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                Catherine
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ABSTRACT
                In an effort to more effectively disseminate
information about community college programs for older adults, this
directory was developed for three purposes: to make guidelines
available for establishing, expanding, or revising programs; to offer
a selection of successful programming models; and to provide a
compendium of existing programs. Part I presents guidelines for
designing and implementing community college programs for older adult
students, developed by a national task force of community college
administrators. Information is provided on gaining institutional
commitment and policy support, establishing a formal unit, organizing
an advisory committee, obtaining financial support, developing and
coordinating staff and facilities, creating a supportive environment,
tailoring a curriculum, forging strong legislative connections,
developing a marketing plan, and evaluating the program. Part II
highlights sample programming models from nine institutions of
varying size and from different geographic areas. Brief descriptions
are provided for each program, focusing on the scope of the
programming, the complexity of the administrative units doing the
programming, and the amount and sources of funding, and providing the
name and address of an institutional contact person for additional
information. Finally, part III presents a directory of selected
community college programs for older adults in 24 states and Alberta,
Canada. Each entry describes program objectives, credit/noncredit
status, location, numbers served, funding sources, and program type,
and provides the address and telephone number of a contact person.
(MAB)

COMMUNITY COLLEGE PROGRAMS

FOR OLDER ADULTS:

A Resource Directory
of
Guidelines, Comprehensive Programming Models,
and Selected Programs

Brenda Marshall Beckman
and
Catherine Ventura-Merkel

May 1992

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Author Information

Brenda Marshall Beckman is Associate Director, League for Innovation in the Community College. She can be contacted at 25431 Cabot Road, Suite 204, Laguna Hills, CA 92653. Telephone (714) 855-0710; Fax (714) 855-6293.

Catherine Ventura-Merkel is Senior Education Specialist in the Special Projects Section of the American Association of Retired Persons. She can be contacted at 601 E Street, N. W., Washington, D C, 20049. Telephone (202) 434-6070; Fax (202) 434-6466.

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Preface

In 1989-90, the League for Innovation in the Community College and the American Association of Retired Persons conducted a survey of 1,224 community colleges in the United States to review the status of programming offered for older adults. A principal finding of that study, *Community College Programs for Older Adults: A Status Report*, was that fewer than twenty-five percent of community colleges offer programming for older students. Of those programs that are available, little is offered in the areas of older adult worker job skill development and upgrade, or gerontological training for those providing professional services to older adults. Despite their commitment to the concept of lifelong learning, limited resource allocation to community colleges to support older adult programs has been the major stumbling block to offering programs and services for the growing population of older adult students.

Having established in their study the limited availability of programming for the older segments of the population, the League for Innovation and AARP agreed that more effective dissemination of information about currently successful programs, including guidelines for their development, could provide an impetus for other colleges to build more and stronger programs for older adults.

A task force of community college administrators from across the country was convened in October 1991, in Washington, D.C. The task force worked to develop a set of guidelines that could assist community colleges to offer effective, comprehensive programming and services designed to serve older adults. The guidelines for developing comprehensive programming, which emerged from these efforts, are reflected in Part I: "Guidelines for Designing and Implementing Comprehensive Community College Programming for Older Adult Students."

In 1991, the League and AARP conducted a follow-up study to their joint 1989 study which had included all community colleges in the country. The 292 community colleges that had responded that they do offer programs for older adults were asked to nominate those community colleges which they believed to have well established, comprehensive, widely recognized organizational models for offering programs and services for older adults. Different types of organizational models were selected from this set of nominees. Model descriptions are presented in the form of case studies. They are presented in Part II: "Comprehensive Programming Models for Older Adult Students."

The 292 colleges were also asked in the 1991 survey to provide more detailed information about their own programs. This information constitutes Part III of the resource directory and is entitled "Selected Community College Programs for Older Adult Students." For easy reference, colleges offering programs are listed alphabetically, by state. The contact name, institution, address, and telephone number are given so that additional information may be obtained by writing or calling the colleges directly. In addition, there is an index of individual programs at the end of the document.

This resource directory is not designed to provide extensive program information nor is it comprehensive of all programs, or programming models. It is rather a selection based upon responses to the survey. The intent of the directory is to make useful guidelines for program establishment, expansion, or revision available; to offer a selection of successful programming models; and to provide a compendium of existing programs, giving just enough information for the reader to know whether he or she has an interest in learning more about a particular program.

Population trends show that the older adult student population, about which the original study by the League for Innovation and AARP in 1989-90 was concerned, is growing substantially in proportion to

the rest of the population, and that this trend is likely to continue. Yet, the study very clearly identified how limited community college offerings for older adults really are. Current economic conditions have compounded this situation by increasing the needs older adults have for education, at a time when the resources to provide that education have dwindled.

The compilation of this directory is in part an attempt to stimulate community colleges to find creative mechanisms to increase and enhance offerings of programs and services for older adult students. It is also our hope that a longer-term consequence of its publication may be the transition of older adult programs from the institutional periphery into the mainstream of community college offerings. The concept of lifelong education has long been part of the community college agenda. It is our goal to help translate that concept into a broader national reality.

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Part I

Guidelines for Designing and Implementing Comprehensive Community College Programming for Older Adult Students

Guidelines for Designing and Implementing Comprehensive Community College Programming for Older Adult Students

The following guidelines have been developed to provide assistance to community colleges in establishing successful comprehensive programming for older adult students. Some of the guidelines are clearly unique to programming for older adults. Others are common to different types of programs as well. It was considered that including both types of guidelines would be of most help to practitioners in community colleges seeking to establish, expand, or redesign programming for older adult students.

Comprehensive Programming Definition

The guidelines presented below are designed to accord with the following definition of comprehensive programming for older adults:

A broad range of educational programs and services responsive to the diverse needs and interests of older persons which help them maximize their independence and adapt to the transitions which occur with the aging process while providing support for productive and meaningful roles and relationships.

Gaining Institutional Commitment and Policy

For any college program to be supported effectively over the long run it is essential to declare publicly, formally, and on a repeated basis an institution's commitment to the program. Such support helps to keep it on the decision-making agenda as financial resources, staffing support, space, facilities, equipment, time, and energy are allocated. In this regard, the president, members of the board of trustees, and administrators can have a significant impact on the ability of the college to establish successful programming for older adult students by

making specific statements regarding the institution's commitment to serve this constituency. Opportunities for such comment occur in board meetings, during fall assembly days, at faculty development events, service club meetings, and other internal and community forums. The college's mission statement, statements of purpose, and all basic and promotional documents need to be reviewed periodically to ensure that adequate commitment has been made to serving older adults as a significant constituency of the college. The following guidelines are designed to help obtain institutional commitment and policy support:

- obtain support from the highest levels of leadership such as the president, trustees, and senior level administrators

- identify older adults as a significant constituency to be served through the college's programs

- involve community leaders in planning for and attending activities of the college unit that offers older adult programming

- identify a top level "champion" of older adult programming, if possible at the vice presidential level, who can help to keep older adult issues before decision makers

- understand the governance system and the structure, roles, and function of the college's leadership

- ensure that specific reference is made to the older adult constituency in all basic institutional documents

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- encourage public statements of commitment by college leaders to programming for older adult students as opportunities arise

- provide demographic and programmatic information to those reviewing the college's mission statement, developing the institutional budget, or other policy setting and enabling activities of the college

- formalize college commitments by including specific reference to older adult students in policy statements

- establish ties to both the credit and non-credit producing areas of the college and recognize as publicly as possible contributions they make to older adult programs

- encourage older adult program staff to serve on major college committees

- enlist those from other college areas in planning for and participating in activities of the older adult programming unit

- involve older adult students as volunteers to serve in supportive roles in a broad range of college activities such as staffing information desks, registering students, giving campus tours

- invite all college staff to open house events sponsored by the older adult programming unit and encourage them to bring older family members.

Establishing a Formal Unit Responsible for Programming

A name for the college unit which coordinates or offers programs and services for older adults should be established formally. Examples are many and include, "Older Adult Program," "Emeritus College," "College for Seniors," and others. Components

offered by different areas in the college, such as the academic division, or community services, can still be identified specially as being part of the overall older adult program. The specially named unit can help to strengthen its ability to serve the educational needs of older adults if it can do the following:

- establish the unit within the mainstream of the college's organization rather than as a peripheral operation

- build specific budgetary and staffing support for the unit

- display the unit name prominently on correspondence, schedules, and promotional materials

- establish close coordination between the unit and other segments of the college providing programs and services of interest to older adult students

- identify the unit as the sponsor of all events of special interest to older adults

Organizing an Advisory Committee

An effective way to involve agencies and individuals representing the clientele to be served is through the formation and use of a program advisory committee. Through an advisory committee, older persons and those with whom they interact can be involved in both the planning process and program review. The most appropriate person to appoint such a committee is the college president. Making a recommendation to the president on the possible composition of the committee can facilitate this process.

The committee might include representatives of public and private organizations and agencies that reach older people in the community, as well as older students. Several subpopulations of the elderly should preferably be represented among the committee members as needs and interests may vary according to age, race, and sex. The committee can be charged to review its own composition periodically and make

recommendations for change as appropriate. The committee's primary charge would be to review the college's programs and services for older adults. To help the committee fully understand its proper role, and to enhance its performance as a valuable source of advice for the college:

- ensure that the composition of the advisory committee represents a cross section of the community served

- include older students, faculty, administrators, and public relations staff from the college

- consider involving representatives of AARP, public officials, senior centers, retirement communities, area agencies on aging, disabilities groups, churches, and private organizations, among others

- define the role of the committee clearly as advisory rather than as policy making

- schedule meetings often enough (such as quarterly) to obtain adequate advice, but infrequently enough that the task will not be onerous

- encourage the committee to work on a consensus rather than on a voting basis

- provide a direct, formal link between the advisory committee and the college's administration

- establish a system for reviewing and advising on curriculum and services as the primary role of the committee

- seek the committee's advice on activities to promote older adult programming, college publications, and overall college receptivity to older students

- require that the committee keep track of

advice given and recommendations made

- assign administrative responsibility to give a college response to the advice and recommendations; thank the committee for its help; indicate what recommendations have been accepted; and provide an explanation for those rejected

Obtaining Financial Support and Developing a Budget

There should be a clear allocation in the budget to ensure that, while all programs and services of the college may be open to older adults, some specific attention is given to providing and promoting those programs and services that address the special needs of older adult students. Even a small allocation to a designated cost center gives credibility to the college's intent to serve older adults. This also gives flexibility to those who serve them. It is helpful to build financial support and create a separate budget for older adult programming:

- review the basic requirements for programming and build a detailed budget that reflects those requirements

- construct a supplemental budget for planned allocation of additional resources if they become available

- integrate the existing program budget into the overall college budget but as a separate and clearly defined budget area

- designate one or more positions (or even a partial position if full-time staffing is not financially feasible) and operational funds to the unit cost center designated to offer older adult programming

- allocate a pool of funds from operational funds, foundation support, or other source to be used for matching grant moneys

- augment the budget by use of volunteer faculty and staff

- recognize in the budget the cost of supplies, services, and other support needed for volunteer staff

- review fee structure periodically to assess which program costs can or should be covered by students

- consider scholarship sources to ensure that limited or low income older adults are not excluded from the programs for financial reasons, particularly when fees have to be raised

- explore options for full or partial tuition and fee waivers where special allocations might be available to cover these

- seek outside funding sources whenever possible to increase the resource base for older adult programming and minimize conflict over funding with other units of the college

- design fund-raising activities in which older adult students can be involved to support the program.

Developing a Trained and Supportive Staff

Minimal staffing should include the assignment of responsibility for serving older adults to a highly placed administrator, supported by a second person whose job is to coordinate and promote the full range of programs and services offered by the college that have been designed for, or would be of special interest to, older adult students. Faculty should be selected not only for content knowledge, but for how well they relate to older adult students. The attitude of the faculty and staff toward the students is a significant factor in coordinating any special audience program. Recognizing that not all faculty and staff can work effectively with older adults is most important.

Staff development, including development of faculty, is likely to be closely associated with the degree to which the older adult program is successful. It can be helpful to work with staff to develop specific skills and strategies for working with older adults. Staff development also helps to reinforce the college's overall commitment to serving older adult students. The following guidelines can assist in ensuring that the program will have proper administrative leadership and a prepared and supportive staff:

- designate a top level administrator as the person accountable for providing older adult programming

- assign dean or director level responsibility for the overall direction and coordination of programming for older adults

- assign responsibility for providing special services to older adult students to those in all major support areas such as counseling, career advising, and financial aid

- provide staff development for all faculty who teach in the older adult programs and involve them in defining the staff development needs

- establish policies that will allow the use of noncredentialed instructors who have specific knowledge or expertise to contribute

- inform part-time faculty of college resources available to them including staff development opportunities

- explore the possibility of using staff from external agencies serving older adults serving as volunteer faculty

- build a core of volunteer older workers to expand the staffing of the college's older adult programming unit

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- ask emeritus faculty to consider teaching one or two classes per year without compensation. (NOTE: Such an arrangement should be checked to ensure it is not in conflict with college policy, risk management, approaches or legal requirements.)

