Faculty Senate Monthly Packet May 1979

Portland State University Faculty Senate

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MEMORANDUM

TO  Senators and Ex-Officio Members of the Senate  
FROM  Earl L. Rees, Secretary to the Faculty  

DATE April 24, 1979

The regular meeting of the Faculty Senate will be on Monday, May 7, 3:00 p.m., 150 Cramer Hall.

A. Roll  
B. Approval of Minutes of the April 2, 1979 meeting  
C. Announcements and Communications from the Floor  
D. Question Period:  
   1. Questions for Administrators  
   2. Questions from the Floor for the Chair  
E. Reports from Officers of the Administration and Committees  
   *1. Budget Committee Annual Report, Hoogstraat  
   *2. University Athletics Board Annual Report, Kimball  
   *3. University Scholars Board Annual Report, Deinum  
   *4. Teacher Education Committee Annual Report, Hale  
F. Unfinished Business - none  
G. New Business  
   *1. Gerontology Proposal, Bentley, Graduate Council  
   *2. Student Evaluation of Faculty Members, Scheans, Advisory Council  
   *3. 1980 Rules for Teacher Certification, Timmons  
   *4. Committee to Review the Undergraduate Curriculum, Smeltzer  
H. Adjournment  

* The following documents are included with this mailing:  

Regarding Agenda Items:  
B  - Minutes of the April 2, 1979 meeting  
E1  - Annual Report, Budget Committee**  
E2  - Annual Report, University Athletics Board**  
E3  - Annual Report, University Scholars Board**  
E4  - Annual Report, Teacher Education Committee**  
G1  - Gerontology Proposal**  
G2  - Student Evaluations**  
G3  - 1980 Rules**  
G4  - Undergraduate Curriculum**  

** Included for Senators and Ex-Officio Members Only. Senators unable to attend the May 7 meeting should forward the full mailing to their alternates.
Minutes: Faculty Senate Meeting, April 2, 1979
Presiding Officer: Elaine Limbaugh
Secretary: Earl L. Rees


Alternates Present: Nunn for Morris, Grams for Seiser, Montgomery for Tracy.

Ex-Officio Members: Blumel, Corn, Forbes, Grimes, Harris, Heath, Hoffmann, Howard, Nicholas, Rauch, Rees, Richelle, Todd, Trudeau, Vant Slot.

APPROVAL OF MINUTES

The minutes of the March 5, 1979 Senate meeting were approved as submitted.

ANNOUNCEMENTS AND COMMUNICATIONS FROM THE FLOOR

1. The Presiding Officer noted that part "F" of the Senate agenda concerned change of earned grade recorded on a transcript and not reserved graduate credit.

2. Timmons, referring to new rules for teacher certification, said there will be a discussion of the 1980 rules at the May Senate meeting.

3. Warren Wilcox, Professor Emeritus of Psychology and a member of the original faculty at Vanport, passed away. Dean Hoffmann said a memorial service will be held April 3 at the First Methodist Church.

QUESTION PERIOD


2. Questions from the Floor for the Chair - Newhall asked if Waller would comment on the activities of the Association of Oregon Faculties. Waller said the faculty lobbyist has been very effective to date. There will be a hearing April 4 concerning HS 2381 which would legislatively mandate
the publication of course evaluations. This is already being done at PSU as a consequence of faculty Senate action. The AOF is against the legislative mandate. Waller said he has extra copies of the AOF newsletter Insight. He added that due to insufficient information the AOF has not taken a position on faculty salaries.

REPORTS FROM OFFICERS OF THE ADMINISTRATION AND COMMITTEES

1. Academic Requirements Committee, Annual Report, Marjorie Kirrie, Chairperson. Kirrie moved acceptance of item E-1, the Annual Report of the ARC, as included in the Senate mailing. (seconded)

Discussion: Olson asked about the possibility of amending part 9 of the report, concerning Math 93, 94 and 95. Kirrie pointed out that the action indicated in part 9 only indicates what the ARC did. Further action on this matter would require involvement of either the ARC, Curriculum Committee, or Senate.

Action: Accepted by voice vote.

2. Committee on Effective Teaching, Annual Report, David Willis, Chairperson. Gard moved acceptance of the item E-2, the Annual Report of the CET, as included in the Senate mailing. (seconded)

Discussion: Kimbrell asked about the principle function of the CET. Willis said the main activity at present was the distribution of monies from the fund for the advancement of teaching.

Action: Accepted by voice vote.

3. General Student Affairs Committee, Annual Report, Frederic Chino, Chairperson. Chino moved acceptance of item E-3, the Annual Report of the GSAC, as included in the Senate mailing. (seconded)

Discussion: Jones asked about possible affiliation with the College Bowl program and if the program was going back on the air. Chino said there is hope that the program will again be aired and that PSU will participate.

Action: Accepted by voice vote.

UNFINISHED BUSINESS

1. Tabled motion concerning change of earned grade recorded on a
transcript. The tabled motion reads: "A petition or Supplementary Grade Report to change differentiated (A, B, C, D, F) or non-differentiated (P/NP) grades recorded for graduate courses must be reviewed and approved by the department chairman and the Dean of Graduate Studies and Research." Bentley moved to remove the motion from the table. (seconded)

Highlights of Discussion: Bentley, reminding the Senate of their concern as to the magnitude of the problem of grade changes, said there are about 11,000 grade changes each year. The change of an incomplete to a letter grade accounts for most of these. It is calculated that there are about 175 changes a year at the graduate level. The validation of signatures on the changes is a problem and, therefore, there should be a review procedure.

Action on Motion to Remove Tabled Motion: Approved by voice vote.

Further Discussion of Motion: Bentley moved to amend the motion by deleting "and the Dean of Graduate Studies and Research." (seconded)

Discussion of Amendment: Olson opined that the Office of Graduate Studies and Research should share the burden of reviewing grade changes. Brooke asked if the abuses involved in grade changes were University-wide. Rauch said all segments of the University were involved adding that almost all grades are raised. Jones said checking grades would add to the existing heavy workload of department heads. Bates felt the problem of authenticating signatures on grade slips could be alleviated if the department head countersigned. Moor did not understand the problem since the instructor receives one copy of the Supplementary Grade Change which can be checked for accuracy. It was noted that the grade slip could be submitted by an instructor other than the one teaching the class.

Action on Bentley Amendment: Passed by voice vote.

Further Discussion: Johnson moved to amend the original motion, as amended, to read: "grades recorded for graduate and undergraduate courses must be verified by the department chairman." (seconded)

Discussion of Johnson Amendment: Moseley asked if there were concerns other than forgery of signatures. Bentley, allowing that forgery was a concern, said maintaining the integrity of the graduate programs is the most important reason for wanting a review
of grade changes which are generally upward. Gard pointed out that a department head could kill a grade change simply by not acting. Brooke said grades involve a student-instructor relationship and review of a specific grade by a department head would be very difficult. Tufts emphasized that the Registrar's Office cannot verify 11,000 yearly grade changes made by some 800 instructors. Olson, noting that the Registrar's Office will process grade changes for students not registered in that instructor's section, said more accurate registration is part of the solution. Tufts brought out that the problem of grade changes is complicated by the fact that, other than in the case of an incomplete, there is no time limitation on a grade change.

**Action on Johnson Amendment:** Passed by voice vote.

**Further Discussion of Original Motion as Amended:** Fiasca said the language of the motion should clearly state that the signature, and not the grades, be verified. Bates noted this was amply clear in the motion.

**Action on Original Motion as Amended:** Hand-count vote: 28 for, 17 against.

**NEW BUSINESS**

1. "W" Option Added to Audit Designation, Marjorie Kirrie, ARC. Johnson moved adoption of the motion: "That the withdrawal option (W) be added to the AUDIT designation on the grading register," as included in item G-1 of the Senate mailing. (seconded)

**Highlights of Discussion:** In response to a question, Kirrie said "audit" and "W" would appear on the grading sheet. Daily asked why the audit could not just be lined out. Tufts said a line-out is treated as an invalid grade or a grade not recorded. Kirrie emphasized that the computer is already programmed for the "W" designation.

**Action on Motion:** Passed by voice vote.

2. Department of Mathematics Distribution Requirements (Math 93 and 94), Heath. Heath moved: "Effective Fall 1979, Math 93 and 94 will not meet University distribution requirements. The 5-year catalog rule will apply to students admitted to PSU or regionally-accredited
colleges and universities prior to Fall term 1979." (seconded)

Discussion: none

Action: Passed by voice vote.

ADJOURNMENT 4:10 p.m.
April 20, 1979

TO: Faculty Senate
FROM: Emerson Hoogstraat
Chairman, University Budget Committee

SUBJECT: Annual Report to the Faculty Senate

This has been a year of transition for the Budget Committee. It has purposefully changed its direction in a way which it feels will enable it to better fulfill its obligations. Instead of serving primarily as a monitor of past and present budgetary actions and as a "sounding board" for budget decisions by the administration, the committee concluded that it could be of greater service to the faculty and to the administration by providing advice to the administration on broader budgetary policy issues. The committee also keeps abreast of budget developments, but without attempting to advise regarding the details of the budgetary process. The transition is well on its way, the committee has a sense of direction, and we have good reason to believe that useful recommendations will be forthcoming.

The first step in the committee's new direction was to identify and screen budgetary policy problem areas appropriate for committee study. The committee adopted the following criteria in making selections from among questions submitted by committee members and the administration:

1. What is the overall importance of the problem to the University?
2. Is the problem timely, and is it urgent?
3. How significant are the budgetary implications?
4. Should the problem be excluded from consideration because of collective bargaining implications or because the solution is dictated by legal or other considerations beyond the control of the University?
5. Is the problem appropriate for consideration by the Budget Committee?

Based on these criteria, the committee selected as its first major project the development of policy guideline recommendations relating to the budgetary implications of enrollment shifts and changes in programmatic needs. Two sub-committees are approaching the problem from two different directions. To help identify the quantitative and subjective factors which should be considered in a policy regarding budgetary reallocation, one sub-committee is studying several "case study" disciplines which have evidenced either substantial declines or substantial increases in enrollment. The other sub-committee is addressing itself to certain specific sub-questions related to the overall problem of enrollment shifts and budgetary reallocation.

Because the studies are currently on-going, the committee views this statement as an interim report. The final report, including the committee's policy recommendations, will probably not be available until fall quarter.

Committee Consultants are:

Ken Harris
Lou Merrick
Leon Richelle
James Todd

Respectfully submitted,

Charles Becker
Judah Bierman
John Dart
Tom Gerity
Emerson Hoogstraat
Al Levinson
George Timmons
Charles Tracy
Jerry Zadny
The University Athletics Board is composed of five faculty members, three student members, one community member, and seven ex-officio members, including: The Intramurals Director, the Faculty NCAA Representative, the Vice President for Finance and Administration, the Intercollegiate Athletic Director, the Associate Athletic Director, the Dean of H. & P.E., and the advisory body to the President and Faculty Senate in the development of and adherence to, policies and budgets governing the University's programs in intercollegiate athletics, intramurals, club sports, and general student recreation.

In the past twelve months the University Athletics Board has concerned itself with a number of tasks. The UAB has:

A. Reviewed, recommended modifications, and approved the budgets for intercollegiate athletics, intramurals, club sports, and general student recreation for 1979-80.

B. Requested supplemental Incidental Fee funds for national tournament travel expenses for successful PSU athletic teams and club sports.

C. Requested supplemental Incidental Fee funds for program improvement requirements for sports and athletics when these were found to be inadequate.

D. Recommended a divisional status for Portland State University women's sports within the Association for Intercollegiate Athletics for Women restructuring.

E. Recommended the funding and appointing of a men's golf coach for Spring, 1979.

F. Recommended that Portland State seek an associate membership in the Pacific Coast Athletic Association in the sport of wrestling.

G. Studied the feasibility and desirability of men's track as a varsity sport for Spring, 1979.

H. Formed subcommittee to evaluate possible changes in the intercollegiate athletics program.

I. Formed subcommittee to review and propose policy for the club sports program.

J. Recommended the appointment of Mr. Andy Berkis, Manager, Research, Port of Portland, as the new community representative of the board.
K. Met with the Vice President for Student Affairs to discuss proposed club sports policy.

L. Chairman served on advisory committee to recommend architect for sports/recreation complex.

M. Responded to HEW recommended guidelines for the interpretation of Title IX legislation as it pertains to intercollegiate athletics.

University Athletics Board Members

James Kimball, Chairman
Colin Dunkeld
Robert Lockwood
William Manning
Linda Neklason
Andy Berkis
Timothy Hart
David Lomnicki
Jim Payne

Library
Education
Admin. of Justice
Business Admin.
Health and P.E.
Community Member
Student Member
Student Member

Ex-officio Members

Charles Becker
Intramurals Director
Robert Casteel
Faculty NCAA Representative
Roy Love
Athletic Director
Sue Osborn
Student Coordinator, Club Sports
Betty Rankin
Associate Athletic Director
Jack Schendel
Dean, HPE
James Todd
Vice President for Finance and Admin.

Health and P.E.
Speech Communication
Athletics
Health and P.E.
Athletics
Health & P.E.
Finance and Admin.
UNIVERSITY SCHOLARS’ PROGRAM BOARD

Report to the Faculty Senate

The University Scholars' Program Board has considered the recurring question of designated departmental advisors versus allowing students to select their own major advisors. Before reaching a decision, the Director, Professor Reardon, wishes to conduct an extensive examination process, during which each University department will be contacted by him in order to develop model programs that are more specific than the present arrangements.

Concerning the lack of a science requirement, as mentioned in last year's Report, the Board has been asked by the Director to institute a specific science requirement for University Scholars' Program students that would parallel the required Social Science/Arts and Letters course, Studies in Western Culture. This has not been discussed adequately, due to a number of unavoidable cancellations of Board meetings, but it constitutes a priority item.

The University Scholars' Program applied for and received a grant from the Oregon Committee for the Humanities for the Colloquium on Medicine and the Humanities held this year.

USP is now serving as executive office of the National Honor Society in Oregon. USP staff assisted at a regional conference for 300 NHS students. Next year a NHS conference will be hosted at Portland State University by the University Scholars' Program which will be conducted by USP students.

The University Scholars' Program Board proposes that the name of the University Scholars' Program be changed to University Honors Program. This will be new business at the June senate meeting.

Five interdisciplinary colloquia will be offered next year involving seven visiting scholars who will also be featured in a University lecture series.

Finally, the Director has requested emergency approval of omnibus numbers SCH 401, 405, and 407, since the only course numbers now available are SCH 199 and 410, which are insufficient for our needs. The request for official approval will go through the regular curricular process.

Andries Deinum, Chairman
Mary Lou Daily
Kostas Dervitsiotis
Kathleen Greey
John Lind
Thomas Palm
Cam Pierce
Michael Young

April 18, 1979
The Committee advises the School of Education Faculty and the School of Education Curriculum Committee on substantive curricular matters affecting professional certification in education or related program concerns.

The Committee meets monthly if there is business to transact.

Summary of activities since the 1977-78 report to the Senate:

Recommended approval of the proposal for the adoption of "Four Options for Fulfilling the Master's Examination Requirement for the Degrees Master of Science and Master of Arts (Education)."

Recommended approval of the proposed "New Admission Requirements MA/MS in Education."

Recommended approval of the proposed changes in the Earth Sciences MAT/MST program.

