOR TEST CERTIFICATION

Although the Task Force fulfills its official responsibility with this report, it views a parallel staff assignment as an extension of its work and wants the general membership to be aware of it.

Staff in the Professional Excellence goal area are currently conducting a study "to determine the feasibility of a system whereby the NEA certifies tests or other procedures for student or program evaluation" (Subobjective 1.4). Three Task Force members also serve on the nine-member advisory committee which is engineering the study.⁵ At this writing the committee has established some useful contacts—with the APA, the UCLA Center for the Study of Evaluation, the National Council of Teachers of English, and the National Association of Elementary School Principals. It has drafted a rationale for NEA certifying tests and the appropriate uses of tests, has outlined alternative strategies, and plans a field survey for the final quarter of FY 1974-75 to obtain reactions to the proposed procedure.

SPECIAL PAPERS

During its tenure the Task Force on Testing has initiated work on written statements to support and elaborate on some of its expressed beliefs. Various drafts of these papers have already been cited and utilized in some quarters both inside and outside the profession. All members of the Association should be aware of their existence. Three of the papers are in final form:

1. "Roles and Responsibilities of Groups Concerned with Student Evaluation Systems." This statement directs to specific groups recommendations which the Task Force considers essential for achieving the goals of sound and fair development of tests, their appropriate distribution and administration, accurate and fair interpretation of results, and relevant and constructive action based on the results. The groups addressed are teachers and their associations, other professional associations, students, minorities, the testing industry, school administrators, higher education, and government agencies.
2. "Why Should All Those Students Take All Those Tests?" This paper reflects the Task Force's opinions on random and matrix sam-

⁵Members of the committee are Jean Blachford, Pilioloha Lee Loy, and Lawrence Perales representing the Task Force on Testing; Norman Goldman, director of instruction and professional development, New Jersey Education Association; Margaret Morrison, guidance counselor, Rockville, Maryland; Gene V. Glass of the Laboratory of Educational Research, University of Colorado; and Bernard Bartholomew, Bernard McKenna, and Frances Quinto, NEA staff.

pling as opposed to blanket testing. It incorporates material developed by Dr. Frank B. Womer of the Michigan School Testing Service, University of Michigan, on determining the use of sampling procedures.

3. "Guidelines and Cautions for Considering Criterion-Referenced Testing." The concept of criterion-referenced testing (also termed objectives-referenced testing) has been promoted as potentially more useful than norm-referenced testing for measuring learning outcomes for the purpose of improving instruction. This paper attempts to define the criterion-referenced concept and to clear up some of the confusion which surrounds it. Fifteen caveats are listed and discussed. A glossary of measurement terms is appended.

Two other important statements which have been outlined require expertise that is beyond the time and capabilities of the Task Force in order to give them the highest credibility. These have been incorporated into and will be completed as products in the goal area, Professional Excellence.

1. "Some Potential Alternatives to Standardized Tests for Evaluating Student Progress and Diagnosing Learning Needs." Alternatives include criterion- or objectives-referenced tests, oral presentations by students, individual diagnostic tests, group diagnostic tests, teacher-made tests, student self- and peer-evaluation, open admissions, school letter grades, subjective evaluation by teachers, contracts with students, interviews, parent-teacher conferences, student narratives, student products, and actual student performance. This collection has promise as a handbook for teachers.
2. A unit or module for preservice and in-service teacher education pertaining to testing has thus far been outlined in two forms: schema and guidelines. This project stems from concern over the present inadequacy of training as expressed in the Task Force's belief No. 4 (see p. 79).

The Task Force sees all of the above as having potential, collectively, as an NEA "awareness kit" on testing issues.

SUPPORTIVE LITERATURE

The Task Force was impressed with much of the vast amount of literature that has been published on testing and its effects, and considers it appropriate to cite here a few recent items which influenced the formulation of Task Force beliefs or which support some of them. (Citations of other important resources will be found in previous Task Force reports.)

- Blachford, Jean S. "A Teacher Views Criterion-Referenced Tests." *Today's Education* 64: 36; March-April 1975. Points teachers must consider as they "become part of the national movement toward criterion-referenced tests," and a plea for proper in-service education.
- DeAvila, Edward A., and Havassy, Barbara. "The Testing of Minority Children: A Neo-Piagetian Approach." *Today's Education* 63: 72-75; November-December 1974. A challenge to industry's attempts at restructuring present tests to produce bias-free instruments, and descriptions of an alternative assessment model and a computerized system for use of test data both for general information and to individualize instruction.
- Gartner, Alan; Greer, Colin; and Riessman, Frank, editors. *The New Assault on Equality: IQ and Social Stratification*. New York: Perennial Library (paperback), Harper & Row, 1974. 225 pp. Nine experts examine the past and present of the IQ controversy and draw some important conclusions about the role of IQ in society.
- Goslin, David A. *Teachers and Testing*. New York: Russell Sage Foundation, 1967. 201 pp. An exploratory study of the uses of standardized tests in schools, teachers' experience with tests and testing, their attitudes and roles.
- Green, Donald Ross. *Racial and Ethnic Bias in Test Construction*. Monterey, Calif.: McGraw-Hill, n.d. Adapted from a federally funded study of the same title. The researcher found the need for changes in test construction procedures to produce unbiased instruments and suggests that research should be a standard part of producing a test.
- Holmen, Milton G., and Docter, Richard. *Educational and Psychological Testing*. New York: Russell Sage Foundation, 1972. 218 pp. An evaluative study of the testing industry, its products, and how they are used, with action recommendations for "those who influence the gatekeepers in our society."
- Mercer, Jane R. *Labeling the Mentally Retarded*. Berkeley: University of California Press, 1973. Federally sponsored study of "Clinical and Social System Perspectives on Mental Retardation" in an American community. In a popularized description of the study (see "IQ: The Lethal Label," in *Psychology Today* 6: 44-47, 95-97; September 1972), Mercer says that "schools seem to have the primary responsibility for identifying the mentally retarded" via the IQ test, which she concludes is inaccurate and unfair.
- National Education Association. *Evaluation and Reporting of Student Achievement*. What Research Says to the Teacher series. Washington, D.C.: the Association, 1974. 32 pp. Review of selected research and literature on (a) purposes of evaluation and reporting, (b) their development in relation to different educational philosophies and teaching methods, (c) the best way to report achievement, and (d) evaluation to improve instruction.
- Stiggins, Richard J. "An Alternative to Blanket Standardized Testing." *Today's Education* 64: 38-40; March-April 1975. An explanation of and argument for depending on random and matrix sampling in educational testing.
- Weber, George. *Uses and Abuses of Standardized Testing in the Schools*. Occasional Papers, No. 22. Washington, D.C.: Council for Basic Education, 1974. 38 pp. Brief, clearly written critique of intelligence, aptitude, and achievement tests; their uses, limitations, and abuses; and discussion of current controversies surrounding standardized testing.

RECOMMENDATIONS

The Task Force recommends that:

1. The Association incorporate the principles inherent in the stated beliefs of the Task Force on Testing (see pp. 79, 80) in any and all future official NEA policy on testing of students and teachers and the uses of tests and their results.
2. The Association continue the liaisons established by the Task Force with:
 - a. The Joint Committee on Standards Development of the American Psychological Association, the American Educational Research Association, and the National Council on Measurement in Education.
 - b. The National Institute of Education.
 - c. The Educational Testing Service. (The Task Force also recommends that the Association establish similar relationships with other members of the testing industry.)
3. The Association develop a strategy for establishing with other groups and organizations formal alliances for the purpose of combatting deleterious testing practices. These might include the National Association for the Advancement of Colored People, the Association of Black Psychologists, the Mexican-American Legal Defense and Education Fund, the National Urban League, the Civil Rights Commission, parent groups, and other educational organizations, e.g., Association for Supervision and Curriculum Development.
4. The Executive Committee approve the papers entitled "Roles and Responsibilities of Groups Concerned with Student Evaluation Systems," "Why Should All Those Students Take All Those Tests?" and "Guidelines and Cautions for Considering Criterion-Referenced Testing," and that the Association publish them as an information package for distribution to the leadership network and for general availability. It is further recommended that the proposed handbook on "Alternatives to Standardized Testing" and the proposed module on testing for preservice/in-service teacher education be made components of the information package.
5. The Association complete a thorough exploration of the feasibility of a system whereby the NEA certifies tests or other procedures for student or program evaluation. Such exploration is currently under way as a subobjective of the Professional Excellence goal area.
6. The Association temporarily set aside the moratorium on standardized testing as a national objective (as called for in New Business Item

28 adopted in 1972) in order to concentrate its energies in this area on lending support to affiliates as they implement strategies to challenge standardized testing; for example, initiating court actions on behalf of students or teachers, attacking specific test instruments, seeking alliances with other groups which have a vested interest in countering test abuse, cross-committee planning for remediation of problems related to testing, developing negotiation procedures and language dealing with testing issues.

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COMMITTEE REPORT

SENATE

2/22/82

FURTHER: FINANCE

Date: 3-17-82

Mr. President: HEALTH, EDUCATION & SOCIAL SERVICES
The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had SB 274
licensing of practitioners of naturopathic healing

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass do not pass
- do pass with attached amendments(s) same title
- replace with CS for _____ new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

[Signature]

[Signature]

[Signature]

[Signature]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Signature]

[Signature]

CHAIRMAN

POSITION PAPER

Senate Bill No. 274

"An Act relating to the licensing of practitioners of naturopathic healing; and providing for an effective date."