Coordinating Facilities Use and Other Logistics

It is highly desirable to have a separate office where the coordinator of older adult programs is housed. It is also desirable to have a comfortable lounge area where older students can find publications and other information of special interest to them. Careful thought should be given to location as ease of accessibility will be an issue for some users. The schedule of classes and other activities should be reviewed regularly to ensure that it is appropriate for older adults. Content, location, and timing should be considered Older adult students, while active and interested in college programs and services, may find driving at night, or too far a walk from the parking lot, a deterrent to attending classes or events. Consider location, facilities, logistics, and other very practical aspects of programming for older adult students:

- think broadly and creatively about where classes will be offered

- balance the convenience of offering classes on campus with the increased access by students if programming is taken to off-campus sites

- keep track of real total costs of using off-campus locations

- explore the possibility of obtaining meeting places for classes donated by other organizations such as senior centers, retirement communities, area agencies on aging, or churches

- distribute the schedule of offerings at accessible locations throughout the district

- recognize that most older adult students are vigorous and active, but that some with diminished physical capacities may need special accommodation

- plan for easy access by developing a schedule that considers traffic patterns, bus schedules, and hours of daylight and darkness

- consider access from the point of view of physical barriers such as stairs, proximity to parking, and lighting and security

- keep in mind ways to adapt to the needs of those with visual and hearing limitations

- review with older adult students the adequacy of size and location of facility signage

- cluster courses in block schedules so that faculty and students can teach or take several courses with as little travel to and from the campus or other class sites as possible

- network with department chairs and deans to facilitate schedule coordination among all units of the college

- alert food service staff when older adult events and other activities may bring large groups on campus

- consider break times that will allow older adult groups to use cafeteria services before prime use hours

- notify college nurse or health services when large groups of older adult students are expected on campus for special activities.

Creating a Supportive Environment

It is important to create an environment in which the older adult feels welcome and supported. Some older adults, including those who have been familiar with institutions of higher education in the past, are simply not willing to go through some of the bureaucracy and red tape that students have sometimes been faced with in trying to be admitted to the institution, register for classes, and use the services of the college. Sometimes older adults do not to see themselves as "students" who have legitimate needs and right of access to the facilities and full services of the institution. Under most circumstances, services made available to the total student body can also serve older adults equally well, but for the environment to be truly supportive, all staff do need to be trained adequately to serve the older adult.

In addition to some of the strategies noted in other parts of these guidelines, some of the following ideas may be useful in addressing the concerns of older adults and creating a supportive environment for them:

- simplify the admissions process and make it part of the process of registration for classes if possible

- provide a simple mail-in registration form as part of the schedule as well as special program and activity mailings and advertisements

- register students by telephone or computer if possible, but make sure that the system allows rapid access to a human helper if needed

- enable students to pay for classes by credit card

- include the names and telephone numbers of those staff within the college who can provide specialized support for older adult students, such as counselors and financial aid experts

- implement interactive distance learning with human support readily available and integrate opportunities for periodic personal interaction among those enrolled in distance learning and other distance activities

- use bold print against a light background for older adult programming correspondence and publications

- indicate where and how large print class materials and study aids can be bought or prepared

- assemble information of special interest to older students in short, easy to read brochures, preferably in large, clear type.

Tailoring Curriculum and Instructional Methods

The interests of older students are likely to be very broad, but there are some types of education of particular interest to older adults. Ongoing review is needed to assure that appropriate programs and courses are offered. For example, older adults may have a major interest in health and nutrition issues related to aging as new knowledge becomes available. Many older adults are in urgent need of computer skills to be employable. Simply offering computer courses will be adequate for the more confident, but some may avoid classes where they may risk feeling foolish in front of younger students. Special courses might be created for older beginners. It can be helpful to those responsible for developing the curriculum and providing the instruction to follow some of the following guidelines:

- survey both current and potential students regarding the degree to which needs are or are not being satisfied

- identify sectors of the older adult community whose educational needs are not currently being adequately met

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- scan other organizations for existing curricula

- begin new programs with a small core of most commonly needed courses and add to the core as circumstances permit

- use grants and other funding sources whenever possible to develop and offer a rich and varied curriculum but include plans, from the start, for integrating the offering into the general fund operations as soon as possible

- establish up front who pays, and how much, for curriculum development

- inform and involve faculty as curriculum issues are discussed

- offer staff development opportunities to faculty as they design and teach courses for older adult students

- collaborate with academic department and division chairs

- provide quick response mechanisms for development of courses and programs on health issues, current events, changing laws, and other subjects by developing generic courses which can encompass shifting topics

- start early on development of courses and programs that have to pass through lengthy institutional or state approval processes

- reinforce opportunities for human interaction both through course design and instructional methodology

- recognize varying educational needs of different age segments of the older population

- do not underestimate the desire and willingness of older students to accept significant challenge in developing skills and tackling academic subjects.

Cultivating a Collaborative Community Climate

It can enhance the older adult program if the college can be positioned as a source of information designed to assist older adults. Train staff so that referrals can be made to agencies according to the varying needs of individuals. Informational brochures from different agencies and businesses serving the older person can be made available on a consistent basis. For example, the college's library could be a designated repository for government documents and other publications addressing older adult issues. Special events of interest to older clientele can be offered on campus, or sponsored by the college at other locations. The college's office of public/community relations can seek out and publicize stories relating to older students, programs and services designed to serve them, or special accomplishments by older persons connected with the college.

It is vital to involve and collaborate with other organizations, such as agencies on aging, county health organizations, senior centers, and libraries, so that both expertise and resources can be shared. This is particularly important when resources are limited. The college and other agencies may provide space for each other's use. External agencies may provide materials, or even faculty, for teaching in specialized or general areas. As new services and regulation changes occur, the college can become a key player in helping to inform those who need to be aware of the new information, and providing the supportive education, including education of agency personnel. The following strategies might be considered:

- invite directors of other agencies or their designated representatives to serve on college committees including the older adult programming advisory committee

- share information with community agencies serving older adults

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- pool resources of space, staff, and equipment with other agencies when possible

- invite staff from community agencies to college events, particularly those involving older adults

- invite other agencies to cosponsor special events and activities offered by the college for older adults

- request private sector organizations to support scholarships for limited or low income older adults

- develop joint mailing lists with other agencies

- use agency newsletters and other publications whenever possible to promote the programs and services of the older adult unit of the college

- offer to disseminate information from and about community agencies and organizations serving older adults on campus and through college mailings to older adults.

Forging Strong Legislative Connections

Presenting the case of the college and its programs before legislators who decide what financial support colleges will receive is increasingly important for many community college practitioners. Those representing programs for older adult students are no exception. Yet college officials presenting their own case are sometimes seen as self-serving. It can be more effective if older adult students provide testimony on educational issues affecting them. There are several ways in which useful linkages can be forged with legislators:

- provide solid, factual, demographic information, and results of needs studies to a broad spectrum of policy makers in-

cluding legislators, business and industrial executives, and governmental and educational community leaders to inform them as they contemplate how to allocate resources

- enlist the support of corrections department, vocational rehabilitation, mental health, and other agency officials whose clientele use community college educational services as community college issues come before the legislature

- include older adult students among those asked to provide testimony in support of community college issues

- contact legislative staff regularly and keep them informed on older adult issues even when there are no matters currently on the legislative agenda

- offer to make information on older adult issues readily available to legislators and their staff any time it is needed

- provide information in brief form, and in the form of facts that speak for themselves rather than persuasive argument.

Developing a Comprehensive Marketing Plan

For federal and other purposes reported data are analyzed by sex, race and ethnicity, academic program, zip code, degree earned, but rarely by age. If an effective segmented marketing approach is to be used by a community college, information needs to be gathered and analyzed by age group. Programs and services can then be developed, offered, and evaluated for their effectiveness in serving older adults. A college might consider doing the following in order to build a comprehensive marketing plan:

- use census data to identify differences between subgroups of the older population such as the young-old (ages 60-74)

and the old-old (age 75 and older); different racial groups; and those with different levels of educational attainment

- identify target markets among the sub-groups

- ask banks, churches, synagogues, restaurants, health maintenance organizations, hospitals, supermarkets, pharmacies, law enforcement agencies, and others to identify concerns of older adults that might be addressed through education

- use local professional volunteers, including doctors, dentists, financial planners, retirement home operators, as well as older adult students, to identify needs and define a marketing plan and strategy

- conduct needs assessments on a regular basis and review results with program staff and the advisory committee

- reinforce the appropriateness of older students being on campus

- provide press releases and photo opportunities to local and state press on notable older student accomplishments

- regularly use older adult testimony regarding accomplishments at the college in catalogs, view books, promotional brochures, radio, television, and other advertisements

- piggyback on other local, state, national, general, educational, older learner, and other special interest publications

- reinforce opportunities for human interaction with and among older students

- connect marketing plans to access issues including transportation, handicapped parking, listening devices, and large print

- advertise older adult programming at college events

- use campus radio and television stations, cable channels, and student and local publications to advertise older adult programming

- encourage younger students to recruit older family members and friends

- hold open houses and invite current and former older adult students to bring friends

- offer course and service samples in store front and shopping mall settings

- use mailing lists developed in coordination with community agencies and groups serving older adult clientele

- use free or low-cost coupons to attract new students

- relate course length to daylight and seasonal attendance patterns of older adults

- offer short, related, sequential programming options

- tie together classroom courses and structured educational travel experiences

- use results of client satisfaction surveys to communicate the value of programming to past, current, and potential students

- monitor the quality of programs and services offered to allow reinforcement of all aspects of customer service quality

- follow up with those who do not return to identify reasons

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- compile and make available to older students information about existing educational, financial, human, and agency resources

- brainstorm with advisory committee and others.

Collecting and Analyzing Data

The college's data collection should include several mechanisms for gathering information regarding the older population in its service area, as well as the older students attending the college. In community surveys and other studies conducted by the college, it should become standard practice to gather and analyze information by age as well as other categories for analysis. The unit of the college responsible for serving older adults should:

- become a primary collector, user, and disseminator of information about the community's older population, their needs and interests

- request that reports regularly prepared by the college on its students be analyzed to present information by older adult age groups as well as by other standard categories

- arrange to be a regular recipient and reader of college reports and study them for implications for older adult programming

- collaborate with other agencies in the conduct of studies, sharing information with them regularly and requesting them to keep the institution apprised of the results of their studies

- survey other agencies which serve older adult populations to obtain their perceptions on the college's effectiveness in serving older adults

- make connections with graduate professors at research universities and keep them aware of research opportunities at the college.

Evaluating the Total Program

Evaluation of the overall, as well as the component parts of the college's programming, is essential to ensuring its effectiveness. In order to carry out a systematic program of evaluation community colleges might do the following:

- ask students to evaluate each course or service frequently and on a regular basis

- conduct a periodic needs assessment in the community to discover the extent to which the programming offered is meeting the needs as perceived by the community

- collect and analyze data by age cohort in order to determine the level of satisfaction with the college's programming according to age group

- review all programs and services in terms of the mission

Periodically publish and disseminate within and outside the institution, summary reports about the programs and services of the older adult programming unit. Include the method and findings of the overall evaluations. Indicate what has been learned through the various mechanisms put in place to ensure that older adult programming has been developed with extensive client and community involvement. Share in the publication plans for additions, deletions, and other modifications made in response to the input provided from the many sources. Thank contributors and staff for their help in enabling the college to continue to provide effective comprehensive programming for older adult students.

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Part II

Comprehensive Programming Models for Older Adult Students

Comprehensive Programming Models
for Older Adult Students

Different types of organizational models have been selected for this section in order to present samples of programming from institutions of varying size, and contrasting geographic areas. The selected institutions present differences in scope of the programming, variations in the administrative complexity of the units doing the programming, and considerable differences in the amount and the sources of funding. The intent is to allow the practitioner to have access to information about many viable ways of serving older adult students through comprehensive approaches to programming. The array of models has been selected to provide various alternatives which may be useful and adaptable to the circumstances of widely varying community colleges from urban, to suburban, to rural.

Belleville Area College:
Programs and Services for Older Persons

Belleville Area College programs and services for older adults began in 1970 with a single course preparing older persons for retirement. In 1973, the college received a grant from ACTION, the federal domestic volunteer agency, to develop a retired senior volunteer program. From those modest beginnings the college's programming has evolved into a substantial, college-coordinated community effort to provide an array of educational programs and life enhancing services to the area's population 55 and over. This effort involves multiple community agencies, and serves older adults through a broad range of programs and services available in almost ev .y corner of the college's service district. These programs and services for older persons are administered within the college's community services division.

The Programs and Services for Older Persons

unit is committed to providing a comprehensive range of educational opportunities for adults 55 years of age and older. There is also a commitment to offer related courses in the field of gerontology. Program administrators are assisted in planning and revising offerings through the work of six advisory councils. Councils include many older persons, as well as political leaders, business representatives, educators, church representatives, and members of the military. The advisory councils periodically hold open forums to which older persons are invited, to give them an opportunity to keep the councils informed of their educational and service needs.

The Programs and Services for Older Persons unit operates with a budget varying between $1.8 and $2 million. The college provides support in the form of three staff positions, and a tiny proportion of the budget comes from tuition. The majority of funding for the programs and services is from grant funds coming primarily from Older Americans Act funds, federal ACTION grants, state, county and local government support, and the United States Department of Labor. Fund-raising activities are used to help augment the other funding sources.