The Committee adopted the following motion on the Teacher Education programs proposed to meet the new 1980 Rules:

"Changes in courses, course arrangements, and other changes in teacher education programs which do not substantially increase the number of hours in an endorsement or which have been mandated by the TSPC, will be considered by the Teacher Education Committee to be procedural."
April 16, 1979

TO: FACULTY SENATE

FROM: JIM BENTLEY, CHAIRMAN, GRADUATE COUNCIL

SUBJECT: GRADUATE CERTIFICATE IN GERONTOLOGY

1. The Graduate Council has reviewed the proposal for a graduate certificate in Gerontology and recommends the approval of this program by the Faculty Senate.

2. This program draws on the strengths of the University, its urban setting, and the Institute on Aging, a nationally recognized gerontological research and training center. It is broadly based, drawing on major graduate disciplines and takes advantage of the unique urban setting of the University. (p. 1)

3. Several Ph.D. candidates in the School of Urban Affairs are working on aging-related dissertations. (p. 8) A number of masters' theses have been completed on topics related to gerontology. (pp. 11-13)

4. The program requires no new facilities, no additional full-time faculty, and only moderate proposals for additional part-time faculty and for library resources. (p. 53)

5. Two new courses would be added. (p. 31) The other courses, more than 30 in all, are currently available in established programs. (pp. 29-30)
PROPOSAL FOR A

GRADUATE CERTIFICATE IN GERONTOLOGY

Offered by the Graduate Program
in Urban Studies and Planning
School of Urban Affairs
at
Portland State University

Institute on Aging
Portland State University
Portland, Oregon 97207

December 1978
Revised, January 1979
PROPOSAL FOR THE INITIATION OF A NEW INSTRUCTIONAL PROGRAM
LEADING TO THE GRADUATE CERTIFICATE IN GERONTOLOGY

Introduction

In this document Portland State University proposes a graduate certificate program in gerontology. This program draws on the strengths of Portland State University, its urban setting, and the Institute on Aging at Portland State University, a nationally recognized gerontological research and training center. The program is broadly based involving the major graduate level disciplines at Portland State University and takes advantage of the unique urban setting of the University. The program is designed to produce gerontological specialists uniquely suited for existing and future manpower needs in the field of aging.

Description of Proposed Program

1. DEFINITION OF ACADEMIC AREA
   
a. Define or describe the academic area or field of specialization with which the proposed program would be concerned.

   Gerontology, the study of the process of aging, has experienced rapid growth throughout the United States in the last decade. This is in part attributable to the relative increase in the proportion of the population that is aged as well as the increased sensitivity to the problems of aging and the aged.

   Two approaches to training in gerontology are currently existent in the American university system. One views gerontology as a science, emphasizing the study of basic processes of aging. The second places
more emphasis on gerontology as a professional field and is oriented toward the training of practitioners in aging related occupations. It is noteworthy that the leading gerontology centers in the United States (e.g., Duke University, University of Southern California) have successfully combined both functions within one organization.

While many universities and colleges presently provide training in gerontology, few have created formal degree granting programs and have instead opted for either certificate programs or have incorporated gerontology training within existing degree granting programs. This reflects in part the belief of many professionals in the field that gerontology per se is not a discipline in its own right but rather an area of specialization to be added to existing disciplines such as psychology, sociology, social work, etc. This perspective also is reflected in the current federal funding policies for training in gerontology. The emphasis is on producing specialists within subareas in gerontology and not generalists who know a little bit about everything but not enough to make them valuable contributors in aging-related professions. This philosophy is further reinforced by the gerontological job market which solicits individuals with specific skills rather than broadly based generalists.

The philosophy of Portland State University and the Institute on Aging is consistent with the views described above and the certificate program proposed here is designed to fulfill the needs identified by this perspective.
The Certificate Program in Gerontology consists of two phases. The first provides a basic multidisciplinary core for all students upon which any one of five areas of specializations can be built. The areas of specialization are designed to meet current and future manpower needs in the field of aging. The certificate program provides opportunities for development as either a scientist or as a practitioner. It is designed for completion in conjunction with graduate level work in the traditional disciplines and professional programs at Portland State University. In addition, it is aimed at providing opportunities for increasing professional expertise for post-baccalaureate students and practitioners in aging-related occupations.

b. What subspecialties or areas of concentration would be emphasized during the initial years of the program?

The certificate program is 24 credit hours. Twelve of the twenty-four credits will comprise a multidisciplinary core. The student will choose four courses, including the required course, "Perspectives in Aging," from a set of nine regularly offered departmental offerings. In addition to the multidisciplinary core, the student will complete 12 credit hours within one of five subspecialty areas--Human Services, Planning and Assessment, Program Administration, Research and Evaluation, Counseling and Direct Services, and Long-Term Care.

1. Human Services Planning and Assessment. This subspecialty prepares students with advanced skills needed for the planning
and assessment of social service programs for the elderly. This subspecialty area prepares students for career positions with local, state, and federal planning agencies.

2. Program Administration. This subspecialty area will provide students with technical administrative skills required for administering and directing aging services programs. This subspecialty area will prepare students for administrative careers in a wide variety of public and private agencies, e.g., senior centers, meals programs, and Area Agencies on Aging.

3. Research and Evaluation. This subspecialty will provide students with the necessary skills for conducting research on aging populations and with evaluation technologies appropriate to aging programs. Career opportunities exist in private and public research institutes, government research and evaluation units and as demonstration project evaluators.

4. Counseling and Direct Services. This subspecialty is aimed at students who are interested in doing direct service work with older people. It will prepare students for careers in, among others, mental health, case management and outreach agencies which deal with older clients.

5. Long-Term Care. This subspecialty will provide students with knowledge and skills relevant in various long-term care settings. It will prepare students for career positions in long-term care agencies, e.g., nursing homes, domiciliary care agencies, and in long-term care planning units in local and state governments.
c. Are there other subspecialties the institution would anticipate adding or emphasizing as the program develops?

Depending upon the availability of appropriate faculty, a subspecialty dealing with health and nutritional needs of older people may eventually be added. Additionally, other subspecialties may be designed to meet changing personnel needs in the metropolitan area, state, and the nation.

d. Are there subspecialties that the institution intends to avoid in developing the program?

The Certificate Program in Gerontology will avoid duplication of any subspecialties offered by the University of Oregon Health Sciences Center.

e. When will the program be operational, if approved?

The program will be operational in the Fall term of 1979, if approved.

2. DEPARTMENT, COLLEGE, OR SCHOOL RESPONSIBLE

a. What Department and School or College would offer the proposed program?

The Graduate Program, School of Urban Affairs will offer the program. The Institute on Aging will be responsible for organizing a coordinating committee comprised of representatives from each of the major disciplines involved in the program. This committee will carry out the planning and scheduling of course offerings.
b. Will the program involve a new or reorganized administrative unit within the institution?

The program will not involve any new or reorganized administrative unit within Portland State University. The gerontology program has been an ongoing one since 1969.

3. OBJECTIVES OF THE PROGRAM

a. What are the objectives of the program?

The objectives of the program are to strengthen the already established emphasis in social gerontology and to provide an effective graduate curriculum for qualified graduate students by offering a core of gerontology-oriented courses for the state of Oregon and for the southern Washington area. At present, the state of Oregon offers no certificate or graduate level degree in gerontology. A second objective is to prepare graduate students in gerontology with the conceptual and technical skills and sensitivity to enter their chosen field and work with or be associated with aging Oregonians and their organizations. A final objective is to expand efforts to involve the staff of community and state agencies in current, mid-career and/or second-career training in gerontology.

b. How will the institution determine how well the program meets these objectives? Identify specific post-approval monitoring procedures and outcome indicators to be used if the program is approved.

These three objectives will be met through (1) identification of students enrolled in and completing the program, (2) evaluation and follow-up studies of the placement of graduates of the Certificate Program, (3) post-approval monitoring by the President's Committee on Health and Aging.
and any other advisory group established to strengthen the program, and (4) post-approval monitoring by appropriate federal agencies which support research and training activities of the Institute on Aging.

Since these research projects have contributed to the support, design and development of theses and dissertations, as well as new course content areas, the projects have played a major role in program development. Federal agencies which have supported research include the National Science Foundation, the Administration on Aging, the Social Security Administration, and the U.S. Public Health Service.

c. How is the proposed program related to the mission and academic plan of the institution?

The proposed Certificate supports the plan of Portland State University, The Report and Recommendations of the Commission on Institutional Goals (1970) which emphasizes that the University should organize its resources to support advanced learning in the metropolitan area, with special emphasis on the liberal and professional arts and sciences related to the urban process. One of the institution's four basic missions is to prepare those interested in professional careers and to upgrade and retain adults on a post-graduate level.

Portland State University, as an urban campus, has a long-standing commitment to meet the needs of the community, an involvement particularly evident with respect to aging. The establishment of the Institute on Aging in 1969 predated a national escalation of interest in the topic and set the stage for further developments. The University is a leader
in the Northwest in addressing the problems and promises of the aged, now sponsoring a widely-used program of tuition-free, post-retirement education and the Adult Learning Center, a program designed both to facilitate senior involvement in the academic community and to channel their abilities to community problems. The creation in 1977 of the President's Policy Committee on Health and Aging was designed to enlist the assistance of Portland's most active and influential citizens in the development of new and promising programs in furthering this effort.

Portland State University has several well-established graduate programs including the School of Social Work, Departments of Psychology and Sociology, as well as the School of Urban Affairs. Each of these programs should be strengthened by the graduate certificate program. Evidence of the University's involvement in aging-related graduate education is found in the numerous theses and dissertations on aging-related topics.

The School of Urban Affairs has a number of Ph.D. candidates who are presently working on aging-related dissertations. This group includes:

**Renee Alexander**, "Determinants of Well Being: An Analysis of Environmental, Social, and Personal Determinants as Related to Well Being in Late Life." (Recipient of an Administration on Aging dissertation award for 1978-79.)

**Mary Burki**, "Housing the Low Income Urban Elderly: Is There a Role for the Single Room Occupant Hotel?" (Recipient of the Maurie Clark Foundation Fellowship.)

Frederick Keast, "Community Impacts on Interorganizational Intervention."
(Recipient of an Administration on Aging dissertation award for 1978-79.)

Peter Man, "Welfare Stigmatization and the Elderly: The Case of the Supplemental Security Income Program."
(Recipient of the Multnomah County Fellowship and the Dan Davis Fellowship.)

Marilyn Petersen, "The Development of an Attitude Instrument for the Assessment of Service Provider Attitudes Toward Older Clients on an Urban Social Service System."

Donna Wagner, "Informal Group Participation and Life Outcomes on the Frail, Urban Elderly."
(Recipient of an Administration on Aging dissertation award for 1978-79.)

In the past, a number of dissertations and theses have been completed by Portland State University graduate students as shown below:


The four Ph.D. recipients are currently involved in a wide range of professional activities. Dr. Vinod Chohan is the current director of the Business and Public Administration program at the University of Alaska in Nome.

Dr. Michael DeShane rejoined the Institute on Aging after serving as the Project Director, Senior Citizens Services Model Project Evaluation, Department of Social and Health Sciences, Office of Research, State of Washington. Dr. DeShane serves as a Research Associate and is the Principal Investigator on two Administration on Aging funded projects, "Community Education: Providing Care for the Elderly" and "Attitudes Toward Older Persons on the Part of Service Delivery Professionals."

Dr. Melvina Somers, who completed her degree at age 72, currently serves as a free-lance consultant in the Vancouver, Washington area.

Dr. Terrie T. Wetle serves as an Assistant Professor in the School of Urban Affairs, and currently is on an exchange program, as an Intergovernmental Personnel Act recipient, for the academic year 1978-79 in Washington, D.C., with the Administration on Aging.
Other students who are enrolled in the Ph.D. program who plan to pursue age-related dissertations include:

Marie Beaudet-Walters
Joan Behn
Terry Chadwick
Matthew Cohen
Thelma Lofquist
Byron Walters

A number of students at Portland State University have completed Masters' theses as shown below:

**Economics**

**Psychology**
*B. Hardy, "Reminiscence, Disengagement, and Morale in Old Age," 1972.

**Sociology**

**Speech and Hearing**

Students enrolled in the final stages of age-related Masters' theses include:

*Joan Buell (Psychology) "The Child and the Dying Patient."

*Institute on Aging Affiliates
*Dan Hainline (Political Science), "An Analysis of Intergovernmental and Interorganizational Relations in Six Cities: Toward A Specification of Determinants."

*Diana White (Sociology), "Self Concepts of Institutionalized and Community Residing Elderly."

*Anne Wilkinson (Sociology), "Organizational Structure and Job Satisfaction Within Social Service Organizations."

In the School of Social Work, the following age-related projects have been completed by students enrolled in the M.S.W. program.


*Institute on Aging Affiliates
d. What are the employment outlets and the employment opportunities for persons who would be prepared by the proposed program?

The need for aging specialists today is generated by two related phenomena. The first is the very high rate of growth in America's aged population, and the second lies in public reaction to projected population changes. In terms of its total population, the age group 65 and older grew over 77 percent between 1950 and 1974, an expansion which is expected to continue for a considerable period of time. While estimates of future elderly populations involve a number of assumptions, virtually no one foresees a population growth among the elderly of less than 40 percent by the year 2000.
Related to the unprecedented rate of growth of this population is an increasing interest by all levels of government and private industry in serving its needs. The 1965 Older Americans Act recognized a growing need for the development of services for the aging and has led over the past several years to the creation of an industry which can be expected to continue its expansion. Another federal agency, the Veterans Administration, has similarly been interested in measures by which it can address the needs of this growing population. Private industry will also be affected. Health care is one industry which will certainly be impacted by the expansion of this population. With 85 percent of all nursing homes and the vast majority of all hospitals being non-governmental in ownership and operation, and with increasing numbers of their patients being 65 or older, a radical expansion of demand from these sources for gerontologists is virtually guaranteed. The development of new products and services and an economy serving an increasingly aging population will similarly create demands for individuals with gerontological backgrounds.

Aging specialists currently are in great demand in Area Agencies on Aging whose funds have doubled and redoubled in recent years. Nutrition programs, hospitals and nursing homes, social services, transportation, housing, and other specific service agencies in the local communities need personnel trained to work with older people.

The Certificate in Gerontology builds on existing disciplines and professional programs and provides both a broad base in aging and an area of specialization that will make the individual uniquely suited to professions in aging-related areas. Persons who, in the past, informally completed such a program at Portland State University have had great success in obtaining gerontological positions nationwide.
The Certificate Program will also meet the needs of professionals already working with elderly persons or workers seeking additional training to strengthen their knowledge of aging in order to improve their personal careers. The Certificate program can meet their needs while they continue to work in the community. Finally, appropriate scheduling of courses in the summer should bring a number of school teachers interested in aging to the Certificate Program as they seek to upgrade curricular skills and learn about gerontology while pursuing appropriate education activities.

4. RELATIONSHIP OF PROPOSED PROGRAM TO OTHER PROGRAMS IN THE INSTITUTION

a. List the closely related programs and areas of strength currently available in the institution which would give important support to the proposed program.

The Certificate in Gerontology would be supported by current degree programs sponsored by:

School of Urban Affairs*
School of Social Work*
College of Social Sciences:
  Public Administration
  Sociology*
  Psychology*
  Economics*
  Political Science*
  Anthropology*
Speech Communication
College of Science:
  Biology*
  Chemistry*
College of Business Administration
School of Education
School of Health and Physical Education

*Courses offered in 1977-78 in areas related to gerontology by the above programs. Instruction of some of these gerontological related courses was provided by support from the Institute on Aging with use of funding from an Administration on Aging training grant. With the formalization of a Certificate in Gerontology, courses could become part of the curriculum in these departments and regularly be offered.
5. COURSE OF STUDY

a. Describe the proposed course of study.