The bill provides for the licensing of naturopaths and defines qualifications necessary for licensure.

Definition

Naturopathy is defined as a system of treatment which emphasizes assistance to nature and includes the use of natural substances and physical means. Methods of treatment commonly include corrective nutrition, use of vitamins, minerals, enzymes and botanical preparations, counseling, hypnotherapy, massage, manipulation and other physical methods. There is apparently some controversy among naturopaths regarding the use of surgical methods.

Educational Background of Naturopaths

The National College of Naturopathic Medicine with campuses in Portland, Oregon and Wichita, Kansas, is the only residential institution in the U.S. offering a curriculum in naturopathy. The course duration is four years. Admissions requirements include high school graduation and two years of college or university (there has been discussion with regard to expansion to three years). There is also a correspondence school of naturopathy in California. Graduates of this program would not be eligible for licensure in Alaska under the requirements contemplated in S.B. 274.

Current Status of Naturopathy in Alaska

Alaska currently has no statute providing for the licensure of naturopathic physicians. The Attorney General has held that, to the extent that naturopathy constitutes the practice of medicine as defined in the Alaska Statutes, any person practicing naturopathy would be required to be licensed by the State Board of Medical Examiners.

Position of the Department of Health and Social Services

The scientific basis of naturopathy has been questioned by the medical community. In a 1968 study, the U. S. Department of Health, Education and Welfare stated that "naturopathic theory and practice are not based upon the body of basic knowledge related to health, disease and health care which has been widely accepted by the scientific community." This position has remained unaltered. The American Public Health Association has also expressed reservations.

Certain disease categories would not appear to be amenable to successful treatment through naturopathic methods. A few examples would include malignancies, diabetes in certain age groups or of certain degrees of severity, certain types of infectious diseases, etc. Protection of the public would

POSITION PAPER SB 274
Page 2

require that the public clearly understands the limitations of the naturopathic approach and that the practitioner be able to recognize those conditions in which his therapy would not be beneficial.

The Bill contains no reference to standards of practice to be expected.

The Department recommends against the passage of Senate Bill 274. If, however, the Legislature enacts the Bill, the Department would strongly recommend limiting the scope of practice by prohibiting surgery, use of x-ray, and obstetrical practice by naturopaths.

Recommended by:

E. S. Rabeau
E. S. Rabeau, M.D., Director
Division of Public Health

Date:

Feb 16, 1982

Approved by:

Helen D. Beirne
Helen D. Beirne, Commissioner
Department of Health and
Social Services

Date:

2-16-82

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. Senate Bill No. 274

Title "An Act relating to the licensing of practitioners of naturopathic healing..."

Requested by Commissioner's Office Date 2/16/82

II. FISCAL DETAIL

Agency Affected Department of Health and Social Services

Program Category Affected Health/Public Health

BRU, Program, Or Subprogram(s) Affected _____

(Note: If more than one budget component is affected, separate line item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
100 PERSONAL SERVICES	0	0	0	0	0	0
200 TRAVEL	0	0	0	0	0	0
300 CONTRACTUAL	0	0	0	0	0	0
400 COMMODITIES	0	0	0	0	0	0
500 EQUIPMENT	0	0	0	0	0	0
600 LAND & STRUCTURES	0	0	0	0	0	0
700 GRANTS, CLAIMS, ETC.	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

FUNDING (Thousands of Dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER (Specify Source)	0	0	0	0	0	0

POSITIONS

FULL TIME	0	0	0	0	0	0
PART TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

III. ANALYSIS (See Fiscal Note Preparation Instruction, Section III)

IV. DATE 2/16/82

PREPARED BY E. S. Rabeau, M.D.

AGENCY Dept. of Health and Social Services

Original: Legislative Finance
cc: Budget and Management

PHONE 465-3090

Prime Sponsor (First Legislator Named)

33-001 (Rev. 12/81)

100

March 1, 1982

274

Senator Charles Parr
Senator Vic Fisher
Senator Mike Colletta

Dear Senators;

My family and I strongly support the passage of Senate Bill No 274 so that Alaskans may have the health care that they seek. As it is now if they wish the services of a Naturopathic Doctor they must make an expensive trip to another state.

No medical Doctor should be on the board for examination. A board of Naturopathic Doctors from another state (I would chose Oregon) or from a Naturopathic college would be the most acceptable.

As for a family member being helped by a Naturopathic Doctor an aunt (73 years old) of ours has been brought back to good health by one in Portland, Oregon. Several years ago her life had become one of pain & general very poor health. Blood pressure that would not come down despite many changes in medication & then changes in medical Doctors, all to no avail. At our suggestion she went to a clinic of very fine Naturopathic doctors & from that time on her health improved & her blood pressure is now normal. She walks two miles or so a day weather permitting, drives her car again & is enjoying life as it should be.

Why are Naturopathic Doctors licened only in a few states. They simply do not have the "political clout" that the medical profession has. The American Medical Political Action group gives large donations to politicians campaigning for election or re-election. Billions of dollars are made yearly for the patented medicines that medical doctors prescribe while a Naturopath deals mainly with diet, vitamins (can't be patented) herbs & other natural forms of healing.

Thank you Senators for your involvement in this matter.

Cordially,

Mrs Clifford Homan

Mrs. Clifford Homan & Family
2630 Third Ave
Ketchikan, Alaska
99901

Sen: Parr - would your office staff please make a copy of this for Sen Fisher & Colletta. My copies are too dim to send. Thank you.

STATE OF HAWAII NATUROPATHIC LAW

CHAPTER 455 NATUROPATHY

SECTION

- 455-1 DEFINED
- 455-2 APPLICATION FOR EXAMINATION; FEE
- 455-3 QUALIFICATIONS OF APPLICANTS
- 455-4 STATE BOARD OF EXAMINERS IN NATUROPATHY
- 455-5 ORGANIZATION OF THE BOARD
- 455-6 POWERS AND AUTHORITY OF THE BOARD
- 455-7 EXAMINATIONS
- 455-8 LICENSE TO PRACTICE; BIENNIAL REGISTRATION
- 455-9 PENALTY

§455-1 Defined. For the purpose of this chapter the practice of naturopathy means the scientific application of air, light, sunshine, water, earth, cold and heat, electricity, hygiene and dietetics, bio-chemic system, psychotherapy, mechanical movements, manipulations, and appliances, specifically to eliminate toxic conditions from the human body and to promote the quality, quantity and flow of the vital fluids without the use of drugs, aiding nature with natural and

congenial agents or means either tangible or intangible to restore and maintain normal functioning; provided, that the practice of naturopathy shall not include the Hawaiian art of lomilomi or massage. [L 1925, c 77, pt of §1; RL 1935, §1300; RL 1945, §2651; RL 1955, §66-1]

§455-2 Application for examination; fee. Any person desiring to practice naturopathy shall apply in writing to the state board of examiners in naturopathy upon a blank form prepared and furnished by the board and shall include in the application such facts concerning the applicant as the board shall require. Each application shall be filed by the applicant and sworn to before an officer authorized to administer oaths. At the time of the application each applicant shall pay an examination fee of \$50 [75] to the department of regulatory agencies which shall not be refunded if the applicant fails to pass the examination.

No person shall be licensed to practice naturopathy unless he has been duly examined and has passed such examination. [L 1925, c 77, pt of §1; RL 1935, §1301; am L 1937, c 221, §1; RL 1945, §2652; RL 1955, §66-2; am L 1957, c 316, §6; am L Sp 1959 2d, c 1, §15; am L 1963, c 114, §3; HRS §455-2; am L 1969, c 106, §1]

For additional licensing requirements, see L 1975, c 118, §35, appended as note to HRS §436-4.

Revision Note

Fee as modified by administrative action pursuant to §92-28 is shown in brackets.

§455-3 Qualifications of applicants. No application shall be received unless the applicant has resided in the State for not less than one year immediately preceding the date of application. Each applicant shall be a graduate of a high school. Each applicant shall, in addition, have had a two year liberal arts and science course from an accredited college or university and be a graduate of a legally chartered school, university, or college of naturopathy which requires a course of resident instruction of at least four years of nine months each of actual attendance, and includes in its course of study the subjects hereinafter listed for the minimum hours hereinafter listed:

Anatomy	650
Histology and embryology	130
Chemistry and toxicology	250
Physiology	300
Bacteriology	130
Hygiene and sanitation	130
Pathology	150
Diagnosis	100
Naturopathic theory and practice	900
Obstetric and gynecology	260
Jurisprudence	50
Clinical practice	400
Biochemistry and dietetics	240
Therapeutics	130
Total	4520

Each applicant shall be attended such school, university, or college for at least ninety per cent of the hours required. The addition of two years of liberal arts and science course shall not apply to persons who, on May 9, 1949, were

lawfully licensed to practice naturopathy in the State or to persons holding diplomas or attending legally chartered naturopathic schools, universities, or colleges on such date. [L 1925, c 77, pt of §1; RL 1935, §1302; am L 1935, c 221, §2; RL 1945, §2653; am L 1949, c 214, §1; RL 1955, §66-3]

Hawaii Bar Journal

For discussion of residence qualification, see *The New Resident: Hawaii's Second-Class Citizen*, Steven K. Christensen, 5 HBJ 77.

§455-4 State board of examiners in naturopathy. The governor shall appoint in the manner prescribed by section 26-34 the state board of examiners in naturopathy, consisting of three members. Each member shall serve until his successor is appointed and qualified. All members of the board shall, before appointment, have been licensed to practice naturopathy in the State under the laws thereof in force at the date of the issuance of the license. [L 1937, c 221, §3; RL 1945, §2654; RL 1955, §66-4; am L Sp 1959 2d, c 1, §5]

Cross References

Boards, generally, see §26-34 and notes thereto.
Departmental administration, see §§26-9 and 26-35.