All staff who work in the program are required to undergo initial training. This is followed by monthly training sessions dealing with such issues as physiological and psychological aspects of aging, and techniques for working effectively with older adults. Approximately 25 members of the college's full-time faculty serve as instructors in the program, as well as 50 part-time faculty. Program faculty and administrative staff members are supplemented by a sizable, but fluctuating, number of volunteers.

In coalition with the many community organizations and service agencies, the college provides meals, including home-delivered meals; transportation services for medical appointments, jobs, and

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grocery stores; job training; a senior companion program; volunteer services in agencies, hospitals, and schools; a para-legal assistance program, which includes home visits; an outreach program; wellness clinics; reassurance calls; housing assistance; residential renovation and repairs; and personal development and recreational classes.

Collaboration with community agencies is extensive and includes such organizations as parks and recreation departments, hospitals, nursing homes, the state's department on aging, counties and townships, religious organizations, school districts, police and sheriff's departments, a visiting nurses association, housing authorities, mental health agencies, legal aid societies, and many others. The collaboration takes many forms, from sharing facilities, making referrals, exchanging staff, offering workshops, providing volunteers, giving lectures, making donations, to participating as full partners in other cooperative ventures. The program also has developed strong linkages with the private sector. Marketing efforts are carried out with and through the variety of agencies with which the program works. They are also supplemented by radio and television public relations and media activities.

For additional information, see the program listing in Part III, or contact:
Eugene M. Verdu, Director, Programs and Services for Older Persons, Belleville Area College, 201 North Church, Belleville, IL 62220, (618) 234-4410

College of the Siskiyous:
Consumer Education for Seniors Program

College of the Siskiyous is a small college in an area of Northern California which has neither public transportation nor taxi service. Many community residents, including many older persons, have to walk as far as five miles to get to the nearest grocery store. Access to the college is even harder for many. The college's programs for the older residents of

Weed therefore address not only educational needs, but also the problems of isolation and access. Many classes and activities involve transportation of participants and are limited by the capacity of the only bus available to the program. It has thirty nine seats.

Beginning with a single gourmet food class approximately five years ago the Consumer Homemaking Education for Seniors program has grown to include a wide variety of classes, activities, and services. The rapid evolution of this comprehensive program from such small beginnings has occurred because of the growing population of older persons moving into the area, coupled with the college's commitment to serve this increasingly sizable segment of the community. The program operates under the auspices of the college's home economics department where it originated in 1986.

As it has grown the program has sought broader involvement wherever possible and is now assisted by an advisory committee of older student and community representatives. A small grant from the J. C. Penney company provided funding to initiate the program, and some college support has since been made available, (approximately $2,300 in 1990). The modest budget requires the program to rely extensively on volunteer support, both for program staffing, and to assist in active fund-raising efforts.

An environment designed to be supportive of program participants starts with the provision of transportation necessary to bring otherwise isolated older students to the senior center where most activities are offered. The broader needs of those enrolled are viewed as an essential adjunct to the purely educational activities. One of several non-instructional components of the program is a college coordinated telephone network. A team of program volunteers keeps in regular telephone contact with older residents of the area to help assure their safety and access to health and other services as needs arise. An effort is also made to recognize and celebrate the birthdays of participants in the programs.

Considerable effort is made to keep the program responsive to real, rather than perceived, needs of the

target population of the program, which includes any area resident over the age of 50. As a consequence, what began simply as a primarily recreational venture, has evolved into a program which currently offers considerable practical skill development and education intended to enhance the quality of life for older community residents. The offerings have expanded to include life management and consumer education, independent living skills, personal development, a drama class, income tax preparation assistance, and health care follow-up. Paralleling this effort, the college's nursing program also offers a home nursing aid certificate program. Health issues are of constant interest and the program offers a lunch speaker series which brings such presenters as an orthopedic surgeon, or a cardiologist, to give presentations on topics of particular relevance to older persons.

In addition to involving community members as staff and fund-raisers, the program works collaboratively with area agencies on aging, the Kiwani's and Lions Clubs, and others to raise support, including donations of food. Feedback from community residents and program participants is regularly solicited, and the results considered as programs are designed and revised. Local population data are regularly reviewed, and have revealed a growing influx of older persons into the area, many in poor health. Program evaluation has taken many forms including examination of the lengthy waiting lists to get into the program, which has been limited by the capacity of the single bus available.

For additional information, see the program listing in Part III, or contact:

> Charlotte Olson, Department Chair Home Economics Division, College of Siskiyous, College Avenue, Weed, CA 96094, (916) 938-2862

Foothill College:
Lifelong Learning Program

Foothill College's Lifelong Learning Program is designed to offer educational opportunities to persons over 50 years of age. The program was initiated in 1977 with one class offered by the special education department of the college, but by 1984 had expanded into a separate unit named the Lifelong Learning Program. The program offers a broad range of classes in many subject areas, all designed specifically for the older adult student.

The Lifelong Learning Program is an academically rigorous program of credit offerings serving approximately 4,000 students. The curriculum was developed with the help of an advisory committee consisting of representatives both from within and from outside the college. Student surveys have also been used to guide development and revision of the curriculum. The design has been to make available a full menu of college courses designed with the older person in mind. Pace, content, pedagogy, materials, and scheduling have all been specially developed to address the particular needs of the older adult student. An effort is made not to offer classes and subject matter that are readily available to older adults through other sources in the community. Close collaboration with adult education departments, parks and recreation departments, and area senior centers helps to support this effort to avoid duplication of effort and cost. Classes are offered on the college's main campus, at a satellite campus, at senior centers, and at older adult residential developments throughout the community. All space for classes is made available to the program without charge.

The Lifelong Learning Program is supported by an operational budget of $250,000 which supports four full-time and fifty part-time faculty. One of the faculty members serves as the half-time program coordinator. Those who teach in the program are encouraged to study techniques known to be particularly effective in teaching older adults. A training video tape was developed for the purpose with grant funds, and the program also maintains a small library

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of materials to help in staff development efforts.

The philosophy of the program is currently in a state of transition. There has been a move towards a more intergenerational approach to the program than in earlier years. The program is promoted through direct mail, and targeted marketing to senior centers.

For additional information, see the program listing in Part III, or contact:

Karl Knopf, Division Assistant, Special Education, Foothill College-Middlefield Campus, 4000 Middlefield Road, Palo Alto, CA 94303-4739, (415) 354-8353 or (415) 424-8600

Grant MacEwan Community College:
Senior Studies Institute

The Grant MacEwan Community College Senior Studies Institute was established in 1988 and designed from the beginning as a comprehensive program charged with providing opportunities for older adults to continue intellectual pursuits and participate in life-enriching educational events. The establishment of the program followed examination of the findings of a 1984 study of older adult educational programming in several industrialized countries, including the United States and Canada. The study emphasized the demographic changes resulting from markedly increased longevity patterns, and highlighted a rapidly growing recognition that expanding educational opportunities for older adults might be a social policy with significant societal benefits.

The program operates with the assistance of two sets of advisers. An external advisory committee of eleven community leaders, representing a variety of community agencies and ethnic groups, is charged to promote the philosophy of the institute, help keep the institute efforts focused as it develops, develop linkages within the community, advise on societal trends, and identify and develop funding sources for the institute. The internal advisory committee includes deans and their representatives from other programs at the college, to ensure their involvement

in offering programs supportive of the institute's mission, and to keep the college as a whole informed as to the institute's purposes and activities.

Two major sources of funds are used to support the institute at present. Two administrative positions are supported by foundation grant funds. Other staff, and all instructional faculty are supported through cost recovery in the form of student fees. Some additional cost recovery is achieved in the form of contracted services for retirement preparation programs and other workshops provided to community corporations. More than 4000 hours of volunteer time is used to supplement the budgeted positions.

The Senior Studies Institute has a clearly stated instructional philosophy based on androgogical concepts. Regardless of their academic qualifications, all instructors are required to have formal orientation and demonstrate knowledge of these concepts before they are permitted to teach for the institute.

Before any programs were offered by the institute, it had been decided that the programs would be community based and offered at locales in all parts of the college's service area, including the more isolated rural ones. As a result, programs are available at multiple locations including the YWCA, various department stores, health centers, and corporate training facilities. All space is provided as a donation to the program and without direct cost to the college.

The college offers a broad range of programming for older adults through its institute including a lifestyle and retirement program, specialized TV programming, communications, enrichment, later-life topic workshops, a "tea and tidbits" series, a "forty something" series, a walk-about series, Elderhostel, intergenerational education, seminars, forums, conferences, educational travel exchanges, and fund-raising activities. Plans have been developed to expand the institute and offer peer-instructed literacy programs, job retraining, support groups, a theater company, symphony, and a combined caregiver program.

The Senior Studies Institute was based on a thorough study of international, national, and local

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data. It involved seeking out and examining existing programs in different parts of the world. The research based approach to institute planning and development has continued into the institute's current operations. Institute programs, and their effect on individuals and the community, are under continual assessment and review. Demand for the services of the institute has grown rapidly in a relatively short period of time, from a clientele of a few hundred in the inception year, to approximately three thousand in 1991. And rapid growth is expected despite the fact that advertising the services of the institute has been limited chiefly to community contact and word of mouth.

For additional information, see the program listing in Part III, or contact:
Leila Jean Hastie, Coordinator, Minerva Senior Studies Institute, Grant MacEwan Community College, 7319 29th Avenue, Edmonton, Alberta, Canada T6K 2P1, (403) 462-5540

Kingsborough Community College:
"My Turn" Program

The goal of the older adult program at Kingsborough Community College is to make college-level courses accessible an provide an opportunity for older learners to earn college degrees they were unable to earn earlier in life, and to add an intergenerational dimension to the college. The Kingsborough Community College "My Turn" program was initiated subsequent to passage of tuition waiver legislation in 1972. This legislation provided support for community colleges to offer programs and services for older adults. "My Turn" held its first classes in 1981 for 33 students. By 1991 the program was offering courses in every academic department at the college and included classes in financial management, health and health care, nutrition, and personal development, as well as cultural activities, and a range of information and referral services.

The "My Turn" Club sponsors meetings, trips,

and parties to make new students feel welcome. New participants receive a comprehensive orientation that includes peer advising. Academic advising is available through the college for students who wish to pursue a degree. Grief and bereavement counseling is also offered. An advisory committee of the "My Turn" Club members and executive officers represents older learners' needs and concerns. and the club holds periodic open forums where students can voice concerns.

State funds provide the primary source of support for the "My Turn" program budget. Over a period of five years, the program had experienced increases in students, courses, and monetary support, but program funds were cut back in 1991 due to financial difficulties within the state. Students are currently required to pay a $35.00 registration fee each semester, but the 1972 legislation mandates waiver of tuition costs for students age 65 and older.

Two administrative staff support the "My Turn" program, and the program coordinator is released from other responsibilities at the college in order to be able to serve as a program staff member. In addition, volunteers play a vital role in staffing the "My Turn" office. Because of these volunteer contributions, the program is able to operate 40 hours per week. No full time faculty are assigned to the program as "My Turn" students are not segregated by age and enroll in the regularly scheduled courses at the college. No specialized training is provided for staff although informal discussions are held with them regarding the special needs of "My Turn" students.

In offering the "My Turn" program, Kingsborough Community College collaborates with area district councils, and the local YMCA to serve the needs of older learners. This collaboration allows the program to avoid duplicating existing services, to promote salient issues, and provide information and referral. The program is promoted primarily through community presentations at libraries and senior centers, word of mouth, and radio and television advertisements. Transportation to the campus is problematic as "My Turn" is not an outreach program and participants are required to provide their own

transportation.

For additional information, see the program listing in Part III, or contact:

> Barbara Ginsberg, Coordinator, "My Turn" Program, Kingsborough Community College, 2001 Oriental Boulevard, Brooklyn, NY 11235, (718) 368-5079

Lansing Community College:
Center for Aging Education and Elder College

The Center for Aging Education at Lansing Community College, established in 1975, provides a variety of programs and services involving many different aspects of aging education. In addition to offering an array of topics on aging, programs to prepare older persons for retirement, and programs for persons who have already retired, the center has also encompassed career training programs in gerontology. The college's commitn at to aging education is reflected in the center's goal to provide programs and services to meet a wide range of individual and occupational needs; to give older adults an opportunity to participate in lifelong learning within a college environment which is supportive of their special needs; and to encourage socialization and participation in informational sessions designed for older adult students. Most of the programs are offered on campus although the four-week Elder College offers seminars for credit at off campus locations as well.

Although a focus of the effort is to serve the older adult students, the center takes an intergenerational approach to its programming and does not exclude younger participants. In the recent past, the center has moved more directly into the college mainstream through incorporation of a variety of programs preparing students for employment in occupations which serve older persons but also other clientele. The center now administers programs in social work, human services, and child care, in addition to the gerontology program.