The Certificate in Gerontology is designed to serve two groups of students: (1) those pursuing graduate level work at Portland State University in the programs offered by the School of Urban Affairs, the College of Social Sciences, the College of Science, the School of Health and Physical Education, the School of Social Work, and (2) students interested and eligible to pursue post-baccalaureate training in gerontology. The eight course format (24 credits) consists of two components, a multidisciplinary core and five areas of subspecialization. The multidisciplinary core will provide students with a general multidisciplinary introduction to the field of aging while the areas of subspecialization will provide in-depth training which would uniquely fit a student's career interest.

The Multidisciplinary Core (12 units)

The multidisciplinary component of the certificate program consists of one course which will be required for all students (Perspectives on Aging) and three additional courses selected from nine departmental offerings. The following courses comprise the multidisciplinary core:

USP 507/SOC 507 Perspectives on Aging (3 credits) A required course for all students.

A general introduction to the field of Gerontology. In this course fundamental problems, concepts and theories encountered in the field of aging are presented. This establishes the background necessary to study in greater depth other required courses.
SOC 460 Sociology of Adult Development and Old Age (3 credits)

The study of aging with emphasis on the importance of roles within a culture and the chain of roles from childhood through old age.

PSY 462 Psychology of Adult Development and Aging (3 credits)

An in-depth study of the development of the individual through the adult and later years. Material includes developmental theories, an understanding of the progression of personality development, learning abilities, intellectual functioning and other pertinent materials. This course could be ideally followed by a quarter practicum.

BIO 410N Biology of Aging (3 credits)

This course is designed for non-Biology majors to cover biological aspects of aging, metabolic changes, changing nutritional needs and their effects on the total organism.

US 507/PS 507E Political and Administrative Issues in Aging (3 credits)

A coverage of organizational dynamics as related to the elderly including the provision and use of services. The course covers voting behavior and advocacy as well as administrative and legal issues that are particularly applicable to the elderly.
EC 507 Economics of Aging (3 credits)

The economics of aging involves an in-depth study of the economic situation of the elderly including poverty incidence, social security, medicare, foodstamps, SSI, and other programs developed to financially assist the elderly, as well as comparisons between the elderly and the non-elderly population in terms of home ownership, spending patterns and general economic well being.

ANTH 410 Age Roles

A cross-cultural analysis of the roles and positions of persons as they progress in life from birth to death. Emphasis upon the similarities and differences among and between cultures and the problem of cultural continuity/discontinuity.

SW 507 Social Work and Aging

This is an introductory course on the theories and research behind social work intervention with the aged. Focus will be on social policies and practices geared toward meeting both physical and social/psychological needs of the aged.

USP 507/PSY 507 Issues in Adult Development and Aging

This course surveys major theoretical and empirical issues in human development from middle to old age, including death. The growth and decay of human functions and mechanisms of adjustment are examined. Special emphasis is placed on application
of existing social-psychological theories (e.g., learned helplessness, exchange, social comparison, stress) to different models of aging.

The Subspecialty Areas

All certificate program participants will be required to complete 12 units of study in one of five subspecialty areas. Three of the 12 required units must be taken as an independent project (see discussion of independent project below). Additionally no more than 9 units taken within a single department will apply to the certificate program. Departmental offerings not listed here, but which apply to a student's subspecialty area, must be approved by the Coordinating Committee.

Subspecialty 1 -- Human Services Planning and Assessment

USP 507 Human Services Planning Workshop

The intent of this course is to present traditional and non-traditional approaches to human service planning, with an emphasis on how to go about coordinating various human services into an integrated system for delivery of human services. A major focus is on ways of identifying needs, carrying on outreach and matching services to community resources. Emphasis is on local human services agencies. Course interests range from data compilation and analysis to budget priorities and policy formation, with case studies drawn from local operating agencies.
EC 507 Economics of Aging

(see description under Multidisciplinary Core)

USP 507/PS 507 Political and Administrative Issues in Aging

(see description under Multidisciplinary Core)

US 507 Policy Evaluation: Delivery of Human Services

A seminar focused on the economic and political dimensions of the delivery of human services in urban areas. Topics to be covered will include: funding human services—the political and economic environment of decisions on the human service budget; administering human services—labor relations and productivity in the public sector, and techniques for evaluating public income transfer and educational programs.

US 507 Human Services Planning

A focus on major issues and human social, economic, organizational, and political processes which impact on the human services planning/implementation continuum. Particular attention will be given such service areas as public welfare, child welfare, criminal justice, and health services.

US 540 Planning Theory

Various theories of general importance to the urban professional are explored. Focus is on alternative planning, decision styles and approaches in an attempt to create an
awareness of the general nature and purposes of the planning process. Specific topics include: (1) substantive theory sets, e.g., economic, psychological and social change; (2) procedural theories, ends-means relationships, models of decision- and policy-making; and (3) the relationship of the planning process to public interest questions.

US 541 Planning Principles and Practice

Planning principles and methods of practice are emphasized. Topics covered include substantive areas of land use, transportation, population and economic studies, environmental concerns, and government and community facilities. Organization, design, and implementation of the comprehensive plan are taught around topics of zoning, land subdivision, urban renewal, planning agency roles, and citizen participation.

USP 507 Methods of Evaluation Research

This course is designed to provide students with the basic theories and methods used in evaluation research. Experimental and quasi-experimental methods are discussed with special emphasis on methods appropriate for human service programs.

SW 570 Introduction to Community Organization

Community organization process and methods; role of the social worker in community planning and development.
SW 561 Introduction to Social Planning

This course is designed to help students understand the planning process in developed social planning. It is required of all first year planning students. Direct service students may enroll in the course with advisor and instructor approval.

SW 507 Program Evaluation

The first half of the term will concentrate on the critical review of evaluation studies from the federal level and the local level. During the second half of the term, the class will examine the construction, use, and implications of a range of client accommodation measures.

500/501/505 Independent Project

Subspecialty 2--Program Administration

USP 507/PS 507 Political and Administrative Issues in Aging

(see description under Multidisciplinary Core)

PA 582 Public Budgeting

Major emphasis is devoted to the public budget process. Topics include basic concepts of public budgeting, the budget
cycle, budget strategy, planning and presentation, alternative budgeting systems, the budget as a political and management tool.

PA 532 Organization and Methods
This course is designed to familiarize students with the substance and range of work performed by management analysts in the public sector.

PA 540 Administrative Theory and Behavior
A seminar on the major theories of organization and their application to public sector agencies.

USP 407/PA 507 Long Term Care Institutions and the Elderly
This course is designed for the individual who works with or is interested in the elderly residing in long term care institutions. The course examines the processes which lead to institutionalization and the impact of institutionalization on the elderly, their family and their friends. Special problems encountered, various treatment options, staffing needs and nursing home responsibilities will also be discussed.

___ 500/501/505 Independent Project
Subspecialty 3 -- Research and Evaluation

USP 507/PSY 507 Research Methods with Elderly Population

This course focuses primarily on research planning with elderly populations, design of new assessment instruments, use of existing assessment instruments, actual data gathering procedures and approaches to analysis of data.

USP 507 Methods of Evaluation Research
(see description under Subspecialty 1)

USP 507 Issues in Research with Minority Group Elderly

This course provides a basic understanding of the unique aspects and problems associated with research with older minority individuals. Central issues include access, cohort differences, reliability and validity of measures, defining "old" in a meaningful way, advocacy research, and the researcher's responsibility to the minority group.

USP 507/PSY 507 Issues in Adult Development and Aging
(see description under Multidisciplinary Core)

Departmental Graduate Research Courses*

___ 500/501/505 Independent Project

* A maximum of six (6) units will be allowed from departmental graduate research methods courses, e.g., SOC 583, 584, 585, 586; SW 585, 586, 587.
Subspecialty 4 — Counseling and Direct Services

**PSY 407 Psychology of Death and Dying**

This course covers psychological reactions to various kinds of death, including homicide and suicide. Perspectives from cultural anthropology, the clergy, bereavement, death rituals and death and the aged will be explored.

**SW 507 Social Work and Aging**

(see description under Multidisciplinary Core)

**USP 507/PSY 507 Issues in Adult Development and Aging**

(see description under Multidisciplinary Core)

**PSY 480,481, 482 Community Psychology**

Applications of basic psychological knowledge and methods to community problems. Course includes identification of the psychological procedures for evaluating the individual and his or her psychological environment and the search for techniques for promoting psychological change under these conditions. (Courses must be taken in sequence and in the same academic year).

**SW 565 Social Service Delivery Systems**

This course examines the question of policy in social, health, and welfare service systems. Technical questions involving what policies exist, whether and how they might be changed are approached
in the context of large-scale programs of service. Theory and method will be applied to human service policy issues including service coordination, access utilization, costs, and client control. Students are expected to have prior familiarity with planning concepts, evaluation principles, organizational design, and legislative process as well as an interest in understanding how public policy regarding human service programs can be made to make sense. Aside from reading and class participation, course requirements will involve student projects.

**SW 530/531 Human Psychosocial Organization**

Interpersonal interaction as the basis of personal psychosocial development. The social psychology of human responses is reviewed; how patterns are established; negotiating change; varieties of patterns; disordered patterning and implications for therapeutic intervention.

**Subspecialty 5--Long Term Care**

**PSY 407 Psychology of Death and Dying**

(see description under Subspecialty 4)

**PA 507 Long Term Care Institution and the Elderly**

This course is designed for the individual who works with or is interested in the elderly residing in long term care institutions. The course examines the processes which lead to
institutionalization and its impact on the elderly, their friends and family. Special problems encountered, various treatment options, staffing needs, and nursing home responsibilities will also be discussed.

ECON 507 Economics of Aging
(see description under Multidisciplinary Core)

SOC 459 Medical Sociology
Intended to give the student familiarity with the application of sociology to the field of health and medicine. Attention given to a consideration of the broad questions of health in modern society, to the role of the medical practitioner (both professional and ancillary) in modern society, including the practitioner-in-training, societal definition of the patient role, and patient-practitioner interaction.

SW 507 Social Work and Aging
(see description under Multidisciplinary Core)

PA 582 Public Budgeting
An investigation of the problems encountered in the administration and budgeting of public funds. Budgeting is analyzed from the standpoint of its policy and managerial implications.
The specific phases of the budgetary cycle, current developments in budgetary techniques, and the interaction between governmental structures and political systems and the budget process will be studied.

PSY 462 Psychology of Adult Development and Aging
(see description under Multidisciplinary Core)

BIO 410N Biology of Aging
This course offers a scientific approach to the biology of aging. Persons interested in this course should have a background in the biological sciences, preferably endocrinology and immunology. Once a week seminars will be offered on current social science theories of aging.

USP 507/PSY 507 Issues in Adult Development and Aging
(see description under Multidisciplinary Core)

500/501/505 Independent Project

The Independent Project

Within each subspecialty students will be required to undertake an independent project. The independent project may consist of a field placement or an independent study course (501, 503). The purpose of the independent project is intended as a culmination of a student's
formal certificate work. Since the certificate program is multidisciplinary in nature, the independent project will enable the student to apply the varied disciplinary courses to a single substantive subspecialty. Additionally, the independent project will provide the Institute on Aging, as administrative body, with a final written product. These products will be used to assess the effectiveness of the certificate program. They will provide information which will assist the student in job acquisition, where necessary, and they will assist the Institute and the student's major department in evaluation of the student's performance.

b. What elements of this course of study are presently in the institution?

Most of the courses listed in 5.a. are presently in operation in the various departments throughout the University. These courses include the following:

- BIO 410 Biology of Aging
- PA 532 Organization and Methods
- PA 540 Administrative Theory and Behavior
- PA 582 Public Budgeting
- PSY 407 Psychology of Death and Dying
- PSY 462 Psychology of Adult Development and Aging
- PSY 480, 481, 482 Community Psychology
- SOC 460 Sociology of Adult Development and Old Age
- SOC 459 Medical Sociology
- SOC 507 Perspectives in Aging
SW 507 Social Work in Aging
SW 507 Program Evaluation
SW 531 Human Psychosocial Organizations
SW 561 Introduction to Social Planning
SW 565 Social Service Delivery Systems
SW 570 Introduction to Community Organizations
US 507/PS 507 Political and Administrative Issues in Aging
US 507 Policy Evaluation: Delivery of Human Services
US 507 Human Services Planning
US 507 Planning
US 540 Planning Theory
US 541 Planning Principles and Practice

Several other courses have been offered regularly with support from federal training grants awarded to the Institute on Aging. These courses include:

ECON 507 Economics of Aging
USP 507/PSY 507 Issues in Adult Development and Aging
USP 507 Human Services Planning Workshop
USP 507 Evaluation Research
USP 407/PA 407 Long-Term Care Administration and the Elderly

c. How many and which courses will need to be added to institutional offerings in support of the proposed program?

Two new courses will need to be added to current institutional offerings:
USP 507/PSY 507 Research Methods with Elderly Populations

USP 507 Issues in Research with Minority Group Elderly

State funds will also be necessary for the second group of courses listed in section 5.a. above. These courses should be offered on a regular basis, independent of federal funding, and listed in the University's catalogue.

Additionally, curriculum development should include experimental course offerings which would strengthen the core or a subspecialty area. If successful, these experimental courses could later become a part of the formal certificate program.

The certificate program has been designed to be adaptable to changing needs and new technologies. Continued curricular development is an integral component of the program.
6. ADMISSION REQUIREMENTS

a. Please list any requirements for admission to the program that are in addition to admission to the institution.

Admission of candidates to the Certificate in Gerontology program will be on a competitive basis. Factors to be utilized in assessing candidates for admission include:

For matriculated students:

(1) Persons admitted to a degree granting (or equivalent degree program) program at the Masters or doctoral level at Portland State University are automatically eligible for the Certificate program.

For non-matriculated students:

(1) A baccalaureate degree from an accredited institution (or equivalent);

(2) A resume of professional work experience;

(3) An essay concerning the career goals of the applicant and how the Certificate in Gerontology will assist in achieving these goals.

Students who have taken the appropriate courses at Portland State University since 1972, will be allowed to apply for the Certificate, since a sizable part of the program has been operating since that date. Additional information towards the project/product requirement must be completed before the award of the Certificate.

b. Will any enrollment limitation be imposed? Please indicate the limitation and the rationale thereof. How will those to be enrolled be selected if there are enrollment limitations?

Enrollment in the Certificate in Gerontology program will be limited to 75 students. The program will not admit more students than our requested resources can accommodate. The admission standards will limit enrollment to qualified students.
7. RELATIONSHIP OF PROPOSED PROGRAM TO FUTURE PLANS

a. Is the proposed program the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field?

The Certificate in Gerontology is not the first of several curricular steps the institution has in mind in reaching a long-term goal in this or a related field. The proposed program attempts to meet a specific need that exists now and will continue. The program is supportive of a number of advanced degree programs as well as those students interested in post-baccalaureate studies.