§455-5 Organization of the board. The board of examiners in naturopathy may elect a president, a vice-president, and a secretary who shall each serve one year or until a successor is elected. The board may make such rules as it deems expedient to carry this chapter into effect. Two members of the board constitute a quorum for the transaction of business. The board shall serve without pay, provided, that the expenses of conducting examinations shall be paid out of the office expenses of the department of regulatory agencies upon vouchers signed by a majority of the board. [L 1937, c 221, §4; RL 1945, §2655; RL 1955, §66-5; am L Sp 1959 2d, c 1, §15; am L 1963, c 114, §3]

Cross References

Rulemaking, see chapter 91.

§455-6 Powers and authority of the board. The state board of examiners in naturopathy may:

- (1) Adopt and use a seal to be affixed to all official acts of the board;
- (2) Make rules and regulations to determine the means, terms, translations, and definitions relating to the practice of naturopathy in the State;
- (3) Revoke or suspend any license issued to any person to practice naturopathy upon any of the following causes:
 - (A) Procuring or aiding or abetting in the procuring of a criminal abortion;
 - (B) Obtaining of or any attempt to obtain a license to practice naturopathy through fraud, misrepresentation, bribery, or deceit;
 - (C) Continued practice by a person knowingly having an infectious or contagious disease;

- (D) Advertising by means of knowingly false or deceptive statements;
- (E) Advertising, practicing, or attempting to practice under a name other than one's own;
- (F) Habitual drunkenness, or addiction to the use of morphine, cocaine, or other habit-forming drugs;
- (G) Professional misconduct, gross carelessness, neglect, or manifest incapacity; any one or more of the causes having been proved to the satisfaction of the board.

The board may not suspend or revoke a license, however, for any of these causes unless the person accused has been given at least twenty days' notice, in writing, and a public hearing in conformity with chapter 91.

The board may compel the attendance of witnesses and the production of relevant books and papers for the investigation of matters that may come before them and the presiding officer of the board may administer the requisite oaths.

In case any license is revoked for any of the causes named in this section, the holder thereof shall be immediately notified of the revocation, in writing, by the board. Licenses to practice naturopathy may be restored by the board. [L 1949, c 214, §2; RL 1955, §66-6; am L Sp 1959 2d, c 1, §19; HRS §455-6; am L 1969, c 106, §2; am L 1974, c 205, §2(16)]

§455-7 Examinations. The state board of examiners in naturopathy shall conduct examinations at such times and places as it deems best, in the following subjects: anatomy; histology and embryology; chemistry and toxicology; physiology; bacteriology; hygiene and sanitation; pathology; diagnosis or analysis, including clinical, physical, x-ray, symptomatology, dermatology, and mental diseases; naturopathic theory and practice; obstetrics and gynecology; jurisprudence; clinical practice; biochemistry; therapeutics, including physiotherapy, hydrotherapy, electrotherapy, heliotherapy, phytotherapy, orthopedics; and such other subjects as the board may require. The examination shall be conducted in writing, but it may be supplemented by oral examinations, and by demonstrations or other practical tests as the board may require. If the applicant receives a general average of seventy-five per cent and does not fall below sixty per cent in more than two branches of the examination, he shall be considered as having passed the examination. [L 1937, c 221, §5; RL 1945, §2656; RL 1955, §66-7; am L Sp 1959 2d, c 1, §19; HRS §455-7, am L 1969, c 106, §3]

Cross References

Disposal of examination papers, see §94-5.

§455-8 License to practice; biennial registration. Licenses to practice naturopathy shall be issued by the board in such form as the board determines, to those who qualify according to this chapter. Naturopathy physicians licensed under this chapter shall observe and be subject to all state regulations relative to reporting births and deaths and all matters pertaining to the public health with equal rights and obligations as physicians, surgeons, and practitioners of other schools of medicine. Every person holding a license to practice in the State shall reregister with the state board of examiners in naturopathy on or before December 31 of each odd-numbered year and shall pay a reregistration fee of \$15. The failure to so reregister and pay the reregistration fee constitutes a forfeiture of

Sec. 455-8**PROFESSIONS AND OCCUPATIONS**

license; provided that the license shall be reinstated upon written application therefor together with payment of all delinquent fees and the sum of \$75. [L 1925, c 77, pt of §1; RL 1935, §1303; am L 1937, c 221, §6; RL 1945, §2657; RL 1955, §66-8; am L 1957, c 316, §7; am L Sp 1959 2d, c 1, §19; HRS §455-8; am L 1969, c 106, §4; am L 1975, c 118, §18]

§455-9 Penalty. Any person except a licensed naturopath who practices or attempts to practice naturopathy, or any person who buys, sells, or fraudulently obtains any diploma or license to practice naturopathy whether recorded or not, or any person who uses the title "natureopath", "naturopath", or "N.D.", or any word or title to induce the belief that he is engaged in the practice of naturopathy without complying with this chapter, or any person who violates this chapter, shall be fined not more than \$200, or imprisoned not more than one year, or both. [L 1925, c 77, pt of §1; RL 1935, §1304; RL 1945, §2658; RL 1955, §66-9]

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FEBRUARY 16, 1982

The National College of Naturopathic Medicine (NCNM) is one of several Naturopathic medical colleges in North America. The College is located on a seven-acre campus in suburban Portland, Oregon, where three separate buildings house all academic classrooms and laboratories, administrative offices, a teaching clinic and a gymnasium.

NCNM was founded in 1956, when a small group of Naturopathic physicians in the Pacific Northwest saw the need to support the growth of their profession through an independent private college. The College struggled through many years with small classes and inadequate space. With the recent resurgence in interest in natural health, and increased demand by the public for physicians trained in the application of natural therapeutics, the College has enjoyed tremendous growth. The College now enjoys an international reputation, and is recognized as a leader in Naturopathic medical education.

The College, which will graduate its twenty-sixth class in June of this year, receives no aid, grants; or financial assistance of any kind from any level of government; the operating budget of the College is thus supported solely through income derived from tuition, gifts, endowments and the student teaching clinic.

There are presently 143 students enrolled in the four-year program at NCNM. These students come from all over the United States and Canada and several other foreign countries. Their mean age at matriculation is approximately 26 years, and women account for about 45% of the total student population.

Requirements for admission to NCNM are comparable to those of most U.S. medical schools; but, in fact, most students at NCNM have earned a baccalaureate degree or higher before matriculation. The student body includes persons with all kinds of educational and professional backgrounds, ranging from philosophy to chemist and from religion to biology. The student body has included numerous Ph.D.s, medical doctors, osteopathic physicians, chiropractors, nurses, pharmacists, laboratory technicians and ministers.

The faculty currently numbers 47 persons, with all classes being taught by experts in their field. The faculty consists largely of Ph.D.s and Naturopathic physicians, but also includes technicians, medical doctors, chiropractors and other professionals.

The four-year curriculum consists of relatively intense study. The average student spends 30 to 35 hours per week in the classroom during the first two years, and about 35 to 40 hours per week in classes and clinic during the second two years. An NCNM student spends nearly five thousand hours in classes and clinical training in four years.

The first two, or basic science, years consist of courses in basic medical sciences such as anatomy, physiology, biochemistry, microbiology, pharmacology and pathology, as well as courses in physical and clinical diagnosis, laboratory diagnosis and radiological diagnosis. In addition, students are grounded in the history of medicine, the philosophy of medicine, and first aid and emergency procedures. During this time they are also introduced to some therapeutic modalities including manipulation and clinical nutrition.

The second two years emphasize the clinical sciences, consisting of both classes and clinical training. During this time students receive training in the therapeutic modalities such as botanical medicine, homeopathic medicine, clinical nutrition, acupuncture and physical medicine (including manipulation). They also take courses in medical specialties such as obstetrics, gynecology, pediatrics, minor surgery and orthopedics, as well as courses in gastroenterology, cardiovascular medicine, neurology, endocrinology, dermatology, urology, proctology, oncology and otorhinolaryngology. Courses related to the management of a practice such as jurisprudence and business fill out the final two years. (This is not a complete list of courses.)

The philosophical basis of Naturopathic medicine, and that which distinguishes it from other schools of the healing arts, is its understanding of vis mediatrix naturae- the healing power of nature. This is to say that the Naturopathic physician works with the body's own recuperative powers, and therefore attempts in his or her therapies to support the body's attempt to heal itself. The clinical application of this philosophy requires that in addition to any symptomatic treatment which is provided for a patient, the therapeutics used are those which support, normalize, correct or otherwise sustain one's health. The emphasis, then, is on building optimal health more than on treating disease.

It is during the clinical years that the students have an opportunity to begin applying their classroom knowledge to practical situations. The Clinical training is supervised by physicians or other specialists, and totals more than the equivalent of 40 hours per week for one year.

Naturopathic physicians are trained as general practitioners, and are specialists in natural therapeutics. NCNM graduates, we feel, are among the best, if not the best, trained Naturopathic physicians in the world.

The National College of Naturopathic Medicine is a founding organization and supporter of the Council on Naturopathic Medical Education (CNME.) The Council is currently working with the U.S. Department of Education in order to gain approval as the recognized accrediting body for Naturopathic medical education in the United States.

(A copy of the Council's Educational Standards is attached.)