The Center for Aging Education is supported by

an operational budget of $125,000. Students are charged normal college tuition and fees. Senior adult tuition awards are made available to limited income students age 60 and over. An additional $10,000 is allocated for this purpose. The center also manages several externally funded projects. For example, a two-year state funded developmental disabilities project serving older persons is supported by a $150,000 grant, and a mental health project has recently been funded by the Michigan Department of Mental Health in the amount of $125,000. The center has a full-time director and a secretary, and is further supported by a part-time project coordinator and part-time secretary. Although no formal staff development is required of center staff, they are expected to have had educational preparation in the field of gerontology prior to appointment.

The college works collaboratively with a variety of public and private sector organizations, including a tri-county office on aging, the state mental health department, the state's developmental disabilities agency, senior centers, and a variety of local corporations. The programs of the Center for Aging Education are under constant review in order to ensure that they are fully adapted to local needs. The center initially used an advisory committee in developing programming. As the center has grown and become more complex the advisory committee for the center as a whole has been replaced by project based advisory committees.

The Center for Aging Education uses direct mail, newspaper advertising, press releases, and outreach activities at senior centers to promote its programs.

For additional information, see the program listing in Part III, or contact:

> Ellen N. Sullivan, Director, Center for Aging Education, Lansing Community College, 419 North Capital Avenue, Lansing, MI 48901, (517) 483-1179

Prince George's Community College:
Senior Citizens Program

The Senior Citizens Program at Prince George's Community College is administered within the Continuing Education Office of the college. Interest in providing special programming for older adults resulted from the college being asked by the Maryland Commission on Aging to host a community White House conference on aging in 1971. The purpose of the conference was to initiate recommendations for a national policy on aging. In 1973, the college began offering non-credit educational programs for residents of an apartment building for people of retirement age. When the Maryland legislature passed a law in 1974 exempting persons 60 and over from payment of tuition and fees for most courses, the college created a special unit within the office of continuing education to design programs for an older clientele that had not customarily been served by the college in the past. Courses were offered on campus and at senior centers, housing complexes, libraries, shopping malls, and nursing homes throughout the college district.

The Senior Citizens Program was designed to provide courses geared to the specific needs of older adults. The target population for the program, as established by the college's board of trustees, is area residents who are 60 years of age and older. Topics, locations, and times are all planned with this in mind. Courses are offered to provide information and education of concern to older students, but they serve the additional, stated purpose of giving students the opportunity for socialization, networking, and cultural activities. Over 8,000 students participate in the program annually. They study subjects as varied as art, creative writing, nutrition, income tax, health, exercise and fitness, piano, and computer skills.

The college supports the program through its general operating funds. The amount of that support in 1991 was approximately $706,000. While the tuition is waived for students 60 and older, they are required to pay class fees. Students in adult day care centers are also assessed a $20 per semester registration fee. Nursing home residents pay neither fees nor tuition.

The program operates with a faculty of 175 instructors and three staff members, supported by four clerical staff. Volunteer faculty also teach in the program. Training programs for all faculty and staff are provided twice a year through a program rotating among state community colleges which share the costs. Training is in the form of a one-day workshop covering topics such as program philosophy, trends, services available to older adults, and special resources.

The college has established cooperative relationships with a variety of area organizations. These organizations provide support for the program in a variety of ways depending on their individual purposes and available resources. They provide transportation, meals, facilities for classes and activities, and staff. The Senior Citizens Program works particularly closely with the Prince George's County Advisory Committee on Aging, the Council of Medicine Aide Educators, the Allied Health Committee for Maryland Community Colleges, and the National Council on Aging. Additional mutually beneficial collaboration occurs between the college and local churches, departments of recreation, and retirement communities, among others.

Credit and non-credit schedules are mailed to all homes in Prince George's county three times a year, and a Senior Citizen Bulletin is sent to the homes of all persons who enroll in classes at the college. The program is currently at capacity, serving over 8,000 older adults, so no other promotion is being used at present.

For additional information, see the program listing in Part III, or contact:

> Maureen Ickrath, Program Coordinator, Senior Citizens Program, Prince George's Community College, 301 Largo Road, Largo, MD 20772, (301) 322-0879

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Saddleback College:
Emeritus Institute

The Saddleback College Emeritus Institute was established in 1976 to provide educational opportunities for students 55 and over to pursue lifelong learning in a separate division of the college committed to serving older students. The primary goal of the institute is to offer a comprehensive academic program designed to enrich and   develop creativity and a sense of self-worth, while integrating the wisdom and experience of older adults into the thinking of the community. The institute is assisted by an advisory committee which includes representatives from most of the facilities and organizations that house the program in locations throughout the community.

The Emeritus Institute, a separate academic division, is supported by a dean, a department chair, a coordinator, three secretaries, a laboratory assistant, three full-time faculty, and seventy part-time faculty. The dean, department chair, coordinator, and laboratory assistant are assigned to the division less than full-time.   Salaries are supported by a $396,500 budget, which comes from college operating funds. Participants in the programs pay $6 per academic unit or credit hour. Beyond the positions noted above, the Emeritus Institute is also supported in all its activities by volunteers, and uses a volunteer advisory council to assist in designing institute programs. The institute offers programs in financial management, health and health care, cultural, recreational, and enrichment activities, personal development, language,   literature, history, and the arts, including applied arts. The original programming was developed after conducting an extensive community needs survey.

Saddleback College has a wide collaborative network that includes senior centers, churches, local school districts, recreation centers, banks, city agencies, parks and recreation departments, and retirement communities. Several large retirement communities are located in the college's service area, including the Leisure World community which has approximately 22,000 residents. The program is promoted through direct mail, television, advertising in senior community centers, recreation centers, and at nutrition program sites. Shortage of funding has limited expansion of the program in the recent past, despite enrollment pressures which far exceed the capacity of the program.

For additional information, see the program listing in Part III, or contact:
Kathie O'C. Hodge, Dean, Continuing Education, Saddleback College, 28000 Marguerite Parkway, Mission Viejo, CA 92692, (714) 582-4720

Westchester Community College:
Mainstream Retirement Institute

Westchester Community College's Mainstream Retirement Institute opened its doors in 1984 in response to a community needs assessment that indicated interest in educational programs for older adults. Although early programming efforts emphasized enrichment courses, emphasis has been on vocational training and career guidance for the past three years. The objective of the Mainstream Institute is to provide high quality, low cost educational programs to enrich the lives of older adults; to provide job skills and career guidance; to extend the work lives of older adults; to provide outreach educational services to a broad cross-section of older adult populations; and to educate the general and professional community about key issues that are important to older adults. The age limit of 55 for institute participants was established on the basis of college and community recommendations.

In order to ensure that the programming is consistently appropriate to its target clientele, the Mainstream program designs its programs for older adult students with the support and advice of a formal advisory committee. The committee has 30 members including students, faculty, and representatives of the West County Office for the Aging.

The total Mainstream Institute budget in 1990-91 was $585,000. Over the past five years, funding

support for the program had grown considerably, although in the more recent past funding has been reduced due to state budget cuts. State funding, New York State Department of Labor: Displaced Homemaker Program, tuition, and public and private grants are the major sources of financial support for the institute. Costs to participants vary according to the type of course. Tuition averages $2.50 per teaching hour, although some outreach courses are offered without cost to participants.

The Mainstream Institute, housed in the Division of Community Services, Adult and Continuing Education, has a paid staff consisting of one full-time and three part-time administrators, four full-time support staff, and a part-time counselor. Approximately fifty faculty members teach Mainstream courses each semester. They are hired in adjunct positions or are full-time college faculty teaching on an overload basis. They are paid by the course from the Mainstream budget and grant funds. Instructors are individually oriented to Mainstream's purpose and methods and also receive detailed feedback regarding student responses to the teaching strategies they employ. Publications regarding older learners are given to instructors. Occasionally, instructor presentations are obser ed and feedback is offered.

Although many courses are offered under the auspices of the Mainstream Institute at community locations, many older adults find it difficult to access on-campus courses. Older adults who have limited incomes are nevertheless able to benefit from the program through special free course offerings at community outreach sites including libraries, shopping malls, senior centers and hospitals. These locations do not offer as broad a range of courses as are available on campus, however, as costs limit the type of courses students are able to take. Mainstream students have a personalized registration system, and career counseling is available in association with intensive job training courses.

Subjects offered by the Mainstream Institute include financial management, health and health care, cultural, recreational and enrichment activities, travel, arts and crafts, political issues forums, history, art,

philosophy, job training, pre-retirement planning, and professional training for older adult service providers. Fifteen percent of participants in the institute are minorities, primarily African-American and Hispanic. This reflects the area population. Sixty percent of participants are female, and forty percent are male. Staff work closely with local agencies that serve minority communities to cosponsor and advertise outreach courses, and also work with the Afro-American Society and the National Council of Christians and Jews to cosponsor and advertise on-campus Black history and culture courses. Courses are offered in Spanish at churches where the Spanish-speaking elderly congregate. In the past five years, the number of participants in Mainstream programs has doubled, from 3,000 to 6,000.

Mainstream collaborates with Westchester County Office for the Aging, the county library system, the National Conference of Christians and Jews, senior centers, nursing homes, a Hispanic service center, the Retired Senior Volunteer Program, Westchester Developmental Disabilities Services, AARP, and local corporations. Collaborative activities include funding of programs, joint program planning, placement of outreach services at cosponsors' sites, shared publicity, joint conference planning, and reproduction of instructional materials.

Distribution of the Mainstream brochure to 10,000 older adults, public libraries and the Aging Network; featuring articles in daily newspapers, and hosting an open house each semester are the major recruitment methods used for the institute. Major benefits of the Mainstream program are highlighted as being an enhanced quality of life for older students; increased productivity of older adults in the community and in the workforce; and greater awareness of aging issues among college faculty and students.

For additional information, see the program listing in Part III, or contact:

Linda Gilberto, Assistant Dean, Mainstream Retirement Institute, Westchester Community College, Valhalla, NY 10595, (914) 285-6793

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Part III

Selected Community College Programs for Older Adult Students

Selected Community College Programs
for Older Adult Students

UNITED STATES

ALASKA

University of Alaska - Southeast:
The Senior College

Program Objectives: To offer workshops, short courses for retired individuals and individuals planning retirement in the near future.
Credit/Noncredit Status: Both.
Location(s): On and off-campus.
Numbers Served: Not available.
Funding Source(s): Operational funds and student fees.
Program Type: Courses offered cover financial planning, legal and estate issues, insurance, computer basics, driver safety, resume writing, and job search.
Contact: Elaine Sunde, Assistant Director, The Senior College, University of Alaska-Southeast, Sitka Campus, 1332 Seward Avenue, Sitka, AK 99835, (907) 747-6653

ARIZONA

Arizona Western College:
Winter Semester

Program Objectives: To provide meaningful and challenging learning experiences to older Yuma County residents, and older adults who migrate to Yuma during the winter months.
Credit/Noncredit Status: Credit.
Location(s): Most courses are offered at major recreational vehicle parks.
Numbers Served: 2,500 students in over 30 locations.
Funding Source(s): Student fees. Students age sixty

and older receive a fifty percent tuition reduction. Out-of-state students pay slightly larger fees.
Program Type: History, financial planning, Spanish for travelers, and water arthritis exercise.
Contact: Fern Drysdale, Director of Community Services, Arizona Western College, Box 929, Yuma, AZ 85366, (602) 782-1116

Phoenix College:
Senior Adult Program

Program Objectives: To offer positive educational experiences to enrich the lives of older adults, physically, intellectually, spiritually, and socially.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Approximately 3,500 per year.
Funding Source(s): Operational funds and student fees.
Program Type: Not available.
Contact: Jean Mayer, Coordinator, Senior Adult Program, Phoenix College, 1202 West Thomas Road, Phoenix, AZ 85013, (602) 285-7191

Scottsdale Community College:
Senior Adult Education Program

Program Objectives: To offer senior adults 50 years of age and over, who live in the college service area, intellectual stimulation and personal development opportunities in an intergenerational, educational setting.
Credit/Noncredit Status: Both.
Location(s): On campus.
Numbers Served: 2,000 per semester.
Funding Source(s): Operational funds for credit classes, student fees for noncredit classes.
Program Type: Symposia, travel programs, work-

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shops, and lectures on a variety of topics.
Contact: Nadine L. Smith, Coordinator, Senior Adult
Education Program, Scottsdale Community College,
6111 East Edgemont, Scottsdale, AZ 85257, (602) 994-
8795 or (602) 423-6535

CALIFORNIA

City College of San Francisco:
Older Adults Program

Program Objectives: To provide lifelong learning op-
portunities; develop and maintain students' self-
management skills; and to help students overcome
isolation, primarily among poor and minority older
adults.
Credit/Noncredit Status: Noncredit.
Location(s): Off campus in senior centers, churches,
convalescent homes, and community agencies.
Numbers Served: 3,000.
Funding Source(s): Operational funds.
Program Type: Health and exercise, social studies,
dressmaking and tailoring, English, humanities, and
arts and crafts.
Contact: Berna H. Katuna, Older Adults Program,
City College of San Francisco, 106 Bartlett Street, San
Francisco, CA 94110, (415) 550-4384