Evidence for the supportive role of the Certificate program to the current Masters and doctoral programs is found in the number of aging-related theses and dissertations already completed. (See Section 3.c)

These scholarly products in the traditional disciplines and multidisciplinary doctoral programs underscore the fact that Portland State University has developed a creditable gerontology program without having to design a formal degree in gerontology. Gerontology has been pursued in training with funding support from the Administration on Aging and in nationally recognized research, supported by the National Science Foundation, the Administration on Aging, the Health Services Administration of the U.S. Public Health Service, and the Office of Education.

The Certificate program is a flexible one which currently includes five subspecialties. These reflect the personnel needs of the complex sets of services which focus on aging clients. At a later date, additional subspecialty areas may be designed to meet identified state or national personnel shortages in certain fields.
b. If so, what are the next steps to be, if the Board approves
the program presently being proposed?

Not applicable to the Certificate in Gerontology; see 7 a.

8. ACCREDITATION OF THE PROGRAM

a. Is there an accrediting agency or professional society which
has established standards in the area in which the proposed
program lies?

No. The Association of Gerontology in Higher Education (AGHE) is
considering certification of programs. An AGHE committee is examining
the issues and the Institute on Aging is monitoring their activity.

b. If so, does the proposed program meet the accreditation
standards? If it does not, on what particulars does it
appear to be deficient? What steps would be required to
qualify the program for accreditation?

AGHE has published no tentative standards, but has encouraged that
multidisciplinary curricula be developed in schools offering gerontological
training.

c. If the proposed program is a graduate program in which the
institution offers an undergraduate program, is the under-
graduate program fully accredited? If not, what would be
required to qualify it for accreditation? What steps are
being taken to achieve accreditation?

Portland State University does not offer an undergraduate degree
program in Gerontology. Such an undergraduate program is currently
under consideration by the University of Oregon in Eugene.

9. EVIDENCE OF NEED

a. What evidence does the institution have of need for the
program? Please be explicit.

As discussed earlier in this proposal, the need for aging specialists
is generated by two related phenomena: (1) the high rate of growth of
Oregon's and the United States' aged population and (2) general reaction,
particularly in the arenas of health and social services, to projected
population changes. The state legislature has become concerned about the
rising costs in both health care and in nursing homes, and particularly
supportive of promoting programs to maintain the independence of older
Oregonians in local communities.

The absence of a graduate level Certificate in Gerontology creates
several problems for the social service and health care communities
throughout the state. First, Oregonians seeking their academic prepara-
tion and certification in Gerontology must leave the state for such
training. The development of the Certificate in Gerontology will enable
Oregonians to acquire such training in the state. Second, those Oregonians
who are professionally trained in another specialty have no opportunity
to pursue continuing education activities in gerontology which lead to a
Certificate. The development of this Certificate program would provide
a number of specialists in a variety of fields--hospitals, mental health
clinics, transportation, social services, long-term care, educational
programs from primary to community colleges and universities, the legal
community, and professional "volunteers"--an opportunity to pursue graduate
level coursework on a continuing education basis in gerontology.

A third problem created by the absence of a graduate level Certificate
in Gerontology in the state of Oregon is related to research on geronto-
logical issues which range from special needs of an older Oregonian popula-
tion to those who provide the services. The Institute on Aging at Portland
State University has developed a sizable set of research programs. (See
Appendix A) The lack of a formal educational program in Gerontology will
most likely hamper the strengthening of the symbiotic relationship between normal research and teaching which is evident in quality universities. The Certificate program can generate a continuing effort in research at Portland State and stabilize the teaching environment for well-qualified researchers currently working in Gerontology.

Finally, a number of faculty at Portland State would be more likely to enter and pursue activities in gerontology if a formal educational program is established. More multidisciplinary work can be pursued in research and generating new knowledge which, with appropriate gerontological training through the Certificate in Gerontology program, can improve the quality of services performed by Oregonians for the benefit of older Oregonians. A list of those who have received technical assistance from the Institute on Aging in the recent several years is attached as Appendix A.

b. (1) What is the estimated enrollment and the estimated number of graduates of the proposed program over the next five years? If the proposed program is an expansion of an existing one, give the enrollment in the existing program over the past five years.

The estimated average enrollment in the program on an annual basis for the first five years is 75 FTE students. Thus, over the first five years approximately 375 FTE students will have enrolled in the Certificate in Gerontology option.

For ten consecutive years the Institute on Aging has been the recipient of training grants from the U.S. DHEW, Administration on Aging, to provide courses to students interested in gerontology. As part of our
reporting requirements, the approximate headcount enrollment of students in gerontology related courses was 500 per year for the past two years.

b. (2) Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw its clientele primarily from students who would not otherwise come to the institution were the proposed program not available there?

The new Certificate program should strengthen Portland State University's academic activities in three areas. First, currently enrolled students in advanced degree programs may be attracted to the Certificate so they can enhance their general knowledge of gerontology in greater breadth while selecting a subspecialty which fits their discipline or professional training for depth. Second, the existing disciplines at Portland State University may become more attractive to students with the availability of a formal certificate program in aging. This may substantially increase enrollment in existing disciplines. Third, a number of service providers currently in a host of aging service programs are seeking training in gerontology and wish to upgrade personal skills. The Certificate should bring a significant number of these working people to Portland State for the first time. Certificate training for the current workforce located in the Portland metropolitan area should continue to expand. With appropriate scheduling, the Certificate program could meet the statewide needs of personnel who might not be able to pursue the traditional quarter program, but who could take classes in an intensive summer term program.

c. Identify statewide and institutional service area person power needs the proposed program would assist in filling.

It is estimated that a majority of the students who would pursue the Certificate in Gerontology would already be employed in health, long-term
care, and a variety of social service programs.

The state of Oregon has not produced a personnel report on the current and projected needs in the areas of health, education, and social services. The state relies primarily on national studies, including those supported by the Department of Labor and various Departments of Health, Education and Welfare agencies. One of the latter group, the Administration on Aging, has sponsored gerontology training programs for a number of years. Portland State University has been the recipient of training grants from the Administration on Aging every year since 1973 as a grantee under Title IV-A of the Older Americans Act. Prior to 1973 the Institute on Aging participated in the consortium funding of gerontology training with the University of Oregon. In 1973, the Institute on Aging, Portland State University, began to strengthen its gerontological training program by directly developing research missions with its federal agencies, such as the National Science Foundation, the Social Security Administration, the Office of Education, the U.S. Public Health and Health Services Administration, and the Administration on Aging. Faculty pursuing research have attracted a cadre of graduate students to these research projects resulting in a number of dissertations and theses. This new knowledge function is one critical outgrowth of a training program. Statewide, aging services have expanded to meet the multiple needs identified by these research activities.

A second result of the nationally-recognized training and research activities of the Institute has been the redesign of the gerontological
training programs, funded by the Administration on Aging. The 1979-80
proposed guidelines to training reflect the specialized training needs
of aging services personnel in the host of health, long-term care,
nutrition, employment and social service programs. The Certificate in
Gerontology has been designed to meet these new personnel needs identified
by federal policymakers. Since most of the state of Oregon programs are
primarily supported by federal funds, the Institute on Aging's Certificate
program is keeping abreast of personnel needs of the state, which will be
influenced and guided by the federal funded programs.

The Portland area, with half of the state's population, will need a set
of active training programs for people in the aging services network.
Portland State University is ideally located to fulfill these needs.

d. What evidence is there that there exists a regional or
national need for additional qualified persons such as the
proposed program would turn out?

The 1980 federal proposed budget of the Carter administration reveals
an expansion of aging services in federal programs. Nursing home care,
while three-quarters proprietary, continues to expand as lengthy waiting
lists highlight the need for additional services. In summary, both the
public and private sectors need qualified professionals, in gerontological
training, to serve older persons.

e. Are there any other compelling reasons for offering this
program?

The Institute on Aging has established formal ties with the U.S.
Veterans Administration Sam Jackson hospital, with the University of
Oregon Health Sciences Center and Providence Medical Center and with
several other health and social service providers in the metropolitan area.
(Appendix C) The Institute on Aging regularly receives requests from community
agencies and groups to conduct workshops, to lecture and discuss community needs for an aging population. The cooperative efforts with all the above are consistent with the goal to strengthen and create new gerontological knowledge and provide nonduplicative services and support for these organizations and their elderly clients. The multidisciplinary Certificate in Gerontology represents one component in Portland State University's efforts to serve the metropolitan and urban needs of Oregonians.

The Institute on Aging at Portland State University has been cooperating with the other planned and current gerontology programs in the state including training offered to undergraduates by the University of Oregon and by Oregon State University, by Pacific University and the University of Portland in special programs such as nursing and occupational therapy. This cooperative effort should continue with the Certificate in Gerontology for post-baccalaureate students and those students in graduate programs at Portland State University, as a nonduplicative effort in our work to bring gerontological training throughout the state. The Institute has been serving, as identified by the U.S. DHEW Administration on Aging, as a Multidisciplinary Center of Gerontology, and therefore working as a gerontological clearinghouse with other educational programs. Federal funds to serve this coordination purpose should continue with the designation of a Certificate in Gerontology educational program.
The Institute on Aging, through its vanguard of research activities, continues to receive requests for special training from interest groups and individuals throughout the state. Most recently, the Institute has been asked to assist the University of Oregon Health Sciences Center in developing its geriatric and gerontology sets of programs. The School of Nursing has sought course support as part of their geriatric nursing curriculum. The Certificate program is designed to meet the changing personnel needs in the metropolitan area, state and region. The five sub-specialty areas should serve to meet the current personnel needs. Additional areas can be added as demands are shown.

Portland State University's Institute on Aging has received letters of support for plans to pursue several major research projects in the past year. (Appendix D) The Certificate in Gerontology represents the formalization of an educational program in gerontology which has operated for ten years to serve primarily those students enrolled in various graduate degree programs at Portland State University. The state program on aging, the Office of Elderly Affairs, and various other groups throughout the state have sought technical assistance and educational training activities for their personnel. The Institute has also assisted the long-term care community in Oregon with a training program in the 1977-78 academic year and also sought to establish a training program for vocational rehabilitation counselors. Letters of support for these activities are in Appendix D.
g. Have any special provisions been made for making the complete program available for part-time or evening students?

Since some of the students expected to enroll in the Certificate in Gerontology program will pursue this on a part-time basis, the Institute will work to offer all required and most elective courses in the late afternoon or evening. With resources made available, the Summer Session could become a sizable program for those teachers in education seeking an additional area of knowledge for their certification requirements and for faculty at smaller colleges seeking a gerontological specialty.

10. SIMILAR PROGRAMS IN THE STATE

a. List any similar programs in the state.

The state of Oregon does possess graduate academic programs in a number of disciplines and multidisciplinary arenas. Currently there is no academic program in the state which offers either a degree or certificate in gerontology at the graduate level. The problems this situation has led to are discussed in earlier parts of this proposal.

The University of Oregon has designed a set of proposed programs in gerontology to be located in the College of Health, Physical Education and Recreation. These include the Bachelor's and Masters' degrees in Gerontology and a certificate program for non-majors. The proposed set of programs is pending before the State Board of Higher Education.
After careful consideration, Portland State University has concluded that personnel needs in the field of aging would best be met by a graduate certificate program linked to existing graduate level disciplines. This view is mutually shared by the majority of active gerontologists in the U.S., the Association of Gerontology in Higher Education and federal funding agencies.

b. If similar programs are offered in other institutions in the state, what purpose will the proposed program serve? Is it intended to supplement, complement, or duplicate any existing programs?

No similar program at the graduate level is offered in other institutions in this state. At the present time, the State Board of Higher Education and the Oregon Education Coordinating Commission will determine the appropriate direction of gerontological training in the state. Based on populations to be served and flexibility of program, diversity of needs of current aging services personnel, the Portland State University Certificate in Gerontology merits approval.

c. In what way, if any, will resources of other institutions be utilized in the proposed program?

The proposed Certificate in Gerontology will not directly utilize resources of other institutions in offering its program. Indirectly, through its clearinghouse role, its multiple research and technical assistance activities, the Institute on Aging at Portland State University will encourage faculty from the Veterans Administration and/or University of Oregon Health Sciences Center to accept an opportunity to teach a few of the gerontological courses. Directly, members of these institutions
will participate as they have in the past, in the planning, implementation and monitoring of research and knowledge-building activities.

The University of Oregon and Oregon State University serve different groups of clients in their educational programs. If the Certificate in Gerontology is approved, some of their faculty may seek to participate in the program and will be most welcome. All campuses pursue continuing education activities and the Certificate in Gerontology should be offered, where there is a demand, to professionals and specialists throughout the state.
11. FACULTY

a. List present faculty who would be involved in offering the proposed program with pertinent information concerning their special qualifications for service in this area.

(1) Urban Affairs and core faculty from other Portland State University programs include:

Richard Schulz, Associate Professor of Urban Studies and Psychology and Director of the Institute on Aging. Service to the Certificate in Gerontology program: Director of the Certificate program, instructor in the substantive core area of the curriculum--Psychology of Adult Development and Aging--Death and Dying. Dr. Schulz, at Dartmouth College received two awards, Phi Beta Kappa and the Nickerson Prize in Psychology and earned a Fulbright-Hays Fellowship. Earning his doctorate at Duke University in 1974, he has published more than twenty articles and a book entitled, The Psychology of Death, Dying and Bereavement. Dr. Schulz has pursued research funded by the National Science Foundation, the National Kidney Foundation and the National Institute of Health. He has taught at Carnegie Mellon University and Northwestern University and presented many papers and addresses to the gerontological and psychology communities.

Douglas G. Montgomery, Associate Professor of Urban Studies. Service to the Certificate in Gerontology program: instructor in the substantive core area--Political and Administrative Issues in Aging--and supervise field practica, including field work experiences. Dr. Montgomery has been the recipient of two Gerontology Society awards: as a Research Fellow to attend the University of Chicago Institute on Research Priorities in Aging: Behavioral and Social Science, June 20-26, 1976 and with a fully funded stipend to present a paper at the XI International Congress of Gerontology, Tokyo, Japan, August 20-25, 1978. His ties to the community have been with Vital Partners activities of Portland State University with the City of Portland and Multnomah County, with technical assistance to a number of aging programs and services in Oregon and with his activities in the American Society for Public Administration. He has pursued research funded by the Administration on Aging and the Office of Education.

Leonard D Cain, Professor of Sociology and Urban Studies. Service to the Certificate in Gerontology program: instructor in the substantive core area of the curriculum--Perspective on Aging, Sociology of Adult Development and Old Age. Dr. Cain has published numerous
articles and chapters throughout his career. He has served as a consultant to the Federal Council on Aging, to the National Council on Aging and has served as a reviewer for the National Institute of Health. His teaching has been nationwide with posts at the following institutions: University of California campuses: Berkeley and Davis; University of Southern California; University of North Carolina, Greensboro; University of Wisconsin, Madison; State University of New York, Buffalo; and the San Francisco Theological Seminary. He serves on the editorial board of two journals: Sociological Quarterly and Aging and Work (Industrial Gerontology).

John E. O'Brien, Associate Professor of Sociology and Urban Studies. Service to the Certificate in Gerontology program: instructor in the substantive core area of the curriculum—Sociology of Adult Development and Old Age—and in courses in organizational analysis. Dr. O'Brien directed the Institute on Aging from 1970-77 with regular funding for training from the Administration on Aging. He pursued several nationally recognized studies in organizational analysis which were funded by the National Science Foundation, the Social Security Administration and the Administration on Aging. He serves as the Book Review Co-Editor of The Gerontologist and has been a member of the research review panel for the Administration on Aging. He has taught at Portland State University and at the University of Minnesota, and has presented numerous papers at the annual meetings of the Gerontological Society and at various sociology meetings.