Since NCNM's curriculum was used as the model for the Council's educational standards, it is expected that NCNM meets or exceeds these standards. An application for recognition by the Council is pending.

NCNM is recognized by all state and (Canadian) provincial Boards of Naturopathic Examiners (or their equivalent), and by several foreign governments.

The College is also recognized by U.S. Veterans Administration for training of veterans under the "G.I. Bill," and by the Immigration and Naturalization Service, U.S. Department of Justice, for the training of foreign students.

The National College is approved as a degree-granting institution by the Oregon Educational Coordinating Commission. Because the College has met the rather stringent standards of this agency, both the College itself and the public can be assured of its educational integrity and stability.

(A copy of the Oregon Educational Coordinating Commission's standards for approval is attached.)

NCNM has not, until very recently, had the opportunity to approach any federally recognized accrediting body. In December, 1981, the College was invited to apply for Candidate for Accreditation status with the Northwest Association of Schools and Colleges, and is currently proceeding with this application. This is mentioned to report on the progress being made in seeking accreditation, and does not imply that the College has any standing with that agency.

COUNCIL ON NATUROPATHIC MEDICAL EDUCATION
EDUCATIONAL STANDARDS FOR NATUROPATHIC COLLEGES

OBJECTIVES

The objectives of each institution should be clearly defined and should address the preparation of the naturopathic doctor to provide patient care; the development of postgraduate education and the conduct of research should be discussed when applicable to that institution.

ORGANIZATION

A naturopathic college should be incorporated under the laws of the state of its residence as a nonprofit, nonproprietary institution, exempt from taxation due to its devotion to educational purposes. There should be no disbursing of income or assets which inure to the benefit of any private party.

Control shall be vested in a board composed of naturopathic practitioners and men and women from the community. It is recommended that board members not serve in administrative or instructional capacities while active on the board. Under no circumstances shall more than one-third of the active board occupy administration or instructional positions in the college.

Membership on such a governing body requires the members to assume major obligations and responsibilities, some of which are outlined here:

Obligations

- To develop goals, objectives, and policies for the college, and to ensure its effectiveness in serving the students, the profession, and society;
- To safeguard the funds, properties, and integrity of the college.

Responsibilities

- To be thoroughly familiar with the charter (Articles of Incorporation) and bylaws under which the college functions;
- To be knowledgeable about the nature, purpose, policies and programs of the college;
- To formulate, but not administer, broad policy consistent with the charter, bylaws, nature and purpose of the college;
- To support the policies it formulates;
- To keep authority in the board as a whole and in properly called and constituted meetings for which official minutes are kept and available for inspection;
- To attend and participate in meetings of the board and support the college with time, talent, and substance;
- To assume the responsibility to see that adequate monies are made available to meet operating costs;

Catalog

The college shall issue, at least biennially, a bulletin setting forth the character of the work which it offers. The content and format shall follow the usual pattern of professional college catalogs.

Such announcement shall list the trustees (directors), president, dean, and other administrative officers. It shall contain a listing of the members of the faculty with their respective academic credentials, i.e., degrees, issuing schools, and dates.

The courses are to be set forth, showing for each subject its contents, and value in term, semester or quarter hours.

Information is to be given regarding entrance requirements, discipline, attendance, grades, promotion, and graduation.

Tuition, matriculation, laboratory, graduation, and special fees shall be listed.

There should be brief descriptions of the library, laboratories and clinic facilities.

Calendar

The calendar, as published in the catalog, shall designate the beginning and ending dates of the terms, the vacation periods, and the legal holidays observed. Colleges may elect to use the semester, trimester, term or quarter system.

SCHOLASTIC REGULATIONS

Admission

The admission of students shall be in the hands of an officer who is a member of a standing Admissions Committee of at least three members, and his/her decisions shall be subject to the approval of the Committee.

Documentary evidence of students' preliminary education shall be obtained and kept on file. All transcripts of records from other colleges shall be obtained directly from such schools.

No applicant will be barred from admission because of race, color, creed, sex, age, or physical handicap.

Preprofessional Education

All candidates must furnish proof of having acquired at least two years (60 semester hours or 90 quarter hours) of course work leading to a baccalaureate degree in the arts and sciences, including at least 30 quarter hours (24 semester hours) of laboratory sciences in biology and chemistry.

Advanced Standing

Applicants for admission to advanced standing shall be required to furnish evidence: (1) that they can meet the same entrance requirements as candidates for the first year class; (2) that courses equivalent in content and quality to

CURRICULUM

The following standards are intended not as an exact description of a college's curriculum, but rather as guidelines for the typical acceptable program. It is expected that the actual program taught by each college will be prepared by their academic departments to meet the needs of their students and will exceed the outline presented here. This policy has been adopted to preserve the autonomy and uniqueness of each naturopathic institution, and to encourage innovative and experimental programs enhancing the quality of naturopathic education.

Length of Study: The curriculum should be presented over a period of 12 quarters (10 - 11 weeks per quarter) and should total no less than 4200 hours.

Core Curriculum:

I. Basic Sciences

A. The Basic Sciences program should provide an in-depth study of human anatomy, physiology and pathology. Extensive use of laboratory experience (25-40% of class hours) is recommended to aid the student in developing a practical understanding of the material presented.

B. Recommended course minimums:

1. Anatomy - 350 hours
(Embryology, Histology, Gross Dissection)
2. Physiology - 250 hours
3. Pathology - 125 hours
4. Biochemistry - 125 hours
5. Public Health - 175 hours
(Public Health, Genetics, Microbiology, Immunology)
6. Naturopathic Philosophy - 100 hours
7. Pharmacology - 100 hours

II. Clinical Sciences

A. The Clinical Sciences should thoroughly prepare the student to diagnose the causes of human ailments and to treat them effectively using natural therapeutics. Laboratory experiments and clinical demonstrations should be used (10-20% of class hours) to assist development of practical skills.

B. Recommended course minimums:

1. Diagnostic Courses

- | | |
|--------------|-------------|
| Physical | - 75 hours |
| Clinical | - 100 hours |
| Laboratory | - 50 hours |
| Radiological | - 50 hours |

2. Therapeutic Courses

- | | |
|---|-------------|
| Materia Medica
(Botanical medicine, homeopathy, emergency drugs) | - 150 hours |
| Nutrition | - 125 hours |
| Physiotherapy | - 150 hours |
| Psychological Therapy | - 75 hours |

LIBRARY SERVICES

The library should be staffed by a trained librarian, and should be equipped and organized to meet the needs of the faculty and students. The physical surroundings, operating hours, and orientation programs should be conducive to optimum use. Reference materials are to be available to encourage use of the library for class assignments, student and faculty research, and program development.

The annual budgetary provisions should be adequate to maintain currency in the basic and clinical sciences.

Institutions affiliated with other accredited colleges may include their library facilities in their library program.

RESEARCH

Each institution should make adequate provisions to stimulate research by both students and faculty.

PHYSICAL FACILITIES

Each college shall own or enjoy the full use of buildings adequate to accommodate the student body with classrooms, laboratories, clinic and library facilities, and offices for the administration and faculty. There shall be a vault for safekeeping of valuable records and documents.

The plant and grounds, equipment and facilities, shall be maintained in efficient, sanitary, and presentable condition. All laws covering sanitation, fire protection, and other regulations respecting public institutions shall be enforced. There shall be sufficient personnel employed to carry out proper maintenance.

~~POSTGRADUATE~~ CONTINUING EDUCATION

In addition to the general requirements outlined earlier in these "Standards", the following are added to apply to postgraduate (continuing) education programs:

Objective

The objective of the Postgraduate Division shall be to provide postgraduate education to better assist the naturopathic doctor in the care of the public.

Organization

A postgraduate dean, director, or chairman shall be appointed by the chief administrative officer subject to approval by the Board.

Administration

Supervision -- The postgraduate dean shall be under the direction of the chief administrative officer and shall have adequate authority to manage the operation of this department.

Physical Facilities

Plant -- The sites for extension classes must offer adequate facilities in relation to the needs of the course being presented.

OREGON EDUCATIONAL COORDINATING COMMISSION
PROPOSED AMENDMENTS TO OREGON ADMINISTRATIVE RULES
CHAPTER 583, DIVISION 30

NOTE: Matter underlined is new; matter [*italic and bracketed*] is existing language to be omitted.

**STANDARDS AND PROCEDURES FOR
APPROVAL OF DEGREE REQUIREMENTS
IN CERTAIN OREGON PRIVATE AND
ALL OUT-OF-STATE INSTITUTIONS**

Scope and Purpose

583-30-005 (1) ORS 348.835 provides that certain Oregon private and all out-of-state institutions of learning shall not confer or offer to confer any degree in recognition of the attainment or proficiency of a person without first having submitted the requirements for the degree to the Oregon Educational Coordinating Commission and having obtained the Commission's approval. This applies to each degree program at each location proposed by an institution.

(2) The purpose of this rule is to provide standards and procedures for submission of requirements and for Commission review and approval of the same, and to assure that institutions covered by this rule meet minimum standards of quality in their operation and conferral of degrees. It is also the purpose of these rules to help prevent deception of the public resulting from the conferring and use of fraudulent or substandard degrees. Regulation of degree requirements as evidence of academic achievement is in the public interest.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & ef. 12-22-75; ECC 2-1980, f. & ef. 4-14-80

Exemptions

583-30-010 This rule shall not apply to:

(1) Any school or institution of learning which has been established and conducted within Oregon, and has conferred degrees for a period of 15 years prior to March 4, 1935;

(2) Any school conducted under the public educational system of the State of Oregon;

(3) Any Oregon school which is a member in good standing of the Northwest Association of Schools and Colleges;

[(4) Any school which confers degrees only for proficiency in any system or method of healing;]

[(5) Any school now conferring the degree of doctor of optometry;]

[(6)] Schools of theology operating on a post-baccalaureate degree level.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & ef. 12-22-75; ECC 2-1980, f. & ef. 4-14-80

Definitions as Used in OAR 583-30-005 to 583-30-045

583-30-015 (1) "Institution of Learning" or "Institution" means post-secondary educational institution subject to this rule.