Coastline Community College:
Emeritus Institute

Program Objectives: To offer retirement-aged adults
an educational, life-enrichment program.
Credit/Noncredit Status: Both.
Location(s): Off campus.
Numbers Served: Approximately 5,000 students are
currently enrolled.
Funding Source(s): Operational funds and private
sector sponsors.
Program Type: Classroom and telecourses.
Contact: Neel Buell, Executive Director, Emeritus
Institute, Coastline College, 11460 Warner Avenue,
Fountain Valley, CA 92708, (714) 241-6159

College of Marin:
Emeritus College

Program Objectives: To offer classes geared toward
those who are interested and have a desire to keep on
learning after retirement.
Credit/Noncredit Status: Noncredit.
Location(s): Classes are held at the Kentfield and
Indian Valley campuses and at off-campus sites
throughout the county area.
Numbers Served: Approximately 4,500 students
quarterly.
Funding Source(s): Not available.
Program Type: An outreach program offers classes for
the frail and elderly in many of the nursing homes,
senior day centers, and retirement centers in the
community. Topics include the humanities, arts,
languages, music, health, physical fitness, and
recreation.
Contact: Stan Kraczek, Acting Dean of Professional,
Vocational and Community Education, College of
Marin, Kentfield, CA 94904, (415) 485-9506

College of the Siskiyous:
Consumer Homemaking Education for Seniors

Program Objectives: To increase the availability of
relevant educational, cultural, social, and recreational
learning resources; and to increase the level and
range of consumer knowledge in the elderly popu-
lation.
Credit/Noncredit Status: Both.
Location(s): Courses are offered off-campus in a
senior citizen facility.
Numbers Served: Program limited to 47 due to limited
space on the bus. As many as 60-70 people attend
meetings when they have speakers.
Funding Source(s): Operational funds, a past grant,
and auction money raised by students in a bake-off.
Program Type: Field trips to familiarize students with
available resources in Northern California; lectures
on consumer awareness; and guest speaker lectures
on topics such as legal and medical issues for older
adults.
*NOTE: The college is in a rural area without public
transportation or taxi services. Seniors walk as many as*

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five miles to the grocery store. The program allows students greater access to markets and equips them to purchase more with limited funds through comparative shopping, The program also operates a telephone network for seniors to help reduce their isolation.
Contact: Charlotte Olson, Chair, Home Economics Division, College of the Siskiyous, College Avenue, Weed, CA 96094, (916) 938-2862

Cypress College:
Adult Education Division

Program Objectives: To promote the concept of lifelong learning, and to provide cultural enrichment through literature among the senior population of North Orange County.
Credit/Noncredit Status: Noncredit.
Location(s): On campus and at 85 off-campus locations including skilled nursing facilities, transportation lunch centers, residential manors, senior centers, and mobile home parks.
Numbers Served: 9,750.
Funding Source(s): Operational funds.
Program Type: Discovery through the humanities, oral histories: linking the present with the past, self defense, yoga, adopt-a-grandparent, and current events, as well as study of a wide variety of literature: fiction, non-fiction, drama, history, and poetry.
Contact: Lorraine Wicks, Senior Program Coordinator, Adult Education Division, North Orange County Community College District, 9200 Valley View, Cypress, CA 90630, (714) 995-2238

Foothill College - Middlefield Campus:
Lifelong Learning Program

Program Objectives: To provide diverse courses to persons over sixty years of age.
Credit/Noncredit Status: Credit.
Location(s): On campus and at 18 community sites.
Numbers Served: 5,000.
Funding Source(s): Operational funds.
Program Type: Courses range from computer courses to fine arts as well as English, social science, and health and fitness classes.
Contact: Karl Knopf, Division Assistant, Special

Education, Foothill College - Middlefield Campus, Middlefield Road, Palo Alto, CA 94303-4739, (415) 354-8353 or (415) 424-8600

Glendale Community College:
Retirement Seminars

Program Objectives: To provide an avenue for older adults to express the unique fears, needs, and desires of the aging process through dramatic means; to meet the language needs of older area immigrants; to train volunteer tutors to work with the pre-literate immigrant population; and to provide structured learning of methods and techniques for recording life stories.
Credit/Noncredit Status: Noncredit.
Location(s): At a satellite campus and a variety of off-campus centers including senior centers and convalescent facilities.
Numbers Served: 250-300 per semester, plus 25-30 volunteer tutors.
Funding Source(s): Operational funds.
Program Type: A variety of noncredit learning activities for both literate and pre-literate older adult students.
Contact: Virginia Casady, Coordinator, Retirement Seminars, Glendale Community College, 2361 Florencita Drive, Montrose, CA 91020, (818) 249-9442

Long Beach City College:
Senior Studies Swap Meet

Program Objectives: To raise funds for all campus clubs at Long Beach City College, and to provide an extra-curricular activity for senior adults.
Credit/Noncredit Status: Not available.
Location(s): Not available.
Numbers Served: Six college clubs, the horticulture department, and the student body association.
Funding Source(s): Swap meet revenues.
Program Type: The swap meet is a fund raising activity for all clubs on campus. Senior Studies students assume responsibility for the event, gain increased visibility, and earn ten percent of each club's profits.
Contact: Mary Thoits, Coordinator, Senior Studies Program, Long Beach City College, East Pacific Coast Highway, Long Beach, CA 90806, (213) 599-8048

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Los Angeles Mission College:
Gerontological Services Program

Program Objectives: To improve the quality of life for older adults, and to educate older students who find coming to the college campus threatening.
Credit/Noncredit Status: Credit.
Location(s): Retirement homes, retirement centers, senior multipurpose centers, and parks.
Numbers Served: 15 per course. Approximately 1,400 over the last 14 years.
Funding Source(s): Operational funds.
Program Type: Family and consumer studies including nutrition, fashion, consumer education, food preparation, challenges of aging, and aging issues.
Contact: Sandra Lampert, Professor, Family and Consumer Studies, Los Angeles Mission College, 13356 Eldridge, Sylmar, CA 91342, (818) 364-7600

MiraCosta College:
Courses for Senior Citizens

Program Objectives: To offer senior citizens the opportunity to enroll in state supported educational programs.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: Approximately 2,700.
Funding Source(s): Operational funds.
Program Type: Art, writing, and other courses.
Contact: Kris Stonebreaker, Coordinator for Non-Credit Courses, MiraCosta Community College, One Barnard Drive, Oceanside, CA 92056, (619) 967-6527

Modesto Junior College:
Modesto Institute for Continued Learning

Program Objectives: To provide an opportunity for retired and semi-retired adults who wish to rediscover the joy of learning through intellectual stimulation.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Not available.
Funding Source(s): Student fees, and funds provided

under a charter from the Yosemite Community College District.
Program Type: Study and discussion groups, and lecture series.
Contact: Rita Matthews, Public Information Officer, Community Services, Modesto Junior College, College Avenue, Modesto, CA 95350, (209) 575-6067

Orange Coast College:
Community Services

Program Objectives: To refresh driving skills of participants who are 55 and older, and to provide for those 50 and above; educational travel tours; armchair travel adventures; performing arts; and lectures pertaining to current events for those 50 and older.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: Over 30,000 annually.
Funding Source(s): Student fees, fund raising, and space rental fees from swap meets.
Program Type: Driver improvement, educational tours, armchair travel series, live performance attendance, and lectures and discussions of current events.
Contact: Marge Ball, Administrator for Community Services, Orange Coast College, 2701 Fairview Road, Box 5005, Costa Mesa, CA 92628-5005, (714) 432-5880

Riverside Community College:
Educational Opportunities for the Young at Heart

Program Objectives: To provide classes for active district residents age 55 and older.
Credit/Noncredit Status: Noncredit.
Location(s): Retirement resorts and senior centers.
Numbers Served: Not available.
Funding Source(s): Operational funds.
Program Type: Art, finance, driver improvement, physical fitness, and psychology/self-help.
Contact: Gail Zwart, Director, Community Services, Riverside Community College, 4800 Magnolia Avenue, Riverside, California 92506, (714) 684-3240

Saddleback College:
Emeritus Institute

Program Objectives: To offer an opportunity for the pursuit and enhancement of lifelong learning for the adult population; and to provide challenging and rewarding programs specifically for older adults. This program also strives to meet the needs of students preparing for second careers.
Credit/Noncredit Status: Both.
Location(s): 30 off-campus locations.
Numbers Served: 8,500.
Funding Source(s): Operational funds. Student fees for credit classes.
Program Type: Foreign languages, literature, fitness, automotive maintenance, music, photography, life development, career and vocational exploration. Counseling, career development, tutoring, health services, and academic advising are among the support services available to older adult students.
Contact: Kathie O'C. Hodge, Dean, Continuing Education, Saddleback College, 28000 Marguerite Parkway, Mission Viejo, CA 92692, (714) 582-4720

Santa Barbara City College:
"Be Alive as Long as You Live"

Program Objectives: To help older adults preserve and renew a sense of meaning and well-being in later life; provide practical information about finance and law; explore information on health and health care related topics of interest to individuals age 55 and older and to health care providers; and inform nonprofit agency staff how to locate funding sources and write grant applications.
Credit/Noncredit Status: Noncredit.
Location(s): Off campus continuing educational sites, and a public library.
Numbers Served: Approximately 360.
Funding Source(s): Operational funds.
Program Type: Personal development; avoiding probate, living trusts, money management, surviving retirement, and personal financial planning; planning for long-erm care, managing a health-care crisis,

health-care ethics, healthy aging and wellness issues; national health insurance, and health care legislation; and grant writing for nonprofit agencies serving older adults.
Contact: Ellen E. Downing, Program Coordinator, Community Services, Santa Barbara City College, 310 West Padre Street, Santa Barbara, CA 93105, (805) 687-0812

Santa Rosa Junior College:
Programs for Seniors

Program Objectives: To provide classroom instruction and activities for both active and frail seniors in a variety of community settings.
Credit/Noncredit Status: Noncredit.
Location(s): Off campus.
Numbers Served: Approximately 2,700.
Funding Source(s): Operational funds.
Program Type: Arts and crafts, bridge, cooking, creative writing, current events, drama, physical fitness, poetry reading, stress reduction, and dancing.
Contact: Joe Yill, Program Administrator, Programs for Seniors, Santa Rosa Junior College, 1501 Mendocino Avenue, Santa Rosa, CA 95401-4395, (707) 527-4533

FLORIDA

Broward Community College:
Project SEE (Senior Enrichment Experiences)

Program Objectives: To provide intellectual stimulation to older learners in a socially interactive setting.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Approximately 130 per session.
Funding Source(s): State Lifelong Learning funds.
Program Type: Lecture series covering topics such as religion, politics, literature, the environment, drama, humor, travel, current events, and medicine.
Contact: Sharyn Lane, Program Affiliate, Continuing Education/Community Services, Broward Commu-

nity College, North Campus, 1000 Coconut Creek Boulevard, Coconut Creek, FL 33066, (305) 973-2204

Florida Community College at Jacksonville: Golden Opportunities for Lifelong Development (G.O.L.D.)

Program Objectives: Designed to meet the needs and interests of adults age 55 and older.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: Approximately 6,000 annually.
Funding Source(s): Student fees.
Program Type: Classes, seminars, field trips, special programs and events, and other courses designed to address the specific interests or needs of older adults.
Contact: Delphia Williams, Program Facilitator, G.O.L.D. Program, Florida Community College at Jacksonville-North Campus, 4501 Capper Road, Jacksonville, FL 32218-4499, (904) 766-6701

Palm Beach Community College:
Institute of New Dimensions

Program Objectives: To offer innovative educational courses for retired older adults combining the expertise of retired professionals with the desire of older adults for intellectual and cultural stimulation in an academic setting.
Credit/Noncredit Status: Noncredit.
Location(s): Central and North campuses.
Numbers Served: Not available.
Funding Source(s): Operational funds, and private donations by individuals and business organizations.
Program Type: Art, social sciences, music, language and literature, science and technology, travel and leisure, economics and finance, and health, and special events.
Contact: Harry Krane, Executive Director, Institute of New Dimensions, Palm Beach Community College, 4200 Congress Avenue, Room CE-122, Lake Worth, FL 33461, (407) 439-8180 or (407) 439-8186

Santa Fe Community College:
Sixty Plus Club

Program Objectives: To make the community education leisure courses accessible to Alachua or Bradford county residents age 60 and older.
Credit/Noncredit Status: Noncredit. If space is available and operating costs have been met, fees may be waived for credit classes for students age 60 and older.
Location(s): 50-80 off-campus sites.
Numbers Served: 20,000 annually.
Funding Source(s): Student fees.
Program Type: Fine arts, languages, music, physical fitness, financial planning, career exploration, and computer skills.
Contact: Chester W. Leathers, Director of Community Educational Services, Santa Fe Community College, 3000 N.W. 83rd Street, Gainesville, FL 32606, (904) 395-5193 or (904) 395-5383

GEORGIA

DeKalb College:
Senior Academy

Program Objectives: This program is designed as a community outreach program for older learners.
Credit/Noncredit Status: Noncredit.
Location(s): On campus and at the Senior Center.
Numbers Served: 70-100 students per quarter.
Funding Source(s): Operational funds and student fees.
Program Type: Calligraphy, interior design, yoga, and computer literacy.
Contact: Janine Kingry, Executive Director, Life Enrichment Services, DeKalb College, 1340 McConnell Drive, Decatur, GA 30033, (404) 321-6960