Terrie T. Wetle, Assistant Professor of Urban Studies. Service to the Certificate in Gerontology program: instructor in the substantive core area of the curriculum—Human Services Planning Workshop, Urban Support Systems and the Elderly, Evaluation Research, and Psychology of Adult Development and Aging. Dr. Wetle has been on an Intergovernmental Personnel Act exchange program with the Administration on Aging, in Washington, D.C. for the 1978-79 academic year. At the Institute she has pursued a number of research projects in organizational analysis funded by the Administration on Aging. She has directed an area agency on aging and served as a technical advisor to community agencies in health, social, and educational services. Dr. Wetle has consulted with aging agencies and a number of colleges and universities in gerontology and service delivery, and has served on several special city and state commissions.

Michael DeShane, Research Associate. Service to the Certificate in Gerontology program: Sociology of Age Status (Sociology). Dr. DeShane has been funded by the Administration on Aging to pursue research on service provider attitudes toward the aged. He has served as the community liaison with the Institute's Multi-disciplinary Center of Gerontology program. He has worked in the state of Washington with the Department of Social and Health Services, Office of Research where he directed a $5.7 million model project designed to evaluate services for older citizens. He has pursued other research activities in
11. FACULTY

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articles and chapters throughout his career. He has served as a consultant to the Federal Council on Aging, to the National Council on Aging and has served as a reviewer for the National Institute of Health. His teaching has been nationwide with posts at the following institutions: University of California campuses: Berkeley and Davis; University of Southern California; University of North Carolina, Greensboro; University of Wisconsin, Madison; State University of New York, Buffalo; and the San Francisco Theological Seminary. He serves on the editorial board of two journals: Sociological Quarterly and Aging and Work (Industrial Gerontology).

John E. O'Brien, Associate Professor of Sociology and Urban Studies. Service to the Certificate in Gerontology program: instructor in the substantive core area of the curriculum--Sociology of Adult Development and Old Age--and in courses in organizational analysis. Dr. O'Brien directed the Institute on Aging from 1970-77 with regular funding for training from the Administration on Aging. He pursued several nationally recognized studies in organizational analysis which were funded by the National Science Foundation, the Social Security Administration and the Administration on Aging. He serves as the Book Review Co-Editor of The Gerontologist and has been a member of the research review panel for the Administration on Aging. He has taught at Portland State University and at the University of Minnesota, and has presented numerous papers at the annual meetings of the Gerontological Society and at various sociology meetings.

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criminal justice, health planning, and urban/rural migration patterns of the elderly.

Barbara J. Stewart, Associate Professor of Psychology. Service to the Certificate in Gerontology program: Quantitative Methods, Research and Publications, Quantitative Methods IV, Quantitative Methods III, and Quantitative Methods II. Dr. Stewart has been associated with many of the research projects at the Institute because of her skills in methodology and psychology. She currently serves as the head of research operations and is responsible for projects funded by the Administration on Aging, Social Security Administration and the Office of Education. She has published ten articles and presented seven papers to the psychology and gerontology communities. Her academic advising activities have included chairing two Ph.D. dissertations and four theses, and serving on nearly fifty graduate student committees. She has been a recipient of the Gerontology Society award as a Research Fellow at the University of Chicago Institute on Research Priorities in Aging: Behavioral and Social Science, 1977.

Lois F. Copperman, Research Associate. Service to the Certificate in Gerontology program: Community Theory. Dr. Copperman has worked on several Institute on Aging research studies in the areas of employment, retirement and personnel programs, and coordination of services by community agencies. She has been supported by grants from the Department of Labor and the Administration on Aging. Her teaching interests include theory and methods in political science, urban economics and evaluation research. She has worked as a registered occupational therapist and developed and administered a research study evaluating stroke patients.

(2) Support faculty from other departments at Portland State University:

Nancy Chapman, Associate Professor of Urban Studies: Community Theory and Environmental Psychology.

David T. Clark, Professor of Biology. Service to the Certificate in Gerontology program: Biology of Aging.

Gerald Frey, Associate Professor of Social Work. Service to the Certificate in Gerontology Program: Interorganization Analysis and Community Organization.

Jan Hajda, Professor of Sociology. Service to the Certificate in Gerontology program: Thesis.

William Hamilton, Professor-at-Large. Service to the Certificate in Gerontology program: The Meaning of Death.

Walter G. Klopfer, Professor of Psychology. Service to the Certificate in Gerontology program: Psychology of Adult Development and Aging.
James F. Maurer, Professor of Speech Communication. Service to Certificate in Gerontology program: Survey of Audiology and Hearing Aid Evaluation.

Darrell Millner, Assistant Professor of Black Studies. Service to the Certificate in Gerontology program: Independent study.

Leon J. Richelle, Professor of Biology and Vice President for Academic Affairs. Service to the Certificate in Gerontology program: Biology of Aging.

Daniel J. Scheans, Professor of Anthropology. Service to the Certificate in Gerontology program: Age Roles.

Kathleen Willis, Assistant Professor of Social Work. Service to the Certificate in Gerontology program: Social Work and Aging.

Portland State University Researchers at the Institute on Aging, School of Urban Affairs, who have offered aging related courses in the past two years include:

Renee Alexander, Research Associate: Psychology of Adult Development and Aging.

Joan Behn, Clinical Associate: Psychology of Adult Development and Aging (Psychology)

Frederick Keast, Research Assistant. Service to the Certificate in Gerontology program: Economics of Aging (Economics)

Thelma Lofquist, Trainee. Service to the Certificate in Gerontology program: Movement in Aging (Psychology).

Donna Wagner, Research Assistant. Service to the Certificate in Gerontology program: The Older Woman in the City. (Urban Studies).

Diana White, Research Associate. Service to the Certificate in Gerontology program: Long-Term Care Administration (to be offered Spring 1979) (Urban Studies).

(3) Other Portland State University part-time faculty from the community who have offered aging related courses in the past two-years:
Philip King, M.D. Service to the Certificate in Gerontology program:
Biology of Aging (Biology)

Joy McNeal, Lecturer in Chemistry. Service to the Certificate in
Gerontology program: Nutrition for the Elderly (Chemistry)

Leslie Rado, Instructor in Sociology. Service to the Certificate in
Gerontology program: Death and Dying (Sociology and University
Scholars Program).

Ronald Wyden, Lecturer in Urban Affairs. Service to the Certificate in
Gerontology program: Law and Aging (Urban Studies).

Marlene Young-Rifai, Instructor in Urban Affairs. Service to the
Certificate in Gerontology program: Victimization of the Elderly
(Criminal Justice Administration).

b. Estimate the number, rank, and background of new faculty
members that would need to be added to initiate the
proposed program; that would be required in each of the first
four years of the proposed program's operation, assuming
the program develops as anticipated in item 8.b. What
kind of commitment does the institution make to meeting
these needs? What kind of priority does the institution
give this program in staff assignment?

During the first four years of operation the Certificate in Gerontology
program will need no new full-time faculty members but will need several
part-time faculty members to teach various gerontology courses. Section
11.a. listed a sizable number of faculty currently at Portland State
University who have offered gerontology courses in the past. Several were
supported by training grants from U.S. DHEW Administration on Aging to
teach these courses. It is envisioned that, for the first four years, these
faculty members will need to be supported from the Institute on Aging part-
time faculty budget, so they can be released from their regular departmental
schedules and design and offer gerontology-related courses. Part-time
faculty will be drawn as well from the researchers in the Institute and
from the pool of expert gerontologists in the community to teach gerontology
courses for the Certificate program.
In addition to the current allocation of funds to the Institute on Aging, the financial commitment Portland State University would need to make in meeting these needs is estimated as follows:

Part-time faculty members to teach both core courses and substantive courses beginning with the first year of operation of the Certificate program (annual rate). $12,000

This financial commitment is included in Section 14, Budget Impact. Portland State University has assigned the Certificate Program priority in staff assignment.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

Support staff of a 0.5 secretary position will be needed beginning with the first year of this proposed program. This half-time person will carry out the Certificate program activities.

12. LIBRARY

a. Describe in as objective terms as possible the adequacy of the library holdings that are relevant to the proposed program (e.g., if there is a recommended list of library materials..., indicate to what extent the institution's library holdings meet the requirements of the recommended list).

As a multidisciplinary program, the Certificate in Gerontology program will depend on the current holdings of the Portland State University library.
One of the few areas of need for the Certificate program is to expand the number of specialized gerontology and geriatric journals and book collections. Previous training conducted as part of the U.S. DHEW Administration on Aging training activities has enabled the Institute to establish a small Adult Learning Center quasi-library for senior citizens and students in gerontology.

b. How much, if any, additional library support will be required to bring the library to an adequate level for support of the proposed program?

To bring the library to an adequate level, the Certificate in Gerontology will require $5,000 to purchase a basic gerontological collection, including handbooks, classic works, periodicals, and practitioner information. The Certificate program will request that the library establish an account for the Institute's Certificate program, as part of its activity in distribution of budgets to programs throughout the University at a level of $1,000 per year. (Appendix E)

c. How is it planned to acquire these library resources?

State funds will be necessary to establish the adequate level for support in the library, of the Certificate program. The Certificate program will seek to become a budget item in the University's library purchase activity at a level of $1,000 per year. The Institute will be glad to participate on an appropriate library subcommittee to assist in the collection assignment.

13. FACILITIES AND EQUIPMENT

a. What special facilities in terms of buildings, laboratories, equipment are necessary to the offering of a quality program in the field and at the level of the proposed program?
No special facilities in terms of buildings, laboratories, equipment are necessary to the offerings of a quality Certificate program in Gerontology.

b. What of these facilities does the institution presently have on hand?

This question is not applicable to the Certificate in Gerontology program. See 16.a.

c. What facilities beyond those now on hand would be required in support of the program?

No facilities beyond those now on hand would be required in support of the proposed Certificate in Gerontology.

d. How does the institution propose these additional facilities and equipment shall be provided?

This question is not applicable to the Certificate in Gerontology program. See 16.c.

14. BUDGETARY IMPACT

a. Please indicate the estimated cost of the program for the first four years of its operation, following the format found on page 6 of this document.

See the attached form of estimated costs of the Certificate in Gerontology program.

b. If a special legislative appropriation is required to launch the program, please provide a statement of the nature of the special budget request, the amount requested, and the reasons a special appropriation is needed. How does the institution plan to continue the program after the initial biennium?

This question is not applicable to the proposed Certificate in Gerontology program.
c. If federal or other grant funds are required to launch the program, what does the institution propose to do with the program upon termination of the grant?

Federal grant funds are not required to launch the program, but the Institute on Aging has been the recipient of training funds from U.S. DHEW Administration on Aging. The Certificate in Gerontology program will utilize these training funds, but these federal dollars are likely to be reduced in the future.

d. Will the allocation of going-level budget funds in support of the proposed program have an adverse impact on any other institutional programs? If so, which programs and in what way?

The Certificate in Gerontology will have a positive impact on other institutional programs since it is a specialized supplemental academic program to enhance those graduate degree programs at Portland State University. In addition, the Certificate program will encourage a group of post-baccalaureate students currently working in the community to seek graduate level training at Portland State University. It is quite likely that some students will enroll in advanced degree programs following the completion of the Certificate in Gerontology.
## SUMMARY OF ESTIMATED COSTS FOR PROPOSED PROGRAM

### Portland State University

**Program:** Certificate in Gerontology

**Effective Date:** Fall Term 1979

### 1. Personnel

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
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**Percentage of Total from State Funds:** 100%

### 2. Other Resources

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<tr>
<td>Supplies &amp; Services</td>
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**Percentage of Total from State Funds:** 100%

### 3. Physical Facilities

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**Percentage of Total from State Funds:** 100%

### 4. Source of Funds

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</thead>
<tbody>
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<td>$</td>
<td>$</td>
<td>$</td>
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<tr>
<td>State Funds--Spec. Appropriation</td>
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<td></td>
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<tr>
<td>Federal Funds</td>
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<tr>
<td>Other Grants</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees, sales, etc.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$</strong></td>
<td><strong>$</strong></td>
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</tbody>
</table>

### SEQUENCE OF ACTION

- Approved by Librar--- Date 3/15/79
- Approved by Unit (i.e., Dept.) Curriculum Com--- Date 3/15/79
- Approved by Dept. Head --- Date 3/15/79
- Approved by College/School Dean --- Date 3/15/79

*Cost of Living Increases not included.*
APPENDIX A

Overview of research activities and individuals pursuing research at the Institute on Aging, 1978-79 academic year.
OVERVIEW OF ACTIVITIES

Institute on Aging
Multidisciplinary Center of Gerontology
Portland State University

The Institute on Aging is a unit of Portland State University which coordinates the research training, and service functions of the University which bear on the broad issues of adult development and human aging. Of particular concern are the problems, policies, and programs which affect the capacity for high quality of life for adults and the elderly. It is the generally accepted mission of the Institute to focus its intellectual capacities on understanding the ways in which industrialization, technological development, and urbanization relate to and affect the conditions of adults and the elderly.

The Institute is located within the School of Urban Affairs. It brings together approximately seventy-five individuals including more than fifteen members of the faculty, approximately two dozen research projects and support staff, more than four dozen undergraduate and graduate students, and several volunteers. This group of individuals provides research, training, and community service activities for a number of sectors of the public.

The Institute is directed by Dr. Richard Schulz. He is assisted by a Coordinating Council which administers the multifaceted sets of programs. Key Coordinating Council members are:

Dr. Richard Schulz, Director
Dr. Douglas G. Montgomery, Head, Administrative Services Committee
Dr. Michael DeShane, Head, Curriculum and Training Committee
Ms. Renee Alexander (A.B.D.), Head, Community Services Committee
Dr. Barbara Stewart, Head, Research Operations Committee
Dr. Leonard D Cain, Senior Faculty Adviser

The research faculty at the Institute hold additional appointments in departments at Portland State University and are listed below according to areas of expertise:

Renee Alexander, Research Associate, A.B.D., Community psychology, elderly urban lifestyles.
Marie Beaudet-Walters, M.U.S., Housing and measurement.
Joan Behn, Clinical Associate, M.A., Mental health, behavioral observation.
Stephanie Hallock Blust, A.B., Employment, communications, social gerontology.
Leonard D Cain, Professor, Ph.D., Sociology of age status, urban community and ethnic relations.
Nancy Chapman, Associate Professor, Ph.D., Social and environmental psychology.
David T. Clark, Professor, Ph.D., Immunology.
Lois F. Copperman, Research Associate, Ph.D., Policy Analysis.
Michael DeShane, Research Associate, Ph.D., Program evaluation, urbanization and the elderly.
Gerald A. Frey, Associate Professor, Ph.D., Social planning, organizational analysis.
Daniel Hainline, A.B., Interorganizational and urban service delivery.
Jan Hajda, Professor, Ph.D., Sociological theory and complex organization.
Gary Holznagel, Research Assistant, A.A., Research administration.
Ellen Jean, Research Assistant, M.A., Methodology and Computer Program Specialties.
Roger Jennings, Professor, Ph.D., Human ecology.
Frederick Keast, A.B.D., Economics, employment, organizational analysis.
Jerry W. Lansdowne, Associate Professor, Ph.D., Policy analysis and management.
Sue Levkoff, M.S.W., Attitudes and psychology.
Michael Lindsey, Research Assistant, M.S., Interorganization and urban service delivery.
Elizabeth Meier, Research Associate, M.A., Economics, employment, income maintenance programs.
Douglas G. Montgomery, Associate Professor, Ph.D., Urban administration, intergovernmental relations, older worker employment, productivity and retirement.
John E. O'Brien, Associate Professor, Ph.D. (Leave of Absence, 1978-79), Special impact evaluation research, adult development and adult socialization, the scientific method as a frame of mind.
Marilyn Petersen, Research Associate, A.B.D., Attitudes, communication.
Lawrence Schuck, Research Assistant, S.T. L., Social gerontology, environmental psychology, mental health and aging and long term care training.
Richard Schulz, Associate Professor, Ph.D., Psychology of Death, Environmental psychology, Research methods, Psychology of stress and control as it relates to aging.
Although each project or activity of the Institute is primarily designed for service, training, or research, each is also intended to provide an appropriate involvement of all three dimensions of activity. In addition, further projects are selected which maximize the opportunity for involving University students and faculty on the one hand and community personnel and older adults on the other. Examples of the kinds of projects being pursued or recently completed include:

A Spectrum of Community Support Options for the Elderly. This study brings together experts from a variety of backgrounds and disciplines to seriously consider the full range of optional mechanisms for providing care to impaired and isolated elderly. The project also seeks to determine how to intervene at different points in the decline trajectory of older people so as to discourage the emergence of the kinds of problems that currently result in severe dependence and functional loss. This project is funded by the National Science Foundation.