(2) "Degree" means any academic or honorary title of designation, mark, appellation, series of letters or words, such as, but not limited to, associate, bachelor, master, doctor, or fellow which signifies, purports, or is generally taken to signify satisfactory completion of the requirements of an academic program of study beyond the secondary school level or a recognized title conferred for meritorious recognition which may be used for any purpose whatsoever. "Degree" does not include certificate, diploma, license, report, document, or title which signifies satisfactory completion of requirements of a non-degree program.

(3) "Confer" includes awarding, granting, bestowing, or giving of a degree.

(4) "Good Standing" means full accreditation with the Northwest Association of Schools and Colleges.

(5) "Commission" means the Oregon Educational Coordinating Commission.

(6) "Out-of-State" or "Foreign" educational institution means either a public or private institution which is not an Oregon school.

(7) "Attainment" or "Proficiency" means the completion and mastery of a program or field of study or competence in the skills generally required in the profession or field of study.

(8) "Advertising" means any form of public notice used in school recruiting and promotional activities, however disseminated including, but not limited to, catalogues and other school publications, signs, mailing pieces, radio or television advertisement, and audiovisual material.

(9) "Oregon School" means any school or institution of learning which initially establishes operations solely in Oregon and continuously maintains its main headquarters in Oregon.

(10) "Part-time faculty" means teaching staff employed by an institution less than full-time throughout the academic year.

(11) "Credit for prior learning" means credit which is awarded for learning which is not sponsored by an institution and occurs prior to matriculation.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & ef. 12-22-75; ECC 2-1980, f. & ef. 4-14-80

Exercise of Commission Authority

583-30-020 (1) After initial approval by the Commission for an institution to grant a certain degree (or degrees), periodic reports may be required. Failure to conform to the established standards may result in loss of Commission approval. No institution shall receive approval for a period longer than five years. Prior to the expiration of the five-year period, or any lesser period designated by the Commission at the time of approval, the institution must initiate the reevaluation process by making application to the Commission for renewal of its authority. The Commission upon review and evaluation of the application shall make a final decision of approval or disapproval in not less than two nor more than 11 months.

(2) If any institution of learning fails to maintain the required standards or fails to report significant institutional changes within 90 days of the change including the offering of approved degree programs at new locations either within Oregon or elsewhere, the Commission may revoke its approval subject to rule 583-30-045 of these rules. The Commission may make periodic contact and/or send a representative or qualified examining or evaluation committee to an institution to gather information as authorized under rule 583-30-040. All costs of an evaluation shall be borne by the institution requesting approval.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & ef. 12-22-75; ECC 2-1980, f. & ef. 4-14-80

Eligibility to Apply

583-30-025 In order to make application for the review of its degree-granting authority, an institution subject to this rule must have a representative in Oregon residence and a headquarters with a physical location and address in Oregon and identify its agent for the transaction of business with the Commission; or, if a foreign or out-of-state institution, it must designate a responsible agent within the State of Oregon and provide his/her name, address, and telephone number.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & ef. 12-22-75; ECC 2-1980, f. & ef. 4-14-80

Application Procedure

583-30-030 Institutions making application shall do so on a form provided by the Commission, which shall be designed to meet the standards in rule 583-30-035.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & ef. 12-22-75

Standards

583-30-035 The following standards shall be used by the Commission in determining the completeness of an application and in its review of the degree-granting authority of an institution:

(1) Objectives. The objectives of the institution shall be clearly stated; they should make evident the ends which the institution hopes to achieve; and their implementation should be obvious in the administration of the institution, individual course objectives, and the total program which has been planned for students.

(2) Curriculum and Academic Standards. The institution shall make known the standards of excellence, mastery, and competence for its programs and courses of study and shall validate the effectiveness of its instruction by evaluating the proficiency of its students in their particular field of study before the granting of degrees. Special training for a given profession or vocation shall be sufficient in extent and quality to insure that recipients of the degree can perform acceptably the duties of the particular profession or vocation involved.

(3) Administration. The education and experience of directors, administrators, supervisors, and instructors should be sufficient to insure that the student will receive educational services consistent with institutional objectives. The administration of the institution shall be such that the lines of authority are clearly drawn. The institution shall present with its application a catalog and a brief, narrative explanation of how the administration of the institution is or is to be organized and how the administrative responsibility for each of the following is or is to be managed:

- (a) Faculty and staff recruitment;
- (b) Personnel records management;
- (c) Faculty pay scale and policies;
- (d) Standards and practices relating to evaluation, improvement of instruction, promotion, retention, and tenure;
- (e) Admissions policies including procedures used to solicit students;
- (f) Development and administration of policies governing rejection and retention of students, job placement, and student counseling and advising services;
- (g) Curriculum requirements;
- (h) Tuition and fee policies; and
- (i) Financial management policies.

(4) Faculty. Faculty members of any institution conferring degrees shall be qualified by training and experience to give effective instruction in the particular fields involved. There shall be submitted to the Commission a resume for each faculty member participating in a program in Oregon, including the following information:

- (a) Academic rank or title;
- (b) Degree or degrees held, the institution(s) that conferred the degree(s), the date(s) thereof, and whether earned or honorary;
- (c) The faculty members' assignments by course number and title and the number of students involved in each course;
- (d) Where faculty members have responsibilities for other than teaching, the nature of these responsibilities and the proportion of the faculty member's time required for them;
- (e) Full-time equivalency; and
- (f) The length of time each faculty member has been with the institution. Institutions which primarily employ part-time faculty must show how the following are provided:

(a) Faculty participation in the development of curriculum to afford continuity and stability in the educational program.

(b) Opportunity for counseling and informal association between students and faculty.

(5) Student Recruitment, Selection, and Retention. Recruitment and selection policies and practices shall be such as to assure that the personal goals and abilities of prospective

students are compatible with the institution's purpose and academic standards and that student retention practices are consistent with the institution's objectives. The data submitted to the Commission shall include the following:

(a) A statement of the institution's recruitment, selection, and retention policies;

(b) The number of applicants for admission, number admitted, and the number enrolled during the past year, the attrition rate compared to the total school enrollment, and the reasons for student leaving if known; and

(c) The distribution of students in each of the various years in school and in each degree program.

(6) Financial Condition:

(a) The institution shall demonstrate to the satisfaction of the Commission its financial solvency and stability by submitting certified audit reports, the posting of an adequate bond, or other appropriate evidence.

(b) The potential of a proposed program for retaining students over time will be a factor in assessing projected financial stability.

(7) Physical Plant, Materials, and Equipment. Instructional space, equipment, laboratories, recreational facilities, gymnasiums, health centers, and instructional materials shall be adequate to achieve all institutional and program objectives. Institutions without the educational resources of a traditional campus and out-of-state domiciled institutions shall furnish evidence that provisions are made for faculty and student access to all necessary teaching and learning resources.

(8) Library Resources:

(a) The library resources shall be adequate to support the instruction, research, and services pertinent to the institution's goals and courses of study. Evidence for evaluation shall include:

- (A) Financial support;
- (B) Circulation;
- (C) Number of volumes exclusive of documents;
- (D) List of periodicals;
- (E) List of reference books;
- (F) List of instructional media available; and
- (G) List of special collections.

(b) Institutions that do not maintain an on-site library shall furnish evidence that provisions have been made for faculty and student access to adequate library services.

(9) Entrance Requirements. Entrance requirements for post-secondary degree studies shall include graduation from a secondary school or its equivalent or such other requirements as are generally employed by institutions offering similar degrees.

(10) Educational Credentials:

(a) Upon satisfactory completion of educational or training and the payment of all tuition and fees owed by the student to the institution, the student shall be given appropriate educational credentials by the institution indicating that the course or courses of instruction or study have been satisfactorily completed by the student.

(b) In addition, for each student who graduates or withdraws, the institution shall prepare, permanently file, and make available a transcript that specifies all courses completed, provided that all tuition and fees owed by the student to the institution have been paid. Each course entry shall include a title, the number of credits awarded, and a grade. The transcript shall separately identify all credits awarded by transfer and for prior learning experience, correspondence courses, and credit by examination.

(11) Records:

(a) In addition to the transcript requirement provided for under section (10), the institution shall maintain adequate records to document the performance and progress of each student. The records and accounts pertaining to each period of

enrollment of each student shall be kept intact and in good condition by the educational institution for a period of at least three years following the termination of such enrollment period.

(b) The records to be retained shall include, but not necessarily be limited to, any of the following information that does not appear on permanently filed transcripts:

(A) Records and accounts which are evidence of tuition and fees charged to and received from or on behalf of all students.

(B) Records of previous education or training of students at the time of admission and records of credit, if any, granted by the institution at the time of admission.

(C) Records of the student's grades and progress.

(D) Individual instructor's class records.

(E) Records of interruption for unsatisfactory progress or conduct.

(F) Records of refunds of tuition, fees, and other charges made to the student.