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HAWAII

Honolulu Community College:
Emeritus College

Program Objectives: To serve senior citizens age sixty and older; and act as an entry point into college for older learners.
Credit/Noncredit Status: Noncredit.
Location(s): On campus plus a limited offering at senior centers.
Numbers Served: 3,000 since the start of the program.
Funding Source(s): A grant from the State Executive Office on Aging.
Program Type: Lectures, courses, and field trips. Older learners may also enroll in regular credit courses and a college counselor is available to assist them.
Contact: Walter P. S. Chun, Program Manager, Unit Special Programs and Community Service, 874 Honolulu Community College, Dillingham Boulevard, Honolulu, HI 96817, (808) 845-9297

ILLINOIS

Belleville Area College:
Programs and Services for Older Persons

Program Objectives: To keep area residents who are sixty years of age or older active, healthy, and productive as long as possible.
Credit/Noncredit Status: Both.
Location(s): On campus and various community sites. Volunteers serve in the homes of persons receiving assistance. The RSVP program places volunteers in agencies, hospitals, and schools.
Numbers Served: 212,000 in the Programs and Services for Older Persons project; 635 seniors in Lifelong Learning activities in 1990; 50 through the senior companion program; and 111,000 through the RSVP program.
Funding Source(s): Student fees, Older Americans Act funds, county and township governments, and a local services fund. The Senior Companion Program

is funded by ACTION, a federal voluntary agency; the Illinois Department on Aging; local governmental agencies; and private donations. RSVP is funded by ACTION, the Illinois Department on Aging, local government entities and annual fund-raisers.
Program Type: Courses are offered on social, health, counseling, recreation, and nutrition topics. The Senior Companion Program provides a volunteering opportunity for low-income persons 60 years and older; day-to-day assistance to lonely, ill, and handicapped persons; and respite for stressed caregivers. The RSVP program matches the skills and talents of persons 60 years of age and older in meaningful volunteer service. Jobs for individuals age 55 and older who meet the low-income guidelines are made available through the Senior Aides Program. Courses are offered on social, health, counseling, recreation, and nutritional topics. Other programs include in-home care, transportation services, para-legal assistance, homemaker services, volunteer positions, meals, health services. activities, and housing options information and referral. The Lifelong Learning Program offers education fieldtrips, workshops, seminars, and formal classes. The Senior Symposium provides seniors an exclusive day at their community college with topics including German slang and song, weekend getaways, sweatshirt decorating, memory improvement, and sex after sixty.
Contact: Eugene M. Verdu, Director, Programs and Services for Older Persons, Belleville Area College, 201 North Church, Belleville, IL 62220, (618) 234-4410

College of DuPage:
Older Adult Institute

Program Objectives: To offer persons over age 55 the challenge and intellectual stimulation of an academic setting.
Credit/Noncredit Status: Both.
Location(s): On campus and on over 20 off-campus sites.
Numbers Served: Approximately 1,200 per quarter.
Funding Source(s): Operational funds and student fees.

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Program Type: Geography, photography, writing, computers, travel, fitness, music, art, dance, and a lecture series. Academic advising is also available for students.

Contact: Margaret D. Hamilton, Manager, Older Adult Institute, College of DuPage, 22nd Street and Lambert Road, Glen Ellyn, IL 60137-6599, (708) 858-2800 x 2700

Danville Area Community College:
Continuing Center for Lifetime Learning

Program Objectives: To discover and explore educational and recreational avenues in a positive, noncompetitive environment for sharing a lifetime of personal and professional learning experiences; and to offer moderately priced educational travel to persons 55 years of age and older.

Credit/Noncredit Status: Noncredit.

Location(s): On campus.

Numbers Served: Approximately 600 annually.

Funding Source(s): Operational funds and student fees.

Program Type: Nutrition, exercise, investment, wills and trusts, birdwatching, and caregiving are examples of courses offered through this program, as well as recreational and travel classes.

Contact: Vicki L. Howie, Coordinator, Continuing Education, Danville Area Community College, 2000 East Main Street, Danville, IL 61832, (217) 443-8778

John Wood Community College:
Lifelong Learning Program

Program Objectives: To enrich the lives of persons age 60 and older.

Credit/Noncredit Status: Noncredit. Students may also enroll in credit courses for reduced tuition.

Location(s): Primarily at community sites.

Numbers Served: Approximately 600 annually.

Funding Source(s): Student fees.

Program Type: Art, music, dance, photography, exercise, golf, cooking, consumer awareness, and the National Council on Aging's "Discovering Through the Humanities" program.

Contact: Carla Gosney, Director, Retired Senior Volunteer, John Wood Community College, 150 South 48th Street, Quincy, IL 62301, (217) 224-6500

Moraine Valley Community College - Ridgeland Center: Emeritus College

Program Objectives: To help semi-retired people age 50 and older remain alert and active.

Credit/Noncredit Status: Noncredit.

Location(s): On campus.

Numbers Served: Over 400 per semester.

Funding Source(s): Student fees.

Program Type: Computer usage, financial planning, heart exercise, Tai Chi Chuan, yoga, quilting, cooking, literature, sewing, crafts, bridge, music, films, Bible studies, personal improvement, and psychology.

Contact: Norine Fitzpatrick, Program Director, Emeritus College, Moraine Valley Community College - Ridgeland Center, 6201 West 115th Street, Worth, IL 60482, (708) 371-3975

Oakton Community College:
Emeritus Classes

Program Objectives: To provide quality higher education for adults 50 years of age and over, on a credit or noncredit basis, as well as seminars and lectures for those who do not wish to take longer classes.

Credit/Noncredit Status: Both

Location(s): On campus.

Numbers Served: Over 8,400.

Funding Source(s): Student fees.

Program Type: Serious to light topics, lectures, and seminars. A performing group, daytime chamber orchestra, and a travel/study trip to Santa Fe, New Mexico to study opera. Students may also enroll in courses such as music, literature, Tai Chi Chuan, foreign languages and geography.

Contact: Leona Hoelting, Manager, Older Adults Office, Oakton Community College, 7701 Lincoln Avenue, Skokie, IL 60076, (708) 635-1411

Sauk Valley Community College:
Senior Studies

Program Objectives: To provide learning opportunities for students age 55 and older.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Approximately 80 per session.
Funding Source(s): Student fees.
Program Type: Lifespan planning, word processing, personal development.
Contact: Ann Henderson, Senior Studies Coordinator, Sauk Valley Community College, 173 Illinois Route 2, Dixon, IL 61021, (815) 288-5511 x 212

KANSAS

Butler County Community College:
Life Enrichment Program

Program Objectives: To enrich the lives of adult students age 60 and older through programs that give practical and useful information as well as entertainment oriented programs.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Not available.
Funding Source(s): Student fees.
Program Type: Group learning sessions that cover topics such as Social Security entitlement, model trains, edible wild plants, Alzheimer's disease, travelogues, musical presentations, trips and recreational activities.
Contact: Pat Russell, Coordinator, Community Services, Butler County Community College, 901 South Haverhill Road, El Dorado, KS 67042, (316) 321-5083

Hutchinsor Community College:
Senior Citizen Program

Program Objectives: To provide programs and services to persons age 60 and older.
Credit/Noncredit Status: Noncredit.

Location(s): On and off-campus.
Numbers Served: Approximately 700 per year.
Funding Source(s): Operational funds, student fees, and grants.
Program Type: Legal issues, family history, nutrition, personal computer usage, Elderhostel program, and Retired Senior Volunteer program.
Contact: Debbie Berndsen, Director, Senior Citizen Program, Hutchinson Community College, 1300 North Plum, Hutchinson, KS 67501, (316) 665-3500

Johnson County Community College:
Brown and Gold Club, and SeniorNet

Program Objectives: To contribute experience and maturity to college life; and to foster personal and community support for the college among the older adult population, and to serve older adults who wish to learn computer usage.
Credit/Noncredit Status: Both.
Location(s): On campus.
Numbers Served: 2,640.
Funding Source(s): Membership fees, operational funds, and private donations.
Program Type: Computer usage classes. Also, membership in the Brown and Gold Club provides seniors benefits including: reduced or free admission to selected college events; reduced fee noncredit continuing education classes (some are free); free tuition for credit classes on a space-available basis during "open" walk-in or late registration dates; special events exclusively for Club members; the "55 Alive" program; and designated parking for selected college events.
Contact: Cathie Peterson, Program Coordinator, Student Life Division, Johnson County Community College, 12345 College at Quivira, Overland Park, KS 66210-1299, (913) 469-8500

Neosho County Community College:
Continued Lifetime Learning

Program Objectives: To meet educational needs of the older student population.
Credit/Noncredit Status: Credit.
Location(s): On campus.
Numbers Served: Approximately 430 annually.
Funding Source(s): Not available.
Program Type: Courses include history, genealogy, computer usage, wills and estates, dance, golf, music appreciation, stress management, silversmithing, mythology, and regional folklore.
Contact: Almeda Ostrander, Director, Continued Lifetime Learning Program, Neosho County Community College, 1000 South Allen, Chanute, KS 66720-2699, (316) 431-6222

KENTUCKY

University of Kentucky Southeast Community College: Senior Citizens Fellowship Program

Program Objectives: To allow older adults age 65 and older to enroll in regular courses at Southeast Community College without payment of fees.
Credit/Noncredit Status: Both.
Location(s): On campus.
Numbers Served: Not available.
Funding Source(s): Not available.
Program Type: All courses offered at the college are accessible to students in this program, in addition to noncredit, continuing education courses: driver education, exercise for the older adult, and nutrition education.
Contact: Suzanne Bagoney, Director, Unit Continuing Education, Southeast Community College, 300 College Road, Cumberland, KY 40823-1099, (606) 589-4941

MARYLAND

Hagerstown Junior College: Diversified Physical Fitness Program for Older Adults

Program Objectives: To provide a variety of regularly scheduled, structured programs designed to promote wellness, physical fitness and social interaction, and to improve mental and emotional attitudes in adults age 60 and older.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: 265 per semester.
Funding Source(s): Operational funds, student fees, and Washington County Commission on Aging.
Program Type: Physical fitness courses.
Contact: Virginia B. Young, Administrative Coordinator, Center for Continuing Education, Hagerstown Junior College, 751 Robinwood Drive, Hagerstown, MD 21740-6590, (301) 790-2800 x 236

Howard Community College:
Senior Adult Summer Institute

Program Objectives: To allow seniors to experience "college life" for five consecutive days; and to promote the concept that learning is a life-long process.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Variable (90 in 1991).
Funding Source(s): Student fees.
Program Type: Music appreciation, literature, U.S. role in current affairs, personal computers, comparative religions, and a science overview.
Contact: Kathy Jones, Specialist, Continuing Education, Howard Community College, Little Patuxent Parkway, Columbia, MD 21044, (301) 992-4800 x 4967

Prince George's Community College:
Senior Citizen Program

Program Objectives: To provide courses geared to the specific needs of those 60 and over at convenient locations and times.

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Credit/Noncredit Status: Both.
Location(s): On and off-campus sites including senior centers, libraries, shopping malls, housing complexes and nursing homes.
Numbers Served: 8,000 annually.
Funding Source(s): Operational funds and student fees per term. Scholarships are available
Program Type: Physical fitness, communications, humanities, writing, music, languages, computer usage, nutrition, and English as a second language. Mini-courses are offered annually in topics such as current health issues, and financial planning.
Contact: Maureen Ickrath, Program Coordinator, Senior Citizens Program, Prince George's Community College, 301 Largo Road, Largo, MD 20772, (301) 322-0879

MASSACHUSETTS

North Shore Community College:
Center for Older Adults

Program Objectives: To coordinate day and evening educational courses, programs and conferences specifically for older adults.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: Not available.
Funding Source(s): Student fees.
Program Type: Genealogy, retirement planning, financial planning, elder advocacy, golf, writing workshops, computers, Elderhostel, and an advisory committee.
Contact: Ellen Skryness, Coordinator, Center for Older Adults, North Shore Community College, One Ferncroft Road, Danvers, MA 01923, (508) 762-4000

MICHIGAN

Grand Rapids Community College:
Aging Education Program

Program Objectives: To provide job skill training and retraining for economically vulnerable persons 55 and older in a tri-county service area.
Credit/Noncredit Status: Noncredit.
Location(s): Satellite campuses.
Numbers Served: Approximately 25 students per year.
Funding Source(s): Job Training Partnership Act and Dislocated Workers' funds.
Program Type: Courses focus on the development of self-esteem in order to promote success in job training and retraining. They include computer based office procedures, computer aided design / computer aided manufacturing, furniture manufacturing, building maintenance mechanics, and furniture finishing.
Contact: Robert J. Riekse, Coordinator of Aging Education, Grand Rapids Community College, 143 Bostwick Avenue N.E., Grand Rapids, MI 49503, (616) 957-6151

Lansing Community College:
Center for Aging Education and Elder College

Program Objectives: To demonstrate creativity and innovation in meeting the learning needs of older persons; to meet identified needs with learning-based approaches; to provide an opportunity for older adults to be involved in lifelong learning opportunities within an informal college environment, and share their knowledge gained through lifelong experiences; and to allow Older Wiser Learners (OWLS) to advise on the activities offered for older learners through a club format.
Credit/Noncredit Status: Both. Continuing Education Units are also available.
Location(s): Primarily on campus.
Numbers Served: OWLS has 80 members. Other numbers are not available.