Testing a Community Intervention Model. The primary objective of this project has been to test the Community Intervention Model designed by the Institute on Aging. The C.I.M. is used to study the dynamics of interorganizational exchanges and the responses of Area Agencies on Aging
to joint initiatives between the Administration on Aging and other federal agencies. The methodology for this recently completed research project is a directed field study of organization in six communities. The analysis focused on the relationships among organizational structure characteristics, exchange processes, the emergence of conflict and coordination, and the development of a comprehensive service system. This project and the following two related studies are funded by the Administration on Aging.

**Analysis of Coordination and Organizational Change: Comprehensive Services for the Elderly.** This 26 month study is examining the state of the art regarding what is known about organization coordination and change. Based upon previous research and existing literature, aided by a technical advisory panel, the project will extract the principles which that work suggests are critical regarding change and coordination. Those principles will be filtered and testable propositions developed for later review. The testing process will involve the use of modeling techniques, secondary analysis and qualitative case studies in the community. Analysis will be applied such that the principles will be refined and reported in an **Inventory of Principles and Cases.** The **Inventory** will be of benefit to the aging services network, elderly people, state and local governments, the scientific community and others.

**Attitudes Toward Older Persons on the Part of Service Delivery Professionals.** This 27 month project is designed to ascertain the extent to which service providers hold stereotyped attitudes toward the aged and the effects of those attitudes in situated face-to-face encounters between the provider and the older client. A multi-method approach is being used consisting of: survey research, videotaped situations and small group experiments.

**Impact Research on Supplemental Security Income** in a high priority population of multiply impaired urban elderly. This project involved a three year longitudinal analysis of the effect of the Supplemental Security
Income program on a special group of severely impaired urban elderly people. This study was supported by the Social Security Administration and completed in August 1978.

The Impact of Rehabilitation, Repair, and Maintenance Programs on Elderly Homeowners. Comparisons will be made among housing grant recipients (minority vs. non-minority elderly; elderly vs. young) in Portland and two other cities to determine the impact of such programs. Funded by the Administration on Aging.

Community Education: Providing Care for the Elderly. This project will begin December 1, 1978. The purpose is to develop a handbook and other techniques for disseminating information on "how to help older persons" to various people informally connected with the elderly. Ends May 30, 1979. Funded by the Administration on Aging.

Retirement Age Policies and Employment Opportunities. This new study focuses on the effect of the recent change in the mandatory retirement age from 65 to 70. A national survey to 5,000 firms and 250 additional in-depth telephone interviews will be conducted. The effect of the new law on minority workers and women will be specifically addressed. Funded by the Administration on Aging.

Improving the Quality of Working Life in the Years Before Retirement: A New Role for Continuing Education. Funded by the U.S. Office of Education, this 30 month project is designed to develop innovative continuing education programs to help solve work-related problems of middle-aged and older workers. It will identify alternative work roles and leisure options which show potential in improving productivity and the quality of working life for older workers, develop curricula and methods to communicate this information to both management and workers, evaluate these programs, synthesize and disseminate the best products. A major focus of this project is
to be analyses of the effect of the mandatory retirement age on the local business community and the impact of new age discrimination law on organizations.

**State Based Contract to Plan, Coordinate, and Implement Training Opportunities for Long Term Care** was a 12-month project to develop within the state of Oregon a base of operations for providing on-going quality education and training of long-term care provider personnel. This project was funded by the U.S. Public Health Service.

**Strengthening Capacities of Area Agencies in Working With Service Providers** was a recently completed curriculum research project. The project identified service provider training needs in the fields of internal organizational management, relationships with other service providers, and knowledge of the special circumstances of the elderly client. The research was funded by the Administration on Aging.

**Analysis of Conflict in Coordination of services for the elderly.** This completed study was designed to assess the sources of resistance to service coordination and the development of models for conflict management and resolution. Funds for the study were also provided by the Administration on Aging.

**MULTIDISCIPLINARY CENTER OF GERONTOLOGY ACTIVITIES**

The transition to Multidisciplinary Center status within the Institute occurred with the award of the grant from the Administration on Aging in October 1977. The two year award has significantly enhanced the abilities of the Institute to meet the needs of Portland State University, the Pacific Northwest region, and the nation. The award generated additional support from Portland State University and these funds are being employed
to supplement and expand the three areas of activity of Curriculum and Training, Research, and Community Service. Each of these programs is discussed below.

**Curriculum and Training**

The attainment of Multidisciplinary Center status will promote a greater role for the Institute in the development of curricular opportunities at Portland State University. It will add impetus to the Institute's efforts to initiate a Certificate Program in Gerontology. A major key to this potential development lies in creating linkages with other academic units and it is here that Center status should have its greatest impact. The Institute's ability to promote academic research of various types--already generating interest--promises to be an important catalyst. Another lies in the potential ability to assist a greater number of students. The University should benefit from the addition of an expanded gerontological component to its existing departmental offerings.

In addition, three graduate students received dissertation awards from the Administration on Aging for the 1978-79 academic year. The awardees and planned studies are:

- Renee Alexander, "Determinants of Well Being: An Analysis of Environmental, Social, and Personal Determinants as related to Well Being in Late Life"
- Frederick Keast, "Community Impacts on Interorganizational Intervention"
- Donna Wagner, "Informal Group Participation and Life Outcomes of the Frail, Urban Elderly"
The Center grant has strengthened the already established training program in social gerontology by working toward the following objectives: (1) Expand the career development of graduate and undergraduate students by offering a core of gerontology oriented courses, promoting a number of gerontology related courses as electives, and supervising community learning experiences; (2) continue efforts to establish a multidisciplinary, social science oriented, certificate program; (3) expand efforts including short-term training technical assistance, and public symposia and colloquia to provide career relevant education to trainers of community agencies and other educational institutions who work with professional, paraprofessional and volunteer workers in the community serving the elderly.
APPENDIX B

Individuals and organizations who have received Technical Assistance from the Institute on Aging, Portland State University.
TECHNICAL ASSISTANCE BY THE INSTITUTE ON AGING

GOVERNMENT

Correspondence with Senators/Representatives

Region X, DHEW, Administration on Aging
Region X, PHS, HRA Training Center on LTC
Region X, DHEW, PHS, Office on NH Certification

Oregon State Division of Mental Health/Department of Human Resources
Oregon State Program on Aging/Special Programs Division
Oregon State Preventive Health Division - Health Facilities
Oregon State Health Division - Office of Nursing Home Surveyors

Governor's Committee on Aging
Legislative Advisory Commission on Aging
Legislative Special Committee on Aging

Area Agency on Aging (CRAG) - Washington, Clackamas, Columbia Counties
Area Agency on Aging - Lynn, Benton, Lincoln Co.
Area Agency on Aging - Polk, Marion Counties
Area Agency on Aging - Multnomah County

Multnomah County Medical Services
Multnomah County Sheriff's Office - Crime Prevention Bureau
Multnomah County Board of Health
Multnomah County Public Welfare Department
Multnomah County Project Health

Washington County Licensing and Certification

City of Portland Bureau of Human Resources
City of Portland/Project Mobility

Washington State Program on Aging

City of Decatur, Illinois
City of Woodburn/Social Service Department

Dr. Chisato Kawabori
Dean Greenstreet
Nancy Fitzsimmons

Mary Hoare
Mrs. Edward L. Hughe
Anne Hanford
Fern Ward
Robert Holdridge
Betty Roberts/Ruth Sheppard
Eleanor Griffiths

Jody Miller
Betty Johnson
V.J. Huffman
Carolyn Sullivan

Marie Skellenger
Lt. Richard Piland
Marie Skellenger
Madelyn Devaney
Roger Olson

Gladys McDaniels
Rusty Blake

Maxeen Roecher

Bill Naumen
Bill Triest
COMMITTEES, TASK FORCES, AND ASSOCIATIONS

East Multnomah County Council on Aging
Burnside Community Council
Midwest Council for Social Research in Aging

National Association of Social Workers
National Council on Aging

Western Gerontological Society

Gerontological Society/State of Oregon
Gerontological Society/Washington, D.C.

Special Task Force on Programs and Services for the Aged
National Council of Jewish Women
Oregon Council on Family Relations
Oregon State Council for Senior Citizens

Oregon State Health Commission Task Force on Aging

PACT Task Force on Aging
Special Committee on Services to the Elderly in N.W. Portland
Senior Adult Services Study Commission
Task Force on Aging - Mental Health Planning Project
Southeast Portland Advisory Committee on Aging
National Association of Social Workers/Oregon Chapter
Human Resources Advisory Committee on Aging
Oregon Retirement Services Association
Coordinating Committee on Volunteer Services
Oregon Commission for the Blind

NURSING HOMES

Mt. St. Joseph's
Glendoveer
West Hills Convalescent Center
Edgefield Manor
Am. College of Nursing Home Administrators - NW Chapter
Hillaire Care Center
Robinson Jewish Home
Reedwood Extended Care Center
Eastport Nursing Home

David H. Spooner
Michael P. Jones
Dr. Warren Peterson

Helen Turner Burr
Jack Ossofsky

Dr. Theodore Koff/
Gloria Haerther
Samuel Lissitz
Ed Kaskowitz

State Conference on Aging
Shirley Rackner

Nancy Asburg/Ellen Schneider/
Jack Melson

Sylvia Davidson

Richard Mastbrook

Marcus G. Smucker

Max Novak

Corrine Williams

Larry Forsythe

Martha Scharpf/Jim Edwards

Mrs. Dale Praghoff

Douglas Olson

Marge Danner

Paul E. Monson/Byron Baker

Shannin Thompson
Sam Lissitz

Mrs. Nelson/Mrs. Miller

Daniel Ray
SCHOOLS, EDUCATION

Oregon State Department of Education
University of Oregon Health Sciences Center
Oregon State University School of Home Economics
University of Oregon Medical School - Oregon
Occupational Therapy Association
Portland State University Women's Studies Center
University of Oregon Dental School

University of Portland
Warner Pacific College
University of Portland School of Nursing

Mt. Hood Community College
Portland Community College
Clackamas Community College
Spokane Falls Community College
Marylhurst Education Center
AARP-NRTA - Institute of Lifetime Learning
Center for Urban Education

Aloha High School
Willamette Learning Center

Ethel Percy Andrus Gerontology Center
Institute of Gerontology/Wayne State University
University of Michigan
National Health Policy Seminar
Association of University Programs in Hospital Administration
Institute for Community Studies
University of Michigan Training Program/Ypsilante State Hospital

MEDIA

Metropolis Magazine
Portland/Multnomah County Citizens Cable TV Study
The Oregonian
KGW-TV Telescope
KATU-TV
KOIN-TV
Oregon Educational & Public Broadcast Service
KPBS-TV - "The Challenging Years"
KATU-TV - "Generation III"

Joan E. Stoddard
John D'Aprix
Betty Hawthorne
Kay Rohney
Dr. James Bennett
Fr. Dr. Joseph Healy
Ms. Tichy

Larry Forsythe
Pat Rivest
Leroy Hixson/Ruth Caves
Debbie Little
Brad Fishell
Carrie Skari

Steven Corry, Jaylee M. Duke
William C. Lawrence/W.W. Hunt
Dr. Alfred Sugarman

Mary K. Daughtery
Dr. Warren Peterson
Wilma Donahue

Carol Rubenstein
Carl Pilnick/Herbert Dorick
Huntley Collins
Dick Klinger
Roy Cooper
Ron Rule
Robert Stein
Audrey Barry
Peter Paulson
SOCIAL SERVICE AGENCIES

Social Security Administration
Tri-County Community Council
Metropolitan Family Service
Loaves and Fishes
Peninsula Project ABLE
Project ABLE Protective Services
Northwest Pilot Project
Retired Senior Volunteer Project
Senior Community Service Project
Volunteers in Service and Action (VISA)
Foster Grandparents Program
Response Volunteers
Volunteer Bureau
Washington County Senior Citizens Program
Easter Seal Society
Salvation Army
Upjohn Homemakers

HEALTH AND MENTAL HEALTH SERVICES

Health Care Center for the Elderly
Cascade Health Care
Health Systems Project
Oregon Health Care Association
Oregon Health Care - Education Committee
Comprehensive Health Planning of Metropolitan Portland
Visiting Nurse Association
Lake District Hospital
Providence Hospital
Good Samaritan Hospital
Barnes Veterans Hospital
Multnomah County Hospital
Portland Adventist Hospital
Clackamas County Mental Health Clinic
Tillamook County Mental Health Clinic
U.S. Veterans Administration Hospital

James Pizza
Jerry Jamison
Alvis Whitelaw
Richard Mastbrook
Sheila Driscoll
Elizabeth Luckett
Peter Paulson
Aline Kitterman
Helen Wartington Aldredge
Rod Graff/Ruth Bourck
Joe Pierre
David Camp
Alice Tredup
Roy Eklink
Jude Hadey
Lt. Moss
Caroline Staub

Dr. James Bennett
Howard Steward/Bob Kreinberg
Richard Hancock
Corrine Williams
John Richard
Robert Delf/Richard Rix
Jane Bonner/Joan Sacia
Nancy Bogardos
Dr. Gregory Reiter

Dr. William Singer
Ms. Williams
Paulette Olson
Dr. Robert Davis
James Dewey
Dr. Philip King
RELIGIOUS GROUPS

Central United Methodist Church - Shepard Center
First Lutheran Church of Bend
First Presbyterian Church
First Church of the Nazarene
Temple Beth Israel
First Baptist Church
Forest Grove - Church
Gospel Chapel in Sellwood

HOUSING

Housing Authority of Portland
Pacific NW Administrator Assn.
Odd Fellows Retirement Home
Westmoreland Union Manor
HAP- Hollywood East
Woodburn Estates
Calaroga Terrace

SENIOR CENTERS/COMMUNITY CENTERS

Gresham Senior Adult Service Center
Jewish Community Center
Buckman Senior Center
Hillsboro Senior Center
YWCA
Neighborhood House

Elbert Cole
Charles Schmutz/C.W. Markley
Lois Williams
Mike Collins
Joan Liebreich
Mrs. Glenn Camper
Rev. Richard Osborn
Rev. Clifton

Ruth Drury/ Sue Wochwick/
Linda Campbell
James W. Overgaard
Nancy Spring
James Overgaard
Ann Godwin
Percy Arkla
Mrs. Reed

Betty Mills
Mike Lainoff/Bill Gordon
Gladys McDaniel
Claire Amsden
Mary Beal
Phyllis Goto
OTHER

Portland Action Committees Together
Federal Reserve Bank of San Francisco
Tualatin Hills Park and Recreation District
Internal Revenue Service
Tri-Met
OSPIRG (Oregon Student Public Interest Research Group)
League of Women Voters
Textronix
Senior Citizens of Aloha
Model Cities Program/Welfare Office
Bateman's Funeral Home
Portland Development Commission
American Association of Retired Persons
Thanatology Group
Contemporary Research, Inc., Los Angeles
International Longshoremen
Portland Federal Executive Board
Junior League
Koba Associates, Washington, D.C.
Senior Opportunities & Services Consultant Office
League of Older Students, Portland State University
Retired Associates, Portland State University
Portland Chamber of Commerce

Howard Steward
Mr. Groneman
Rita Bremseth
Virginia Ruggles
Joan Hoss
Sally Gay
Gwen Blake
Ellen Bennett
Ms. Schmitz
Stan Morris
Ben Webb
Warren A. Rolph
Dr. Robert Goldman
Mr. Hal L. Kendig
Louis E. Lybecker
Helen Manning
Georgette Semick
Helen Lambert
Patricia Head
William McCleave
APPENDIX C

Letters of institutional agreement and support between the Institute on Aging, Portland State University, and

- U.S. Veterans Administration Hospital
- Providence Medical Center
- Multnomah County
MEMORANDUM OF UNDERSTANDING  
BETWEEN  
PORTLAND STATE UNIVERSITY  
AND  
VETERANS ADMINISTRATION HOSPITAL, PORTLAND, OREGON  

It is mutually agreed by Portland State University and the Veterans Administration Hospital, Portland, Oregon, that practical experience for students and research activities by faculty and students in the Institute on Aging will be provided at the Veterans Administration Hospital.