(c) Institutions shall maintain and have available for inspection for a period of three years following their use complete records and copies of all advertising, sales, and enrollment materials used by or on behalf of the institution.

(d) If any educational institution proposes to discontinue its operation, the chief administrative officer of the institution shall file with the Oregon Educational Coordinating Commission the original or legible true copies of all such information as is customarily required by colleges when considering students for transfer or advanced study, including but not necessarily limited to, all records required in section (10) and subsection (a) of this section. In the event it appears to the Commission that any such records of an educational institution discontinuing its operations are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Commission, the Commission may seek a court order to protect and, if necessary, take possession of the records. The Commission shall select an appropriate permanent location for such records.

(12) Advertising:

(a) The institution and its agents shall not utilize advertising of any type which is false or misleading, either by actual statement, omission, or insinuation.

(b) References to accreditation will be limited to accreditation currently held by the school through nationally recognized accrediting agencies as listed by the United States Department of Education.

(c) When an institution advertises that it is accredited it must identify the accrediting agency.

(d) An institution shall have records available to document any statements made through its advertising including salary and placement claims.

(e) An institution shall not advertise that it is in any way licensed, endorsed, recommended, approved, or accredited by the Oregon Educational Coordinating Commission.

(f) The institution shall provide students and other interested parties with a brochure or catalog. The brochure or catalog must be revised and published at least every two years.

The following may be included in the brochure or catalog: "This institution has met the requirements of the Oregon Educational Coordinating Commission to grant degrees."

If any of the following items of information are not included in the catalog or brochure, it shall refer to other specific documents containing the omitted information:

(A) Name and address of the school;

(B) Date of publication;

(C) Admission requirements and procedures;

(D) A statement of tuition and other student charges related to enrollment such as deposits, fees, books and supplies, tools and equipment, and other charges for which a student may be responsible. This information may be presented as an addendum or insert to the main publication;

(E) A description of the extent and nature of part-time or full-time job placement assistance, if any, available to students or graduates;

(F) Specifics describing the availability of student housing, counseling and other student services, if any;

(G) A school calendar including beginning and ending dates of classes and programs, holidays, and other dates of importance;

(H) A statement of the objectives of the institution;

(I) A list of all institutional administrators and faculty members, including their titles and academic qualifications;

(J) A statement of institutional policy relative to standards of progress required of the student. This policy shall describe the grading system of the school, the minimum grades considered satisfactory, conditions for interruption for unsatisfactory grades or progress, a description of the probationary period, if any, and conditions for re-entrance for those students dismissed for unsatisfactory progress. A statement shall be made regarding progress records kept by the institution and furnished to the student;

(K) A statement of institutional cancellation and refund policy;

(L) A description of the available space, facilities and equipment;

(M) A description of the objectives, requirements, and length of each program offered.

(N) For each program or field of study that prepares students for a licensed or certified occupation, a statement that indicates whether or not the appropriate agency or association recognizes the program for purposes of licensing or certification in that occupation. For all such programs, this information must be provided at the beginning of each program description in the catalog, brochure, and supplementary publications.

(O) Policy and procedures relative to the granting of credit for prior learning if offered.

(P) A statement explaining the arrangements, or lack thereof, for transfer of the institution's credits to other institutions.

(Q) A description of the types of financial assistance available to students enrolled in the institution.

(R) Any other material facts concerning the school and the instruction which are reasonably likely to affect the decision of the potential student;

(13) Credit for Prior Learning:

(a) Institutions awarding credit for prior learning shall have clearly state policies relating to administrative responsibility, student eligibility, means of assessment, recording of results and transcripts, storage of documentation, student fees and maximum number of credits allowable.

(b) Credit for prior learning normally should be awarded in subject matter fields in which the institution offers comparable courses or curriculum and has available faculty expertise or where nationally validated examinations or other procedures for establishing credit equivalency can be relied upon. However, credit may be accepted when appropriately evaluated through contractual or other means.

(c) Systematic and rigorous procedures for assessing prior learning shall be used. They shall insure that learning is carefully articulated, documented, and measured in the context of the role of the institution and the educational objective of the student. Requirements must be specific that each student must demonstrate the learning achieved before credit is awarded.

(14) Requirements for all Associate, Baccalaureate and graduate degrees shall provide for an appropriate balance of credits between those earned in the major discipline and in general education. These requirements shall be in keeping with those generally employed by institutions offering similar degrees.

(15) Cancellation and Refund Policy. The institution shall maintain a fair and equitable policy in reference to refund of the unused portion of tuition fees and other charges in the event the student fails to enter the course, or withdraws at any time prior to completion of the course. Such a policy shall be in keeping with generally accepted practice of institutions of higher education.

(16) Other Information. The applicant shall provide any other information about the institution and its programs required by the Commission.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & cf. 12-22-75; ECC 2-1980, f. & cf. 4-14-80

Review Procedures

583-30-040 (1) The Commission may send a representative or an examining or evaluation committee to inspect any institution of learning subject to ORS 348.835. The examining committee shall be comprised minimally of a Commission staff reviewer, or a designee; an institutional representative of a college accredited by the Northwest Association of Schools and Colleges; and a third party drawn from the general professional field of the institution undergoing review. In those instances in which a representative of the Commission or an examining committee has been assigned to inspect an institution, the representative's or committee's report shall be submitted as part of the documentation necessary for Commission action.

(2) In lieu of a review in accordance with part of the standards used by the Commission as listed in OAR 583-30-035, the Commission may acknowledge the adequacy of accreditation by an association recognized by the United States Department of Education.

(3) Final action for approval by the Commission will be held open to the public and the applicant institution shall be invited to attend.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & cf. 12-22-75; ECC 26, f. & cf. 6-8-77; ECC 2-1980, f. & cf. 4-14-80

Revocation of Approval

583-30-045 Approval obtained under ORS 348.835 may be revoked for proper cause by the Commission at its discretion, after a hearing. Such hearing shall be held only after the institution of learning involved has been given 20 days' notice in writing of the time and place of such hearing.

Stat. Auth.: ORS Ch. 348

Hist: ECC 22, f. & cf. 12-22-75

Alaska State Legislature



Senate

SENATOR MIKE COLLETTA

January 19, 1982

Senator Charles Parr, chairman
Health, Education and Social Services
State Capitol
Pouch V
Juneau, Alaska 99811

Dear Senator Parr: *Charlie,*

I have enclosed a copy of SB 274 - a bill relating to the licensing of practitioners of naturopathic healing. In addition, you will find a copy of a letter received from the American College of Naturopathic Medicine, dated January 4, 1981.

In her letter, Mary C. Price, Assistant Academic Dean, offers some suggestions as to how an amendment could better help the Department of Commerce approve colleges meeting the requirements of a licensed Naturopathic Physician. As both SB 274 and HB 327 are currently in the House and Senate Health, Education and Social Services Committees, consideration of the proposed amendment may be of interest to you.

Sincerely,

Mike Colletta

Mike Colletta

MC/dls

cc: Rep. Terry Martin

Enclosures



AMERICAN COLLEGE OF NATUROPATHIC MEDICINE

2121 Lancaster Drive N.E.
Salem, Oregon 97303

COLLEGE (503) 378-7237
CLINIC (503) 378-7236

January 4, 1982

Senator Mike Colletta
4608 Lois Drive
Anchorage, Alaska 99503

Dear Senator Colletta,

The college would like to go on record in support of Senate Bill #274, which provides for the licensure of Naturopathic physicians.

We would also like to be available as a resource for information concerning the profession and its educational status. Please feel free to call on us if the need arises.

We are anxious to support this bill because it has always been our desire to provide as many licensure opportunities, as possible, for our graduates. For that reason, we have developed an educational system and curriculum designed to meet or exceed the requirements of all states currently licensing Naturopathic physicians. In addition, we have worked closely with the Northwest Association of Schools and Colleges, which is the regional accrediting body, for the last three years. We felt that if the Naturopathic colleges could gain regional accreditation it would help open more states for licensure. Prior to this, no regional accrediting body had ever accepted an application from a Naturopathic College. After three years of close work, we finally received permission at their December meeting to proceed with our application and self study. This is a great accomplishment for our profession and will extend to the two other Naturopathic colleges in this region.

Although we have been given permission to proceed with our self study, it could be up to two years before that bears fruit. Therefore, we also support an amendment to Senate Bill #274 giving the Department of Commerce and Economic Development the authority to approve colleges.

Enclosed you will find a copy of our suggestion as to how this amendment could be worded.

In effect, it provides for a one year interim period during which colleges can complete the application process, as well as to come into compliance with any regulations that the Department

may adopt that the other states do not already have as regulations. It still allows for the department to examine each person's credentials, that graduated in the past, to ascertain that they have A) a high school diploma, B) two years of college work, and C) have successfully completed, in residence, a 4,500 hour program with all necessary subjects.

In summary, we support Senate Bill 0274, as well as an amendment to allow the Department of Commerce to approve the colleges. We also look forward to providing any information or assistance needed to help pass this bill. We commend you on your efforts on behalf of this bill and thank you, in advance, for your future efforts.