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Funding Source(s): Operational funds and student fees.

Program Type: Legal rights, medicare, medicaid and supplements, planning for older adults with developmental disabilities, caring for people with dementia, and interviewing and placing volunteers. Services are offered to enhance the independence of frail, isolated, hard-to-serve, low-income, or minority older adults. Retirement planning, investments, financial management, memory improvement, career education, aging, and sign language courses are offered. Elder College combines college classes and informal exchanges among older adult students. The OWLS group assists in developing ideas for learning activities.

Contact: Ellen N. Sullivan, Program Director, Center for Aging Education, Lansing Community College, 419 North Capitol Avenue, Lansing, MI 48901-7210, (517) 483-1179

Mid Michigan Community College:
Senior Citizens Travel Club

Program Objectives: To provide senior citizens an opportunity to travel together to places of interest at a reasonable price; and to make college resources available to nurture a community concept and stimulate and promote interest in the college.

Credit/Noncredit Status: Noncredit.

Location(s): Off campus at the various locations that are visited.

Numbers Served: Approximately 1,600.

Funding Source(s): Operational funds and student fees.

Program Type: Travel club.

Contact: Joseph Cascarelli, Coordinator, Senior Citizens Travel Club, Mid Michigan Community College, 1375 South Clare Avenue, Harrison, MI 48625, (517) 386-9131

Monroe County Community College:
Fitness After 60

Program Objectives: To provide basic knowledge on

muscle tone, flexibility, and aerobics which affect the heart, lungs, blood, muscles, and nerves for individuals age 60 and older.

Credit/Noncredit Status: Noncredit.

Location(s): Off campus.

Numbers Served: Approximately 350 annually.

Funding Source(s): Operational funds. Scholarships are available.

Program Type: Exercises of all types ranging from simple breathing exercises to dance. Also included are discussions on stress, fatigue, and relaxation.

Contact: Vicki D. Sherman, Administrative Assistant for Program Development, Monroe County Community College, 1555 South Raisinville Road, Monroe, MI 48161, (313) 242-7300 x 229

Oakland Community College:
Adult Learning Institute

Program Objectives: To provide retired or semi-retired area residents with outlet opportunities, and the opportunity to develop new interests.

Credit/Noncredit Status: Noncredit.

Location(s): On campus.

Numbers Served: The pilot project served 394. The Institute has 39 charter members.

Funding Source(s): Membership fees.

Program Type: Study groups and workshops. Institute membership entitles seniors to attend all classes offered by the institute each semester. Three courses are offered over a six week periods. This is a non-residency program patterned after the Elderhostel program.

Contact: Mary C. Comden, Dean, Public Professional Institute, Oakland Community College, 2480 Opdyke Road, Bloomfield Hills, MI 48304, (313) 540-1812

Washtenaw Community College:
Emeritus Enrichment Program

Program Objectives: To offer adults age sixty and older courses designed specifically for their enrichment.

Credit/Noncredit Status: Noncredit.

Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: Approximately 2,000 annually.
Funding Source(s): Operational funds.
Program Type: Arts and crafts, art history, health and physical fitness, music appreciation, retirement planning, and computer literacy.
Contact: Dom Nair, Director, Continuing Education and Extension Programs, Washtenaw Community College, 4800 East Huron River Drive, Box D-1, Ann Arbor, MI 48106-0978, (313) 973-3300

MISSISSIPPI

Jackson Community College:
Nursing Home Olympics

Program Objectives: To provide area nursing-home residents an opportunity for socialization and physical activities with others; and to give older adults access to college facilities.
Credit/Noncredit Status: Noncredit.
Location(s): At the college fieldhouse.
Numbers Served: Approximately 120 per year.
Funding Source(s): Operational funds, participating nursing homes, and community donations.
Program Type: Recreational courses including frisbee throw, football throw, penny pitch, basketball, darts, shuffleboard, bowling, shot-put, horseshoes, and ring toss.
Contact: Marian Roberts-Gudowski, Program Developer, Continuing Education, Jackson Community College, 2111 Emmons Road, Jackson, MS 49201, (601601) 787-0800

MISSOURI

St. Charles County Community College:
College for Lifelong Learners

Program Objectives: To provide a variety of personal development and special interest classes for students

age 55 and older.
Credit/Noncredit Status: Noncredit.
Location(s): At a retirement center.
Numbers Served: Not available.
Funding Source(s): Student fees.
Program Type: Sign language, photography, history, auto-biographical writing, dance, art, memory development and reading clubs.
Contact: Nancy Pittman, Coordinator, Community Education, St. Charles County Community College, 2724 Droste Road, St. Charles, MO 63301, (314) 723-1220

NEBRASKA

Metropolitan Community College:
College for Life-Long Learners

Program Objectives: To meet the needs of older adult students.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: Approximately 400 students per quarter.
Funding Source(s): Operational funds and students fees. Those over 62 years of age receive a fifty percent discount.
Program Type: Omaha history, drawing, caring for parents, music, educational tours, foreign languages, writing, and bridge.
Contact: Linda Cumbee, Coordinator, College for Lifelong Learners, Metropolitan Community College, Box 3777, Omaha, NE 68103-0777, (402) 449-8400

NEW YORK

Greene Community College:
Adult Learning Institute

Program Objectives: To promote educational, cultural, and social experiences, through the sharing of expertise and talents of residents of Columbia and

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older state residents.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: 78 members.
Funding Source(s): Membership dues.
Program Type: Conversational Spanish, ceramics, journal writing, computer usage, a movie matinee series, "Lunch and Learn" seminars, and museum field trips.
Contact: James R. Campion, Dean of Community Services, Columbia-Greene Community College, Box 1000, Hudson, NY 12534, (518) 828-4181 x 342

Kingsborough Community College:
"My Turn" Program

Program Objectives: To students age 65 and older intellectual stimulation within the academic setting, and an opportunity to attend the college on a tuition-free, course available basis.
Credit/Noncredit Status: Credit.
Location(s): On campus.
Numbers Served: 860.
Funding Source(s): Operational funds and student fees.
Program Type: English, journalism, foreign languages, career training, speech, behavioral sciences, business administration, computer usage. Services include special orientation and registration, assigned counselor for matriculated students, tutoring, a "My Turn" club newsletter, two rap groups, and a grief and bereavement support group.
Contact: Barbara Ginsberg, Coordinator, "My Turn" Program, Kingsborough Community College, 2001 Oriental Boulevard, Brooklyn, NY 11235, (718) 368-5079

State University of New York - Farmingdale:
Center for Senior Programs

Program Objectives: To offer diverse courses to older learners age 50 and older.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.

Numbers Served: Approximately 100 people per session.
Funding Source(s): Student fees.
Program Type: Romantic comedies of the 1930s, flower arranging, Tai Chi Chuan, computer usage, and quality of life.
Contact: Carolyn Jankowski, Coordinator, Center for Senior Programs, State University of New York-Farmingdale, Route 110 and Melville Road, Farmingdale, NY 11735, (516) 420-2161

Westchester Community College:
Mainstream Retirement Institute

Program Objectives: To provide high quality, low-cost educational programs that meet the interests, concerns, and needs of older adults age 55 and older; to provide training programs designed to enhance older adults' employment options; and to offer educational support for older Hispanics, informal caregivers, and service providers to older adults.
Credit/Noncredit Status: Noncredit.
Location(s): On campus and at community locations including shopping malls, senior/community centers, churches, hospital outpatient wellness centers, retirement communities, nursing homes, and libraries.
Numbers Served: Approximately 8,000 annually.
Funding Source(s): Operational funds, the state departments of labor and education, the county office for aging, the county library system, corporate donors, and private service organizations. Student fees are charged for advanced courses only.
Program Type: Wellness, nutrition, medicare, and eldercare for healthy aging; job skills training, career planning services, and job readiness; enrichment, travel, and personal growth; computer courses, and SeniorNet, a nationwide organization dedicated to teaching older adults computer skills. Also offered is a weekly one-half hour, educational, public-access cable television series accessible in numerous locations. Television shows cover cooking, health care, grandparenting, caring for aging parents, senior activities, doctor visit preparation, best buys in the

market. Story telling, legal planning, news coverage, retirement planning, booklover's circle, memory improvement, and reading are offered through an outreach program at public libraries.
Contact: Linda Gilberto, Assistant Dean, Mainstream Retirement Institute, Westchester Community College, 75 Grasslands Road, Valhalla, NY 10595, (914) 285-6793

NORTH CAROLINA

Brevard College:
Continuing Education

Program Objectives: To promote faculty contributions to the community; and to provide a means for community members age sixty and older to have access to college facilities.
Credit/Noncredit Status: Noncredit. Continuing education units are also available.
Location(s): On and off-campus.
Numbers Served: Approximately 300 annually.
Funding Source(s): Student fees.
Program Type: Aquatic conditioning, inside Transylvania, great decisions national lecture series.
Contact: Jacolyn Campbell, Director of Community Education, Brevard College, 400 North Broad Street, Brevard, NC 28712, (704) 883-8292

Caldwell Community College:
Center for Creative Aging

Program Objectives: To meet the unique educational needs of older area residents; and to meet the continuing education needs of professionals in the field of aging.
Credit/Noncredit Status: Both.
Location(s): On campus except for the supervised field placement.
Numbers Served: 350-400 per quarter.
Funding Source(s): Student fees. No charge for those sixty-five and older.
Program Type: Aging specialist program on care

issues with the frail elderly, death and dying, selected end-of-life issues, and aging development.
Contact: Elaine Lockhart, Director of Occupational Extension, Continuing Education Department, Caldwell Community College, 1000 Hickory Boulevard, Hudson, NC 28638, (704) 726-2242

Catawba Valley Community College:
Senior Citizen Program

Program Objectives: To meet the needs of older adult students age 55 and older through courses designed according to their interests.
Credit/Noncredit Status: Noncredit.
Location(s): At a senior center.
Numbers Served: Approximately 50.
Funding Source(s): Operational funds.
Program Type: Investment alternatives for the retiree, low-fat gourmet cooking, and wills, trusts and estates.
Contact: Richard Smith, Coordinator, Community Services, Catawba Valley Community College, Route 3, Box 283, Hickory, NC 28602-9699, (704) 464-4106

Mayland Community College:
Lifelong Learning

Program Objectives: To offer adults age fifty and older daytime courses, conversation, and peer companionship in a stimulating and congenial environment.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: 50 members.
Funding Source(s): Student fees. From one to four courses are offered for the same cost.
Program Type: Local history, trips, and health seminars.
Contact: Kay O. Goins, Administrative Assistant, Lifelong Learning Program, Mayland Community College, Box 547, Spruce Pine, NC 28777, (704) 765-7351

Piedmont Technical College:
Life Enrichment Program

Program Objectives: To offer a series of classes for older adults featuring mental, physical, and cultural activities designed to enliven and enrich their lives.
Credit/Noncredit Status: Noncredit.
Location(s): Off campus.
Numbers Served: Not available.
Funding Source(s): Operational Funds.
Program Type: Crafts, nutrition, multimedia presentations, day trips, health and exercise tips, and topics of current interest.
Contact: Phyllis Gentry, Coordinator, Continuing Education, Piedmont Technical College, Caswell County Office-Post Office Drawer T, Community College Drive, Yanceyville, NC 27379, (919) 694-5707

Sandhills Community College:
Senior Leadership

Program Objectives: To develop a group of informed, motivated, and committed retired persons in Moore County.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Approximately 25 per semester.
Funding Source(s): A one-time student fee.
Program Type: Seminars and activities designed to link experts on public issues and community problems with program participants to discuss issues, solutions to problems, creative possibilities, and future plans that may enhance the quality of life. Seminar topics and activities include: history of the county, government and environment, education in the county, cultural resources, health care, human and social services, and a graduation banquet.
Contact: Harlan McCaskill, Dean of Continuing Education, Sandhills Community College, 2200 Airport Road, Pinehurst, N.C. 28374, (919) 692-6185

OHIO

Sinclair Community College: Senior Citizen Continuing Education Opportunities

Program Objectives: To offer area adult residents age sixty and older the opportunity to continue their education in a college campus atmosphere; and to offer senior citizens in six nursing/care centers enrichment and wellness classes.
Credit/Noncredit Status: Audit status only.
Location(s): On-campus, at the Sinclair Neighborhood Center, and at twelve senior citizens centers.
Numbers Served: Approximately 1,800 per term.
Funding Source(s): Operational funds and lab fees.
Program Type: Swimming, computer skills, history, religion, fine arts, literature, dance, and aerobics.
Contact: John H. Wells, Off-Campus Coordinator, Credit Programs, Sinclair Community College, 444 West Third Street, Dayton, OH 45402-1460, (513) 226-3092