The faculty of the School will assume responsibility for the selection and assignment of students to the learning experiences. There will be close planning between the hospital and the School faculty members prior to the learning experiences and continuous with it, including scheduling and work assignments. While in the hospital, students will conduct themselves in accordance with the rules and regulations of the VA.

The hospital will retain full responsibility for the care of patients and will maintain administrative and professional supervision of students insofar as their presence affects the operation of the hospital and/or the direct or indirect care of patients.

Students will receive a thorough orientation to the hospital setting; and faculty members and hospital staff supervisors will evaluate the students' performance by mutual consultation and according to the guidelines outlined in the curriculum published by the School.

The criteria contained in M-3, part II, will apply in carrying out the provisions of this agreement.

The School does not and will not discriminate against any employee or applicant for employment or registration in the course of study because of race, color, creed, sex, or national origin.

An annual review of program and policies will be made.

This Memorandum of Understanding may be terminated by either party upon notice to the other within 90 days in advance of the next training experience.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement.

Richelle  
Portland State University  
Portland, Oregon

[Signature]  
Veterans Administration Hospital  
Portland, Oregon

6/1/78  
Date  

[Signature]  
Date
MEMORANDUM OF UNDERSTANDING BETWEEN PROVIDENCE MEDICAL CENTER, PORTLAND, OREGON, AND THE INSTITUTE ON AGING, PORTLAND STATE UNIVERSITY

January 29, 1979

Background

As the general population lives longer, there will be an increase in the number of older persons with health impairments which limit their activity. While there is considerable experience in the gerontological community, it is recognized that the establishment of independent living and health and social service support will improve the quality of life for the elderly.

Purpose

To enhance the delivery of community and health services to the older population, the above organizations will work collaboratively in the following areas:

Training: Participation in the design of short-term training, workshops, seminars, to provide health and social service workers with information on gerontology in working with older clients. Potential, joint sponsorship of other training programs to be held in the broader community.

Research: Mutual data collection and information sharing on health and social services. Possible sponsorship of broader survey research or epidemiological and/or health studies in Oregon.

Service: Reciprocal agreements on case management, administrative coordination, and client benefit programs. Potential joint sponsorship of demonstration projects which integrate community and health services.

Anticipated Benefits

This collaborative effort will benefit the elderly population in Oregon by building a basis for cooperation and coordination between the two programs. It will also improve the capacity of service agencies to increase knowledge generated by the research, community service and training activities in each institution. The collaborative effort should produce a potential data base for measuring health and social service needs identified by each institution.
In the first year it is envisioned that the Institute on Aging will provide short term training activities based on the expertise available from the University's program in gerontology, as well as from the current research and training projects currently being pursued. Two specific areas will be presented to appropriate staff at Providence Medical Center.

1. The Client Relations Project which has been examining the attitudes of service providers towards elderly clients will be the basis for sharing information gained from appropriate health and social service agencies and the findings of the project will be discussed in a number of training activities.

2. The Older Worker Study Project with its focus on potential preretirement planning will sponsor two short courses as previously discussed with Alice M. Welsh, the Associate Director of Personnel. These courses include "Planning for Income in Later Years," and general ageism courses.

In addition, a staff from the Community Services Committee, Institute on Aging, will be available to work with appropriate personnel in the new gerontology program under the direction of Dorothy Waltie and serve as a liaison between the two institutions. Appropriate support from the Social Work activities under the direction of Shirley Buxton and other services sought by the Department of Educational Services and the Department of Personnel will be arranged on an item and product basis. Specific funding details will be worked out separately. Support for this collaboration by appropriate institutional representatives is shown below.

Betty M. Sayler
Acting Administrator
Providence Medical Center
Portland, Oregon

Richard Schulz
Director
Institute on Aging
Portland State University
June 16, 1978

Dr. Leon Richelle
Vice President for Academic Affairs
Portland State University
724 S.W. Harrison
Portland, Oregon 97201

Dear Dr. Richelle:

This letter is to communicate my support to you in your effort to establish a Certificate in Gerontology from the Institute on Aging for Masters Degree Candidates at Portland State University.

I basically agree that adding academic and practical experience in Gerontology to the student's own discipline is an appropriate course of action to follow.

Sincerely,

Duane C. Lemley
Acting Director
Department of Human Services
APPENDIX D

Letters from organizations to the Institute on Aging encouraging and supporting the pursuit of proposed research projects.
August 7, 1978

Douglas Montgomery, Ph.D.
Institute on Aging
Portland State University
P.O. Box 751
Portland, OR 97207

Dear Doctor Montgomery:

In regards to the research proposal titled "The Impact of Linkages Among Health and Social Services on At-Risk Populations: Community Coordination or Fragmentation?", I am interested in cooperating with you.

Our Health System Plan has three goals relating to improving the linkages between various health services and other social, medical and human services.

If you are successful in your bid for funding, the information from the project could be very useful in improving our understanding of this situation in Eastern Oregon.

Please keep me advised as to the status of the proposal and of any liaison efforts we can provide.

Sincerely,

Pam Farster
Senior Planner
July 20, 1978

Douglas G. Montgomery, Ph. D.
Acting Director, Institute of Aging
Portland State University
Box 751
Portland, Oregon 97207

Dear Doctor Montgomery:

The Division of Gerontology, University of Oregon Health Science Center strongly endorses the research proposal on the impact of linkages among health and social service systems on at-risk populations to be conducted by the Institute on Aging. A study of the coordination between medical care systems and human service systems in terms of the potential cost and benefits is needed to provide an organized approach to problems of the "at-risk" population. The Institute has the expertise and experience in conducting such studies to provide meaningful answers. This meritorious proposal has my support and I would be pleased to help in any way possible.

Sincerely,

JOHN R. WALSH, M.D.
Head, Division of Gerontology
Professor of Medicine
July 26, 1978

Mr. Doug Montgomery  
Acting Director  
Institute on Aging  
Portland State University  
Portland, Oregon 97207

Dear Doug:

We have reviewed the abstract for the proposed research assesses the costs of and services provided by alternative treatment modalities provided for the elderly.

We feel that this would be an extremely valuable project and a great deal of value to the community as a whole.

We highly endorse this proposal and if successful, we would be interested in participating with you in providing the necessary support where feasible.

Thank you for the opportunity of reviewing this material and for soliciting our comments.

Yours truly,

Gerald G. Jacks  
Administrator

GGJ/kb
Dear Dr. Montgomery:

I have read with great interest your proposal on input and output analysis of elderly care modules. The study you propose is of special interest to the Veteran's Administration which encompasses a large network of domiciliaries and skilled nursing facilities.

I am particularly enthusiastic about the approach used in the study in which modalities would be analyzed based on patient assessment.

I would hope that you would consider the possibility of using the VA White City Domiciliary as one of the sites for this study. I am very happy to endorse this proposal, and would be most happy to cooperate with you in any way regarding its implementation.

Sincerely,

PHILIP S. KING, MD
Chief Rehabilitation Medicine Service
July 27, 1978

Ms. Donna Wagner  
Research Assistant  
Institute on Aging  
P. O. Box 751  
Portland, Oregon 97201

Dear Ms. Wagner:

It gives me great pleasure to make an unqualified endorsement of your long-term care application to AOA. As Co-Director of the Oregon Grey Panthers and a public member of the Oregon Board of Examiners of Nursing Home Administrators, I can give personal testimony to the need for research in long term care advocacy - research, I might add that is ideally suited for the staff at the Institute on Aging.

Having spoken to the Grey Panthers (Portland Chapter) about your project, I can assure you, local senior groups are interested in helping in any way possible.

Good luck and keep me posted.

Sincerely,

Ron Wyden  
Director, Legal Program for The Elderly

RW/kb
July 27, 1978

Douglas Montgomery, Ph.D.
Acting Director
Institute on Aging
Portland State University
Portland, Oregon 97201

Dear Dr. Montgomery:

We would like to express our interest in the proposed research study: "Input-Output Analysis of Four Elderly Care Modalities: Skilled Nursing Facilities, Domiciliary Care Facilities, Geriatric Day Hospitals and Day Care.

Providence Medical Center is in the early stages of developing and implementing an institutional program in Gerontology. The four modalities identified in the study for investigation are of interest to us as we begin to identify directions the institution will take in planning services. Obviously, cost effectiveness is a primary concern. We support your efforts.

Sincerely,

Shirley Buxton, ACSW
Director of Social Work

Dorothy Waltie, RN, MS
Gerontology Coordinator

DW: cw
July 27, 1978

Douglas G. Montgomery, Ph.D.
Acting Director
Institute on Aging
Portland State University
Portland, Oregon 97207

Dear Doug:

Thanks very much for our discussion of Monday, July 24, 1978, and for the prospectus of your proposed two year research study: Input-Output Analysis of Four Elderly Care Modalities: Skilled Nursing Facilities, Domiciliary Care Facilities, Geriatric Day Hospitals, and Day Care.

This study is important to those of us in the human services arena because all too often decisions regarding placements within long-term care arrangements for elders are made on the basis of apparent (rather than real) costs and assumed (rather than accurately predicted) benefits. As in the past, the products of this research from the Institute on Aging would be of material and immediate benefit to our workers on the line.

You have my pledge of cooperation and assistance in the project.

Sincerely,

Hugh H. Tilson, M.D.
Health Officer and Director

HHT:eb

cc: Mr. Duane Lemley
July 27, 1978

Dr. Douglas G. Montgomery
Acting Director
Institute on Aging
Portland State University
P.O. Box 751
Portland, Oregon 97207

Dear Dr. Montgomery:

Our agency is most interested in your proposed project, INPUT-OUTPUT ANALYSIS OF FOUR ELDERLY CARE MODALITIES: SKILLED NURSING FACILITIES, DOMICILIARY CARE FACILITIES, GERIATRIC DAY HOSPITALS AND DAY CARE. The multidisciplinary expertise of your program has been most successful in implementing a quality training program in long term care as funded by the Public Health Service. Based on past experience, I would think the Institute has the capability to produce a most meaningful study in the comparison of the facilities and programs both from the cost/benefit side as well as from the quality of care side.

Your program has worked well in previous studies in local communities and can implement the sizable set of tasks which you have outlined in the proposal. I wish to be kept abreast of these activities since my agency is most concerned with keeping a high level of quality of care among all the state's institutions as well as exploring the number of alternate service options which might become available, in order to also be cost effective with the funds available.

Please also advise me of the results.

Sincerely,

Charles L. Miller, Manager
Office of Health Facilities Services

CLM:bg

cc: Kristine M. Gebbie
Dr. Douglas G. Montgomery  
Acting Director  
Institute on Aging  
Portland State University  
P. O. Box 751  
Portland, Oregon 97207

Dear Dr. Montgomery:

I am writing to indicate our interest and willingness to work with the Institute on Aging on the proposed project for training of service providers. Approximately 75% of our clients are over age 65 and, therefore, our workers could benefit from the training program.

This organization has been involved with the Client Relations Research Project through completion of surveys and permitting direct behavioral observations of VNA staff interacting with elderly clients. The application of these research findings into training and evaluation tools could provide a valuable resource to agencies and individuals providing service to the elderly.

Yours truly,

Pamela Steding, R.N.  
Assistant Director

PS:jf
July 18, 1978

Dr. Douglas G. Montgomery  
Acting Director  
Institute On Aging  
Portland State University

Dear Dr. Montgomery,

I am writing in reference to the study being conducted at this time by Portland State University Institute on Aging involving "Service Specific Training Project".

I am extremely interested in any improvements that your group may formulate involving the quality of training, orientation, performance evaluation of employees involved in long term care of the elderly. Any assistance in employee retention would be a great aid indeed.

Our agency is willing to cooperate in any manner possible in order to formulate the study.

Sincerely,

Madelyn Milne  
Service Director
July 20, 1978

Douglas G. Montgomery
Acting Director, Institute on Aging
Portland State University
P.O. Box 751
Portland, Oregon 97207

Dear Sir,

We have recently reviewed the overview of the Client Relations Project Summary provided to me by the Institute on Aging and feel this project will be of significant value to our agency clients and personnel. Please accept this letter as support for implementation of this proposed project.

Please let me know if there is any additional information we may provide in support of this project. We are especially interested in client feedback about the quality of services we provide and associated personnel training to increase skills and understanding among our staff and volunteers.

Sincerely,

Robert J. Denton, 
Executive Director
July 24, 1978

Dr. Douglas G. Montgomery
Acting Director
Institute on Aging
Portland State University
P.O. Box 751
Portland, Oregon 97207

Dear Dr. Montgomery:

In working with elderly clients, we are always looking for ways to improve our services to them. Our staff is composed of registered nurses, therapists, social worker, and home health aides and their backgrounds in gerontology vary greatly.

Therefore, the "service-specific training project" that would be developed by the special Client Relation Project by the Institute on Aging at Portland State University would be very useful to us.

The aspect of using this as a longitudinal program/personnel evaluation and performance appraisal tool is something that would be extremely valuable.

Sincerely,

Donald A. Champaign, M.D., M.P.H.
District Health Officer

Marjorie J. Meyer, P.H.N.
Nursing Supervisor

MJJ:rb
July 25, 1978

Douglas Montgomery, Ph.D.
Acting Director
Institute on Aging
724 S.W. Harrison
Portland, Oregon 97207

Dear Doug:

I am writing to extend my complete cooperation in the development of the Institute's training films and to let you know my positive interest in using the films here once they are finished.