Sincerely,

Mary C. Price

MARY C. PRICE
Assistant Academic Dean

MCP:mp

Enclosure

cc: Dr. Pettijohn

Sec. 08.45.110. LICENSURE AS A NATUROPATHIC PHYSICIAN. To be eligible for a license as a naturopathic physician, an applicant shall

(1) hold a high school diploma or the equivalent;

(2) have completed two years of postsecondary education at an accredited college of liberal arts or sciences;

(3) have attended at least 90 percent of the hours required for graduation and graduated from a school or college of naturopathic medicine that has as a requirement for graduation successful completion of a course of resident instruction of at least nine months actual attendance in each of four years and successful completion of a course of instruction totaling 4,500 hours or more;

(4) the course of study shall include:

(A) anatomy (including histology and embryology) and physiology;

(B) microbiology, immunology and public health;

(C) pathology and diagnosis (including physical, clinical, x-ray, and symptomatology diagnosis);

(D) first aid and emergency medicine;

(E) obstetrics and gynecology;

(F) orthopedics;

(G) minor surgery;

(H) proctology;

(I) otolaryngology;

(J) physiotherapy and manipulative techniques;

(K) clinical nutrition;

(L) herbology;

(M) naturopathic theory, practice and therapeutics;

(N) clinical practice;

(O) jurisprudence;

(5) graduate from a school or college of naturopathic medicine, approved by the department if the applicant graduates more than 1 year after the effective date of this act, provided that the department adopts rules for approval of colleges within six months of the effective date of this act to allow schools and colleges adequate time for the application process to be completed;

(6) successfully complete an examination given by the department.

POSITION PAPER

Senate Bill No. 274

"An Act relating to the licensing of practitioners of naturopathic healing; and providing for an effective date."

The bill provides for the licensing of naturopaths and defines qualifications necessary for licensure.

Definition

Naturopathy is defined as a system of treatment which emphasizes assistance to nature and includes the use of natural substances and physical means. Methods of treatment commonly include corrective nutrition, use of vitamins, minerals, enzymes and botanical preparations, counseling, hypnotherapy, massage, manipulation and other physical methods. There is apparently some controversy among naturopaths regarding the use of surgical methods.

Educational Background of Naturopaths

The National College of Naturopathic Medicine with campuses in Portland, Oregon and Wichita, Kansas, is the only residential institution in the U.S. offering a curriculum in naturopathy. The course duration is four years. Admissions requirements include high school graduation and two years of college or university (there has been discussion with regard to expansion to three years). There is also a correspondence school of naturopathy in California. Graduates of this program would not be eligible for licensure in Alaska under the requirements contemplated in S.B. 274.

Current Status of Naturopathy in Alaska

Alaska currently has no statute providing for the licensure of naturopathic physicians. The Attorney General has held that, to the extent that naturopathy constitutes the practice of medicine as defined in the Alaska Statutes, any person practicing naturopathy would be required to be licensed by the State Board of Medical Examiners.

Position of the Department of Health and Social Services

The scientific basis of naturopathy has been questioned by the medical community. In a 1968 study, the U. S. Department of Health, Education and Welfare stated that "naturopathic theory and practice are not based upon the body of basic knowledge related to health, disease and health care which has been widely accepted by the scientific community." This position has remained unaltered. The American Public Health Association has also expressed reservations.

Certain disease categories would not appear to be amenable to successful treatment through naturopathic methods. A few examples would include malignancies, diabetes in certain age groups or of certain degrees of severity, certain types of infectious diseases, etc. Protection of the public would

POSITION PAPER SB 274

Page 2

require that the public clearly understands the limitations of the naturopathic approach and that the practitioner be able to recognize those conditions in which his therapy would not be beneficial.

The Bill contains no reference to standards of practice to be expected.

The Department recommends against the passage of Senate Bill 274. If, however, the Legislature enacts the Bill, the Department would strongly recommend limiting the scope of practice by prohibiting surgery, use of x-ray, and obstetrical practice by naturopaths.

Recommended by: *E. S. Rabeau*
E. S. Rabeau, M.D., Director
Division of Public Health

Date: *Feb 16, 1982*

Approved by: *Helen D. Beirne*
Helen D. Beirne, Commissioner
Department of Health and
Social Services

Date: *2-16-82*

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. Senate Bill No. 274

Title "An Act relating to the licensing of practitioners of naturopathic healing..."

Requested by Commissioner's Office Date 2/16/82

II. FISCAL DETAIL

Agency Affected Department of Health and Social Services

Program Category Affected Health/Public Health

BRU, Program, Or Subprogram(s) Affected _____

(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
100 PERSONAL SERVICES	0	0	0	0	0	0
200 TRAVEL	0	0	0	0	0	0
300 CONTRACTUAL	0	0	0	0	0	0
400 COMMODITIES	0	0	0	0	0	0
500 EQUIPMENT	0	0	0	0	0	0
600 LAND & STRUCTURES	0	0	0	0	0	0
700 GRANTS, CLAIMS, ETC.	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

FUNDING (Thousands of Dollars)

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER (Specify Source)	0	0	0	0	0	0

POSITIONS

	FY 82	FY 83	FY 84	FY 85	FY 86	FY 87
FULL TIME	0	0	0	0	0	0
PART TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

III. ANALYSIS (See Fiscal Note Preparation Instruction, Section III)

IV. DATE 2/16/82

PREPARED BY E. S. Rabeau, M.D.

AGENCY Dept. of Health and Social Services

PHONE 465-3090

Original: Legislative Finance

cc: Budget and Management

Prime Sponsor (First Legislator Named)

33-001 (Rev. 12/81)

100

STATE OF ALASKA

JAY S. HAMMOND, GOVERNOR

DEPARTMENT OF LAW

OFFICE OF THE ATTORNEY GENERAL

POUCH K- STATE CAPITOL
JUNEAU, ALASKA 99811

March 29, 1979

Mike Colletta, Chairman
Rules Committee
Alaska State Senate
Pouch V
Juneau, Alaska 99811

Re: The Practice of Naturopathy in Alaska

Dear Senator Colletta:

This letter is in response to your recent request for information regarding the practice of naturopathy in Alaska.

Although one statute, AS 08.02.010, makes passing reference to "naturopath", Alaska has no statute which regulates the practice of naturopathy. It was this lack of legislation which led the Idaho Association of Naturopathic Physicians, Inc., to file against some 30 states and several municipalities in order to compel the defendants to recognize naturopathy as a discipline distinct from the orthodox practice of medicine. While the suit involving Alaska has yet to be decided, a companion case, Idaho Association of Naturopathic Physicians, Inc. v. United States Food and Drug Administration, et al. 582 F.2d 849 (4th Cir. 1978), the United States Court of Appeals for the fourth circuit unanimously affirmed decisions of two United States district courts dismissing the county and state defendants from the actions filed by the Association. We have no reason to believe that the outcome of the suit involving Alaska will diverge from the fourth circuit decision.

Although the Medical Board has apparently taken the position that it is not responsible for the licensure of naturopaths, naturopathy may constitute the practice of medicine within the meaning of AS 08.64.380(2)(A) (C) or (D):

"Practice of medicine" or "practice of osteopathy" means

(A) maintaining an office or place of business for the purpose of treating the sick or injured

March 29, 1979

- 2 -

for pay or . . .

(C) the assumption or promulgation of a title which tends to show that the person is willing or qualified to diagnose or treat the sick or injured . . . or

(D) for a fee prescribing, directing or recommending for the use of a person, a drug or medicine for the treatment, cure or relief of a disease, infirmity, bodily injury or defect.

Given the Medical Board's posture with respect to naturopathy, it is highly unlikely that the State would undertake any action to prosecute or otherwise discipline an individual naturopath for the unlawful practice of medicine. In essence, then, naturopathy within the State of Alaska is an unlicensed activity.

It is my understanding from my conversation with your administrative assistant, Carlos Mercer, that you are currently contemplating legislation to regulate the practice of naturopathy in the State. In formulating this legislation, two fundamental issues arise: (1) does the practice of naturopathy constitute a practice which poses a risk to the health and safety of Alaskans such that it should be regulated? (2) in what manner can the State best control entrance into the occupation and support and enforce standards of practice among licensed practitioners?

I am available to meet with you at any time to discuss in further detail the background of the naturopathy suit and to assist you in the preparation of legislation to regulate naturopathy in Alaska.

Sincerely yours,

AVRUM M. GROSS
ATTORNEY GENERAL

By:


Bruce M. Botelho

Assistant Attorney General

BMB:vr

All physicians were sent a copy of HB 327, concerning the licensing of Naturopathic Practitioners, and the questionnaire asked for comments. Those received were:

4	Favor
57	Opposed
5	Unknown
12	No comment

Remarks:

Number of respondents

Quackery	25
Poorly trained, inadequate for duties in bill	18
Licensing would mislead public, danger to citizens	15
May delay needed treatment	9
No surgery, x-ray	9
No obstetrics	9
No prescription capabilities	8
Fraudulent, life threatening	8
State cannot legislate hospital privileges	7
State should investigate practitioners for education/ preparation; followup on fraud and incompetence	4
Responsibilities too broad	4
Waste of state money	2

All Physicians were asked if they had any contact with the rural health delivery system, and for comments

45	Yes
25	No
44	No response
2	Unknown

Comments

Number of respondents

System in good balance, appropriate, constantly upgraded	18
Health Aides work well, need more financial support, skill upgrading	10
Need alcohol abuse education	7
Need EMS communications upgrading	5
Need more health promotion, prevention	5
Expensive	5

alaska
state
hospital
association

319 Seward St., Juneau, Alaska 99801 • (907) 586-1790
REPRESENTING ACUTE, LONG TERM AND OUTPATIENT FACILITIES

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Hospital
Anchorage

Alternate Trustee Delegate
to American Hospital
Association
Robert Jensen
Central Peninsula Hospital
Sitka

President
Dennis L. DeWitt
Juneau

February 16, 1982

The Honorable Charles H. Parr
Alaska State Senate
Pouch V, State Capitol Building
Juneau, Alaska 99811

Subject: Opposition to SB 274

Dear Senator Parr:

Taber's Cyclopedic Medical Dictionary, Thirteenth Edition, defines Naturopathy as "a therapeutic system which does not use drugs or therapy but employs nature forces, such as light, heat, air, water and massage". Webster's New World Dictionary, Second College Edition, defines Naturopathy as "a system of treating disease largely employing natural agencies, such as air, water, sunshine, etc. and rejecting the use of drugs and medicines."