OKLAHOMA

Rose State College:
Senior Adult Education Services

Program Objectives: To provide an opportunity for retired persons in the district to participate in activities to exercise the body and the mind.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Approximately 1,200 annually.
Funding Source(s): Operational funds and student fees.
Program Type: Computer usage, history, music, aerobics, aquatics, art, and quilting.
Contact: Dale Fredrickson, Director, Continuing Education and Community Services, Rose State College, 6420 Southeast 15th Street, Midwest City, OK 73110, (405) 733-7392

OREGON

Rogue Community College: Rogue Area Senior Computer Assistance League (RASCAL)

Program Objectives: To encourage the use and knowledge of computers for older learners in Southern Oregon.
Credit/Noncredit Status: Noncredit.
Location(s): A donated community education classroom.
Numbers Served: 200 per year.
Funding Source(s): Membership fees.
Program Type: Computer courses.
Contact: Patti Kramer, Director of Continuing/Community Education, Rogue Community College, 3345 Redwood Highway, Grants Pass, OR 97527, (503) 479-5541

PENNSYLVANIA

Community College of Allegheny County - North Campus: Life Enrichment, Leisure Education, and Senior College

Program Objectives: To provide instruction to develop or improve the skills needed to perform the activities of daily living, promote the independence, physical and social well-being of older adults, particularly individuals 60 years of age or older who participate in county funded and affiliated senior centers and adult day-care programs, residents of county-operated long-term care facilities, and students age 55 and older, to offer educational programming designed to provide pleasure and intellectual growth for mature learners; and provide leisure education programs for the residents of county-operated longterm care facilities.
Credit/Noncredit Status: Noncredit.
Location(s): On campus, and at 83 senior centers and 16 adult day-care programs.
Numbers Served: 4,500 per semester.
Funding Source(s): Operational funds, student fees,

materials fees, and the county department of aging.
Program Type: Physical fitness, health and nutrition, health insurance, financial planning, life enrichment, computer usage, exercise, and local history.
Contact: Charlotte Bennett, Community College of Allegheny College-North Campus, 8701 Perry Highway, Pittsburgh, PA 15237, (412) 369-3636

Harrisburg Area Community College: Tri-County Older American Education Days

Program Objectives: To offer senior residents of Dauphin, Cumberland, and Perry Counties the opportunity to take part in classes on campus.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Approximately 140 annually.
Funding Source(s): Student fees.
Program Type: Not available.
Contact: Donald Coones, Director, Community Education Center, Harrisburg Area Community College, 3300 Cameron Road, Harrisburg, PA 17110-2999, (717) 780-2300

Montgomery County Community College: Lifelong Learning Division

Program Objectives: To enhance the quality of living of older area residents over age 65.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: 105.
Funding Source(s): Operational funds and student fees.
Program Type: Composers and their songs, ballroom and Latin American dancing, bridge, golf, current topics, discussion groups; and a four-day program of education days for older students, offering big band sounds, computer usage, self-esteem, genealogy, wills and estates, essay writing, and field trips.
Contact: Katherine Redden, Director, Lifelong Learning Division, Harrisburg Area Community College, 3000 Cameron Road, Harrisburg, PA 17110-2999, (717) 780-2300

TEXAS

Amarillo College:
Arts and Creative Skills Program

Program Objectives: To fulfill the educational and social needs of adults age 50 and older.
Credit/Noncredit Status: Noncredit.
Location(s): Amarillo Senior Citizens Center.
Numbers Served: 300 per session.
Funding Source(s): Operational funds.
Program Type: Health care, smoking cessation, arts and crafts, financial seminars, and recreational classes.
Contact: Joyce Good, Director, Senior Education, Amarillo College, Box 447, Amarillo, TX 79178-0001, (806) 371-5370

College of the Mainland:
Senior Adult Program

Program Objectives: To meet the needs of the senior adults, and serve as a "payback" for the use of taxpayers' contributions.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus.
Numbers Served: Approximately 100 annually.
Funding Source(s): Operational funds.
Program Type: Painting, quilting, sewing, foreign languages, and special topic seminars and workshops.
Contact: Lochie Fowler, Manager, Senior Adult Program, College of the Mainland, 1200 Amburn Road, Texas City, TX 77591, (409) 938-1211 x 432, or (713) 280-3993 x 432

Del Mar College:
Senior Citizens Education Program

Program Objectives: To meet the needs of older adult students age 55 and older.
Credit/Noncredit Status: Noncredit.
Location(s): Primarily on campus.
Numbers Served: Over 1,000 per year.
Funding Source(s): Operational funds.
Program Type: Creative writing, swimming, drama,

special topics seminars, computer literacy, nursing home selection and reform, and senior employment. The program also offers information and referral on aging issues, and volunteer opportunities through the Retired Senior Volunteer Program. Older adult volunteers teach the courses in the volunteer program.
Contact: JoAnn Luckie, Director, Special Populations Office, Del Mar College, 101 Baldwin, Corpus Christi, TX 78404-3897, (512) 886-1298

Houston Community College System:
Houston Institute of Lifetime Learning

Program Objectives: To provide continuing education opportunities for older adults 55 years of age and older.
Credit/Noncredit Status: Noncredit. The Gerontology Certificate Program offers continuing education units also.
Location(s): Various community sites.
Numbers Served: Approximately 300 per year.
Funding Source(s): Student fees.
Program Type: Bridge, oil painting, genealogy, foreign languages, computers, history, literature, legal advice, issues of aging for family members, and world religions. The program also features a gerontology certificate designed to meet the needs of persons employed in the field of aging.
Contact: Patti Whitmire Carlton, Director, Community Service Programs, Houston Community College System, 1401 Alabama Street, Houston, TX 77004, (713) 869-5021

Richland College:
Emeritus Program

Program Objectives: To meet the needs of lifelong learners age 55 and older.
Credit/Noncredit Status: Noncredit. Credit is available through concurrent enrollment and a core human development course.
Location(s): On campus.
Numbers Served: 100 students.
Funding Source(s): Operational funds.

Program Type: The core curriculum consists of a credit course designed to meet the specific needs of the 55 and older population; noncredit computer courses; and a lecture series.
Contact: Elaine Sullivan, Director, Adult Resource Center, Richland College, 12800 Abrams Road, Dallas, TX 775243-2199, (214) 238-6331 or 238-6393

Tyler Junior College:
Seniors Taking Active Roles and Mayfest

Program Objectives: To give older adults age 60 and older the opportunity to live in the college residence halls, attend classes, and participate in field trips and other activities patterned after the Elderhostel program; and to provide health information and entertainment to area senior citizens.
Credit/Noncredit Status: Noncredit. Continuing Education Credit is also available.
Location(s): On campus.
Numbers Served: Limited to 48 per session.
Funding Source(s): Student fees, the area council of governments, meals on wheels, and the county council on aging.
Program Type: Horticulture, writing memoirs, history, art, and historical field trips, health information, health screenings, and entertainment.
Contact: Athena Russell, Director of Community Services, Tyler Junior College, Box 9020, Tyler, TX 75711, (903) 510-2595

Wharton County Junior College:
Senior Citizen Program

Program Objectives: To help seniors 60 years and older maintain their independence in their own homes.
Credit/Noncredit Status: Not available.
Location(s): Three off-campus centers.
Numbers Served: 3,000.
Funding Source(s): The Older Americans Act, Houston-Galveston Area Council, United Way, Commissioners' Court, donations and grants.
Program Type: Meals and activities at three senior centers, meals on wheels, transportation, informa-

tion and referral, homemaker, and telephone reassurance.
Contact: Carol Osborne, Chief Coordinator, Senior Citizen Program, Wharton County Junior College, 911 Boling Highway, Wharton, TX 77488, (409) 532-4560

WASHINGTON

Bellevue Community College:
TELOS, Educational Programs for Older Adults

Program Objectives: To offer college level classes of an academic nature to seniors and/or retirees age 55 and older.
Credit/Noncredit Status: Noncredit.
Location(s): Off campus.
Numbers Served: Approximately 350 annually.
Funding Source(s): Operational funds and the Bellevue parks and recreation department.
Program Type: History, anthropology, geography, literature, music, arts and health.
Contact: Gordon Hartwich, Director, TELOS Program, Bellevue Community College, 3000 Landerholm Circle, Bellevue, WA 98007-6484, (206) 641-0111

Clark College:
Focus on Mature Learning

Program Objectives: To provide an opportunity for those 55 years and older to learn, to broaden their interests, to become proficient in some arts, to keep their bodies in shape, explore other disciplines, and enjoy with others the cultural, educational, and natural/scientific opportunities abounding in the area.
Location(s): On campus, at a satellite campus two miles away, and at a rented facility 20 miles from the campus.
Numbers Served: Over 600 per quarter.
Funding Source(s): Student fees.
Program Type: Exercise classes, retirement and aging skills, art, geology, astronomy, autobiography

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writing, history, philosophy, and literature.
Contact: Jean Gruwell, Program Manager, Focus on Mature Learning, Clark College, 1800 East McLoughlin Boulevard, Vancouver, WA 98663, (206) 699-0213 or (206) 699-0163

Highline Community College:
Senior Courses

Program Objectives: To offer courses targeted toward senior adults age 55 and older.
Credit/Noncredit Status: Both.
Location(s): On and off-campus.
Numbers Served: Not available.
Funding Source(s): Student fees.
Program Type: Senior College: a week at the college attending courses and seminars; photography, horticulture, physical fitness, painting and music, and noncredit courses designed by and for seniors.
Contact: Patricia Makos, Senior Coordinator, Highline Community College, Federal Way Center, 31223-B Pacific Highway South, Federal Way, WA 98003, (206) 878-9757

North Seattle Community College:
Senior Adult Education Program

Program Objectives: To offer computer classes, to encourage seniors to create a life history by using memory stimulation, peer support, and writing and organizational techniques, and present a lecture series of interest to senior adults.
Credit/Noncredit Status: Noncredit.
Location(s): On and off-campus, and at senior centers, community/recreation centers, and retirement homes.
Numbers Served: Over 60 per quarter.
Funding Source(s): Operational funds, state multicultural funds, Washington Humanities Commission, and student fees.
Program Type: Lecture series, offered each quarter by a different division, i.e. humanities, or social science. Life story writing, and computer usage courses.
Contact: Irene Gomez, Senior Adult Education

Program, North Seattle Community College, 9600 College Way North, Seattle, WA 98103, (206) 527-3787

Seattle Central Community College:
Senior Education

Program Objectives: To provide older learners confined to a nursing home or a similar facility, and other interested older learners, with classes and discussions, including computer classes, at a reasonable cost.
Credit/Noncredit Status: Credit, and audit.
Location(s): Off campus at four area senior centers, at the college's Maritime Training Center.
Numbers Served: Approximately 150 per quarter.
Funding Source(s): Operational funds, student fees, and funds generated by the college's self-support program.
Program Type: Personal history and current events, computer classes.
Contact: Jeff West, Manager, Community Services, Seattle Central Community College, 1701 Broadway, Seattle, WA 98122, (206) 587-5448

Shoreline Community College:
Summer College for Seniors

Program Objectives: To involve the college community in the service of older adults age 50 and older.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: Not available.
Funding Source(s): Operational funds and student fees.
Program Type: Computer usage, art, astrology, music.
Contact: Dianne Daley, Director, Student Programs, Shoreline Community College, 16101 Greenwood Avenue North, Seattle, WA 98133, (206) 546-4101

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South Seattle Community College:
Senior Adult Education Program

Program Objectives: To empower older persons to learn, change and enjoy life more through access to education.
Credit/Noncredit Status: Credit.
Location(s): On campus and at senior centers, retirement homes, nutrition programs, and longterm care facilities.
Numbers Served: 450 per quarter.
Funding Source(s): Operational funds.
Program Type: Computer usage, ethics, Spanish, history, psychology, and AARP "55 Alive" mature driving.
Contact: Mary Fogh, Program Manager, Senior Adult Education Program, South Seattle Community College, 6000 16th Avenue S.W., Seattle, WA 98106, (206) 764-5393

WYOMING

Laramie County Community College:
Mature Worker Training Program

Program Objectives: To provide a variety of courses that prepare older individuals age 55 and older for employment.
Credit/Noncredit Status: Noncredit.
Location(s): On campus.
Numbers Served: 12.
Funding Source(s): Student fees and materials fees. The fees are waived for those age 60 and older.
Program Type: Keyboarding, word processing, grammar, communications, data base, spreadsheet, MS-DOS review, office procedures, and topics on how to secure employment.
Contact: Sam Sturman, Director of Continuing Education, Laramie County Community College, 1400 East College Drive, Cheyenne, WY 82007-3299, (307) 635-9355

CANADA

ALBERTA

Grant MacEwan Community College:
Senior Studies Institute

Program Objectives: To meet the educational needs of adults 55 years of age and older.
Credit/Noncredit Status: Noncredit.
Location(s): Between 20 and 30 off-campus locations, including senior centers, YWCAs, department stores, health centers, and business offices.
Numbers Served: 3,000.
Funding Source(s): Foundation grants, and student fees.
Program Type: Financial management, health and health care, cultural, recreational and enrichment activities, and personal development.
Contact: Leila Jean Hastie, Coordinator, Senior Studies Institute, Grant MacEwan Community College, 7319 29th Avenue, Edmonton, Alberta T6K 2P1 CANADA, (403) 462-5540

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