Several months ago our agency participated in another of the Institute's projects, the Client Relations Study. Now, I understand that the development of these service-specific films for training providers of aging services is a welcomed outcome of that study.

Please contact me any time you feel I could help.

Sincerely,

A.L. Kitterman
Project Director

ALK/cs
August 2, 1978

Douglas G. Montgomery
Acting Director, Institute on Aging
Portland State University
P. O. Box 751
Portland, OR 97207

Dear Mr. Montgomery:

The SHPDA endorses your proposed research project grant request, to study the impact of linkages among health and social service systems on at risk populations.

We also are pleased that you intend to coordinate your work with that of the SHCC and this agency. It is our hope that your research will complement what we are doing in planning for the health care needs of the people of Oregon.

We wish you success with your application.

Sincerely,

Bob Oliver
Director

BO: mw
Projects in Aging Research and Development  
Title IV - B  
Administration on Aging  
OH DS/DHEW; Grants  
330 "C" St. SW  
Washington, D. C. 20201

Gentlemen:

Subject: Strategy Area - D-2 (Housing - Title: The Impact of Rehabilitation, Repair and Maintenance Programs on Elderly Homeowners: A Three City Study of Minority and Non-Minority Differentials

Byron C. Walters, a former employee of the Department of Housing and Urban Development has been involved in developing a methodology for evaluating the economic impact of Federally-subsidized conservation programs in the City of Portland for many months. We have cooperated by providing guidance and advice as we could from time to time.

In recent years there has been Nationwide emphasis on the conservation of deteriorating houses and the reclamation of deteriorated houses as a means of both improving the quality and increasing the size of the livable housing stock. Continual monitoring and evaluation of such conservation activities could be useful in suggesting changes and/or additions which might improve overall program effectiveness. Consequently, in response to Mr. Walters' request, we are glad to commit to continue providing assistance and counsel to him, as principle investigator for the proposal which is now before you, in which it is proposed to evaluate the effectiveness of conservation and rehabilitation programs in meeting the needs of the elderly.

Sincerely,

[Signature]

Daryl Mabee  
Area Manager
DATE: August 3, 1978

TO: PROJECTS IN AGING
RESEARCH AND DEVELOPMENT
TITLE IV-B
GRANT MANAGEMENT
330 "C" STREET, S.W.
WASHINGTON, D.C. 20201

RE: STRATEGY AREA D-2 (HOUSING)
"THE IMPACT OF REHABILITATION, REPAIR,
AND MAINTENANCE PROGRAMS ON ELDERLY
HOME OWNERS: A THREE-CITY STUDY OF
MINORITY AND NON-MINORITY DIFFERENTIALS."

SUBMITTED: THE INSTITUTE ON AGING
PORTLAND STATE UNIVERSITY
PORTLAND, OREGON 97207

I am writing in support of and recommending funding of
this proposed research project.

The City's Office of Planning and Development is presently
designing a housing rehabilitation/repair evaluation com­
ponent within its' programs and believe the data to be
generated through this research project would be compli­
mentary of their evaluation efforts.

Portland has an extensive housing repair track record that
will provide the necessary and significant data base for
conducting the proposed research.

I again encourage your favorable response and funding of
this proposal.

Sincerely,

CHARLES JORDAN
COMMISSIONER OF PUBLIC SAFETY

CJ:pb*
July 26, 1978

Dr. Douglas Montgomery
Acting Director, Institute on Aging
Portland State University
Box 751
Portland, Oregon 97207

Dear Doctor Montgomery:

The Division of Gerontology, University of Oregon Health Science Center strongly endorses the research proposal on input-output analysis of four elderly care modalities: skilled nursing facilities, domiciliary care facilities, geriatric hospital, and day care to be conducted by the Institute on Aging. This proposed research assesses the cost of services provided by alternative treatment modalities for the elderly in relation to the outcomes or benefits derived by clients. The study will yield information on the service potentials of each modality and will provide information on patient assessment techniques, practices and the assessment of clients in different modalities. This project is of particular interest to health care providers who utilize all these modalities for long-term care. I am happy to endorse this proposal and would be happy to cooperate in any way possible.

Sincerely,

[Signature]

JOHN R. WALSH, M.D.
Head, Division of Gerontology
Professor of Medicine
APPENDIX E

Portland State University library holdings in the field of aging.
To: Doug Montgomery

From: Pat Byrd

Library holdings in the field of Aging

Dan Newberry referred your request to me for a statement on the library's holdings which would support your new graduate program in gerontology. To this end I have had the subject catalog searched and have come up with the figures listed below. You must understand that these figures are only approximate and there would be some duplication in the count, as some titles are assigned more than one subject heading. However, they can be taken as a reasonable reflection of our current holdings.

AGE 10
AGE & EMPLOYMENT 41
AGED 542
AGING 102
GERIATRIC NURSING 13
GERIATRIC PSYCHIATRY 22
GERIATRICS 42
GERONTOLOGY 5
MIDDLE AGE 34
NURSING HOMES 12
OLD AGE ASSISTANCE 45
OLD AGE 90
OLD AGE HOUSES 20
OLD AGE PENSIONS 98

TOTAL 1076

PERIODICALS 32

With the PSU library subject floor arrangement these volumes are scattered throughout the building, although the bulk of them fall on the Social Science floor. It has been my experience on Social Science that these books, and particularly these journals, are among the most frequently used in the entire library, sociology and social work students making particularly heavy demands on them. Such use poses the constant problem of whether to buy multiple copies of a few books or single copies of more titles. In the past we have usually opted for the latter solution. I believe your proposed $5000 build-up fund would allow us to make considerable progress toward resolving the multiple copy problem and to add new titles as well. The $1000 on-going funds should be adequate to support a certificate program in gerontology at this time.

If there is any further information you need to support your proposal please call me.

cc: D. Newberry
MOTION FROM THE ADVISORY COUNCIL

Background: At the request of the President of the OSU Faculty Senate, the council considered that bodies action on House Bill 2831, 1979 regular session.

The summary of that bill states:

Requires State Board of Higher Education in consultation with student body officers and elected faculty representatives to establish rules requiring course evaluation and classroom survey evaluations by students of faculty members. Permits institutions of higher education to formulate questions in survey. Permits public release of such evaluations. Requires Oregon Educational Coordinating Commission to study evaluations and report to Sixty-first Legislative Assembly.

Their action, which was to oppose House Bill 2831, was based on the following objections:

1. The provisions of the bill appear to curtail or modify the discretionary authority and responsibility of the State Board of Higher Education.

2. The bill also proposes that one group of state employees shall receive special attention or treatment by permitting the publication of anonymous student opinions of performance.

3. The costs to implement HB 2831 will be very high in dollars, and in student, faculty and class time.

4. Opinions of students could provide at most only a partial assessment of the quality of an instructor's performance and also one of uncertain validity.

At its meeting of April 19, 1976, with four members present, the council voted (3 yes, 1 abstention) to offer the following motion:

That this Senate take all appropriate actions to oppose House Bill 2831, 1979, regular session.
In accordance with an announcement made at the April 2, 1979 meeting of the Faculty Senate, a summary of a proposal for compliance with 1980 Rules for Teachers and other Education Personnel is outlined below. The proposal, upon Faculty Senate approval, will be forwarded to the Teacher Standards and Practices Commission for approval. Accordingly, the School of Education proposes the following resolution:

Whereas, the Oregon Teacher Standards and Practices Commission has mandated certain changes in rules for the certification of teachers and other educational personnel effective January 1, 1980, and,

Whereas, a proposal for compliance with such rules has been developed by the School of Education with the cooperation of faculty from relevant departments and other personnel, and,

Whereas, the University Teacher Education Committee has reviewed the proposal and adopted its own resolution,

Now, therefore, be it resolved that the Faculty Senate approve the summary of the proposal outlined below.

Summary

Proposal for Compliance With 1980 Rules for Certification
Prepared by PSU for Submission to TSPC

Introduction

Early in this decade, the Teacher Standards and Practices Commission (TSPC) was formalized by the Oregon Legislature and delegated two major functions:

(1) Develop and administer rules for certification of teachers and other educational personnel,

(2) Develop and administer standards for teacher and other educational personnel training programs at institutions of higher education.

We are at this time concerned only with the first function -- rules for certification.
During the 1973-74 academic year, the School of Education, with the cooperation of faculty members from relevant departments and school district personnel, prepared written materials in compliance with rules for certification established the previous year by TSPC. The complete document was subject to usual internal procedures and was approved by the Faculty Senate in the Spring of 1974. The effective date of the rules was October 14, 1974.

This year, the School of Education is similarly faced with preparing materials in compliance with certification rules established last year by TSPC. The effective date of the new certification rules is January 1, 1980. Compliance this year, as opposed to 1974, is primarily procedural rather than substantive. The only substantive elements this year are, with minor exceptions, those imposed by law.

Faculty members from relevant departments and school district personnel have again been involved in preparation of the compliance materials. The compliance materials have been completed and have progressed through the University Teacher Education Committee. The resolution adopted by TEC, with respect to the materials states, in part:

"Changes in courses, course arrangements, and other changes in teacher education programs which do not substantially increase the number of hours in an endorsement or which have been mandated by the TSPC, will be considered by the Committee to be procedural."

The 1980 rules for certification of teachers and other teacher personnel include both the basic (B) or undergraduate level and the standard (S) or graduate, fifth year level. At the basic level, the rules for both elementary and secondary education call for a distribution of the 186 hours required for graduation approximately as follows:

<table>
<thead>
<tr>
<th>Endorsement Area</th>
<th>%</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education (Liberal Arts)</td>
<td>34</td>
<td>63</td>
</tr>
<tr>
<td>Teaching Specialty (Endorsement Area)</td>
<td>33</td>
<td>63</td>
</tr>
<tr>
<td>Humanistic and Behavioral (Professional Ed.)</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>Electives</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
<td>186</td>
</tr>
</tbody>
</table>

At the standard level, the number of hours required for subject matter endorsements (teaching specialties) varies. The requirement for the general endorsement (Professional Education), however, is constant at 15 hours for both the elementary and secondary levels.

**Summary: Hours Required and Proposed**

Table 1 represents a summary of materials to be presented to TSPC next month. It shows, among other things: (1) the number of hours required by TSPC in the various endorsement areas for both 1974 and 1980 and (2) the number of hours in the various endorsement areas approved in 1974 and proposed for 1980.

For the most part, adjustments in the number of hours required in the various endorsements between 1974 and 1980 are minimal. Similarly, adjustments in the number of hours approved in 1974 and the number of hours proposed for 1980 in the various endorsement areas are minimal. Several approved endorsements have been added since 1974 and a few have been altered. Endorsement areas with proposed hours for 1980 in excess of required hours will likely be approved if excessive hours were approved in 1974.
Table 1
Comparison of the Number of Hours Required and Approved by TSPC for Certification in 1974 with the Number of Hours Required by TSPC and Proposed by PSU for Certification in 1980

<table>
<thead>
<tr>
<th>B. - Basic</th>
<th>S. - Standard</th>
<th>1974</th>
<th>1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSPC Required Hours</td>
<td>PSU Hours Approved by TSPC</td>
<td>TSPC Required Hours</td>
<td>PSU Proposed Hours</td>
</tr>
<tr>
<td>General Endorsements (Professional Education)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary B.</td>
<td>36</td>
<td>48</td>
<td>36</td>
</tr>
<tr>
<td>Elementary S.</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Secondary B.</td>
<td>30</td>
<td>33-39</td>
<td>30</td>
</tr>
<tr>
<td>Secondary S.</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Subject Matter Endorsements (Teaching Fields)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art B.</td>
<td>36</td>
<td>69</td>
<td>45</td>
</tr>
<tr>
<td>Art S.</td>
<td>21</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Bus &amp; Office Ed B.</td>
<td>48</td>
<td>48</td>
<td>48</td>
</tr>
<tr>
<td>Bus &amp; Office Ed S.</td>
<td>12</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Driver Ed B.</td>
<td>**</td>
<td>**</td>
<td>12</td>
</tr>
<tr>
<td>Ed Media B.</td>
<td>21</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>Ed Media S.</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>French B.</td>
<td>45</td>
<td>45</td>
<td>45</td>
</tr>
</tbody>
</table>

*Includes 3 hrs general studies.
**No Endorsement in 1974.
<table>
<thead>
<tr>
<th>Subject Matter Endorsements (Teaching Fields)</th>
<th>1974</th>
<th>1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama B.</td>
<td>42</td>
<td>51-52</td>
</tr>
<tr>
<td>Drama S.</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Lang Arts/Soc Studies B.</td>
<td>63</td>
<td>63</td>
</tr>
<tr>
<td>Lang Arts/Soc Studies S.</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>(Pre-Algebra &amp; Gen Math) B.</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Basic Math-Combined B.</td>
<td>21</td>
<td>27-32</td>
</tr>
<tr>
<td>(Pre-Algebra &amp; Gen Math) S.</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Basic Math-Combined S.</td>
<td>21</td>
<td>27-32</td>
</tr>
<tr>
<td>(Algebra &amp; Geometry) B. (Advanced Math) B.</td>
<td>33</td>
<td>33-44</td>
</tr>
<tr>
<td>Advanced Math B.</td>
<td>42</td>
<td>42-43</td>
</tr>
<tr>
<td>(Algebra &amp; Geometry) S. (Advanced Math) S.</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Advanced Math S.</td>
<td>18</td>
<td>24</td>
</tr>
<tr>
<td>Music PP-12 B.</td>
<td>60</td>
<td>63</td>
</tr>
<tr>
<td>Music PP-12 S.</td>
<td>12</td>
<td>15-30</td>
</tr>
<tr>
<td>Physical Ed PP-12 B.</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>Physical Ed PP-12 S.</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Reading B.</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Reading S.</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

*(Includes 3 hrs professional studies, 8 hrs general studies)*

**No Endorsement in 1974
<table>
<thead>
<tr>
<th>Subject Matter Endorsements (Teaching Fields)</th>
<th>1974</th>
<th>1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSPC Required Hours</td>
<td>PSU Approved by TSPC</td>
<td>TSPC Required Hours</td>
</tr>
<tr>
<td>(MR) B.</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>(ELP) B.</td>
<td>18</td>
<td>19-22</td>
</tr>
<tr>
<td>(Physically Handicapped) B.</td>
<td>15</td>
<td>6-9</td>
</tr>
<tr>
<td>Handicapped Learner S.</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Speech Impaired B.</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td>Speech Impaired S.</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>Visually Impaired B.</td>
<td>12</td>
<td>12-30</td>
</tr>
<tr>
<td>Visually Impaired S.</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Counselor Ed B.</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Counselor Ed S.</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>Principal B.</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Principal S.</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>Vice-Principal B.</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

**No Endorsement in 1974.
TO: Faculty Senate

FROM: Committee to Review the Undergraduate Program

For the last two months, the Committee to Review the Undergraduate Program has been examining PSU's general distribution requirements. It has been unable to find any past statement regarding the goals and objectives of the existing general distribution requirements nor any expression of University philosophy about general education. Before proceeding, the Committee would appreciate an expression of sentiment from the Faculty Senate. Does the Senate favor the Committee preparing specific new general distribution requirements? Or is the Senate satisfied with the existing general distribution requirements?