We believe that Section 08.45.160 Nature of Naturopathic Practice, goes far beyond the traditional definition of Naturopathy and in fact creates a limited license to practice Medicine, Podiatry or Osteopathy. By allowing the use of anesthetic and drugs which are commonly available on a prescriptive basis only, this measure seems to us to vary from the practice of Naturopathy.

Of greater specific concern to us is Section 08.45.160 (1) which gives any person licensed under this Chapter staff privileges in every Alaskan hospital and nursing home. This is a right not granted to any other licensed health professional. Each hospital or nursing home should and must, under state and federal law and regulation, establish a policy for acquiring staff privileges including a review of the competency of the particular applicant. This protects the liability of the facility and offers an important quality of care protection to the patients receiving care at a facility.

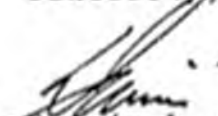
February 16, 1982
The Honorable Charles H. Parr
Page Two

The level of licensure suggested in SB 274 would not permit the Naturopath the ability to treat a patient for cardiac arrest while performing anesthesia. As a result, no hospital could permit a Naturopath to perform services except under the direction of a physician licensed pursuant to Chapter 64 of Title 8, who could provide total care to a patient receiving services in a hospital or nursing home.

While we acknowledge the right of the Legislature to determine the type of health practitioners who might receive licenses under Alaskan law, we believe that mandating hospital or nursing home staff privileges would not be in the public interest. Further we believe that the proposed scope of Naturopathic practice is overly broad and ought to be much more in keeping with current definitions of Naturopathy.

We believe that as a minimum the bill should be amended on page 4, lines 19 and 20, to delete "admit patients to hospitals and nursing homes". Such an amendment would permit access to health facility staff privileges in the same manner as is currently available for example, to physicians, dentists, podiatrists, psychologists and nurse or lay midwives.

Sincerely,



Dennis L. DeWitt
President

DLD:bf

PROVIDENCE HOSPITAL

200 PROVIDENCE DRIVE - POUCH 6604
ANCHORAGE, ALASKA 99502
PHONE: (907) 276-4511



SERVING IN THE WEST SINCE 1864

April 8, 1981

Honorable Charles Parr
Pouch V
Juneau, Alaska 99811

Position Paper: H.B. 327 and S.B. 274 - "An Act relating to the licensing of practitioners of naturopathic healing; and providing for an effective date"

Position Taken: Opposed to passage

Dear Senator Parr:

Providence Hospital opposes passage of H.B. 327 and S.B. 274.

Specifically, we oppose Section 08.45.160 which would permit a naturopathic physician to admit patients to hospitals and nursing homes, perform minor surgery, use our x-ray equipment for diagnosis, and the other provisions outlined in that section.

Providence Hospital and our medical staff have always stood firm on our accrediting bylaws and standards. Not only do we insist that physicians be well-educated and trained in recognized programs leading to board certification of M.D.'s, but it is standard procedure that all our physicians be board eligible or board certified in their specialties. In the past we have denied privileges to physicians we felt (through evidence and background data) were not qualified to meet good standards of practice.

To grant privileges through legislation to naturopathic practitioners, who certainly do not meet these standards, would be irresponsible and would not be in the best interest of the public we serve and who expect us to protect them.

As with laetrile, Philippine faith healers, and other purported miracle curing practitioners, we do not object to people having freedom of choice outside the walls of a hospital. However, we do question the potential effects to the public when a person might

Honorable Charles Parr
Page 2
April 8, 1981

seek help or treatment from untested or testimonial type cures and later find that their problem has become more complicated and more difficult to treat. We have seen this happen with laetrile when cancer patients have come to us too late.

We are primarily concerned with quality health care standards. We do not believe that it is the intent of the legislature to decide who will be permitted to practice medicine in a hospital, especially since the courts of our land have consistently held the hospital responsible for the practice of inpatient medicine.

Thank you for your consideration. We will appreciate any support in defeating H.B. 327 and S.B. 274.

Sincerely,


Al M. Camosso
Administrator

AMC/mm

cc: Dennis DeWitt
William Dann
William Faulkner, O.D.
Ron Hammett
Donald DeMers
Don Brennan
Alaska Hospital Administrators
Advisory Board

Clinic of Natural Medicine

Patton D. Pettijohn, N.D.

Naturopathic Physician

Dear *Senator Parr,*

I am urging you along with hundreds of other Alaskans to support passage of Senate bill 274 or House bill 327. This bill provides licensure for practitioners of naturopathic healing with a fair definition of naturopathy. Without licensing procedures for naturopathic physicians it puts in question the rights of thousands of Alaskans to choose for themselves what type of health care service they use.

The problem stems from the broad definition of the practice of medicine. As defined in present Alaska statute 08.64.380., any one who maintains an office or place of business for the purpose of treating the sick or injured for pay constitutes the practice of medicine. At the present time naturopaths may be challenged that they are practicing medicine without license to do so. We contend that we are not practicing medicine but instead naturopathy and Alaska has no licensing procedure for us. (refer to the enclosed attorney general letter) Another problem with the lack of licensure is that there is no regulation to protect the public interests by making sure that those who practice as naturopaths are qualified and licensed to do so.

By way of background, I am a life long resident of Anchorage. The state of Alaska through the student loan program helped finance my bachelor of science in human biology and four year Doctor of Naturopathic Medicine degree. I have been examined by the state of Oregon Naturopathic Board of Examiners and hold a current license to practice naturopathy in Oregon. Alaska is my home and I feel that I should have the right to practice my profession here without the threat of prosecution.

I hope you will take the time to examine the enclosed information that will help inform you as to the exact nature of our education and qualifications as health care professionals. I have also enclosed naturopathic licensing laws from Oregon and Hawaii. Please feel free to contact me at any time for additional information.

Sincerely,

Patton Pettijohn
Patton D. Pettijohn N.D.

Feb. 11, 1963

Dear Mr. Ram,

I am writing concerning House bill 377 and Senate bill 374, which would recognize and license qualified naturopaths in this State. It is very important to me, as an individual, to be able to create whatever health care I feel is most beneficial to me. I have gained good health through naturopathy. Whole traditional medicine has failed. Because of my support of non-traditional health care, I do not enjoy the benefit of insurance coverage. Passage of the above mentioned legislation will encourage recognition of naturopathy by insurance companies. We are all responsible for our own health and well being and one should not be discriminated against just because one does not follow traditional health care methods.

Thank you for your time and consideration
Sincerely,
Susan S. Dinkin
SEA 5705
Indian, AK 99510

February 10th, 1982

Dear Mr. Charles Park,

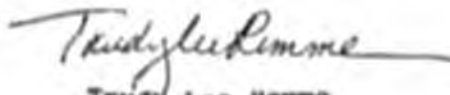
I'm writing this letter to ask you to PLEASE support the new bill introduced in the state legislature concerning naturopathic physicians in Alaska. I've never (ever) written to any public official before, but personally am very concerned with this affair and trully wish for some effective changes in this state, of which I've been a resident for over ten years.

Because of my preference for naturopathic services rather than the standard medical practice of hospital, drugs, and the like, I am facing risk of zero coverage through insurance companies etc., etc. Frankly, it's far more than a medical "preference", but instead, a super strong belief in natural, curative methods of health care. When it comes to dealing with our most precious bodies, I absolutely refuse to resort to standard medical procedures! And so you see,() this issue is crucial to not only this thirty-two year old woman, but to all the many other health minded individuals who hold the same understandings as to the curative functions of our own human bodies.

I believe that all persons should have the right to choose natural methods of health care by qualified, professional people here in Alaska. It is without a doubt the oncoming answer to many health problems throughout the country where-in orthodox methods of medicine have otherwise failed. Let's not discourage properly trained, competant naturopathic physicians from settling in Alaska any longer because of legal matters stiffling a successful practice. I pleadingly ask that you will support house bill 327 and senate bill 274 concerning this important matter.

Thankyou so much for your time and interest.

Sincerely,



Trudy Lee Kenne
1635 E. 26th Street
Anchorage, Alaska
99504

MSG 82-00007978 PRTY 1 02/12/82 15:59:31 ORIG: LA00 IN= 0015 OUT= 0060
FROM: JEAN, ANCH INFO TO: POM, JUNEAU INFO
TARGET: LJH2 SUBJ: POM PAGE 0000

TO: COLLETTA, FISCHER, KELLY, PARR AND STIMSON
REPRESENTATIVES BEIRNE, CATO, MALONE, MARTIN AND SMITH

FROM: PEGGY OCHAP
1303 W 23RD, #15
ANCHORAGE 99503 (H) 278-1033

I BELIEVE IN PREVENTIVE MEDICINE AND NATURAL HEALING BY QUALIFIED
AND LICENSED HEALTH CARE PROFESSIONALS. I WOULD LIKE TO SUPPORT
HB 327 AND SB 274 LICENSING NATUROPATHIC PHYSICIANS IN ALASKA.